



The New York State School Report Card [2013 - 14]

NAME: NEWARK VALLEY CSD

BEDS Code: 600402040000

ADDRESS: 79 WHIG ST, NEWARK VALLEY, NY 13811

PHONE: (607) 642-3221

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.

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
607	50%	615	50%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
2	5	20	5	1,182	8
0%	0%	2%	0%	97%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	161	13%	592	48%

*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

Students by Grade

Pre-K (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
47	92	88	90	98	69
5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade
102	84	1	90	102	118
10th Grade	11th Grade	12th Grade	Ungraded Secondary		
92	97	97	2		

Average Class Size (2013 - 14)

Common Branch			
21			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
17	18	19	20
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
14	17	15	18

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
477	39%	96	8%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	125	10%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
7%	6%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
3	1	9	31

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	104	101	101
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	6%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	6%	5%	5%
Total Number of Core Classes	297	280	274
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	449	431	429
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	100	98	82	84%	27	28%
General Education	84	84	77	92%	27	32%
Students with Disabilities	16	14	5	36%	0	0%
Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	16	16%	2	2%
General Education	0	0%	7	8%	0	0%
Students with Disabilities	0	0%	9	64%	2	13%

High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	5	1%	0	0%	5	1%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	17	17%	54	54%	8	8%	1	1%
General Education	16	19%	46	55%	6	7%	1	1%
Students with Disabilities	1	6%	8	50%	2	13%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	19	19%	0	0%	0	0%	1	1%
General Education	14	17%	0	0%	0	0%	1	1%
Students with Disabilities	5	31%	0	0%	0	0%	0	0%

Mean Score

2014	2013
301	288

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	94	33	30	34	3	37	66	42	32	26	0	26
General Education	89	29	31	36	3	39	60	37	35	28	0	28
Students with Disabilities	5	100	0	0	0	0	6	100	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	92	—	—	—	—	—	63	—	—	—	—	—
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	94	33	30	34	3	37	66	42	32	26	0	26
Female	50	24	40	30	6	36	35	43	23	34	0	34
Male	44	43	18	39	0	39	31	42	42	16	0	16
English Proficient	94	33	30	34	3	37	66	42	32	26	0	26
Economically Disadvantaged	50	44	30	26	0	26	28	57	29	14	0	14
Not Economically Disadvantaged	44	20	30	43	7	50	38	32	34	34	0	34
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	94	33	30	34	3	37	65	—	—	—	—	—

Mean Score

2014	2013
294	298

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	31	34	27	8	34	95	32	39	22	7	29
General Education	59	25	37	29	8	37	82	23	43	26	9	34
Students with Disabilities	5	100	0	0	0	0	13	85	15	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	62	—	—	—	—	—	92	—	—	—	—	—
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	64	31	34	27	8	34	95	32	39	22	7	29
Female	34	29	32	29	9	38	44	25	39	32	5	36
Male	30	33	37	23	7	30	51	37	39	14	10	24
English Proficient	64	31	34	27	8	34	95	32	39	22	7	29
Economically Disadvantaged	27	48	26	22	4	26	48	42	42	15	2	17
Not Economically Disadvantaged	37	19	41	30	11	41	47	21	36	30	13	43
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	63	—	—	—	—	—	95	32	39	22	7	29

Mean Score

2014	2013
287	287

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	95	48	27	19	5	24	89	48	34	17	1	18
General Education	81	40	32	22	6	28	71	38	39	21	1	23
Students with Disabilities	14	100	0	0	0	0	18	89	11	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	92	—	—	—	—	—	86	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	95	48	27	19	5	24	89	48	34	17	1	18
Female	45	42	29	18	11	29	35	49	31	20	0	20
Male	50	54	26	20	0	20	54	48	35	15	2	17
English Proficient	95	48	27	19	5	24	89	48	34	17	1	18
Economically Disadvantaged	49	63	22	12	2	14	47	62	32	6	0	6
Not Economically Disadvantaged	46	33	33	26	9	35	42	33	36	29	2	31
Not Migrant	95	48	27	19	5	24	89	48	34	17	1	18

Mean Score

2014	2013
291	291

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	84	35	42	15	8	24	87	31	47	20	2	22
General Education	66	23	48	18	11	29	75	21	55	21	3	24
Students with Disabilities	18	78	17	6	0	6	12	92	0	8	0	8
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	82	—	—	—	—	—	82	32	45	21	2	23
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	84	35	42	15	8	24	5	20	80	0	0	0
Female	35	37	40	14	9	23	49	27	45	27	2	29
Male	49	33	43	16	8	24	38	37	50	11	3	13
English Proficient	83	—	—	—	—	—	87	31	47	20	2	22
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	42	50	40	7	2	10	43	42	44	12	2	14
Not Economically Disadvantaged	42	19	43	24	14	38	44	20	50	27	2	30
Not Migrant	84	35	42	15	8	24	87	31	47	20	2	22

Mean Score

2014	2013
293	301

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	89	28	47	20	4	25	95	34	37	19	11	29
General Education	73	16	55	23	5	29	82	26	40	22	12	34
Students with Disabilities	16	81	13	6	0	6	13	85	15	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	1	—	—	—	—	—
White	84	30	44	21	5	26	93	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	0	100	0	0	0	95	34	37	19	11	29
Female	47	15	53	26	6	32	48	35	29	23	13	35
Male	42	43	40	14	2	17	47	32	45	15	9	23
English Proficient	89	28	47	20	4	25	95	34	37	19	11	29
Economically Disadvantaged	44	30	55	14	2	16	43	51	28	21	0	21
Not Economically Disadvantaged	45	27	40	27	7	33	52	19	44	17	19	37
Not Migrant	89	28	47	20	4	25	95	34	37	19	11	29

Mean Score

2014	2013
296	295

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	101	33	39	20	9	29	116	31	42	17	9	27
General Education	87	23	44	23	10	33	102	24	46	20	11	30
Students with Disabilities	14	93	7	0	0	0	14	86	14	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	98	—	—	—	—	—	111	29	44	17	10	27
Small Group Total	101	33	39	20	9	29	5	80	0	20	0	20
Female	52	31	37	23	10	33	61	16	49	21	13	34
Male	49	35	41	16	8	24	55	47	35	13	5	18
English Proficient	101	33	39	20	9	29	116	31	42	17	9	27
Economically Disadvantaged	51	45	39	16	0	16	53	45	42	11	2	13
Not Economically Disadvantaged	50	20	38	24	18	42	63	19	43	22	16	38
Not Migrant	101	33	39	20	9	29	116	31	42	17	9	27

Mean Score

2014	2013
310	299

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	92	14	42	26	17	43	66	30	35	26	9	35
General Education	86	9	44	28	19	47	60	27	35	28	10	38
Students with Disabilities	6	83	17	0	0	0	6	67	33	0	0	0
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	90	—	—	—	—	—	63	—	—	—	—	—
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	92	14	42	26	17	43	66	30	35	26	9	35
Female	48	13	46	25	17	42	35	29	31	29	11	40
Male	44	16	39	27	18	45	31	32	39	23	6	29
English Proficient	92	14	42	26	17	43	66	30	35	26	9	35
Economically Disadvantaged	48	25	50	17	8	25	28	32	46	11	11	21
Not Economically Disadvantaged	44	2	34	36	27	64	38	29	26	37	8	45
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	92	14	42	26	17	43	65	—	—	—	—	—

Mean Score

2014	2013
307	305

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	19	31	36	13	49	96	21	41	28	10	39
General Education	61	15	31	39	15	54	82	13	41	33	12	45
Students with Disabilities	6	67	33	0	0	0	14	64	36	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	65	—	—	—	—	—	93	—	—	—	—	—
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	67	19	31	36	13	49	96	21	41	28	10	39
Female	36	19	31	39	11	50	45	22	38	36	4	40
Male	31	19	32	32	16	48	51	20	43	22	16	37
English Proficient	67	19	31	36	13	49	96	21	41	28	10	39
Economically Disadvantaged	28	29	43	21	7	29	48	27	48	15	10	25
Not Economically Disadvantaged	39	13	23	46	18	64	48	15	33	42	10	52
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	66	—	—	—	—	—	96	21	41	28	10	39

Mean Score

2014	2013
297	290

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	94	41	30	19	10	29	89	42	35	21	2	24
General Education	80	31	35	23	11	34	71	31	39	27	3	30
Students with Disabilities	14	100	0	0	0	0	18	83	17	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	91	—	—	—	—	—	86	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	94	41	30	19	10	29	89	42	35	21	2	24
Female	43	37	35	23	5	28	35	43	43	11	3	14
Male	51	45	25	16	14	29	54	41	30	28	2	30
English Proficient	94	41	30	19	10	29	89	42	35	21	2	24
Economically Disadvantaged	47	57	21	15	6	21	47	55	28	17	0	17
Not Economically Disadvantaged	47	26	38	23	13	36	42	26	43	26	5	31
Not Migrant	94	41	30	19	10	29	89	42	35	21	2	24

Mean Score

2014	2013
287	285

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	83	43	39	14	4	18	88	47	41	8	5	13
General Education	65	34	43	18	5	23	76	39	46	9	5	14
Students with Disabilities	18	78	22	0	0	0	12	92	8	0	0	0
Hispanic or Latino	2	—	—	—	—	—	4	—	—	—	—	—
White	81	—	—	—	—	—	83	46	41	8	5	13
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	83	43	39	14	4	18	5	60	40	0	0	0
Female	34	53	32	12	3	15	49	43	45	8	4	12
Male	49	37	43	16	4	20	39	51	36	8	5	13
English Proficient	82	—	—	—	—	—	88	47	41	8	5	13
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	41	61	32	5	2	7	44	59	32	5	5	9
Not Economically Disadvantaged	42	26	45	24	5	29	44	34	50	11	5	16
Not Migrant	83	43	39	14	4	18	88	47	41	8	5	13

Mean Score

2014	2013
302	300

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	87	32	40	21	7	28	96	39	36	20	5	25
General Education	72	21	46	25	8	33	83	30	41	23	6	29
Students with Disabilities	15	87	13	0	0	0	13	92	8	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	1	—	—	—	—	—
White	82	32	40	21	7	28	94	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	40	40	20	0	20	96	39	36	20	5	25
Female	45	22	49	24	4	29	48	40	40	17	4	21
Male	42	43	31	17	10	26	48	38	33	23	6	29
English Proficient	87	32	40	21	7	28	96	39	36	20	5	25
Economically Disadvantaged	43	40	40	14	7	21	43	51	40	9	0	9
Not Economically Disadvantaged	44	25	41	27	7	34	53	28	34	28	9	38
Not Migrant	87	32	40	21	7	28	96	39	36	20	5	25

Mean Score

2014	2013
296	296

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	85	28	58	13	1	14	116	30	60	8	2	9
General Education	72	18	65	15	1	17	102	23	67	9	2	11
Students with Disabilities	13	85	15	0	0	0	14	86	14	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	83	—	—	—	—	—	111	28	62	8	2	10
Small Group Total	85	28	58	13	1	14	5	80	20	0	0	0
Female	43	35	58	7	0	7	61	25	64	10	2	11
Male	42	21	57	19	2	21	55	36	56	5	2	7
English Proficient	85	28	58	13	1	14	116	30	60	8	2	9
Economically Disadvantaged	50	38	50	12	0	12	53	43	51	6	0	6
Not Economically Disadvantaged	35	14	69	14	3	17	63	19	68	10	3	13
Not Migrant	85	28	58	13	1	14	116	30	60	8	2	9

Mean Score

2014	2013
80	80

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	67	1	12	42	45	87	95	3	11	37	49	86
General Education	61	0	10	41	49	90	83	1	8	35	55	90
Students with Disabilities	6	17	33	50	0	50	12	17	25	50	8	58
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	65	—	—	—	—	—	92	—	—	—	—	—
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	67	1	12	42	45	87	95	3	11	37	49	86
Female	36	0	11	44	44	89	43	2	7	35	56	91
Male	31	3	13	39	45	84	52	4	13	38	44	83
English Proficient	67	1	12	42	45	87	95	3	11	37	49	86
Economically Disadvantaged	28	0	18	57	25	82	48	4	17	42	38	79
Not Economically Disadvantaged	39	3	8	31	59	90	47	2	4	32	62	94
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	66	—	—	—	—	—	95	3	11	37	49	86

Grade 8 Science

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.

Mean Score

2014	2013
72	78

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	95	5	21	49	24	74	116	1	13	50	36	86
General Education	81	2	14	56	28	84	102	0	10	49	41	90
Students with Disabilities	14	21	64	14	0	14	14	7	36	57	0	57
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	94	—	—	—	—	—	111	1	13	49	38	86
Small Group Total	95	5	21	49	24	74	5	0	20	80	0	80
Female	49	8	22	49	20	69	61	0	15	44	41	85
Male	46	2	20	50	28	78	55	2	11	56	31	87
English Proficient	95	5	21	49	24	74	116	1	13	50	36	86
Economically Disadvantaged	50	10	30	48	12	60	53	2	17	60	21	81
Not Economically Disadvantaged	45	0	11	51	38	89	63	0	10	41	49	90
Not Migrant	95	5	21	49	24	74	116	1	13	50	36	86

Grade 8 Students Taking a Regents Science Test

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

Results by Student Group	2014					2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	4	—	—	—	—	—	0	0	0	0	0	0

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 4 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	30	33	28	9
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	19	27	36	18
Black or African American	45	34	18	3
Hispanic or Latino	44	35	17	4
White	20	33	35	12
Multiracial	*	*	*	*
Students with Disabilities	69	22	7	2
Limited English Proficient	75	21	4	*
Economically Disadvantaged	43	34	19	4

NAEP Grade 4 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	18	42	33	7
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	6	25	48	21
Black or African American	33	50	16	1
Hispanic or Latino	27	49	22	2
White	9	41	42	8
Multiracial	*	*	*	*
Students with Disabilities	43	42	14	1
Limited English Proficient	54	36	10	*
Economically Disadvantaged	26	48	23	3

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 8 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	24	41	30	5
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	17	33	38	12
Black or African American	37	45	17	1
Hispanic or Latino	36	45	18	1
White	14	40	40	6
Multiracial	*	*	*	*
Students with Disabilities	56	36	8	*
Limited English Proficient	80	19	1	*
Economically Disadvantaged	35	44	20	1

NAEP Grade 8 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	28	40	24	8
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	14	27	33	26
Black or African American	50	38	11	1
Hispanic or Latino	44	42	12	2
White	15	41	34	10
Multiracial	*	*	*	*
Students with Disabilities	66	27	6	1
Limited English Proficient	75	21	3	1
Economically Disadvantaged	42	39	15	4

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91

Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

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

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	110	4	5	41	41	82	116	2	2	40	50	90
General Education	91	0	2	41	48	89	100	1	1	39	58	97
Students with Disabilities	19	21	21	42	5	47	16	6	6	44	0	44
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
White	108	—	—	—	—	—	115	—	—	—	—	—
Small Group Total	110	4	5	41	41	82	116	2	2	40	50	90
Female	64	3	8	33	48	81	56	2	0	38	54	91
Male	46	4	2	52	30	83	60	2	3	42	47	88
English Proficient	110	4	5	41	41	82	116	2	2	40	50	90
Economically Disadvantaged	45	7	9	49	22	71	46	2	4	43	37	80
Not Economically Disadvantaged	65	2	3	35	54	89	70	1	0	37	59	96
Not Migrant	110	4	5	41	41	82	116	2	2	40	50	90

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

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	110	5	10	60	20	80	116	0	6	71	18	89
General Education	91	0	8	64	24	88	100	0	2	76	21	97
Students with Disabilities	19	26	21	42	0	42	16	0	31	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
White	108	—	—	—	—	—	115	—	—	—	—	—
Small Group Total	110	5	10	60	20	80	116	0	6	71	18	89
Female	64	5	13	55	25	80	56	0	9	70	18	88
Male	46	4	7	67	13	80	60	0	3	72	18	90
English Proficient	110	5	10	60	20	80	116	0	6	71	18	89
Economically Disadvantaged	45	7	16	60	11	71	46	0	11	72	9	80
Not Economically Disadvantaged	65	3	6	60	26	86	70	0	3	70	24	94
Not Migrant	110	5	10	60	20	80	116	0	6	71	18	89

Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	110	7	7	45	32	76	116	0	6	49	34	83
General Education	91	2	5	46	37	84	100	0	4	51	39	90
Students with Disabilities	19	32	16	37	5	42	16	0	19	38	0	38
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
White	108	—	—	—	—	—	115	—	—	—	—	—
Small Group Total	110	7	7	45	32	76	116	0	6	49	34	83
Female	64	8	8	44	31	75	56	0	9	57	25	82
Male	46	7	7	46	33	78	60	0	3	42	42	83
English Proficient	110	7	7	45	32	76	116	0	6	49	34	83
Economically Disadvantaged	45	16	11	44	18	62	46	0	11	41	26	67
Not Economically Disadvantaged	65	2	5	45	42	86	70	0	3	54	39	93
Not Migrant	110	7	7	45	32	76	116	0	6	49	34	83

Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	110	7	3	35	45	79	116	2	3	43	46	89
General Education	91	4	0	35	51	86	100	1	1	47	50	97
Students with Disabilities	19	21	16	32	16	47	16	6	13	19	19	38
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
White	108	—	—	—	—	—	115	—	—	—	—	—
Small Group Total	110	7	3	35	45	79	116	2	3	43	46	89
Female	64	11	3	34	41	75	56	2	2	54	36	89
Male	46	2	2	35	50	85	60	2	3	33	55	88
English Proficient	110	7	3	35	45	79	116	2	3	43	46	89
Economically Disadvantaged	45	16	2	44	20	64	46	2	7	37	41	78
Not Economically Disadvantaged	65	2	3	28	62	89	70	1	0	47	49	96
Not Migrant	110	7	3	35	45	79	116	2	3	43	46	89

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

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	110	1	5	37	51	88	116	0	3	40	51	91
General Education	91	1	1	33	59	92	100	0	1	39	58	97
Students with Disabilities	19	0	21	58	11	68	16	0	13	44	6	50
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
White	108	—	—	—	—	—	115	—	—	—	—	—
Small Group Total	110	1	5	37	51	88	116	0	3	40	51	91
Female	64	2	3	39	52	91	56	0	4	45	46	91
Male	46	0	7	35	50	85	60	0	2	35	55	90
English Proficient	110	1	5	37	51	88	116	0	3	40	51	91
Economically Disadvantaged	45	2	9	49	33	82	46	0	4	37	46	83
Not Economically Disadvantaged	65	0	2	29	63	92	70	0	1	41	54	96
Not Migrant	110	1	5	37	51	88	116	0	3	40	51	91

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	100	97	91	46	108	91	80	13
General Education	89	100	97	52	92	96	86	15
Students with Disabilities	11	73	45	0	16	63	44	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	3	—	—	—
White	97	—	—	—	104	—	—	—
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	100	97	91	46	108	91	80	13
Female	48	98	92	52	58	97	88	10
Male	52	96	90	40	50	84	70	16
English Proficient	100	97	91	46	108	91	80	13
Economically Disadvantaged	41	93	90	29	42	90	71	5
Not Economically Disadvantaged	59	100	92	58	66	91	85	18
Not Migrant	100	97	91	46	108	91	80	13

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	21	0	0	24	19	57	88	13	26	52	8	1
General Education	21	0	0	24	19	57	80	10	24	56	9	1
Students with Disabilities	0	0	0	0	0	0	8	38	50	13	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	3	—	—	—	—	—
White	21	0	0	24	19	57	84	—	—	—	—	—
Multiracial	0	0	0	0	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	88	13	26	52	8	1
Female	14	0	0	21	29	50	49	6	29	59	6	0
Male	7	0	0	29	0	71	39	21	23	44	10	3
English Proficient	21	0	0	24	19	57	88	13	26	52	8	1
Economically Disadvantaged	3	—	—	—	—	—	30	13	47	40	0	0
Not Economically Disadvantaged	18	—	—	—	—	—	58	12	16	59	12	2
Not Migrant	21	0	0	24	19	57	88	13	26	52	8	1

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	68	88	63	19	52	63	46	12
General Education	65	—	—	—	52	63	46	12
Students with Disabilities	3	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	2	—	—	—
White	68	88	63	19	50	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	52	63	46	12
Female	35	89	63	20	27	67	63	7
Male	33	88	64	18	25	60	28	16
English Proficient	68	88	63	19	52	63	46	12
Economically Disadvantaged	16	81	31	0	16	50	31	6
Not Economically Disadvantaged	52	90	73	25	36	69	53	14
Not Migrant	68	88	63	19	52	63	46	12

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	98	84	78	33	101	92	90	49
General Education	82	87	83	35	87	98	97	55
Students with Disabilities	16	69	50	19	14	57	50	7
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	4	—	—	—	0	0	0	0
White	93	84	78	34	98	—	—	—
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	5	80	60	0	101	92	90	49
Female	44	91	86	32	52	92	88	44
Male	54	78	70	33	49	92	92	53
English Proficient	98	84	78	33	101	92	90	49
Economically Disadvantaged	40	80	68	18	44	84	82	36
Not Economically Disadvantaged	58	86	84	43	57	98	96	58
Not Migrant	98	84	78	33	101	92	90	49

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	88	99	95	58	80	93	74	33
General Education	74	100	97	62	78	—	—	—
Students with Disabilities	14	93	86	36	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	1	—	—	—	0	0	0	0
Hispanic or Latino	2	—	—	—	1	—	—	—
White	85	—	—	—	78	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	88	99	95	58	80	93	74	33
Female	39	97	95	67	44	95	68	30
Male	49	100	96	51	36	89	81	36
English Proficient	88	99	95	58	80	93	74	33
Economically Disadvantaged	35	97	97	43	20	90	60	10
Not Economically Disadvantaged	53	100	94	68	60	93	78	40
Not Migrant	88	99	95	58	80	93	74	33

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	43	93	70	9	36	78	67	25
General Education	43	93	70	9	36	78	67	25
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	0	0	0	0
White	42	—	—	—	35	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	43	93	70	9	36	78	67	25
Female	21	90	81	5	21	86	71	24
Male	22	95	59	14	15	67	60	27
English Proficient	43	93	70	9	36	78	67	25
Economically Disadvantaged	10	90	50	0	6	83	83	33
Not Economically Disadvantaged	33	94	76	12	30	77	63	23
Not Migrant	43	93	70	9	36	78	67	25

Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	4	—	2	—	2	—
Students with Disabilities	4	—	2	—	2	—
White	4	—	2	—	2	—
Small Group Total	4	—	2	—	2	—
Female	1	—	1	—	1	—
Male	3	—	1	—	1	—
English Proficient	4	—	2	—	2	—
Economically Disadvantaged	3	—	2	—	2	—
Not Economically Disadvantaged	1	—	0	0	0	0
Not Migrant	4	—	2	—	2	—

Regents Competency Test Results (2013 - 14)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	5	20	0	0
Students with Disabilities	2	—	5	20	0	0
White	2	—	5	20	0	0
Small Group Total	2	—	0	0	0	0
Female	1	—	3	—	0	0
Male	1	—	2	—	0	0
English Proficient	2	—	5	20	0	0
Economically Disadvantaged	2	—	3	—	0	0
Not Economically Disadvantaged	0	0	2	—	0	0
Not Migrant	2	—	5	20	0	0

New York State Alternate Assessment (NYSAA) Results (2013 - 14)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	1	—	—	—	—	—
Grade 4 Math	1	—	—	—	—	—
Grade 4 Science	1	—	—	—	—	—
Grade 5 ELA	1	—	—	—	—	—
Grade 5 Math	1	—	—	—	—	—
Grade 6 ELA	1	—	—	—	—	—
Grade 6 Math	1	—	—	—	—	—
Grade 7 ELA	1	—	—	—	—	—
Grade 7 Math	1	—	—	—	—	—
Grade 8 ELA	1	—	—	—	—	—
Grade 8 Math	1	—	—	—	—	—
Grade 8 Science	1	—	—	—	—	—
Secondary-Level ELA	1	—	—	—	—	—
Secondary-Level Math	1	—	—	—	—	—
Secondary-Level Science	1	—	—	—	—	—
Secondary-Level Social Studies	1	—	—	—	—	—

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
Students with Disabilities	1	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	543	98%	✓	524	97	84	84
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	11	—	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✗	✓	525	98%	✗	507	96	104	104
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	✗	✓	81	96%	✗	81†	25†	37	37
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	✓	✓	271	97%	✓	262	72	68	68

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	543	98%	524	97
Not Black or African American	542	98%	523	97
Not Hispanic or Latino	532	98%	514	97
Not Asian or Native Hawaiian/Other Pacific Islander	541	98%	522	97
Not White	18	—	17	—
Not Multiracial	539	98%	520	97
General Education	462	98%	449	109
English Proficient	542	98%	523	97
Not Economically Disadvantaged	272	99%	262	123
Male	274	97%	262	88
Female	269	99%	262	106
Migrant	1	—	1	—
Not Migrant	542	98%	523	97

✓ Yes
 ✗ No
 — There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	545	97%	✓	517	104	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	11	—	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✓	✓	527	97%	✓	500	104	100	100
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	✗	✓	81	96%	✗	80†	34†	38	38
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	✓	✓	272	95%	✓	254	78	65	65

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	545	97%	517	104
Not Black or African American	544	97%	516	104
Not Hispanic or Latino	534	97%	507	105
Not Asian or Native Hawaiian/Other Pacific Islander	543	97%	515	104
Not White	18	—	17	—
Not Multiracial	541	97%	513	104
General Education	464	97%	443	116
English Proficient	544	97%	516	104
Not Economically Disadvantaged	273	99%	263	129
Male	273	98%	263	103
Female	272	96%	254	104
Migrant	1	—	1	—
Not Migrant	544	97%	516	104

✓ Yes
 ✗ No
 — There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	173	97%	✓	163	176	175	175
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	0	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	✓	168	98%	✗	159	176	184	184
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	22	—	—	21	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✗	✓	81	96%	✗	76	162	163	163

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	173	97%	163	176
Not Black or African American	172	98%	163	176
Not Hispanic or Latino	171	97%	161	176
Not Asian or Native Hawaiian/Other Pacific Islander	172	97%	162	176
Not White	5	—	4	—
Not Multiracial	172	97%	162	176
General Education	151	97%	142	185
English Proficient	173	97%	163	176
Not Economically Disadvantaged	92	98%	87	189
Male	82	96%	78	178
Female	91	98%	85	174
Migrant	1	—	1	—
Not Migrant	172	97%	162	176

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	X	✓	98	100%	X	103	150	156	156
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	X	✓	96	100%	X	101	150	168	168
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	14	—	—	18	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	X	—	33	—	X	42	117	137	137

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	98	100%	103	150
Not Black or African American	98	100%	103	150
Not Hispanic or Latino	98	100%	103	150
Not Asian or Native Hawaiian/Other Pacific Islander	96	100%	101	150
Not White	2	—	2	—
Not Multiracial	98	100%	103	150
General Education	84	100%	85	166
English Proficient	98	100%	103	150
Not Economically Disadvantaged	65	100%	61	174
Male	41	100%	43	151
Female	57	100%	60	150
Migrant	0	—	0	—
Not Migrant	98	100%	103	150

✓ Yes
 X No
 — There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI \geq EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✗	✓	98	99%	✗	103	127	138	138
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✗	✓	96	99%	✗	101	127	152	148
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	14	—	—	18	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✗	—	33	—	✗	42	95	116	116

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	98	99%	103	127
Not Black or African American	98	99%	103	127
Not Hispanic or Latino	98	99%	103	127
Not Asian or Native Hawaiian/Other Pacific Islander	96	99%	101	127
Not White	2	—	2	—
Not Multiracial	98	99%	103	127
General Education	84	100%	85	142
English Proficient	98	99%	103	127
Not Economically Disadvantaged	65	100%	61	149
Male	41	98%	43	135
Female	57	100%	60	122
Migrant	0	—	0	—
Not Migrant	98	99%	103	127

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	97	104	150	127	120
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	96	104	150	127	119
Multiracial	—	—	—	—	—
Students With Disabilities	25	34	—	—	30
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	72	78	117	95	91

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	116	91%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	115	90%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	16	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	46	83%	80%	77%

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

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

— There were fewer than 30 students in the cohort.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	88	90%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	87	90%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	32	81%	80%	73%

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

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

— There were fewer than 30 students in the cohort.

Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	116	91%	88	90%
Not Black or African American	116	91%	88	90%
Not Hispanic or Latino	116	91%	88	90%
Not Asian or Native Hawaiian/Other Pacific Islander	115	90%	87	90%
Not White	1	—	1	—
Not Multiracial	116	91%	88	90%
General Education	100	97%	73	95%
English Proficient	116	91%	88	90%
Not Economically Disadvantaged	70	96%	56	95%
Male	60	90%	43	88%
Female	56	91%	45	91%
Migrant	0	—	0	—
Not Migrant	116	91%	88	90%

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2009 Graduation-Rate Total Cohort members who graduated as of August 31, 2013 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
28%	31%	NO
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
1%	4%	NO

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	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. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	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.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for 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.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

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 used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

National Assessment of Educational Progress (NAEP)

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. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

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. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

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

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

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

Regents Examinations

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

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. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

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. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

A secondary-level total 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. For more detailed information on cohort definitions, see the [SIRS Manual](#).

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials page](#). For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$</p>
Progress Target	<p>Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p>Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$</p> <p>Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is</p>

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.