



The New York State School Report Card [2012 - 13]

NAME: GILBERTSVILLE-MOUNT UPTON CSD

BEDS Code: 470202040000

SUPERINTENDENT : Glenn Hamilton

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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.

GILBERTSVILLE-MOUNT UPTON CSD

Enrollment (2012 - 13)

K-12 Enrollment: 409

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 2012 - 13 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	
193	47%	216	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	5	7	1	393	3
0%	1%	2%	0%	96%	1%

Other Groups

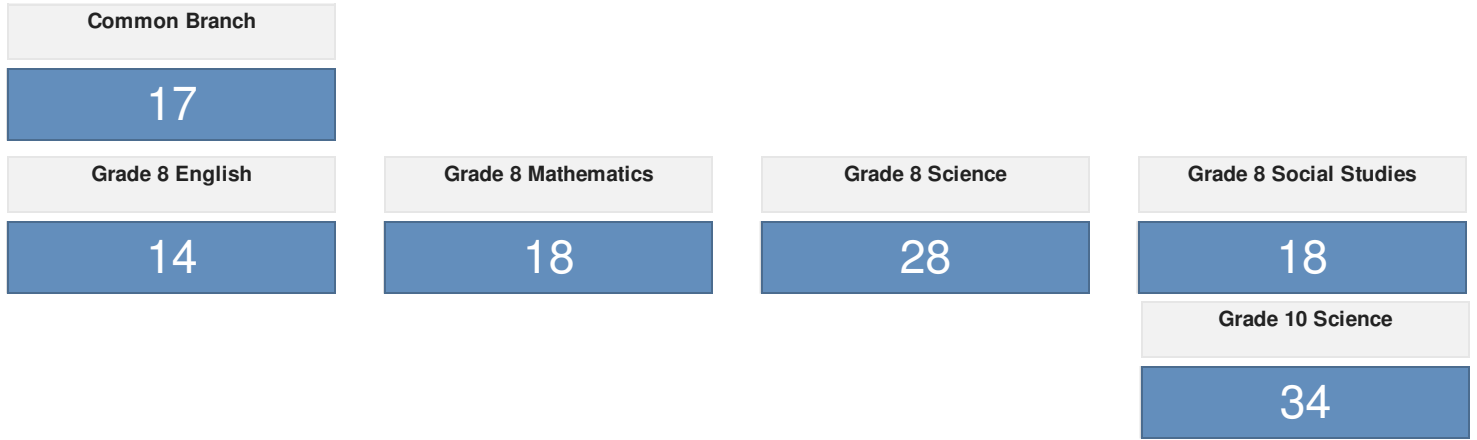
Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	39	10%	189	46%

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

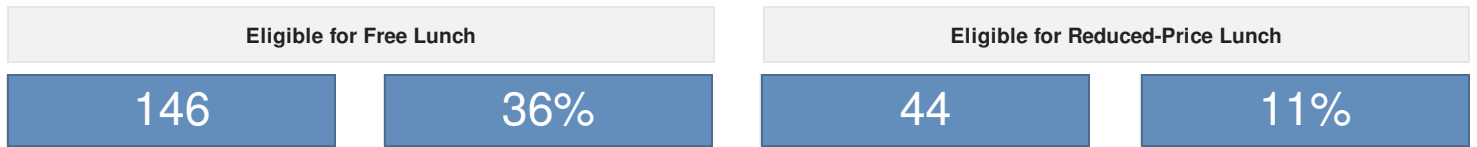
Students by Grade

Pre-K (Full Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
15	22	26	34	31	23
5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
43	23	44	28	35	40
11th Grade	12th Grade	Ungraded Secondary			
29	30	1			

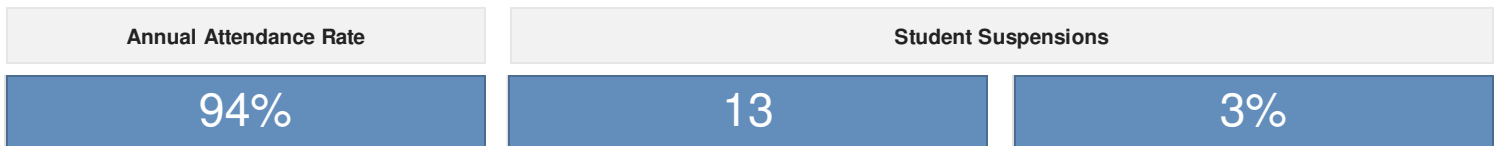
Average Class Size (2012 - 13)



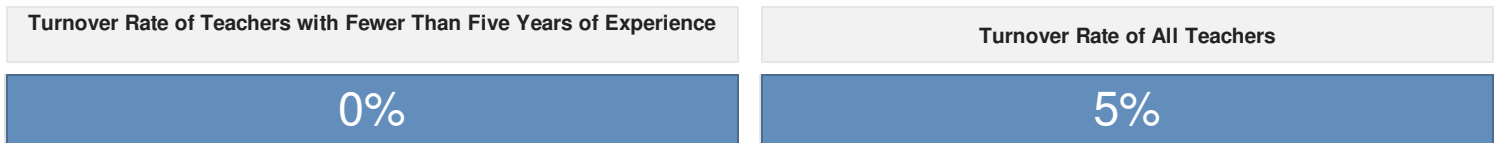
Free and Reduced-Price Lunch (2012 - 13)



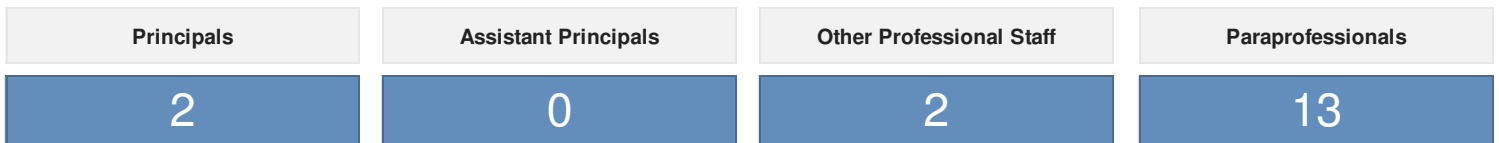
Attendance and Suspensions (2011 - 12)



Teacher Turnover Rate (2011 - 12)



Staff Counts (2012 - 13)



Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	46	44	42
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	0%	2%
Percent with Fewer Than Three Years of Experience	2%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	0%	2%	7%
Total Number of Core Classes	110	105	97
Percent Not Taught by Highly Qualified Teachers in This District	2%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	172	172	161
Percent Taught by Teachers Without Appropriate Certification	1%	1%	7%

High School Completers (2012 - 13)

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	31	30	28	93%	15	50%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	2	7%	1	3%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

High School Non-completers (2012 - 13)

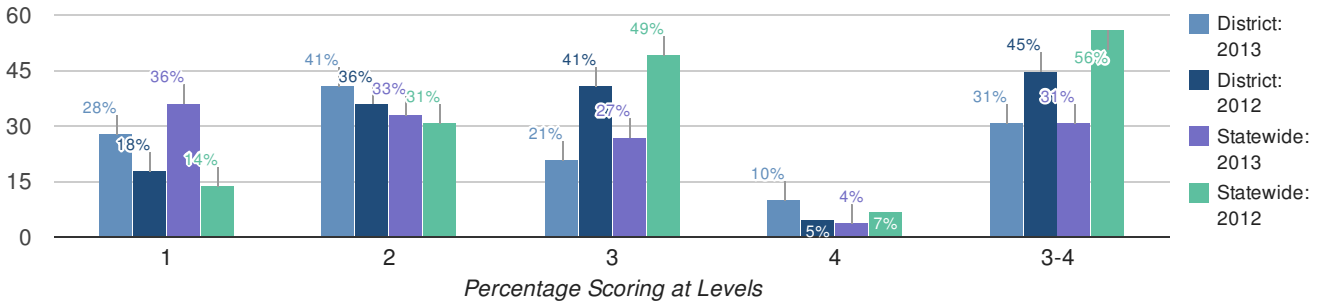
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	9	6%	2	1%	11	8%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2012 - 13)

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	16	52%	10	32%	0	0%	0	0%
General Education	—	—	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—	—	—

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	5	16%	0	0%	0	0%	0	0%
General Education	—	—	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—	—	—

Grade 3 English Language Arts

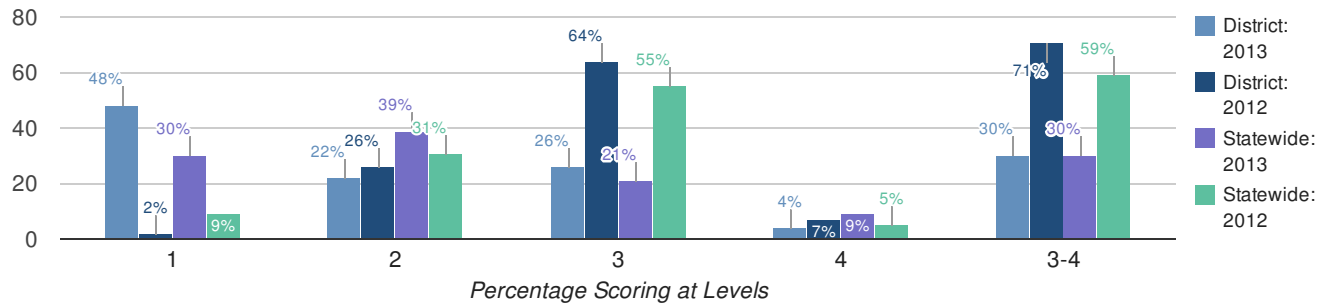


Mean Score

2013	2012
307	660

Results by Student Group	2013						2012					
	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	28	41	21	10	31	22	18	36	41	5	45
General Education	27	—	—	—	—	—	18	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	4	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	21	—	—	—	—	—
Small Group Total	29	28	41	21	10	31	22	18	36	41	5	45
Female	16	13	38	31	19	50	9	11	44	33	11	44
Male	13	46	46	8	0	8	13	23	31	46	0	46
English Proficient	29	28	41	21	10	31	22	18	36	41	5	45
Economically Disadvantaged	12	42	42	17	0	17	14	29	43	29	0	29
Not Economically Disadvantaged	17	18	41	24	18	41	8	0	25	63	13	75
Not Migrant	29	28	41	21	10	31	22	18	36	41	5	45

Grade 4 English Language Arts

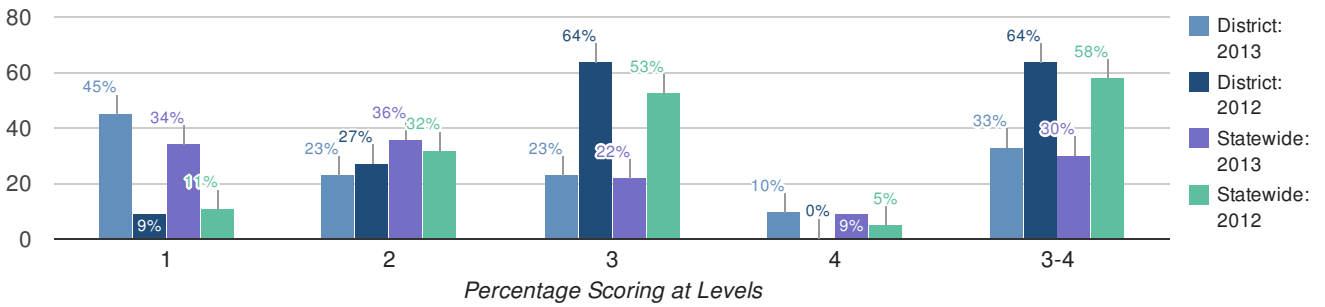


Mean Score

2013	2012
289	681

Results by Student Group	2013						2012					
	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	23	48	22	26	4	30	42	2	26	64	7	71
General Education	18	33	28	33	6	39	37	3	19	70	8	78
Students with Disabilities	5	100	0	0	0	0	5	0	80	20	0	20
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	22	—	—	—	—	—	40	—	—	—	—	—
Small Group Total	23	48	22	26	4	30	42	2	26	64	7	71
Female	10	40	20	30	10	40	23	4	30	61	4	65
Male	13	54	23	23	0	23	19	0	21	68	11	79
English Proficient	23	48	22	26	4	30	42	2	26	64	7	71
Economically Disadvantaged	15	60	20	13	7	20	20	0	25	70	5	75
Not Economically Disadvantaged	8	25	25	50	0	50	22	5	27	59	9	68
Not Migrant	23	48	22	26	4	30	42	2	26	64	7	71

Grade 5 English Language Arts

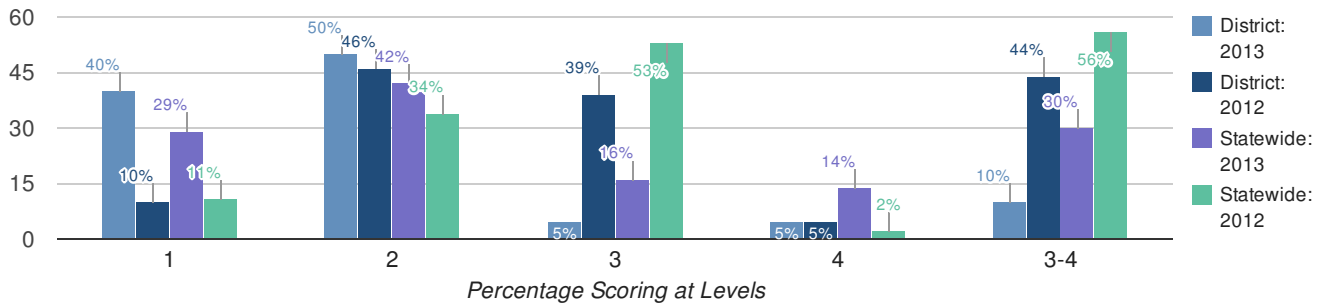


Mean Score

2013	2012
295	669

Results by Student Group	2013						2012					
	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	45	23	23	10	33	22	9	27	64	0	64
General Education	35	37	26	26	11	37	19	—	—	—	—	—
Students with Disabilities	5	100	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	39	—	—	—	—	—	22	9	27	64	0	64
Small Group Total	40	45	23	23	10	33	0	0	0	0	0	0
Female	23	52	22	9	17	26	14	7	21	71	0	71
Male	17	35	24	41	0	41	8	13	38	50	0	50
English Proficient	40	45	23	23	10	33	22	9	27	64	0	64
Economically Disadvantaged	18	44	28	17	11	28	9	11	11	78	0	78
Not Economically Disadvantaged	22	45	18	27	9	36	13	8	38	54	0	54
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	39	—	—	—	—	—	22	9	27	64	0	64

Grade 6 English Language Arts

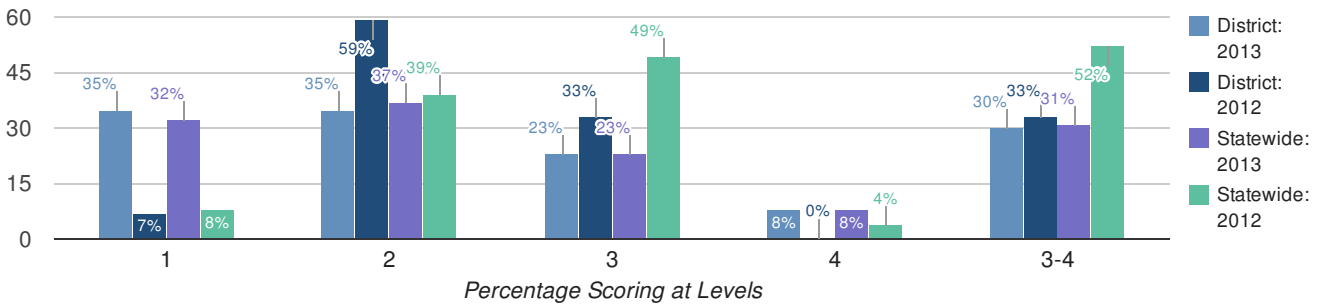


Mean Score

2013	2012
290	661

Results by Student Group	2013						2012					
	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	40	50	5	5	10	41	10	46	39	5	44
General Education	17	—	—	—	—	—	37	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	4	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
White	20	40	50	5	5	10	38	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	41	10	46	39	5	44
Female	12	17	75	0	8	8	19	0	42	47	11	58
Male	8	75	13	13	0	13	22	18	50	32	0	32
English Proficient	20	40	50	5	5	10	41	10	46	39	5	44
Economically Disadvantaged	8	50	50	0	0	0	17	6	53	35	6	41
Not Economically Disadvantaged	12	33	50	8	8	17	24	13	42	42	4	46
Not Migrant	20	40	50	5	5	10	41	10	46	39	5	44

Grade 7 English Language Arts

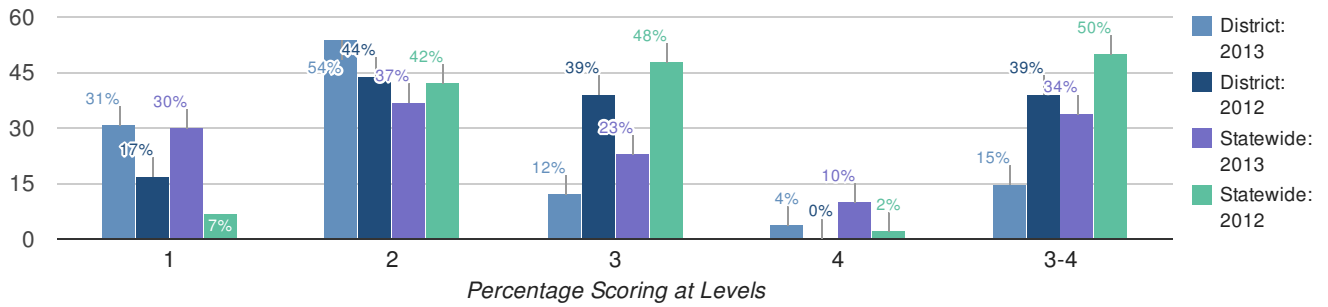


Mean Score

2013	2012
299	659

Results by Student Group	2013						2012					
	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	35	35	23	8	30	27	7	59	33	0	33
General Education	38	—	—	—	—	—	25	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	38	—	—	—	—	—	25	—	—	—	—	—
Small Group Total	40	35	35	23	8	30	27	7	59	33	0	33
Female	20	30	40	20	10	30	13	0	46	54	0	54
Male	20	40	30	25	5	30	14	14	71	14	0	14
English Proficient	40	35	35	23	8	30	27	7	59	33	0	33
Economically Disadvantaged	15	27	40	33	0	33	12	0	58	42	0	42
Not Economically Disadvantaged	25	40	32	16	12	28	15	13	60	27	0	27
Not Migrant	40	35	35	23	8	30	27	7	59	33	0	33

Grade 8 English Language Arts

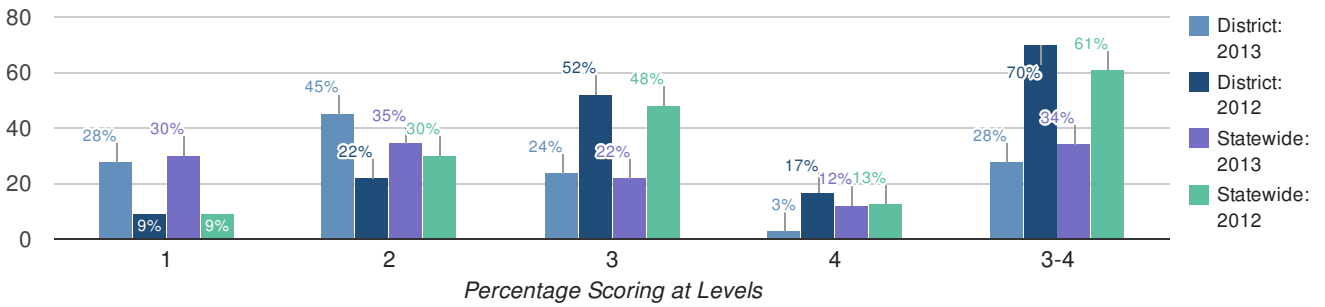


Mean Score

2013	2012
292	650

Results by Student Group	2013						2012					
	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	31	54	12	4	15	36	17	44	39	0	39
General Education	24	—	—	—	—	—	32	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	25	—	—	—	—	—	33	—	—	—	—	—
Small Group Total	26	31	54	12	4	15	36	17	44	39	0	39
Female	12	8	67	17	8	25	20	20	35	45	0	45
Male	14	50	43	7	0	7	16	13	56	31	0	31
English Proficient	26	31	54	12	4	15	36	17	44	39	0	39
Economically Disadvantaged	12	33	50	17	0	17	14	29	50	21	0	21
Not Economically Disadvantaged	14	29	57	7	7	14	22	9	41	50	0	50
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	25	—	—	—	—	—	36	17	44	39	0	39

Grade 3 Mathematics

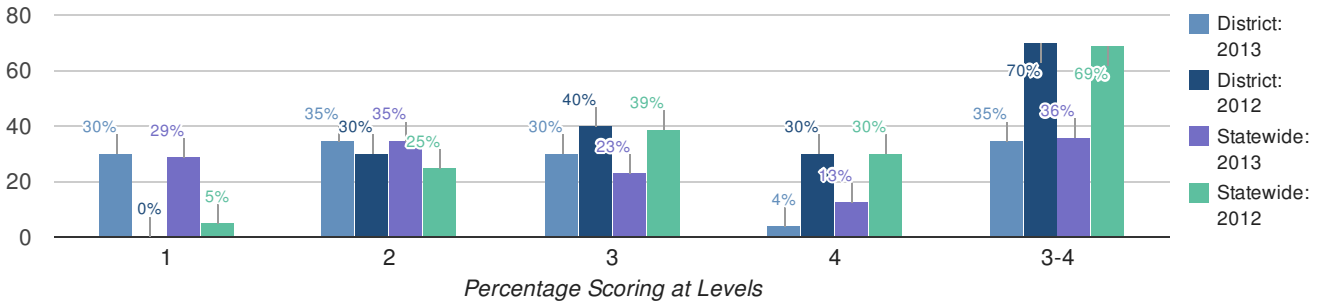


Mean Score

2013	2012
296	691

Results by Student Group	2013						2012					
	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	28	45	24	3	28	23	9	22	52	17	70
General Education	27	—	—	—	—	—	19	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	4	—	—	—	—	—
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	28	45	24	3	28	23	9	22	52	17	70
Female	16	13	50	31	6	38	10	20	20	50	10	60
Male	13	46	38	15	0	15	13	0	23	54	23	77
English Proficient	29	28	45	24	3	28	23	9	22	52	17	70
Economically Disadvantaged	12	42	42	17	0	17	15	13	27	47	13	60
Not Economically Disadvantaged	17	18	47	29	6	35	8	0	13	63	25	88
Not Migrant	29	28	45	24	3	28	23	9	22	52	17	70

Grade 4 Mathematics

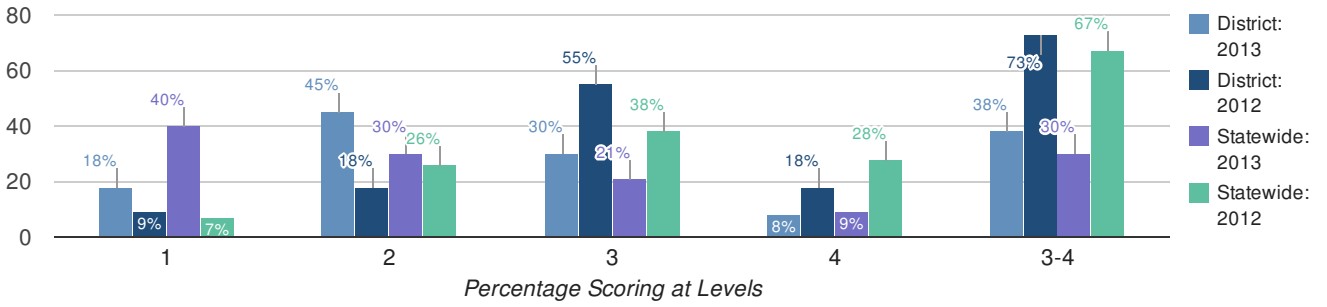


Mean Score

2013	2012
295	695

Results by Student Group	2013						2012					
	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	23	30	35	30	4	35	43	0	30	40	30	70
General Education	18	11	44	39	6	44	38	0	24	42	34	76
Students with Disabilities	5	100	0	0	0	0	5	0	80	20	0	20
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	22	—	—	—	—	—	41	—	—	—	—	—
Small Group Total	23	30	35	30	4	35	43	0	30	40	30	70
Female	10	30	30	30	10	40	23	0	35	43	22	65
Male	13	31	38	31	0	31	20	0	25	35	40	75
English Proficient	23	30	35	30	4	35	43	0	30	40	30	70
Economically Disadvantaged	15	40	27	27	7	33	21	0	43	24	33	57
Not Economically Disadvantaged	8	13	50	38	0	38	22	0	18	55	27	82
Not Migrant	23	30	35	30	4	35	43	0	30	40	30	70

Grade 5 Mathematics

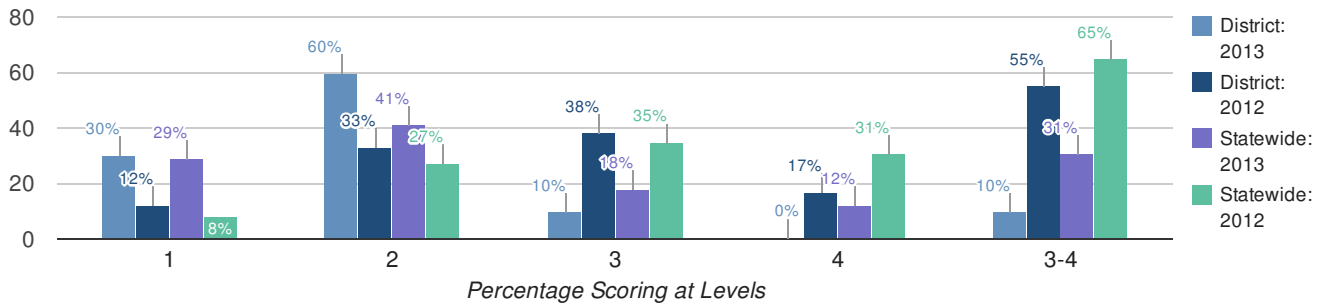


Mean Score

2013	2012
311	682

Results by Student Group	2013						2012					
	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	18	45	30	8	38	22	9	18	55	18	73
General Education	35	11	46	34	9	43	19	—	—	—	—	—
Students with Disabilities	5	60	40	0	0	0	3	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	39	—	—	—	—	—	22	9	18	55	18	73
Small Group Total	40	18	45	30	8	38	0	0	0	0	0	0
Female	23	22	52	17	9	26	14	0	21	64	14	79
Male	17	12	35	47	6	53	8	25	13	38	25	63
English Proficient	40	18	45	30	8	38	22	9	18	55	18	73
Economically Disadvantaged	18	33	33	28	6	33	9	0	22	56	22	78
Not Economically Disadvantaged	22	5	55	32	9	41	13	15	15	54	15	69
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	39	—	—	—	—	—	22	9	18	55	18	73

Grade 6 Mathematics

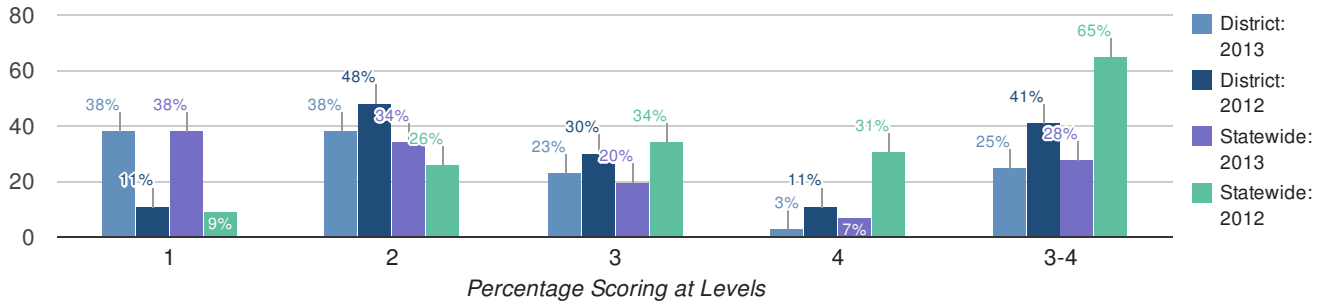


Mean Score

2013	2012
286	671

Results by Student Group	2013						2012					
	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	30	60	10	0	10	42	12	33	38	17	55
General Education	17	—	—	—	—	—	38	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	4	—	—	—	—	—
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
White	20	30	60	10	0	10	39	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	42	12	33	38	17	55
Female	12	17	75	8	0	8	20	5	35	40	20	60
Male	8	50	38	13	0	13	22	18	32	36	14	50
English Proficient	20	30	60	10	0	10	42	12	33	38	17	55
Economically Disadvantaged	8	25	75	0	0	0	17	12	35	35	18	53
Not Economically Disadvantaged	12	33	50	17	0	17	25	12	32	40	16	56
Not Migrant	20	30	60	10	0	10	42	12	33	38	17	55

Grade 7 Mathematics

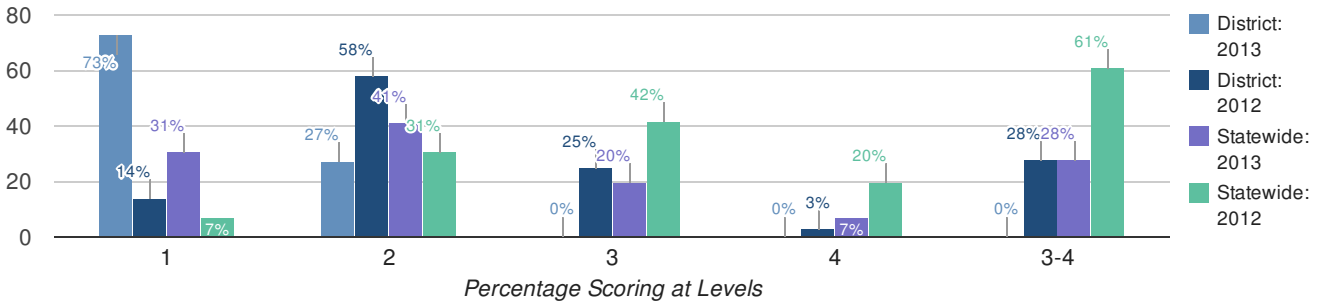


Mean Score

2013	2012
299	668

Results by Student Group	2013						2012					
	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	38	38	23	3	25	27	11	48	30	11	41
General Education	38	—	—	—	—	—	25	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	38	—	—	—	—	—	25	—	—	—	—	—
Small Group Total	40	38	38	23	3	25	27	11	48	30	11	41
Female	20	35	40	25	0	25	13	8	38	31	23	54
Male	20	40	35	20	5	25	14	14	57	29	0	29
English Proficient	40	38	38	23	3	25	27	11	48	30	11	41
Economically Disadvantaged	15	47	27	27	0	27	12	8	50	17	25	42
Not Economically Disadvantaged	25	32	44	20	4	24	15	13	47	40	0	40
Not Migrant	40	38	38	23	3	25	27	11	48	30	11	41

Grade 8 Mathematics

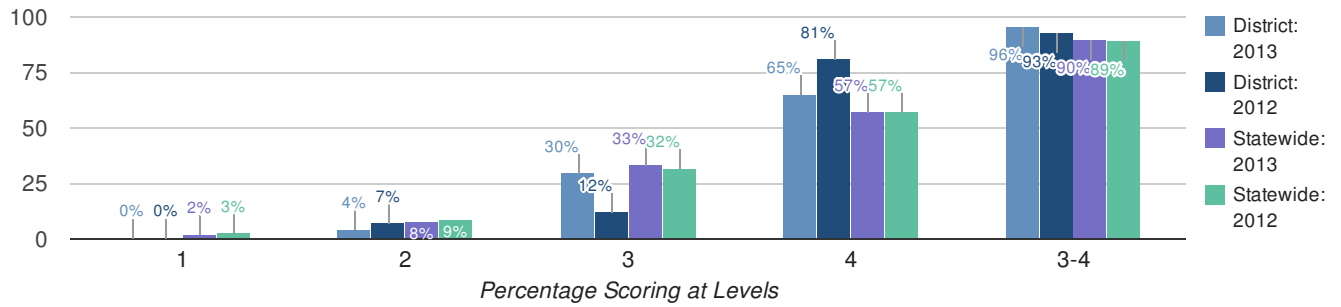


Mean Score

2013	2012
264	661

Results by Student Group	2013						2012					
	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	73	27	0	0	0	36	14	58	25	3	28
General Education	24	—	—	—	—	—	32	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	25	—	—	—	—	—	33	—	—	—	—	—
Small Group Total	26	73	27	0	0	0	36	14	58	25	3	28
Female	12	50	50	0	0	0	20	15	50	30	5	35
Male	14	93	7	0	0	0	16	13	69	19	0	19
English Proficient	26	73	27	0	0	0	36	14	58	25	3	28
Economically Disadvantaged	12	67	33	0	0	0	14	21	50	29	0	29
Not Economically Disadvantaged	14	79	21	0	0	0	22	9	64	23	5	27
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	25	—	—	—	—	—	36	14	58	25	3	28

Grade 4 Science



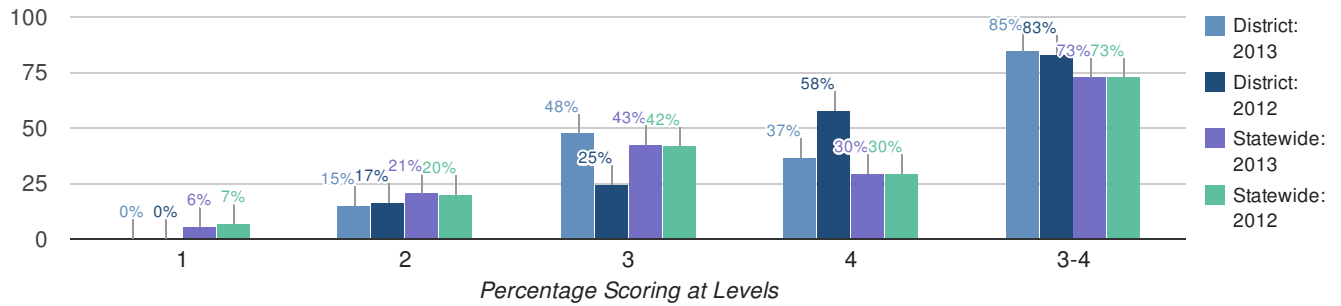
Mean Score

2013	2012
88	88

Results by Student Group	2013						2012					
	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	23	0	4	30	65	96	43	0	7	12	81	93
General Education	18	0	0	17	83	100	38	0	5	11	84	95
Students with Disabilities	5	0	20	80	0	80	5	0	20	20	60	80
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	22	—	—	—	—	—	41	—	—	—	—	—
Small Group Total	23	0	4	30	65	96	43	0	7	12	81	93
Female	10	0	10	20	70	90	23	0	13	17	70	87
Male	13	0	0	38	62	100	20	0	0	5	95	100
English Proficient	23	0	4	30	65	96	43	0	7	12	81	93
Economically Disadvantaged	15	0	7	40	53	93	21	0	10	10	81	90
Not Economically Disadvantaged	8	0	0	13	88	100	22	0	5	14	82	95
Not Migrant	23	0	4	30	65	96	43	0	7	12	81	93

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

2013	2012
78	81

Results by Student Group	2013						2012					
	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	27	0	15	48	37	85	36	0	17	25	58	83
General Education	24	—	—	—	—	—	32	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	4	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	26	—	—	—	—	—	34	—	—	—	—	—
Small Group Total	27	0	15	48	37	85	36	0	17	25	58	83
Female	13	0	8	54	38	92	20	0	10	25	65	90
Male	14	0	21	43	36	79	16	0	25	25	50	75
English Proficient	27	0	15	48	37	85	36	0	17	25	58	83
Economically Disadvantaged	12	0	8	50	42	92	13	0	23	31	46	77
Not Economically Disadvantaged	15	0	20	47	33	80	23	0	13	22	65	87
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	26	—	—	—	—	—	36	0	17	25	58	83

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

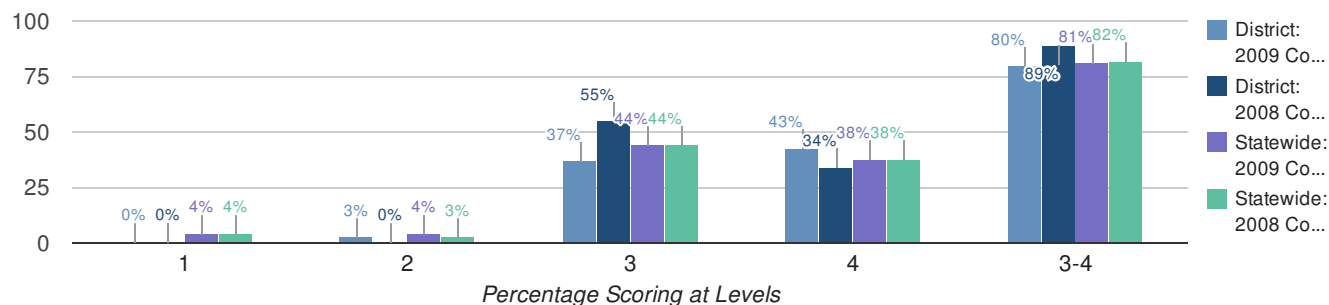
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

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

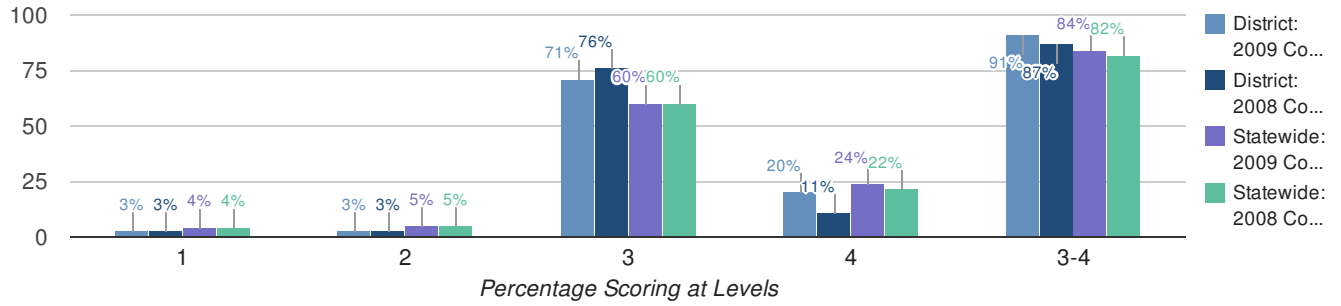
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 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	35	0	3	37	43	80	38	0	0	55	34	89
General Education	29	0	0	41	52	93	32	0	0	59	41	100
Students with Disabilities	6	0	17	17	0	17	6	0	0	33	0	33
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
White	34	—	—	—	—	—	37	—	—	—	—	—
Small Group Total	35	0	3	37	43	80	38	0	0	55	34	89
Female	19	0	0	32	53	84	25	0	0	48	44	92
Male	16	0	6	44	31	75	13	0	0	69	15	85
English Proficient	35	0	3	37	43	80	38	0	0	55	34	89
Economically Disadvantaged	13	0	8	31	31	62	16	0	0	44	44	88
Not Economically Disadvantaged	22	0	0	41	50	91	22	0	0	64	27	91
Not Migrant	35	0	3	37	43	80	38	0	0	55	34	89

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

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



Results by Student Group	2009 Cohort						2008 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	35	3	3	71	20	91	38	3	3	76	11	87
General Education	29	0	0	76	24	100	32	0	3	84	13	97
Students with Disabilities	6	17	17	50	0	50	6	17	0	33	0	33
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
White	34	—	—	—	—	—	37	—	—	—	—	—
Small Group Total	35	3	3	71	20	91	38	3	3	76	11	87
Female	19	0	0	68	32	100	25	0	4	76	12	88
Male	16	6	6	75	6	81	13	8	0	77	8	85
English Proficient	35	3	3	71	20	91	38	3	3	76	11	87
Economically Disadvantaged	13	8	0	77	8	85	16	6	6	75	6	81
Not Economically Disadvantaged	22	0	5	68	27	95	22	0	0	77	14	91
Not Migrant	35	3	3	71	20	91	38	3	3	76	11	87

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 examinations only.

Results by Student Group	2009 Cohort						2008 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	35	6	3	46	34	80	38	3	3	42	45	87
General Education	29	3	0	52	41	93	32	0	3	44	53	97
Students with Disabilities	6	17	17	17	0	17	6	17	0	33	0	33
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
White	34	—	—	—	—	—	37	—	—	—	—	—
Small Group Total	35	6	3	46	34	80	38	3	3	42	45	87
Female	19	11	0	42	42	84	25	4	0	44	48	92
Male	16	0	6	50	25	75	13	0	8	38	38	77
English Proficient	35	6	3	46	34	80	38	3	3	42	45	87
Economically Disadvantaged	13	8	8	54	8	62	16	0	6	44	38	81
Not Economically Disadvantaged	22	5	0	41	50	91	22	5	0	41	50	91
Not Migrant	35	6	3	46	34	80	38	3	3	42	45	87

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 examinations only.

Results by Student Group	2009 Cohort						2008 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	35	3	6	29	46	74	38	3	0	32	55	87
General Education	29	0	3	34	55	90	32	3	0	31	66	97
Students with Disabilities	6	17	17	0	0	0	6	0	0	33	0	33
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
White	34	—	—	—	—	—	37	—	—	—	—	—
Small Group Total	35	3	6	29	46	74	38	3	0	32	55	87
Female	19	0	0	37	47	84	25	0	0	36	56	92
Male	16	6	13	19	44	63	13	8	0	23	54	77
English Proficient	35	3	6	29	46	74	38	3	0	32	55	87
Economically Disadvantaged	13	8	8	23	31	54	16	6	0	31	50	81
Not Economically Disadvantaged	22	0	5	32	55	86	22	0	0	32	59	91
Not Migrant	35	3	6	29	46	74	38	3	0	32	55	87

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

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

Results by Student Group	2009 Cohort						2008 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	35	0	0	34	54	89	38	3	0	37	53	89
General Education	29	0	0	34	62	97	32	0	0	41	59	100
Students with Disabilities	6	0	0	33	17	50	6	17	0	17	17	33
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
White	34	—	—	—	—	—	37	—	—	—	—	—
Small Group Total	35	0	0	34	54	89	38	3	0	37	53	89
Female	19	0	0	32	63	95	25	4	0	44	48	92
Male	16	0	0	38	44	81	13	0	0	23	62	85
English Proficient	35	0	0	34	54	89	38	3	0	37	53	89
Economically Disadvantaged	13	0	0	46	31	77	16	0	0	31	56	88
Not Economically Disadvantaged	22	0	0	27	68	95	22	5	0	41	50	91
Not Migrant	35	0	0	34	54	89	38	3	0	37	53	89

Regents Examination Results (2012 - 13)

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	30	97	93	43	63	92	86	16
General Education	26	—	—	—	58	93	88	17
Students with Disabilities	4	—	—	—	5	80	60	0
American Indian or Alaska Native	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	2	—	—	—
White	30	97	93	43	61	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	63	92	86	16
Female	13	92	92	62	37	95	86	24
Male	17	100	94	29	26	88	85	4
English Proficient	30	97	93	43	63	92	86	16
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	13	92	85	15	29	86	76	17
Not Economically Disadvantaged	17	100	100	65	34	97	94	15
Migrant	0	0	0	0	0	0	0	0
Not Migrant	30	97	93	43	63	92	86	16

Regents Examination Results (2012 - 13)

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	100	83	14	23	35	26	0
General Education	28	—	—	—	23	35	26	0
Students with Disabilities	1	—	—	—	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
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	0	0	0	0
White	28	—	—	—	23	35	26	0
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	29	100	83	14	0	0	0	0
Female	18	100	83	17	13	38	31	0
Male	11	100	82	9	10	30	20	0
English Proficient	29	100	83	14	23	35	26	0
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	12	100	83	8	8	25	13	0
Not Economically Disadvantaged	17	100	82	18	15	40	33	0
Migrant	0	0	0	0	0	0	0	0
Not Migrant	29	100	83	14	23	35	26	0

Regents Examination Results (2012 - 13)

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	41	85	76	27	30	90	83	53
General Education	40	—	—	—	24	96	92	58
Students with Disabilities	1	—	—	—	6	67	50	33
American Indian or Alaska Native	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	40	—	—	—	30	90	83	53
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	41	85	76	27	0	0	0	0
Female	24	83	75	33	10	80	80	40
Male	17	88	76	18	20	95	85	60
English Proficient	41	85	76	27	30	90	83	53
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	19	79	68	16	15	80	67	27
Not Economically Disadvantaged	22	91	82	36	15	100	100	80
Migrant	0	0	0	0	0	0	0	0
Not Migrant	41	85	76	27	30	90	83	53

Regents Examination Results (2012 - 13)

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	36	100	89	33	32	100	97	22
General Education	35	—	—	—	31	—	—	—
Students with Disabilities	1	—	—	—	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
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	35	—	—	—	31	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	36	100	89	33	32	100	97	22
Female	20	100	90	40	18	100	94	17
Male	16	100	88	25	14	100	100	29
English Proficient	36	100	89	33	32	100	97	22
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	13	100	77	31	12	100	100	17
Not Economically Disadvantaged	23	100	96	35	20	100	95	25
Migrant	0	0	0	0	0	0	0	0
Not Migrant	36	100	89	33	32	100	97	22

Regents Examination Results (2012 - 13)

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	11	100	64	9	8	100	88	50
General Education	11	100	64	9	8	100	88	50
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	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	11	100	64	9	8	100	88	50
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	8	—	—	—	7	—	—	—
Male	3	—	—	—	1	—	—	—
English Proficient	11	100	64	9	8	100	88	50
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	2	—	—	—
Not Economically Disadvantaged	8	—	—	—	6	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	11	100	64	9	8	100	88	50

Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	1	—	1	—	0	0
General Education	0	—	0	—	0	0
Students with Disabilities	1	—	1	—	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	1	—	1	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	1	—	1	—	0	0
Female	1	—	1	—	0	0
Male	0	—	0	—	0	0
English Proficient	1	—	1	—	0	0
Limited English Proficient	0	—	0	—	0	0
Economically Disadvantaged	1	—	1	—	0	0
Not Economically Disadvantaged	0	—	0	—	0	0
Migrant	0	—	0	—	0	0
Not Migrant	1	—	1	—	0	0

Regents Competency Test Results (2012 - 13)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	2	—	0	0
General Education	1	—	0	—	0	0
Students with Disabilities	1	—	2	—	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	2	—	2	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	2	—	2	—	0	0
Female	1	—	1	—	0	0
Male	1	—	1	—	0	0
English Proficient	2	—	2	—	0	0
Limited English Proficient	0	—	0	—	0	0
Economically Disadvantaged	2	—	2	—	0	0
Not Economically Disadvantaged	0	—	0	—	0	0
Migrant	0	—	0	—	0	0
Not Migrant	2	—	2	—	0	0

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	✓	✓	181	98%	✓	177	92	74	74
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✗	✓	175	98%	✗	171	90	97	97
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	20	—	—	19	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	83	96%	✓	80	81	55	55

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	181	98%	177	92
Not Black or African American	178	98%	174	91
Not Hispanic or Latino	178	98%	174	90
Not Asian or Native Hawaiian/Other Pacific Islander	181	98%	177	92
Not White	6	—	6	—
Not Multiracial	181	98%	177	92
General Education	161	99%	158	102
English Proficient	181	98%	177	92
Not Economically Disadvantaged	98	100%	97	100
Male	86	99%	84	79
Female	95	98%	93	103
Migrant	2	—	2	—
Not Migrant	179	98%	175	92

✓ 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.

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

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	✓	✓	182	98%	✓	177	90	71	71
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	3	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	176	98%	✓	171	90	91	82
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	21	—	—	19	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	83	96%	✓	80	79	51	51

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	182	98%	177	90
Not Black or African American	179	98%	174	91
Not Hispanic or Latino	179	98%	174	90
Not Asian or Native Hawaiian/Other Pacific Islander	182	98%	177	90
Not White	6	—	6	—
Not Multiracial	182	98%	177	90
General Education	161	99%	158	99
English Proficient	182	98%	177	90
Not Economically Disadvantaged	99	99%	97	100
Male	86	99%	84	82
Female	96	97%	93	98
Migrant	2	—	2	—
Not Migrant	180	98%	175	91

✓ 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.

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	✓	✓	50	100%	✓	48	192	167	167
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	48	100%	✓	46	191	178	178
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	8	—	—	7	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	27	—	—	27	—	—	—

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	50	100%	48	192
Not Black or African American	49	100%	47	191
Not Hispanic or Latino	49	100%	47	191
Not Asian or Native Hawaiian/Other Pacific Islander	50	100%	48	192
Not White	2	—	2	—
Not Multiracial	50	100%	48	192
General Education	42	100%	41	198
English Proficient	50	100%	48	192
Not Economically Disadvantaged	23	—	21	—
Male	27	—	26	—
Female	23	—	22	—
Migrant	1	—	1	—
Not Migrant	49	100%	47	191

✓ 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 >= EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	—	31	—	✓	30	163	146	146
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	—	—	30	—	—	29	—	—	—
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	2	—	—	2	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	9	—	—	10	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	31	—	30	163
Not Black or African American	30	—	29	—
Not Hispanic or Latino	31	—	30	163
Not Asian or Native Hawaiian/Other Pacific Islander	31	—	30	163
Not White	1	—	1	—
Not Multiracial	31	—	30	163
General Education	29	—	28	—
English Proficient	31	—	30	163
Not Economically Disadvantaged	22	—	20	—
Male	13	—	13	—
Female	18	—	17	—
Migrant	0	—	0	—
Not Migrant	31	—	30	163

✓ 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 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

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	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	—	31	—	✓	30	133	125	124
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	—	—	30	—	—	29	—	—	—
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	2	—	—	2	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	9	—	—	10	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	31	—	30	133
Not Black or African American	30	—	29	—
Not Hispanic or Latino	31	—	30	133
Not Asian or Native Hawaiian/Other Pacific Islander	31	—	30	133
Not White	1	—	1	—
Not Multiracial	31	—	30	133
General Education	29	—	28	—
English Proficient	31	—	30	133
Not Economically Disadvantaged	22	—	20	—
Male	13	—	13	—
Female	18	—	17	—
Migrant	0	—	0	—
Not Migrant	31	—	30	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 2009 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	92	90	163	133	120
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	90	90	—	—	90
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	81	79	—	—	80

— 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	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	38	82%	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	81%	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.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	46	85%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	44	84%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	27	—	—	—

✓ 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	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	38	82%	46	85%
Not Black or African American	37	81%	45	84%
Not Hispanic or Latino	38	82%	46	85%
Not Asian or Native Hawaiian/Other Pacific Islander	38	82%	45	84%
Not White	1	—	2	—
Not Multiracial	38	82%	46	85%
General Education	32	91%	36	86%
English Proficient	38	82%	46	85%
Not Economically Disadvantaged	22	—	19	—
Male	13	—	25	—
Female	25	—	21	—
Migrant	0	—	0	—
Not Migrant	38	82%	46	85%

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
16%	30%	NO
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
0%	3%	NO

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

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

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

New York State Testing Program (NYSTP)

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

Non-completers

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

Out of Certification

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

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. Teacher turnover data are lagged one year because they must be compared to prior year data.

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](#).

Glossary of Terms - Accountability Data

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