



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

NAME: GILBERTSVILLE-MOUNT UPTON CSD

BEDS Code: 470202040000

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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.

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	
179	47%	200	53%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	3	5	1	368	2
0%	1%	1%	0%	97%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	48	13%	195	51%

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

Students by Grade

Pre-K (Full Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
15	29	19	24	29	29
5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade
22	40	1	22	43	25
10th Grade	11th Grade	12th Grade	Ungraded Secondary		
34	33	28	1		

Average Class Size (2013 - 14)

Common Branch			
15			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
22	14	23	22
Grade 10 English	Grade 10 Science		Grade 10 Social Studies
3	35		36

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
122	32%	59	16%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	8	2%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	12%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	0	2	13

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	44	42	39
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	5%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	2%	7%	5%
Total Number of Core Classes	105	97	102
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	3%
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	172	161	147
Percent Taught by Teachers Without Appropriate Certification	1%	7%	4%

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	30	29	26	90%	8	28%
General Education	24	24	24	100%	8	33%
Students with Disabilities	6	5	2	40%	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	2	7%	3	10%	1	3%
General Education	2	8%	0	0%	0	0%
Students with Disabilities	0	0%	3	60%	1	17%

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	—	—	—	—	—	—
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	7	23%	12	40%	1	3%	1	3%
General Education	7	29%	11	46%	1	4%	1	4%
Students with Disabilities	0	0%	1	17%	0	0%	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	8	27%	0	0%	1	3%	0	0%
General Education	4	17%	0	0%	0	0%	0	0%
Students with Disabilities	4	67%	0	0%	1	17%	0	0%

Mean Score

2014	2013
292	307

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	26	38	31	31	0	31	29	28	41	21	10	31
General Education	23	—	—	—	—	—	27	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	26	38	31	31	0	31	28	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	29	28	41	21	10	31
Female	10	60	10	30	0	30	16	13	38	31	19	50
Male	16	25	44	31	0	31	13	46	46	8	0	8
English Proficient	26	38	31	31	0	31	29	28	41	21	10	31
Economically Disadvantaged	11	64	27	9	0	9	12	42	42	17	0	17
Not Economically Disadvantaged	15	20	33	47	0	47	17	18	41	24	18	41
Not Migrant	26	38	31	31	0	31	29	28	41	21	10	31

Mean Score

2014	2013
311	289

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	29	21	38	24	17	41	23	48	22	26	4	30
General Education	28	—	—	—	—	—	18	33	28	33	6	39
Students with Disabilities	1	—	—	—	—	—	5	100	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	22	—	—	—	—	—
Small Group Total	29	21	38	24	17	41	23	48	22	26	4	30
Female	17	6	41	29	24	53	10	40	20	30	10	40
Male	12	42	33	17	8	25	13	54	23	23	0	23
English Proficient	29	21	38	24	17	41	23	48	22	26	4	30
Economically Disadvantaged	11	27	55	9	9	18	15	60	20	13	7	20
Not Economically Disadvantaged	18	17	28	33	22	56	8	25	25	50	0	50
Not Migrant	29	21	38	24	17	41	23	48	22	26	4	30

Mean Score

2014	2013
292	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	22	41	27	23	9	32	40	45	23	23	10	33
General Education	17	29	29	29	12	41	35	37	26	26	11	37
Students with Disabilities	5	80	20	0	0	0	5	100	0	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	21	—	—	—	—	—	39	—	—	—	—	—
Small Group Total	22	41	27	23	9	32	40	45	23	23	10	33
Female	9	33	22	33	11	44	23	52	22	9	17	26
Male	13	46	31	15	8	23	17	35	24	41	0	41
English Proficient	22	41	27	23	9	32	40	45	23	23	10	33
Economically Disadvantaged	14	50	29	14	7	21	18	44	28	17	11	28
Not Economically Disadvantaged	8	25	25	38	13	50	22	45	18	27	9	36
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	22	41	27	23	9	32	39	—	—	—	—	—

Mean Score

2014	2013
289	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	39	41	33	18	8	26	20	40	50	5	5	10
General Education	34	35	35	21	9	29	17	—	—	—	—	—
Students with Disabilities	5	80	20	0	0	0	3	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	38	—	—	—	—	—	20	40	50	5	5	10
Small Group Total	39	41	33	18	8	26	0	0	0	0	0	0
Female	22	41	32	18	9	27	12	17	75	0	8	8
Male	17	41	35	18	6	24	8	75	13	13	0	13
English Proficient	39	41	33	18	8	26	20	40	50	5	5	10
Economically Disadvantaged	18	39	39	17	6	22	8	50	50	0	0	0
Not Economically Disadvantaged	21	43	29	19	10	29	12	33	50	8	8	17
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	38	—	—	—	—	—	20	40	50	5	5	10

Mean Score

2014	2013
293	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	22	41	32	23	5	27	40	35	35	23	8	30
General Education	18	—	—	—	—	—	38	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	2	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
White	22	41	32	23	5	27	38	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	40	35	35	23	8	30
Female	13	31	38	23	8	31	20	30	40	20	10	30
Male	9	56	22	22	0	22	20	40	30	25	5	30
English Proficient	22	41	32	23	5	27	40	35	35	23	8	30
Economically Disadvantaged	11	55	18	18	9	27	15	27	40	33	0	33
Not Economically Disadvantaged	11	27	45	27	0	27	25	40	32	16	12	28
Not Migrant	22	41	32	23	5	27	40	35	35	23	8	30

Mean Score

2014	2013
302	292

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	40	25	43	18	15	33	26	31	54	12	4	15
General Education	37	—	—	—	—	—	24	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	38	—	—	—	—	—	25	—	—	—	—	—
Small Group Total	40	25	43	18	15	33	26	31	54	12	4	15
Female	18	11	44	22	22	44	12	8	67	17	8	25
Male	22	36	41	14	9	23	14	50	43	7	0	7
English Proficient	40	25	43	18	15	33	26	31	54	12	4	15
Economically Disadvantaged	17	35	47	12	6	18	12	33	50	17	0	17
Not Economically Disadvantaged	23	17	39	22	22	43	14	29	57	7	7	14
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	40	25	43	18	15	33	25	—	—	—	—	—

Mean Score

2014	2013
303	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	26	19	50	27	4	31	29	28	45	24	3	28
General Education	24	—	—	—	—	—	27	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	26	19	50	27	4	31	28	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	29	28	45	24	3	28
Female	11	27	45	27	0	27	16	13	50	31	6	38
Male	15	13	53	27	7	33	13	46	38	15	0	15
English Proficient	26	19	50	27	4	31	29	28	45	24	3	28
Economically Disadvantaged	11	27	64	9	0	9	12	42	42	17	0	17
Not Economically Disadvantaged	15	13	40	40	7	47	17	18	47	29	6	35
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	25	—	—	—	—	—	29	28	45	24	3	28

Mean Score

2014	2013
312	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	29	17	34	34	14	48	23	30	35	30	4	35
General Education	28	—	—	—	—	—	18	11	44	39	6	44
Students with Disabilities	1	—	—	—	—	—	5	100	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	22	—	—	—	—	—
Small Group Total	29	17	34	34	14	48	23	30	35	30	4	35
Female	17	6	35	35	24	59	10	30	30	30	10	40
Male	12	33	33	33	0	33	13	31	38	31	0	31
English Proficient	29	17	34	34	14	48	23	30	35	30	4	35
Economically Disadvantaged	11	27	36	27	9	36	15	40	27	27	7	33
Not Economically Disadvantaged	18	11	33	39	17	56	8	13	50	38	0	38
Not Migrant	29	17	34	34	14	48	23	30	35	30	4	35

Mean Score

2014	2013
319	311

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	22	5	45	27	23	50	40	18	45	30	8	38
General Education	18	—	—	—	—	—	35	11	46	34	9	43
Students with Disabilities	4	—	—	—	—	—	5	60	40	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	21	—	—	—	—	—	39	—	—	—	—	—
Small Group Total	22	5	45	27	23	50	40	18	45	30	8	38
Female	9	11	33	11	44	56	23	22	52	17	9	26
Male	13	0	54	38	8	46	17	12	35	47	6	53
English Proficient	22	5	45	27	23	50	40	18	45	30	8	38
Economically Disadvantaged	14	7	50	21	21	43	18	33	33	28	6	33
Not Economically Disadvantaged	8	0	38	38	25	63	22	5	55	32	9	41
Migrant	1	—	—	—	—	—	1	—	—	—	—	—
Not Migrant	21	—	—	—	—	—	39	—	—	—	—	—

Mean Score

2014	2013
293	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	39	41	31	21	8	28	20	30	60	10	0	10
General Education	34	32	35	24	9	32	17	—	—	—	—	—
Students with Disabilities	5	100	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	38	—	—	—	—	—	20	30	60	10	0	10
Small Group Total	39	41	31	21	8	28	0	0	0	0	0	0
Female	22	45	32	18	5	23	12	17	75	8	0	8
Male	17	35	29	24	12	35	8	50	38	13	0	13
English Proficient	39	41	31	21	8	28	20	30	60	10	0	10
Economically Disadvantaged	18	56	17	28	0	28	8	25	75	0	0	0
Not Economically Disadvantaged	21	29	43	14	14	29	12	33	50	17	0	17
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	38	—	—	—	—	—	20	30	60	10	0	10

Mean Score

2014	2013
294	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	22	36	50	14	0	14	40	38	38	23	3	25
General Education	18	—	—	—	—	—	38	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	2	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
White	22	36	50	14	0	14	38	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	40	38	38	23	3	25
Female	12	25	67	8	0	8	20	35	40	25	0	25
Male	10	50	30	20	0	20	20	40	35	20	5	25
English Proficient	22	36	50	14	0	14	40	38	38	23	3	25
Economically Disadvantaged	12	42	42	17	0	17	15	47	27	27	0	27
Not Economically Disadvantaged	10	30	60	10	0	10	25	32	44	20	4	24
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	21	—	—	—	—	—	40	38	38	23	3	25

Mean Score

2014	2013
291	264

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	26	38	58	4	0	4	26	73	27	0	0	0
General Education	23	—	—	—	—	—	24	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	2	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	25	—	—	—	—	—	25	—	—	—	—	—
Small Group Total	26	38	58	4	0	4	26	73	27	0	0	0
Female	10	30	70	0	0	0	12	50	50	0	0	0
Male	16	44	50	6	0	6	14	93	7	0	0	0
English Proficient	26	38	58	4	0	4	26	73	27	0	0	0
Economically Disadvantaged	12	50	50	0	0	0	12	67	33	0	0	0
Not Economically Disadvantaged	14	29	64	7	0	7	14	79	21	0	0	0
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	26	38	58	4	0	4	25	—	—	—	—	—

Mean Score

2014	2013
89	88

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	29	0	3	17	79	97	23	0	4	30	65	96
General Education	28	—	—	—	—	—	18	0	0	17	83	100
Students with Disabilities	1	—	—	—	—	—	5	0	20	80	0	80
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	22	—	—	—	—	—
Small Group Total	29	0	3	17	79	97	23	0	4	30	65	96
Female	17	0	0	12	88	100	10	0	10	20	70	90
Male	12	0	8	25	67	92	13	0	0	38	62	100
English Proficient	29	0	3	17	79	97	23	0	4	30	65	96
Economically Disadvantaged	11	0	0	36	64	100	15	0	7	40	53	93
Not Economically Disadvantaged	18	0	6	6	89	94	8	0	0	13	88	100
Not Migrant	29	0	3	17	79	97	23	0	4	30	65	96

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
77	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	28	0	11	64	25	89	27	0	15	48	37	85
General Education	25	—	—	—	—	—	24	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	3	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	1	—	—	—	—	—
White	27	—	—	—	—	—	26	—	—	—	—	—
Small Group Total	28	0	11	64	25	89	27	0	15	48	37	85
Female	10	0	0	70	30	100	13	0	8	54	38	92
Male	18	0	17	61	22	83	14	0	21	43	36	79
English Proficient	28	0	11	64	25	89	27	0	15	48	37	85
Economically Disadvantaged	13	0	8	62	31	92	12	0	8	50	42	92
Not Economically Disadvantaged	15	0	13	67	20	87	15	0	20	47	33	80
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	28	0	11	64	25	89	26	—	—	—	—	—

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	12	0	0	17	83	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

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	34	3	9	41	32	74	35	0	3	37	43	80
General Education	26	0	0	46	42	88	29	0	0	41	52	93
Students with Disabilities	8	13	38	25	0	25	6	0	17	17	0	17
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
White	34	3	9	41	32	74	34	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	35	0	3	37	43	80
Female	13	8	8	31	46	77	19	0	0	32	53	84
Male	21	0	10	48	24	71	16	0	6	44	31	75
English Proficient	34	3	9	41	32	74	35	0	3	37	43	80
Economically Disadvantaged	18	6	17	44	17	61	13	0	8	31	31	62
Not Economically Disadvantaged	16	0	0	38	50	88	22	0	0	41	50	91
Not Migrant	34	3	9	41	32	74	35	0	3	37	43	80

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	34	3	6	76	12	88	35	3	3	71	20	91
General Education	26	0	4	81	15	96	29	0	0	76	24	100
Students with Disabilities	8	13	13	63	0	63	6	17	17	50	0	50
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
White	34	3	6	76	12	88	34	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	35	3	3	71	20	91
Female	13	8	0	69	23	92	19	0	0	68	32	100
Male	21	0	10	81	5	86	16	6	6	75	6	81
English Proficient	34	3	6	76	12	88	35	3	3	71	20	91
Economically Disadvantaged	18	6	11	83	0	83	13	8	0	77	8	85
Not Economically Disadvantaged	16	0	0	69	25	94	22	0	5	68	27	95
Not Migrant	34	3	6	76	12	88	35	3	3	71	20	91

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	34	9	6	59	21	79	35	6	3	46	34	80
General Education	26	4	0	65	27	92	29	3	0	52	41	93
Students with Disabilities	8	25	25	38	0	38	6	17	17	17	0	17
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
White	34	9	6	59	21	79	34	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	35	6	3	46	34	80
Female	13	8	8	54	31	85	19	11	0	42	42	84
Male	21	10	5	62	14	76	16	0	6	50	25	75
English Proficient	34	9	6	59	21	79	35	6	3	46	34	80
Economically Disadvantaged	18	11	11	67	6	72	13	8	8	54	8	62
Not Economically Disadvantaged	16	6	0	50	38	88	22	5	0	41	50	91
Not Migrant	34	9	6	59	21	79	35	6	3	46	34	80

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	34	0	6	26	53	79	35	3	6	29	46	74
General Education	26	0	0	27	62	88	29	0	3	34	55	90
Students with Disabilities	8	0	25	25	25	50	6	17	17	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
White	34	0	6	26	53	79	34	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	35	3	6	29	46	74
Female	13	0	8	38	46	85	19	0	0	37	47	84
Male	21	0	5	19	57	76	16	6	13	19	44	63
English Proficient	34	0	6	26	53	79	35	3	6	29	46	74
Economically Disadvantaged	18	0	11	39	33	72	13	8	8	23	31	54
Not Economically Disadvantaged	16	0	0	13	75	88	22	0	5	32	55	86
Not Migrant	34	0	6	26	53	79	35	3	6	29	46	74

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	34	0	3	50	41	91	35	0	0	34	54	89
General Education	26	0	0	50	46	96	29	0	0	34	62	97
Students with Disabilities	8	0	13	50	25	75	6	0	0	33	17	50
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
White	34	0	3	50	41	91	34	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	35	0	0	34	54	89
Female	13	0	8	54	38	92	19	0	0	32	63	95
Male	21	0	0	48	43	90	16	0	0	38	44	81
English Proficient	34	0	3	50	41	91	35	0	0	34	54	89
Economically Disadvantaged	18	0	6	56	28	83	13	0	0	46	31	77
Not Economically Disadvantaged	16	0	0	44	56	100	22	0	0	27	68	95
Not Migrant	34	0	3	50	41	91	35	0	0	34	54	89

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	37	95	89	51	33	94	85	15
General Education	33	—	—	—	30	—	—	—
Students with Disabilities	4	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	1	—	—	—	2	—	—	—
White	36	—	—	—	29	—	—	—
Small Group Total	37	95	89	51	33	94	85	15
Female	17	94	94	65	19	100	95	16
Male	20	95	85	40	14	86	71	14
English Proficient	37	95	89	51	33	94	85	15
Economically Disadvantaged	20	90	80	40	18	89	78	6
Not Economically Disadvantaged	17	100	100	65	15	100	93	27
Not Migrant	37	95	89	51	33	94	85	15

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	31	6	3	16	23	52	20	5	10	35	50	0
General Education	30	—	—	—	—	—	18	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	30	—	—	—	—	—	18	—	—	—	—	—
Small Group Total	31	6	3	16	23	52	20	5	10	35	50	0
Female	14	0	0	7	14	79	10	0	0	60	40	0
Male	17	12	6	24	29	29	10	10	20	10	60	0
English Proficient	31	6	3	16	23	52	20	5	10	35	50	0
Economically Disadvantaged	17	12	6	18	18	47	10	10	20	30	40	0
Not Economically Disadvantaged	14	0	0	14	29	57	10	0	0	40	60	0
Not Migrant	31	6	3	16	23	52	20	5	10	35	50	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	29	97	79	10	14	64	57	7
General Education	29	97	79	10	14	64	57	7
Students with Disabilities	0	0	0	0	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	1	—	—	—	0	0	0	0
White	28	—	—	—	14	64	57	7
Small Group Total	29	97	79	10	0	0	0	0
Female	18	100	89	17	9	78	67	0
Male	11	91	64	0	5	40	40	20
English Proficient	29	97	79	10	14	64	57	7
Economically Disadvantaged	13	100	85	23	4	—	—	—
Not Economically Disadvantaged	16	94	75	0	10	—	—	—
Not Migrant	29	97	79	10	14	64	57	7

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	39	90	82	23	38	95	95	61
General Education	36	—	—	—	34	—	—	—
Students with Disabilities	3	—	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	1	—	—	—
White	38	—	—	—	37	—	—	—
Small Group Total	39	90	82	23	38	95	95	61
Female	19	100	95	21	18	100	100	72
Male	20	80	70	25	20	90	90	50
English Proficient	39	90	82	23	38	95	95	61
Economically Disadvantaged	17	82	82	24	21	95	95	48
Not Economically Disadvantaged	22	95	82	23	17	94	94	76
Not Migrant	39	90	82	23	38	95	95	61

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	38	100	97	45	32	100	84	38
General Education	38	100	97	45	30	—	—	—
Students with Disabilities	0	0	0	0	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	1	—	—	—	0	0	0	0
White	36	—	—	—	31	—	—	—
Small Group Total	38	100	97	45	32	100	84	38
Female	21	100	100	52	20	100	90	50
Male	17	100	94	35	12	100	75	17
English Proficient	38	100	97	45	32	100	84	38
Economically Disadvantaged	20	100	100	40	13	100	77	31
Not Economically Disadvantaged	18	100	94	50	19	100	89	42
Not Migrant	38	100	97	45	32	100	84	38

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	16	88	50	0	5	60	60	0
General Education	16	88	50	0	5	60	60	0
Students with Disabilities	0	0	0	0	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	0	0	0	0
White	16	88	50	0	5	60	60	0
Small Group Total	0	0	0	0	0	0	0	0
Female	11	100	73	0	4	—	—	—
Male	5	60	0	0	1	—	—	—
English Proficient	16	88	50	0	5	60	60	0
Economically Disadvantaged	6	100	67	0	2	—	—	—
Not Economically Disadvantaged	10	80	40	0	3	—	—	—
Not Migrant	16	88	50	0	5	60	60	0

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	1	—	0	0	0	0
Students with Disabilities	1	—	0	0	0	0
White	1	—	0	0	0	0
Small Group Total	1	—	0	0	0	0
Female	1	—	0	0	0	0
English Proficient	1	—	0	0	0	0
Economically Disadvantaged	1	—	0	0	0	0
Not Migrant	1	—	0	0	0	0

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	0	0	0	0	1	—
Students with Disabilities	0	0	0	0	1	—
White	0	0	0	0	1	—
Small Group Total	0	0	0	0	1	—
Female	0	0	0	0	1	—
English Proficient	0	0	0	0	1	—
Economically Disadvantaged	0	0	0	0	1	—
Not Migrant	0	0	0	0	1	—

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 4 ELA	1	—	—	—	—	—
Grade 4 Math	1	—	—	—	—	—
Grade 4 Science	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	✓	✓	187	96%	✓	172	100	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✗	✓	181	96%	✗	167	100	101	101
Multiracial	—	—	1	—	—	0	—	—	—
Students With Disabilities	—	—	25	—	—	21	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✗	✗	173*	94%*	✓	79	77	64	64

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	187	96%	172	100
Not Black or African American	184	96%	169	101
Not Hispanic or Latino	185	96%	170	99
Not Asian or Native Hawaiian/Other Pacific Islander	187	96%	172	100
Not White	6	—	5	—
Not Multiracial	186	96%	172	100
General Education	162	97%	151	111
English Proficient	187	96%	172	100
Not Economically Disadvantaged	97	99%	93	119
Male	91	98%	84	86
Female	191*	96%*	88	114
Migrant	1	—	1	—
Not Migrant	186	96%	171	100

✓ 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.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

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	✓	✓	370*	96%*	✓	167	108	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	182	95%	✓	162	107	97	97
Multiracial	—	—	1	—	—	0	—	—	—
Students With Disabilities	—	—	24	—	—	19	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✗	✗	175*	93%*	✓	76	91	61	61

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	370*	96%*	167	108
Not Black or African American	364*	96%*	164	108
Not Hispanic or Latino	365*	96%*	165	107
Not Asian or Native Hawaiian/Other Pacific Islander	370*	96%*	167	108
Not White	6	—	5	—
Not Multiracial	187	95%	167	108
General Education	164	96%	148	118
English Proficient	370*	96%*	167	108
Not Economically Disadvantaged	96	98%	91	123
Male	92	96%	81	102
Female	192*	95%*	86	114
Migrant	4	—	1	—
Not Migrant	364*	96%*	166	109

✓ 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.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

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	✓	✓	74	95%	✓	66	194	171	171
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	71	94%	✓	63	195	180	180
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	7	—	—	4	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	32	—	—	28	—	—	—

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	74	95%	66	194
Not Black or African American	72	94%	64	195
Not Hispanic or Latino	73	95%	65	194
Not Asian or Native Hawaiian/Other Pacific Islander	74	95%	66	194
Not White	3	—	3	—
Not Multiracial	74	95%	66	194
General Education	67	97%	62	198
English Proficient	74	95%	66	194
Not Economically Disadvantaged	42	98%	38	192
Male	36	—	33	188
Female	38	—	33	200
Migrant	0	—	0	—
Not Migrant	74	95%	66	194

✓ 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: **YES**

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	✓	—	29	—	✓	58**	169**	153	153
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	—	29	—	✓	57**	168**	165	20
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	5	—	—	7	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	15	—	—	24	—	—	—

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	29	—	58**	169**
Not Black or African American	29	—	57**	168**
Not Hispanic or Latino	29	—	58**	169**
Not Asian or Native Hawaiian/Other Pacific Islander	29	—	58**	169**
Not White	0	—	0	—
Not Multiracial	29	—	58**	169**
General Education	24	—	51**	182**
English Proficient	29	—	58**	169**
Not Economically Disadvantaged	14	—	34**	185**
Male	17	—	30**	170**
Female	12	—	28	—
Migrant	0	—	0	—
Not Migrant	29	—	58**	169**

✓ 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.

**The number of 2010 accountability cohort members is less than 30, so the number of 2010 and 2009 accountability cohort members were combined to determine a Performance Index.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

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	✔✱	—	29	—	✘	58**	133**	135	135
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	0	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✔	—	29	—	✔	57**	133**	149	20
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	5	—	—	7	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	15	—	—	24	—	—	—

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	29	—	58**	133**
Not Black or African American	29	—	57**	133**
Not Hispanic or Latino	29	—	58**	133**
Not Asian or Native Hawaiian/Other Pacific Islander	29	—	58**	133**
Not White	0	—	0	—
Not Multiracial	29	—	58**	133**
General Education	24	—	51**	137**
English Proficient	29	—	58**	133**
Not Economically Disadvantaged	14	—	34**	150**
Male	17	—	30**	117**
Female	12	—	28	—
Migrant	0	—	0	—
Not Migrant	29	—	58**	133**

✔ 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.
 **The number of 2010 accountability cohort members is less than 30, so the number of 2010 and 2009 accountability cohort members were combined to determine a Performance Index.
 ✱ All accountability groups except All Students for which the district/school was accountable met the performance criterion, so the All Students group is considered to have met the performance criterion.

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	100	108	—	—	104
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	100	107	—	—	104
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	77	91	—	—	84

— 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	✓	35	80%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✗	34	79%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	6	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	13	—	—	—

✓ 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	✓	38	87%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	37	86%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	6	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	16	—	—	—

✓ 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	35	80%	38	87%
Not Black or African American	34	79%	37	86%
Not Hispanic or Latino	35	80%	38	87%
Not Asian or Native Hawaiian/Other Pacific Islander	35	80%	38	87%
Not White	1	—	1	—
Not Multiracial	35	80%	38	87%
General Education	29	—	32	97%
English Proficient	35	80%	38	87%
Not Economically Disadvantaged	22	—	22	—
Male	16	—	13	—
Female	19	—	25	—
Migrant	0	—	0	—
Not Migrant	35	80%	38	87%

— 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
43%	31%	YES

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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.