The New York State School Report Card [2013 - 14]
NAME: NORTH ROSE-WOLCOTT CSD
BEDS Code: 651501060000
ADDRESS: 11631 SALTER-COLVIN RD, WOLCOTT, NY 14590
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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.

NORTH ROSE-WOLCOTT CSD Enrollment (2013 - 14)

K-12 Enrollment: 1,239

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	
599	48%	640	52%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
4	9	90	1	1,098	37
0%	1%	7%	0%	89%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
18	1%	161	13%	779	63%

Students by Grade

Pre-K (Half Day)	Kindergarten (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade
44	25	90	85	117	88
4th Grade	**5th Grade**	**6th Grade**	**Ungraded Elementary**	**7th Grade**	**8th Grade**
84	92	86	2	76	97
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**	**Ungraded Secondary**	
107	105	90	89	6	

Average Class Size (2013 - 14)

Common Branch	Grade 8 Mathematics	Grade 8 Science	Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
19	17	18	22	20	14	19

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
600	48%	157	13%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
89%	93	7%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
38%	15%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
4	2	20	41

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	122	121	121
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	3%
Percent with Fewer Than Three Years of Experience	4%	2%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	15%	12%
Total Number of Core Classes	259	215	222
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	1%
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	368	352	335
Percent Taught by Teachers Without Appropriate Certification	1%	3%	3%

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	93	92	82	89%	35	38%
General Education	83	83	79	95%	35	42%
Students with Disabilities	10	9	3	33%	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	5	5%	10	11%	1	1%
General Education	4	5%	4	5%	0	0%
Students with Disabilities	1	11%	6	67%	1	10%

High School Non-completers (2013 - 14)

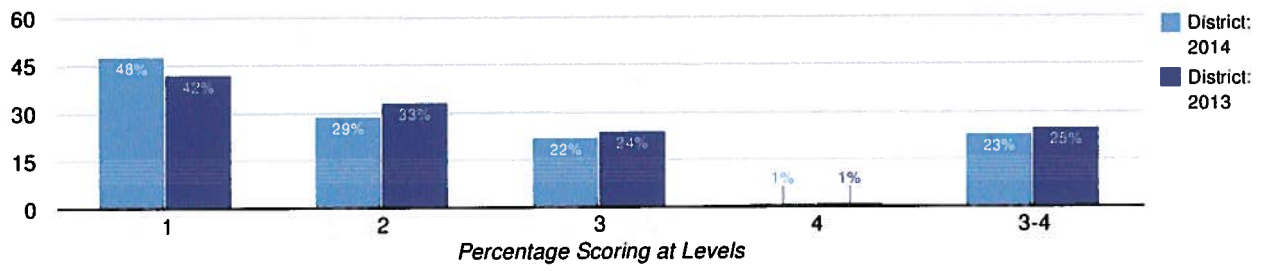
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	12	3%	1	0%	13	3%
General Education	–	–	–	–	–	–
Students 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	28	30%	32	34%	0	0%	3	3%
General Education	28	34%	32	39%	0	0%	2	2%
Students with Disabilities	0	0%	0	0%	0	0%	1	10%

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	29	31%	0	0%	1	1%	0	0%
General Education	21	25%	0	0%	0	0%	0	0%
Students with Disabilities	8	80%	0	0%	1	10%	0	0%

Grade 3 English Language Arts

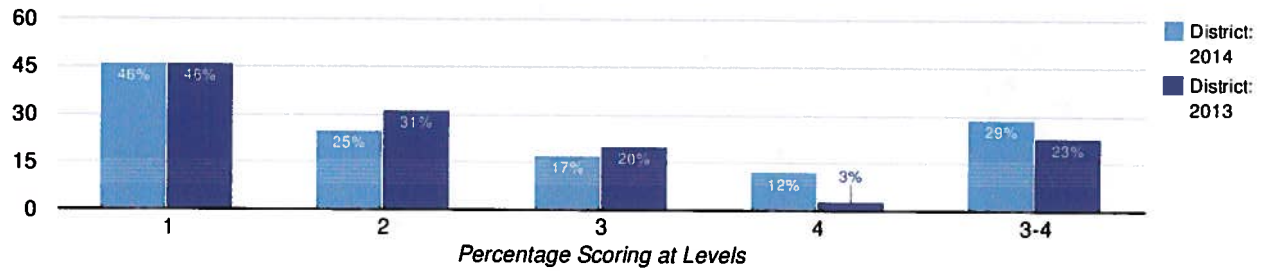


Mean Score

2014	2013
288	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	90	48	29	22	1	23	91	42	33	24	1	25
General Education	77	39	34	26	1	27	77	31	39	29	1	30
Students with Disabilities	13	100	0	0	0	0	14	100	0	0	0	0
Black or African American	1	–	–	–	–	–	0	0	0	0	0	0
Hispanic or Latino	6	–	–	–	–	–	6	–	–	–	–	–
White	82	46	30	22	1	23	83	43	33	23	1	24
Multiracial	1	–	–	–	–	–	2	–	–	–	–	–
Small Group Total	8	63	13	25	0	25	8	25	38	38	0	38
Female	41	39	34	24	2	27	48	40	33	25	2	27
Male	49	55	24	20	0	20	43	44	33	23	0	23
English Proficient	89	–	–	–	–	–	90	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	1	–	–	–	–	–
Economically Disadvantaged	57	54	28	18	0	18	62	52	32	16	0	16
Not Economically Disadvantaged	33	36	30	30	3	33	29	21	34	41	3	45
Migrant	1	–	–	–	–	–	3	–	–	–	–	–
Not Migrant	89	–	–	–	–	–	88	–	–	–	–	–

Grade 4 English Language Arts

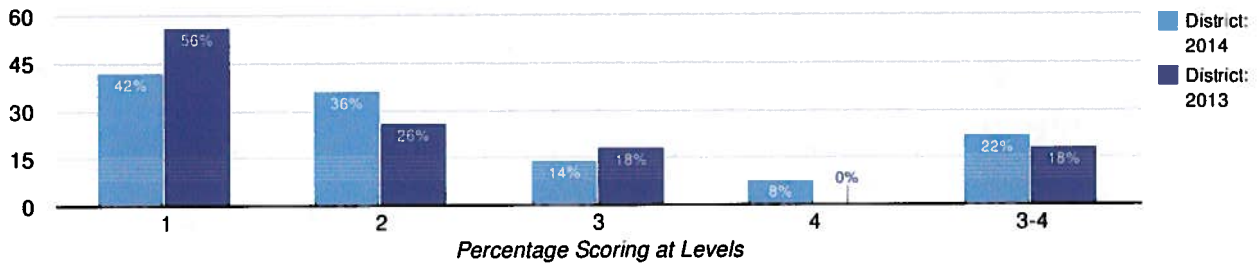


Mean Score

2014	2013
292	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	83	46	25	17	12	29	91	46	31	20	3	23
General Education	69	36	29	20	14	35	78	37	36	23	4	27
Students with Disabilities	14	93	7	0	0	0	13	100	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	2	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	–	–	–	–	–
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	8	88	0	13	0	13
White	77	48	23	17	12	29	76	42	34	20	4	24
Multiracial	2	–	–	–	–	–	3	–	–	–	–	–
Small Group Total	6	17	50	17	17	33	7	43	29	29	0	29
Female	44	39	32	18	11	30	53	40	30	26	4	30
Male	39	54	18	15	13	28	38	55	32	11	3	13
English Proficient	82	–	–	–	–	–	89	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	2	–	–	–	–	–
Economically Disadvantaged	61	51	25	16	8	25	52	60	29	12	0	12
Not Economically Disadvantaged	22	32	27	18	23	41	39	28	33	31	8	38
Migrant	3	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	80	–	–	–	–	–	90	–	–	–	–	–

Grade 5 English Language Arts

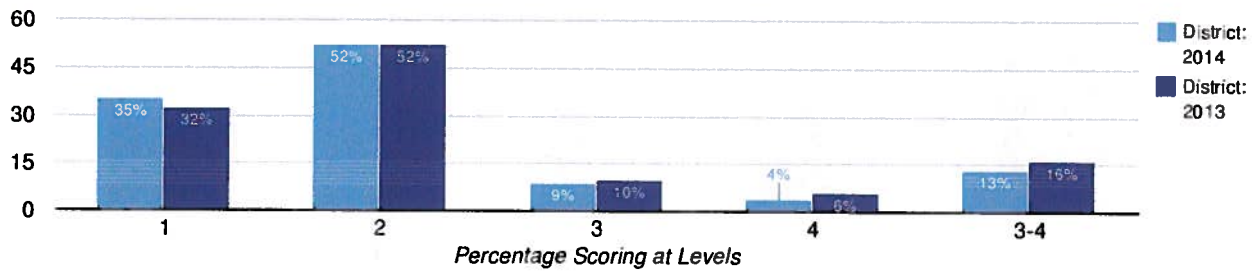


Mean Score

2014	2013
288	280

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)
All Students	90	42	36	14	8	22	89	56	26	18	0	18
General Education	77	32	42	17	9	26	78	50	29	21	0	21
Students with Disabilities	13	100	0	0	0	0	11	100	0	0	0	0
American Indian or Alaska Native	2	–	–	–	–	–	1	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	0	0	0	0	0	0
Black or African American	1	–	–	–	–	–	0	0	0	0	0	0
Hispanic or Latino	8	75	25	0	0	0	7	–	–	–	–	–
White	75	40	33	17	9	27	80	55	25	20	0	20
Multiracial	3	–	–	–	–	–	1	–	–	–	–	–
Small Group Total	7	29	71	0	0	0	9	67	33	0	0	0
Female	52	33	40	19	8	27	47	43	32	26	0	26
Male	38	55	29	8	8	16	42	71	19	10	0	10
English Proficient	88	–	–	–	–	–	88	–	–	–	–	–
Limited English Proficient	2	–	–	–	–	–	1	–	–	–	–	–
Economically Disadvantaged	49	61	31	6	2	8	62	73	23	5	0	5
Not Economically Disadvantaged	41	20	41	24	15	39	27	19	33	48	0	48
Migrant	1	–	–	–	–	–	2	–	–	–	–	–
Not Migrant	89	–	–	–	–	–	87	–	–	–	–	–

Grade 6 English Language Arts

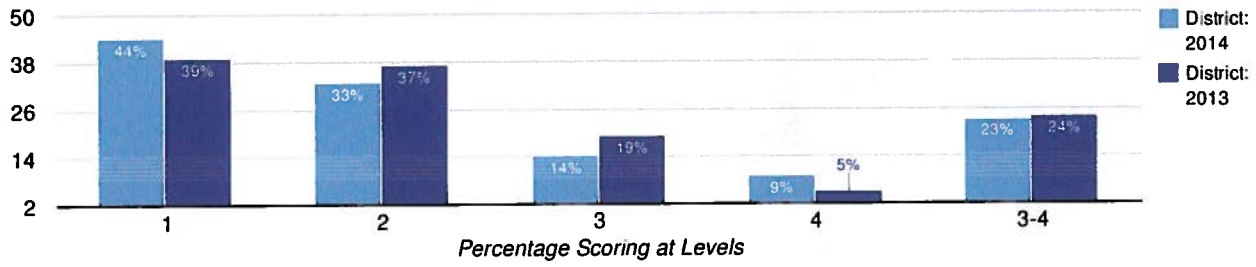


Mean Score

2014	2013
287	293

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)
All Students	85	35	52	9	4	13	79	32	52	10	6	16
General Education	78	31	55	10	4	14	71	28	54	11	7	18
Students with Disabilities	7	86	14	0	0	0	8	63	38	0	0	0
American Indian or Alaska Native	1	–	–	–	–	–	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	7	–	–	–	–	–	5	40	60	0	0	0
White	76	34	51	11	4	14	68	32	50	10	7	18
Multiracial	1	–	–	–	–	–	5	–	–	–	–	–
Small Group Total	9	44	56	0	0	0	6	33	67	0	0	0
Female	44	23	57	14	7	20	51	25	57	12	6	18
Male	41	49	46	5	0	5	28	43	43	7	7	14
English Proficient	84	–	–	–	–	–	78	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	1	–	–	–	–	–
Economically Disadvantaged	56	48	45	7	0	7	54	37	48	11	4	15
Not Economically Disadvantaged	29	10	66	14	10	24	25	20	60	8	12	20
Migrant	2	–	–	–	–	–	2	–	–	–	–	–
Not Migrant	83	–	–	–	–	–	77	–	–	–	–	–

Grade 7 English Language Arts

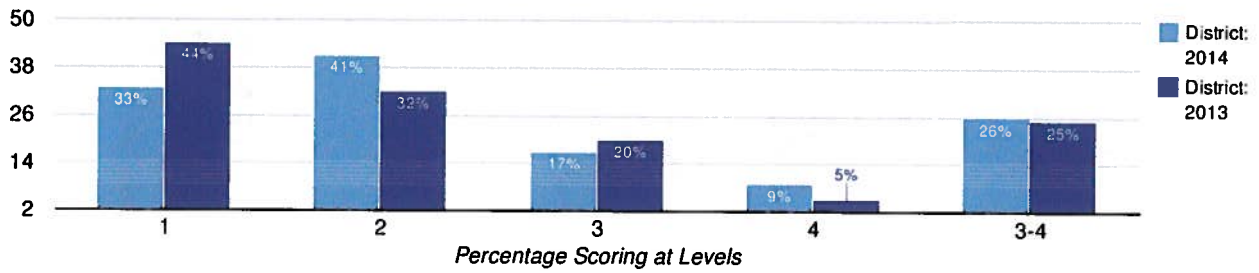


Mean Score

2014	2013
288	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	78	44	33	14	9	23	103	39	37	19	5	24
General Education	70	37	37	16	10	26	91	32	41	22	5	27
Students with Disabilities	8	100	0	0	0	0	12	92	8	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	_	_	_	_	_
Black or African American	1	_	_	_	_	_	0	0	0	0	0	0
Hispanic or Latino	5	20	80	0	0	0	3	_	_	_	_	_
White	68	46	29	15	10	25	98	39	36	20	5	26
Multiracial	4	_	_	_	_	_	1	_	_	_	_	_
Small Group Total	5	40	40	20	0	20	5	40	60	0	0	0
Female	50	30	44	16	10	26	53	25	47	23	6	28
Male	28	68	14	11	7	18	50	54	26	16	4	20
English Proficient	77	_	_	_	_	_	103	39	37	19	5	24
Limited English Proficient	1	_	_	_	_	_	0	0	0	0	0	0
Economically Disadvantaged	58	50	29	17	3	21	61	48	31	18	3	21
Not Economically Disadvantaged	20	25	45	5	25	30	42	26	45	21	7	29
Migrant	2	_	_	_	_	_	1	_	_	_	_	_
Not Migrant	76	_	_	_	_	_	102	_	_	_	_	_

Grade 8 English Language Arts

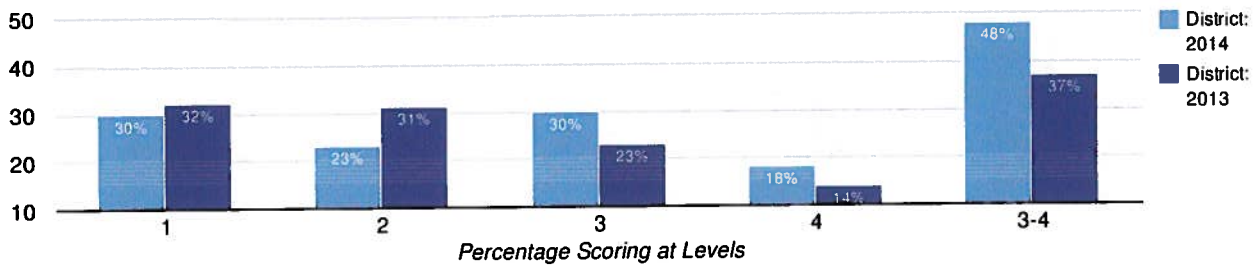


Mean Score

2014	2013
290	288

Results by Student Group	2014 Total Tested	2014 Percent Scoring at Level(s) 1	2014 2	2014 3	2014 4	2014 % Proficient (Levels 3 and 4)	2013 Total Tested	2013 Percent Scoring at Level(s) 1	2013 2	2013 3	2013 4	2013 % Proficient (Levels 3 and 4)
All Students	93	33	41	17	9	26	101	44	32	20	5	25
General Education	83	25	46	19	10	29	84	33	37	24	6	30
Students with Disabilities	10	100	0	0	0	0	17	94	6	0	0	0
American Indian or Alaska Native	1	–	–	–	–	–	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	6	83	17	0	0	0
White	87	34	38	18	9	28	90	41	31	22	6	28
Multiracial	1	–	–	–	–	–	4	–	–	–	–	–
Small Group Total	6	17	83	0	0	0	5	40	60	0	0	0
Female	47	21	45	21	13	34	60	33	32	30	5	35
Male	46	46	37	13	4	17	41	59	32	5	5	10
English Proficient	93	33	41	17	9	26	100	–	–	–	–	–
Limited English Proficient	0	0	0	0	0	0	1	–	–	–	–	–
Economically Disadvantaged	55	35	45	13	7	20	58	59	29	10	2	12
Not Economically Disadvantaged	38	32	34	24	11	34	43	23	35	33	9	42
Migrant	1	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	92	–	–	–	–	–	100	–	–	–	–	–

Grade 3 Mathematics

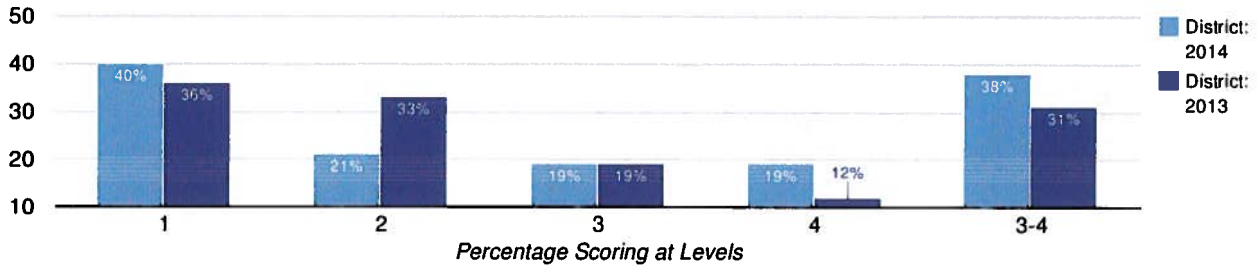


Mean Score

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	88	30	23	30	18	48	91	32	31	23	14	37
General Education	74	20	24	34	22	55	77	23	32	27	17	44
Students with Disabilities	14	79	14	7	0	7	14	79	21	0	0	0
Black or African American	1	–	–	–	–	–	0	0	0	0	0	0
Hispanic or Latino	6	–	–	–	–	–	6	–	–	–	–	–
White	80	29	21	30	20	50	83	30	33	24	13	37
Multiracial	1	–	–	–	–	–	2	–	–	–	–	–
Small Group Total	8	38	38	25	0	25	8	50	13	13	25	38
Female	40	20	25	35	20	55	48	40	29	19	13	31
Male	48	38	21	25	17	42	43	23	33	28	16	44
English Proficient	87	–	–	–	–	–	90	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	1	–	–	–	–	–
Economically Disadvantaged	55	35	31	27	7	35	62	39	34	23	5	27
Not Economically Disadvantaged	33	21	9	33	36	70	29	17	24	24	34	59
Migrant	1	–	–	–	–	–	3	–	–	–	–	–
Not Migrant	87	–	–	–	–	–	88	–	–	–	–	–

Grade 4 Mathematics

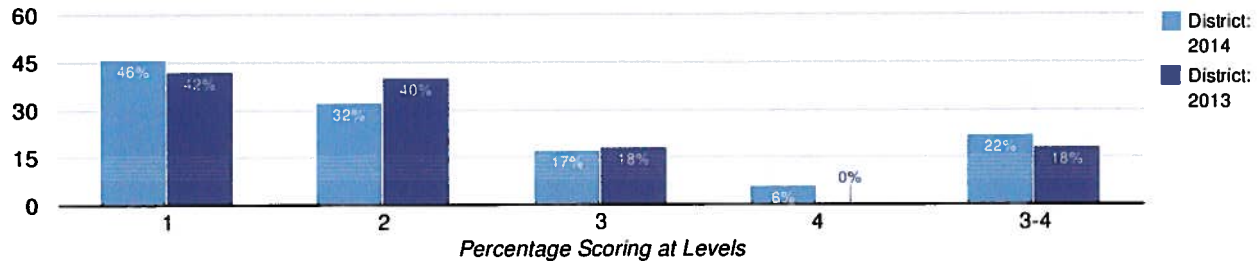


Mean Score

2014	2013
298	294

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s) 1	2	3	4	% Proficient (Levels 3 and 4)
All Students	84	40	21	19	19	38	90	36	33	19	12	31
General Education	69	32	23	22	23	45	78	26	38	22	14	36
Students with Disabilities	15	80	13	7	0	7	12	100	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	2	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	–	–	–	–	–
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	8	50	50	0	0	0
White	79	39	23	20	18	38	75	33	33	19	15	33
Multiracial	2	–	–	–	–	–	3	–	–	–	–	–
Small Group Total	5	60	0	0	40	40	7	43	14	43	0	43
Female	44	43	27	16	14	30	53	36	30	19	15	34
Male	40	38	15	23	25	48	37	35	38	19	8	27
English Proficient	83	–	–	–	–	–	88	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	2	–	–	–	–	–
Economically Disadvantaged	61	46	20	20	15	34	51	53	31	12	4	16
Not Economically Disadvantaged	23	26	26	17	30	48	39	13	36	28	23	51
Migrant	2	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	82	–	–	–	–	–	89	–	–	–	–	–

Grade 5 Mathematics

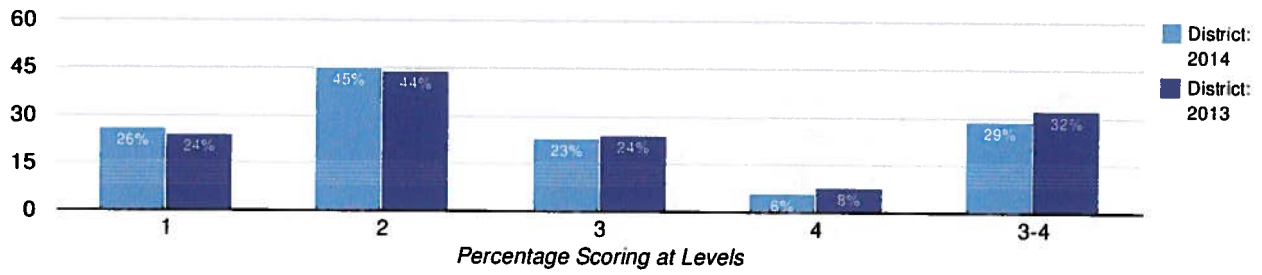


Mean Score

2014	2013
295	292

Results by Student Group	2014 Total Tested	2014 Percent Scoring at Level(s) 1	2014 2	2014 3	2014 4	2014 % Proficient (Levels 3 and 4)	2013 Total Tested	2013 Percent Scoring at Level(s) 1	2013 2	2013 3	2013 4	2013 % Proficient (Levels 3 and 4)
All Students	90	46	32	17	6	22	88	42	40	18	0	18
General Education	77	38	36	19	6	26	77	35	44	21	0	21
Students with Disabilities	13	92	8	0	0	0	11	91	9	0	0	0
American Indian or Alaska Native	2	–	–	–	–	–	1	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	0	0	0	0	0	0
Black or African American	1	–	–	–	–	–	0	0	0	0	0	0
Hispanic or Latino	8	75	13	0	13	13	7	–	–	–	–	–
White	75	43	35	17	5	23	79	41	39	20	0	20
Multiracial	3	–	–	–	–	–	1	–	–	–	–	–
Small Group Total	7	43	29	29	0	29	9	56	44	0	0	0
Female	53	42	32	19	8	26	47	40	38	21	0	21
Male	37	51	32	14	3	16	41	44	41	15	0	15
English Proficient	88	–	–	–	–	–	87	–	–	–	–	–
Limited English Proficient	2	–	–	–	–	–	1	–	–	–	–	–
Economically Disadvantaged	49	57	37	4	2	6	61	54	36	10	0	10
Not Economically Disadvantaged	41	32	27	32	10	41	27	15	48	37	0	37
Migrant	1	–	–	–	–	–	2	–	–	–	–	–
Not Migrant	89	–	–	–	–	–	86	–	–	–	–	–

Grade 6 Mathematics

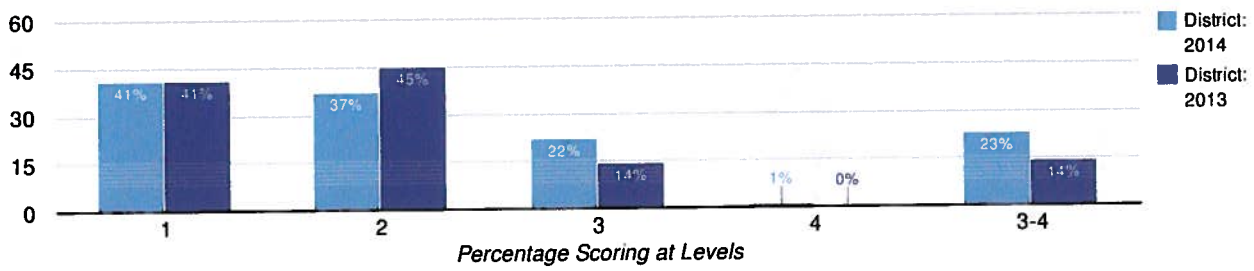


Mean Score

2014	2013
299	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	84	26	45	23	6	29	78	24	44	24	8	32
General Education	77	21	48	25	6	31	70	20	44	27	9	36
Students with Disabilities	7	86	14	0	0	0	8	63	38	0	0	0
American Indian or Alaska Native	1	–	–	–	–	–	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	7	–	–	–	–	–	5	40	40	20	0	20
White	75	25	44	24	7	31	67	22	43	25	9	34
Multiracial	1	–	–	–	–	–	5	–	–	–	–	–
Small Group Total	9	33	56	11	0	11	6	50	33	17	0	17
Female	44	23	43	30	5	34	51	22	47	25	6	31
Male	40	30	48	15	8	23	27	30	37	22	11	33
English Proficient	83	–	–	–	–	–	77	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	1	–	–	–	–	–
Economically Disadvantaged	56	34	50	14	2	16	53	30	49	15	6	21
Not Economically Disadvantaged	28	11	36	39	14	54	25	12	32	44	12	56
Migrant	2	–	–	–	–	–	2	–	–	–	–	–
Not Migrant	82	–	–	–	–	–	76	–	–	–	–	–

Grade 7 Mathematics

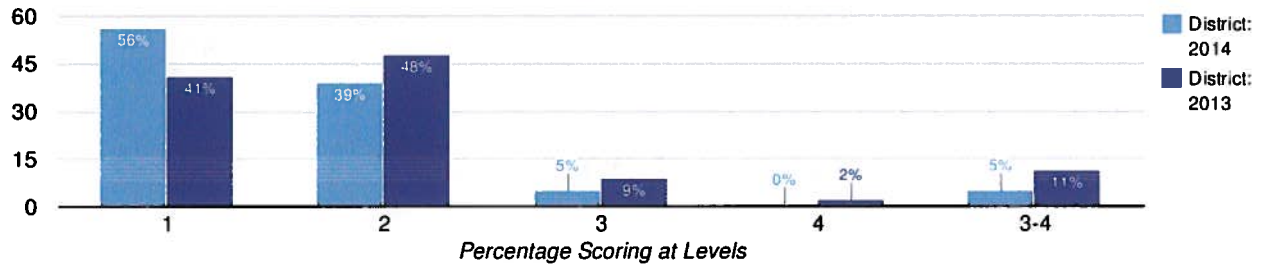


Mean Score

2014	2013
298	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	79	41	37	22	1	23	102	41	45	14	0	14
General Education	70	36	39	24	1	26	90	33	51	16	0	16
Students with Disabilities	9	78	22	0	0	0	12	100	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	–	–	–	–	–
Black or African American	1	–	–	–	–	–	0	0	0	0	0	0
Hispanic or Latino	5	60	40	0	0	0	3	–	–	–	–	–
White	69	38	38	23	1	25	97	41	44	14	0	14
Multiracial	4	–	–	–	–	–	1	–	–	–	–	–
Small Group Total	5	60	20	20	0	20	5	40	60	0	0	0
Female	50	40	40	18	2	20	53	32	53	15	0	15
Male	29	41	31	28	0	28	49	51	37	12	0	12
English Proficient	78	–	–	–	–	–	102	41	45	14	0	14
Limited English Proficient	1	–	–	–	–	–	0	0	0	0	0	0
Economically Disadvantaged	59	46	39	15	0	15	60	43	47	10	0	10
Not Economically Disadvantaged	20	25	30	40	5	45	42	38	43	19	0	19
Migrant	2	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	77	–	–	–	–	–	101	–	–	–	–	–

Grade 8 Mathematics

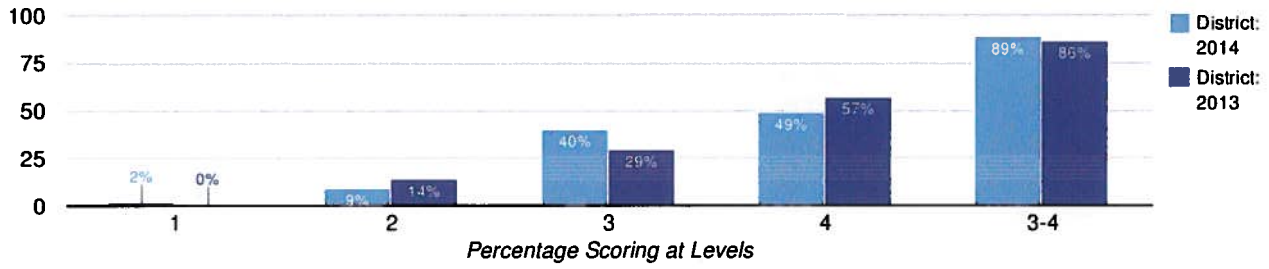


Mean Score

2014	2013
278	286

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	75	56	39	5	0	5	102	41	48	9	2	11
General Education	65	51	43	6	0	6	86	30	57	10	2	13
Students with Disabilities	10	90	10	0	0	0	16	100	0	0	0	0
American Indian or Alaska Native	1	–	–	–	–	–	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	7	57	43	0	0	0
White	69	57	39	4	0	4	90	41	47	10	2	12
Multiracial	1	–	–	–	–	–	4	–	–	–	–	–
Small Group Total	6	50	33	17	0	17	5	20	80	0	0	0
Female	37	57	35	8	0	8	62	35	52	13	0	13
Male	38	55	42	3	0	3	40	50	43	3	5	8
English Proficient	75	56	39	5	0	5	101	–	–	–	–	–
Limited English Proficient	0	0	0	0	0	0	1	–	–	–	–	–
Economically Disadvantaged	47	60	36	4	0	4	60	55	42	3	0	3
Not Economically Disadvantaged	28	50	43	7	0	7	42	21	57	17	5	21
Migrant	1	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	74	–	–	–	–	–	101	–	–	–	–	–

Grade 4 Science



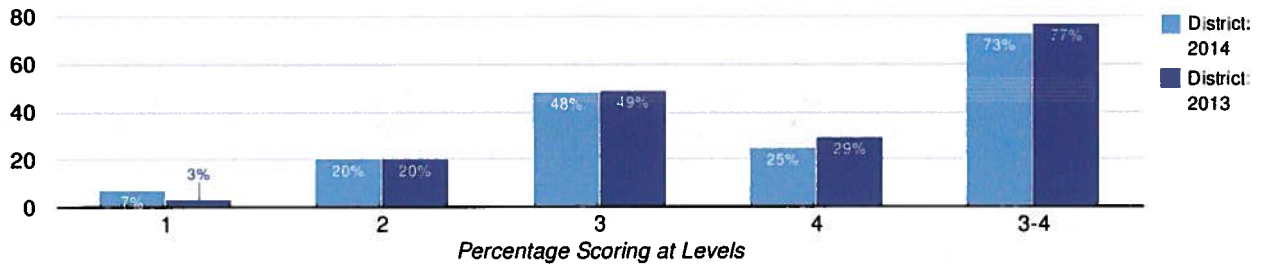
Mean Score

2014	2013
82	82

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	82	2	9	40	49	89	91	0	14	29	57	86
General Education	67	0	9	36	55	91	78	0	9	26	65	91
Students with Disabilities	15	13	7	60	20	80	13	0	46	46	8	54
American Indian or Alaska Native	0	0	0	0	0	0	2	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	–	–	–	–	–
Black or African American	0	0	0	0	0	0	1	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	8	0	38	38	25	63
White	77	3	8	40	49	90	76	0	11	30	59	89
Multiracial	2	–	–	–	–	–	3	–	–	–	–	–
Small Group Total	5	0	20	40	40	80	7	0	29	0	71	71
Female	42	2	10	40	48	88	53	0	9	28	62	91
Male	40	3	8	40	50	90	38	0	21	29	50	79
English Proficient	81	–	–	–	–	–	89	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–	2	–	–	–	–	–
Economically Disadvantaged	60	2	12	47	40	87	52	0	21	44	35	79
Not Economically Disadvantaged	22	5	0	23	73	95	39	0	5	8	87	95
Migrant	2	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	80	–	–	–	–	–	90	–	–	–	–	–

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
68	74

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	76	9	25	51	14	66	101	3	20	49	29	77
General Education	67	3	24	57	16	73	86	2	12	53	33	86
Students with Disabilities	9	56	33	11	0	11	15	7	67	20	7	27
Black or African American	1	–	–	–	–	–	1	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	7	14	43	29	14	43
White	70	10	24	50	16	66	89	2	18	48	31	80
Multiracial	1	–	–	–	–	–	4	–	–	–	–	–
Small Group Total	6	0	33	67	0	67	5	0	20	80	0	80
Female	36	3	25	58	14	72	61	3	18	52	26	79
Male	40	15	25	45	15	60	40	3	23	43	33	75
English Proficient	76	9	25	51	14	66	100	–	–	–	–	–
Limited English Proficient	0	0	0	0	0	0	1	–	–	–	–	–
Economically Disadvantaged	46	15	22	54	9	63	59	5	27	51	17	68
Not Economically Disadvantaged	30	0	30	47	23	70	42	0	10	45	45	90
Migrant	1	–	–	–	–	–	1	–	–	–	–	–
Not Migrant	75	–	–	–	–	–	100	–	–	–	–	–

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	20	0	0	35	65	100	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

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	113	88	67	12	137	83	70	5
General Education	96	91	73	14	112	89	79	6
Students with Disabilities	17	71	35	0	25	56	28	0
Hispanic or Latino	6	–	–	–	9	–	–	–
White	104	88	66	13	125	83	70	6
Multiracial	3	–	–	–	3	–	–	–
Small Group Total	9	89	78	0	12	83	67	0
Female	52	94	71	13	68	91	72	7
Male	61	82	64	10	69	75	68	3
English Proficient	113	88	67	12	135	–	–	–
Limited English Proficient	0	0	0	0	2	–	–	–
Economically Disadvantaged	63	87	60	2	73	75	56	4
Not Economically Disadvantaged	50	88	76	24	64	92	86	6
Migrant	1	–	–	–	1	–	–	–
Not Migrant	112	–	–	–	136	–	–	–

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	0	0	0	0	0	0	97	22	23	43	12	0
General Education	0	0	0	0	0	0	84	17	19	50	14	0
Students with Disabilities	0	0	0	0	0	0	13	54	46	0	0	0
Hispanic or Latino	0	0	0	0	0	0	6	–	–	–	–	–
White	0	0	0	0	0	0	89	21	22	43	13	0
Multiracial	0	0	0	0	0	0	2	–	–	–	–	–
Small Group Total	0	0	0	0	0	0	8	25	25	50	0	0
Female	0	0	0	0	0	0	46	15	17	50	17	0
Male	0	0	0	0	0	0	51	27	27	37	8	0
English Proficient	0	0	0	0	0	0	95	–	–	–	–	–
Limited English Proficient	0	0	0	0	0	0	2	–	–	–	–	–
Economically Disadvantaged	0	0	0	0	0	0	48	35	21	38	6	0
Not Economically Disadvantaged	0	0	0	0	0	0	49	8	24	49	18	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0	97	22	23	43	12	0

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	80	94	85	18	47	74	64	19
General Education	79	–	–	–	47	74	64	19
Students with Disabilities	1	–	–	–	0	0	0	0
Hispanic or Latino	4	–	–	–	3	–	–	–
White	74	93	84	19	44	–	–	–
Multiracial	2	–	–	–	0	0	0	0
Small Group Total	6	100	100	0	47	74	64	19
Female	55	93	80	13	27	63	52	22
Male	25	96	96	28	20	90	80	15
English Proficient	80	94	85	18	47	74	64	19
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	40	90	80	5	13	77	69	23
Not Economically Disadvantaged	40	98	90	30	34	74	62	18
Migrant	1	–	–	–	0	0	0	0
Not Migrant	79	–	–	–	47	74	64	19

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	145	74	58	8	105	90	79	39
General Education	127	79	64	9	93	89	81	42
Students with Disabilities	18	44	17	0	12	92	67	17
Hispanic or Latino	8	–	–	–	5	–	–	–
White	133	74	59	8	96	90	80	41
Multiracial	4	–	–	–	4	–	–	–
Small Group Total	12	75	50	8	9	89	67	22
Female	73	71	55	7	56	88	82	32
Male	72	78	61	10	49	92	76	47
English Proficient	144	–	–	–	105	90	79	39
Limited English Proficient	1	–	–	–	0	0	0	0
Economically Disadvantaged	79	70	52	3	65	88	74	32
Not Economically Disadvantaged	66	80	65	15	40	93	88	50
Migrant	2	–	–	–	0	0	0	0
Not Migrant	143	–	–	–	105	90	79	39

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	128	91	73	18	105	82	60	22
General Education	113	94	77	20	99	84	63	23
Students with Disabilities	15	67	40	0	6	50	17	0
Hispanic or Latino	9	–	–	–	5	–	–	–
White	115	92	74	19	99	85	62	23
Multiracial	4	–	–	–	1	–	–	–
Small Group Total	13	77	62	8	6	33	33	0
Female	69	93	72	20	62	82	61	16
Male	59	88	73	15	43	81	58	30
English Proficient	125	–	–	–	104	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	76	89	64	9	50	72	50	6
Not Economically Disadvantaged	52	92	85	31	55	91	69	36
Migrant	0	0	0	0	1	–	–	–
Not Migrant	128	91	73	18	104	–	–	–

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	34	88	38	3	23	70	48	4
General Education	34	88	38	3	23	70	48	4
Students with Disabilities	0	0	0	0	0	0	0	0
Hispanic or Latino	3	–	–	–	1	–	–	–
White	31	–	–	–	22	–	–	–
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	34	88	38	3	23	70	48	4
Female	21	81	24	0	12	67	50	0
Male	13	100	62	8	11	73	45	9
English Proficient	34	88	38	3	23	70	48	4
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	13	77	23	0	8	63	63	0
Not Economically Disadvantaged	21	95	48	5	15	73	40	7
Migrant	0	0	0	0	0	0	0	0
Not Migrant	34	88	38	3	23	70	48	4

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	3	_	2	_	3	_
General Education	2	_	2	_	1	_
Students with Disabilities	1	_	0	0	2	_
White	3	_	2	_	3	_
Small Group Total	3	_	2	_	3	_
Female	1	_	0	0	1	_
Male	2	_	2	_	2	_
English Proficient	3	_	2	_	3	_
Economically Disadvantaged	2	_	1	_	2	_
Not Economically Disadvantaged	1	_	1	_	1	_
Not Migrant	3	_	2	_	3	_

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	1	_	2	_	2	_
General Education	0	0	1	_	0	0
Students with Disabilities	1	_	1	_	2	_
White	1	_	2	_	2	_
Small Group Total	1	_	2	_	2	_
Female	0	0	0	0	1	_
Male	1	_	2	_	1	_
English Proficient	1	_	2	_	2	_
Economically Disadvantaged	0	0	1	_	1	_
Not Economically Disadvantaged	1	_	1	_	1	_
Not Migrant	1	_	2	_	2	_

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 8 ELA	2	–	–	–	–	–
Grade 8 Math	2	–	–	–	–	–
Grade 8 Science	2	–	–	–	–	–
Secondary-Level ELA	2	–	–	–	–	–
Secondary-Level Math	2	–	–	–	–	–
Secondary-Level Science	2	–	–	–	–	–
Secondary-Level Social Studies	2	–	–	–	–	–

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

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

Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
General Education	1	–	–	–	–

Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
General Education	1	–	–	–	–

Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	–	–	–	–
General Education	2	–	–	–	–

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
General Education	1	–	–	–	–

Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
General Education	1	–	–	–	–

Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	–	–	–	–
General Education	1	–	–	–	–

Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	–	–	–	–
General Education	2	–	–	–	–

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	530	99%	✓	508	85	84	84
American Indian or Alaska Native	—	—	4	—	—	4	—	—	—
Black or African American	—	—	4	—	—	3	—	—	—
Hispanic or Latino	✓	—	35	—	✓	34	71	57	57
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	✓	474	99%	✗	454	87	104	97
Multiracial	—	—	12	—	—	12	—	—	—
Students With Disabilities	✗	✓	73	95%	✗	71 †	17 †	37	34
Limited English Proficient	—	—	6	—	—	6	—	—	—
Economically Disadvantaged	✓	✓	343	99%	✓	329	70	69	69

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	526	99%	504	86
Not Black or African American	526	99%	505	86
Not Hispanic or Latino	495	99%	474	86
Not Asian or Native Hawaiian/Other Pacific Islander	529	99%	507	85
Not White	56	98%	54	74
Not Multiracial	518	99%	496	85
General Education	457	99%	440	96
English Proficient	524	99%	502	86
Not Economically Disadvantaged	187	99%	179	115
Male	247	98%	234	67
Female	283	99%	274	101
Migrant	10	—	10	—
Not Migrant	520	99%	498	86

✓ 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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	531	99%	✓	508	95	81	81
American Indian or Alaska Native	—	—	4	—	—	4	—	—	—
Black or African American	—	—	4	—	—	3	—	—	—
Hispanic or Latino	✓	—	34	—	✓	33	76	55	55
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	✓	476	99%	✗	455	98	100	100
Multiracial	—	—	12	—	—	12	—	—	—
Students With Disabilities	✗	✓	75	96%	✗	72†	26†	38	38
Limited English Proficient	—	—	6	—	—	6	—	—	—
Economically Disadvantaged	✓	✓	343	99%	✓	328	79	66	66

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	527	99%	504	96
Not Black or African American	527	99%	505	96
Not Hispanic or Latino	497	99%	475	96
Not Asian or Native Hawaiian/Other Pacific Islander	530	99%	507	95
Not White	55	98%	53	72
Not Multiracial	519	99%	496	95
General Education	456	99%	439	106
English Proficient	525	99%	502	96
Not Economically Disadvantaged	188	99%	180	124
Male	247	98%	235	90
Female	284	99%	273	99
Migrant	9	—	9	—
Not Migrant	522	99%	499	95

✓ 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 >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	185	98%	✓	170	176	175	175
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	—	—	2	—	—	0	—	—	—
Hispanic or Latino	—	—	8	—	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✗	✓	171	99%	✗	160	176	184	184
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	29	—	—	26	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	✓	✓	121	98%	✓	110	173	164	164

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	184	98%	170	176
Not Black or African American	183	98%	170	176
Not Hispanic or Latino	177	98%	163	176
Not Asian or Native Hawaiian/Other Pacific Islander	185	98%	170	176
Not White	14	—	10	—
Not Multiracial	182	98%	167	177
General Education	156	99%	144	185
English Proficient	184	98%	169	177
Not Economically Disadvantaged	64	98%	60	183
Male	90	98%	83	170
Female	95	98%	87	183
Migrant	3	—	3	—
Not Migrant	182	98%	167	177

✓ 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	✘	✓	92	99%	✘	90	139	156	154
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	5	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✘	✓	86	99%	✘	85	139	167	155
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	10	—	—	11	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✘	✓	42	98%	✘	41	120	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	92	99%	90	139
Not Black or African American	92	99%	90	139
Not Hispanic or Latino	87	99%	86	137
Not Asian or Native Hawaiian/Other Pacific Islander	92	99%	90	139
Not White	6	—	5	—
Not Multiracial	91	99%	89	140
General Education	82	100%	79	151
English Proficient	92	99%	90	139
Not Economically Disadvantaged	50	100%	49	155
Male	47	100%	48	135
Female	45	98%	42	143
Migrant	0	—	0	—
Not Migrant	92	99%	90	139

✓ 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.

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 >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✔	✔	92	100%	✔	90	127	138	127
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	5	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✘	✔	86	100%	✘	85	127	151	128
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	10	—	—	11	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✘	✔	42	100%	✘	41	115	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	92	100%	90	127
Not Black or African American	92	100%	90	127
Not Hispanic or Latino	87	100%	86	127
Not Asian or Native Hawaiian/Other Pacific Islander	92	100%	90	127
Not White	6	—	5	—
Not Multiracial	91	100%	89	127
General Education	82	100%	79	141
English Proficient	92	100%	90	127
Not Economically Disadvantaged	50	100%	49	137
Male	47	100%	48	131
Female	45	100%	42	121
Migrant	0	—	0	—
Not Migrant	92	100%	90	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	85	95	139	127	112
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	71	76	—	—	74
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	87	98	139	127	113
Multiracial	—	—	—	—	—
Students With Disabilities	17	26	—	—	22
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	70	79	120	115	96

— 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	✓	132	86%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	123	87%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	22	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	58	86%	80%	79%

✓ 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	✓	115	83%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	111	85%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	13	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	49	84%	80%	80%

✓ 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	132	86%	115	83%
Not Black or African American	129	86%	114	83%
Not Hispanic or Latino	126	87%	112	84%
Not Asian or Native Hawaiian/Other Pacific Islander	132	86%	115	83%
Not White	9	—	4	—
Not Multiracial	132	86%	115	83%
General Education	110	94%	102	85%
English Proficient	132	86%	115	83%
Not Economically Disadvantaged	74	85%	66	82%
Male	64	83%	65	83%
Female	68	88%	50	82%
Migrant	0	—	0	—
Not Migrant	132	86%	115	83%

— 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
27%		NO

Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
11%		YES

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 mathematic 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	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. **Accountability Cohort:** Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9. **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.
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	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. 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.
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)	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). **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: ([2(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100 **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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100 **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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 100
Progress Target	**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. **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 - the graduation rate of the previous year's four-year graduation-rate total cohort) × 0.1] + the graduation rate of the previous year's four-year graduation-rate total cohort **Five-year Graduation Rate:** The Progress Target for the current five-year graduation-rate total cohort is

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 - the graduation rate of the previous year's five-year graduation-rate total cohort) × 0.2] + 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: Previous Year's PI + (200 - the Previous Year's PI) × 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) ÷ 4 = 157.5 = 158.

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