



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

NAME: LA FARGEVILLE CENTRAL SCHOOL

BEDS Code: 221401040001

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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	
280	52%	260	48%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
2	8	10	5	498	17
0%	1%	2%	1%	92%	3%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	89	16%	274	51%

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

Students by Grade

Pre-K (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
32	45	43	33	44	30
5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade
35	42	7	50	46	35
10th Grade	11th Grade	12th Grade	Ungraded Secondary		
46	43	39	2		

Average Class Size (2013 - 14)

Common Branch			
20			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
15	15	15	15
Grade 10 English	Grade 10 Mathematics		
18	16		
			Grade 10 Science
			14

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
181	34%	73	14%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
95%	35	6%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
10%	2%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
2	0	0	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	44	44	44
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	7%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	5%	5%	5%
Total Number of Core Classes	149	116	109
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	204	173	172
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	37	37	33	89%	10	27%
General Education	30	30	30	100%	9	30%
Students with Disabilities	7	7	3	43%	1	14%

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	9	24%	4	11%	0	0%
General Education	7	23%	0	0%	0	0%
Students with Disabilities	2	29%	4	57%	0	0%

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	7	4%	0	0%	7	4%
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	3	8%	16	43%	2	5%	3	8%
General Education	3	10%	10	33%	2	7%	3	10%
Students with Disabilities	0	0%	6	86%	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	13	35%	0	0%	0	0%	0	0%
General Education	12	40%	0	0%	0	0%	0	0%
Students with Disabilities	1	14%	0	0%	0	0%	0	0%

Mean Score

2014	2013
283	297

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	44	48	32	20	0	20	33	45	21	27	6	33
General Education	37	41	38	22	0	22	29	—	—	—	—	—
Students with Disabilities	7	86	0	14	0	14	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	39	51	28	21	0	21	29	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	20	60	20	0	20	33	45	21	27	6	33
Female	21	24	57	19	0	19	21	43	24	29	5	33
Male	23	70	9	22	0	22	12	50	17	25	8	33
English Proficient	44	48	32	20	0	20	33	45	21	27	6	33
Economically Disadvantaged	25	68	28	4	0	4	15	73	27	0	0	0
Not Economically Disadvantaged	19	21	37	42	0	42	18	22	17	50	11	61
Not Migrant	44	48	32	20	0	20	33	45	21	27	6	33

Mean Score

2014	2013
285	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	31	48	32	13	6	19	33	42	36	15	6	21
General Education	27	—	—	—	—	—	26	35	42	15	8	23
Students with Disabilities	4	—	—	—	—	—	7	71	14	14	0	14
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	30	—	—	—	—	—
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	31	48	32	13	6	19	33	42	36	15	6	21
Female	18	39	44	6	11	17	18	50	28	17	6	22
Male	13	62	15	23	0	23	15	33	47	13	7	20
English Proficient	31	48	32	13	6	19	33	42	36	15	6	21
Economically Disadvantaged	14	64	29	0	7	7	13	38	46	15	0	15
Not Economically Disadvantaged	17	35	35	24	6	29	20	45	30	15	10	25
Not Migrant	31	48	32	13	6	19	33	42	36	15	6	21

Mean Score

2014	2013
286	293

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	37	43	43	11	3	14	46	43	30	22	4	26
General Education	31	32	52	13	3	16	40	35	35	25	5	30
Students with Disabilities	6	100	0	0	0	0	6	100	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	34	—	—	—	—	—	45	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	37	43	43	11	3	14	46	43	30	22	4	26
Female	20	50	35	10	5	15	24	29	38	25	8	33
Male	17	35	53	12	0	12	22	59	23	18	0	18
English Proficient	37	43	43	11	3	14	46	43	30	22	4	26
Economically Disadvantaged	20	50	40	10	0	10	23	70	26	4	0	4
Not Economically Disadvantaged	17	35	47	12	6	18	23	17	35	39	9	48
Not Migrant	37	43	43	11	3	14	46	43	30	22	4	26

Mean Score

2014	2013
295	294

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	28	54	10	8	18	51	29	47	14	10	24
General Education	33	18	61	12	9	21	42	19	52	17	12	29
Students with Disabilities	6	83	17	0	0	0	9	78	22	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	37	—	—	—	—	—	43	26	51	14	9	23
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	39	28	54	10	8	18	8	50	25	13	13	25
Female	20	10	65	10	15	25	29	21	52	10	17	28
Male	19	47	42	11	0	11	22	41	41	18	0	18
English Proficient	39	28	54	10	8	18	51	29	47	14	10	24
Economically Disadvantaged	17	35	65	0	0	0	23	30	43	22	4	26
Not Economically Disadvantaged	22	23	45	18	14	32	28	29	50	7	14	21
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	39	28	54	10	8	18	50	—	—	—	—	—

Mean Score

2014	2013
291	302

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	50	44	34	18	4	22	43	33	35	23	9	33
General Education	43	37	40	19	5	23	35	20	40	29	11	40
Students with Disabilities	7	86	0	14	0	14	8	88	13	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	42	40	40	17	2	19	38	29	37	24	11	34
Multiracial	4	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	63	0	25	13	38	5	60	20	20	0	20
Female	26	23	38	31	8	38	18	33	28	22	17	39
Male	24	67	29	4	0	4	25	32	40	24	4	28
English Proficient	50	44	34	18	4	22	43	33	35	23	9	33
Economically Disadvantaged	25	48	40	12	0	12	17	35	41	18	6	24
Not Economically Disadvantaged	25	40	28	24	8	32	26	31	31	27	12	38
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	49	—	—	—	—	—	43	33	35	23	9	33

Mean Score

2014	2013
292	301

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	44	30	48	20	2	23	36	19	56	11	14	25
General Education	34	15	56	26	3	29	30	13	57	13	17	30
Students with Disabilities	10	80	20	0	0	0	6	50	50	0	0	0
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	39	26	51	23	0	23	32	—	—	—	—	—
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	60	20	0	20	20	36	19	56	11	14	25
Female	18	33	33	28	6	33	17	18	65	12	6	18
Male	26	27	58	15	0	15	19	21	47	11	21	32
English Proficient	44	30	48	20	2	23	36	19	56	11	14	25
Economically Disadvantaged	19	37	47	11	5	16	16	25	63	13	0	13
Not Economically Disadvantaged	25	24	48	28	0	28	20	15	50	10	25	35
Not Migrant	44	30	48	20	2	23	36	19	56	11	14	25

Mean Score

2014	2013
283	282

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	43	49	37	14	0	14	33	52	27	18	3	21
General Education	36	44	39	17	0	17	29	—	—	—	—	—
Students with Disabilities	7	71	29	0	0	0	4	—	—	—	—	—
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	39	—	—	—	—	—	29	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	43	49	37	14	0	14	33	52	27	18	3	21
Female	20	50	35	15	0	15	21	43	38	19	0	19
Male	23	48	39	13	0	13	12	67	8	17	8	25
English Proficient	43	49	37	14	0	14	33	52	27	18	3	21
Economically Disadvantaged	24	67	33	0	0	0	15	80	20	0	0	0
Not Economically Disadvantaged	19	26	42	32	0	32	18	28	33	33	6	39
Not Migrant	43	49	37	14	0	14	33	52	27	18	3	21

Mean Score

2014	2013
291	291

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	31	35	39	23	3	26	33	18	64	15	3	18
General Education	27	—	—	—	—	—	26	8	69	19	4	23
Students with Disabilities	4	—	—	—	—	—	7	57	43	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	30	—	—	—	—	—
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	31	35	39	23	3	26	33	18	64	15	3	18
Female	18	33	39	28	0	28	18	22	56	17	6	22
Male	13	38	38	15	8	23	15	13	73	13	0	13
English Proficient	31	35	39	23	3	26	33	18	64	15	3	18
Economically Disadvantaged	14	50	43	7	0	7	13	31	62	8	0	8
Not Economically Disadvantaged	17	24	35	35	6	41	20	10	65	20	5	25
Not Migrant	31	35	39	23	3	26	33	18	64	15	3	18

Mean Score

2014	2013
309	293

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	36	25	33	33	8	42	47	47	32	19	2	21
General Education	30	13	37	40	10	50	41	44	32	22	2	24
Students with Disabilities	6	83	17	0	0	0	6	67	33	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	33	—	—	—	—	—	46	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	36	25	33	33	8	42	47	47	32	19	2	21
Female	19	32	26	32	11	42	25	40	36	20	4	24
Male	17	18	41	35	6	41	22	55	27	18	0	18
English Proficient	36	25	33	33	8	42	47	47	32	19	2	21
Economically Disadvantaged	19	47	21	32	0	32	24	67	25	8	0	8
Not Economically Disadvantaged	17	0	47	35	18	53	23	26	39	30	4	35
Not Migrant	36	25	33	33	8	42	47	47	32	19	2	21

Mean Score

2014	2013
291	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	37	32	49	14	5	19	49	35	49	12	4	16
General Education	31	23	55	16	6	23	40	30	53	13	5	18
Students with Disabilities	6	83	17	0	0	0	9	56	33	11	0	11
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	34	—	—	—	—	—	41	34	49	12	5	17
Multiracial	3	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	37	32	49	14	5	19	8	38	50	13	0	13
Female	19	21	47	21	11	32	27	33	52	11	4	15
Male	18	44	50	6	0	6	22	36	45	14	5	18
English Proficient	37	32	49	14	5	19	49	35	49	12	4	16
Economically Disadvantaged	15	40	47	13	0	13	23	39	48	9	4	13
Not Economically Disadvantaged	22	27	50	14	9	23	26	31	50	15	4	19
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	37	32	49	14	5	19	48	—	—	—	—	—

Mean Score

2014	2013
298	290

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	49	41	43	10	6	16	43	47	40	14	0	14
General Education	41	34	46	12	7	20	35	37	46	17	0	17
Students with Disabilities	8	75	25	0	0	0	8	88	13	0	0	0
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	41	37	46	12	5	17	38	42	42	16	0	16
Multiracial	4	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	8	63	25	0	13	13	5	80	20	0	0	0
Female	27	37	48	7	7	15	18	44	44	11	0	11
Male	22	45	36	14	5	18	25	48	36	16	0	16
English Proficient	49	41	43	10	6	16	43	47	40	14	0	14
Economically Disadvantaged	25	44	40	16	0	16	17	53	41	6	0	6
Not Economically Disadvantaged	24	38	46	4	13	17	26	42	38	19	0	19
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	48	—	—	—	—	—	43	47	40	14	0	14

Mean Score

2014	2013
290	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	42	33	52	14	0	14	36	39	42	17	3	19
General Education	33	21	61	18	0	18	30	30	47	20	3	23
Students with Disabilities	9	78	22	0	0	0	6	83	17	0	0	0
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	37	27	59	14	0	14	32	—	—	—	—	—
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	80	0	20	0	20	36	39	42	17	3	19
Female	18	33	50	17	0	17	17	41	53	6	0	6
Male	24	33	54	13	0	13	19	37	32	26	5	32
English Proficient	42	33	52	14	0	14	36	39	42	17	3	19
Economically Disadvantaged	19	32	58	11	0	11	16	50	44	6	0	6
Not Economically Disadvantaged	23	35	48	17	0	17	20	30	40	25	5	30
Not Migrant	42	33	52	14	0	14	36	39	42	17	3	19

Mean Score

2014	2013
83	85

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	31	0	10	29	61	90	33	0	3	27	70	97
General Education	27	—	—	—	—	—	26	0	0	19	81	100
Students with Disabilities	4	—	—	—	—	—	7	0	14	57	29	86
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	28	—	—	—	—	—	30	—	—	—	—	—
Multiracial	1	—	—	—	—	—	2	—	—	—	—	—
Small Group Total	31	0	10	29	61	90	33	0	3	27	70	97
Female	18	0	6	28	67	94	18	0	6	33	61	94
Male	13	0	15	31	54	85	15	0	0	20	80	100
English Proficient	31	0	10	29	61	90	33	0	3	27	70	97
Economically Disadvantaged	14	0	21	29	50	79	13	0	8	31	62	92
Not Economically Disadvantaged	17	0	0	29	71	100	20	0	0	25	75	100
Not Migrant	31	0	10	29	61	90	33	0	3	27	70	97

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	79

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	43	2	12	56	30	86	36	0	14	50	36	86
General Education	33	0	3	61	36	97	30	0	7	53	40	93
Students with Disabilities	10	10	40	40	10	50	6	0	50	33	17	50
Black or African American	1	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	1	—	—	—	—	—
White	38	3	8	58	32	89	32	—	—	—	—	—
Multiracial	3	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	5	0	40	40	20	60	36	0	14	50	36	86
Female	17	6	12	59	24	82	17	0	18	65	18	82
Male	26	0	12	54	35	88	19	0	11	37	53	89
English Proficient	43	2	12	56	30	86	36	0	14	50	36	86
Economically Disadvantaged	18	6	22	56	17	72	16	0	19	56	25	81
Not Economically Disadvantaged	25	0	4	56	40	96	20	0	10	45	45	90
Not Migrant	43	2	12	56	30	86	36	0	14	50	36	86

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.

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	43	0	14	60	19	79	46	2	0	59	30	89
General Education	35	0	9	63	23	86	39	3	0	54	36	90
Students with Disabilities	8	0	38	50	0	50	7	0	0	86	0	86
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	41	—	—	—	—	—	44	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	43	0	14	60	19	79	46	2	0	59	30	89
Female	21	0	10	67	14	81	24	4	0	54	33	88
Male	22	0	18	55	23	77	22	0	0	64	27	91
English Proficient	43	0	14	60	19	79	46	2	0	59	30	89
Economically Disadvantaged	19	0	11	63	16	79	14	0	0	57	29	86
Not Economically Disadvantaged	24	0	17	58	21	79	32	3	0	59	31	91
Not Migrant	43	0	14	60	19	79	46	2	0	59	30	89

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	43	0	2	74	19	93	46	0	2	76	15	91
General Education	35	0	0	74	23	97	39	0	0	79	15	95
Students with Disabilities	8	0	13	75	0	75	7	0	14	57	14	71
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	41	—	—	—	—	—	44	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	43	0	2	74	19	93	46	0	2	76	15	91
Female	21	0	0	71	19	90	24	0	0	83	13	96
Male	22	0	5	77	18	95	22	0	5	68	18	86
English Proficient	43	0	2	74	19	93	46	0	2	76	15	91
Economically Disadvantaged	19	0	0	79	16	95	14	0	0	86	7	93
Not Economically Disadvantaged	24	0	4	71	21	92	32	0	3	72	19	91
Not Migrant	43	0	2	74	19	93	46	0	2	76	15	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	43	0	9	51	35	86	46	0	2	61	33	93
General Education	35	0	3	54	40	94	39	0	3	62	33	95
Students with Disabilities	8	0	38	38	13	50	7	0	0	57	29	86
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	41	—	—	—	—	—	44	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	43	0	9	51	35	86	46	0	2	61	33	93
Female	21	0	5	52	33	86	24	0	4	67	29	96
Male	22	0	14	50	36	86	22	0	0	55	36	91
English Proficient	43	0	9	51	35	86	46	0	2	61	33	93
Economically Disadvantaged	19	0	0	58	37	95	14	0	7	57	36	93
Not Economically Disadvantaged	24	0	17	46	33	79	32	0	0	63	31	94
Not Migrant	43	0	9	51	35	86	46	0	2	61	33	93

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	43	5	5	47	40	86	46	0	2	39	48	87
General Education	35	6	0	49	43	91	39	0	0	41	49	90
Students with Disabilities	8	0	25	38	25	63	7	0	14	29	43	71
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	41	—	—	—	—	—	44	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	43	5	5	47	40	86	46	0	2	39	48	87
Female	21	0	5	43	43	86	24	0	4	46	38	83
Male	22	9	5	50	36	86	22	0	0	32	59	91
English Proficient	43	5	5	47	40	86	46	0	2	39	48	87
Economically Disadvantaged	19	0	0	58	37	95	14	0	7	29	50	79
Not Economically Disadvantaged	24	8	8	38	42	79	32	0	0	44	47	91
Not Migrant	43	5	5	47	40	86	46	0	2	39	48	87

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	43	2	0	58	37	95	46	2	2	54	39	93
General Education	35	0	0	60	37	97	39	3	0	54	41	95
Students with Disabilities	8	13	0	50	38	88	7	0	14	57	29	86
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
White	41	—	—	—	—	—	44	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	43	2	0	58	37	95	46	2	2	54	39	93
Female	21	5	0	57	33	90	24	4	0	58	38	96
Male	22	0	0	59	41	100	22	0	5	50	41	91
English Proficient	43	2	0	58	37	95	46	2	2	54	39	93
Economically Disadvantaged	19	5	0	68	26	95	14	7	0	57	36	93
Not Economically Disadvantaged	24	0	0	50	46	96	32	0	3	53	41	94
Not Migrant	43	2	0	58	37	95	46	2	2	54	39	93

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	45	100	96	38	54	98	96	30
General Education	41	—	—	—	49	98	96	33
Students with Disabilities	4	—	—	—	5	100	100	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	4	—	—	—
Hispanic or Latino	1	—	—	—	0	0	0	0
White	42	—	—	—	49	98	96	33
Multiracial	2	—	—	—	1	—	—	—
Small Group Total	45	100	96	38	5	100	100	0
Female	26	100	92	50	29	97	93	28
Male	19	100	100	21	25	100	100	32
English Proficient	45	100	96	38	54	98	96	30
Economically Disadvantaged	20	100	95	35	19	100	95	21
Not Economically Disadvantaged	25	100	96	40	35	97	97	34
Not Migrant	45	100	96	38	54	98	96	30

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	33	15	12	33	18	21	42	21	29	48	2	0
General Education	32	—	—	—	—	—	37	14	32	51	3	0
Students with Disabilities	1	—	—	—	—	—	5	80	0	20	0	0
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	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	0	0	0	0	0	0
White	30	—	—	—	—	—	39	—	—	—	—	—
Multiracial	2	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	33	15	12	33	18	21	42	21	29	48	2	0
Female	23	4	17	39	13	26	24	25	21	50	4	0
Male	10	40	0	20	30	10	18	17	39	44	0	0
English Proficient	33	15	12	33	18	21	42	21	29	48	2	0
Economically Disadvantaged	15	20	13	47	7	13	16	25	25	50	0	0
Not Economically Disadvantaged	18	11	11	22	28	28	26	19	31	46	4	0
Not Migrant	33	15	12	33	18	21	42	21	29	48	2	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	21	95	90	52	27	85	67	22
General Education	21	95	90	52	27	85	67	22
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
Black or African American	0	0	0	0	2	—	—	—
Hispanic or Latino	0	0	0	0	1	—	—	—
White	20	—	—	—	22	82	68	27
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	21	95	90	52	5	100	60	0
Female	6	100	100	50	16	88	69	38
Male	15	93	87	53	11	82	64	0
English Proficient	21	95	90	52	27	85	67	22
Economically Disadvantaged	7	86	86	29	8	88	63	0
Not Economically Disadvantaged	14	100	93	64	19	84	68	32
Not Migrant	21	95	90	52	27	85	67	22

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	43	91	74	42	42	98	95	74
General Education	37	89	78	43	40	—	—	—
Students with Disabilities	6	100	50	33	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	3	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	1	—	—	—
White	38	89	74	37	39	—	—	—
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	5	100	80	80	42	98	95	74
Female	21	90	71	33	25	100	96	68
Male	22	91	77	50	17	94	94	82
English Proficient	43	91	74	42	42	98	95	74
Economically Disadvantaged	15	87	60	33	18	94	89	72
Not Economically Disadvantaged	28	93	82	46	24	100	100	75
Not Migrant	43	91	74	42	42	98	95	74

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	39	97	95	44	39	97	82	44
General Education	34	100	97	50	33	97	88	52
Students with Disabilities	5	80	80	0	6	100	50	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	1	—	—	—	4	—	—	—
Hispanic or Latino	1	—	—	—	1	—	—	—
White	35	—	—	—	34	97	82	41
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	39	97	95	44	5	100	80	60
Female	22	95	95	32	17	100	82	47
Male	17	100	94	59	22	95	82	41
English Proficient	39	97	95	44	39	97	82	44
Economically Disadvantaged	21	95	90	33	12	100	75	42
Not Economically Disadvantaged	18	100	100	56	27	96	85	44
Not Migrant	39	97	95	44	39	97	82	44

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	21	95	86	24	9	100	100	22
General Education	21	95	86	24	9	100	100	22
Students with Disabilities	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
White	20	—	—	—	8	—	—	—
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	21	95	86	24	9	100	100	22
Female	17	—	—	—	5	—	—	—
Male	4	—	—	—	4	—	—	—
English Proficient	21	95	86	24	9	100	100	22
Economically Disadvantaged	8	100	88	13	4	—	—	—
Not Economically Disadvantaged	13	92	85	31	5	—	—	—
Not Migrant	21	95	86	24	9	100	100	22

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

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	1	—	—	—	—	—
Grade 4 Math	1	—	—	—	—	—
Grade 5 ELA	3	—	—	—	—	—
Grade 5 Math	3	—	—	—	—	—
Grade 6 ELA	1	—	—	—	—	—
Grade 6 Math	1	—	—	—	—	—
Grade 7 ELA	1	—	—	—	—	—
Grade 7 Math	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 ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	260	97%	✓	238	85	82	82
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	6	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✗	✓	234	97%	✗	216	88	101	101
Multiracial	—	—	14	—	—	11	—	—	—
Students With Disabilities	✓	✓	50	96%	✓	47†	45†	34	34
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	132	97%	✓	118	65	65	65

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	259	97%	237	86
Not Black or African American	257	97%	235	86
Not Hispanic or Latino	254	97%	233	85
Not Asian or Native Hawaiian/Other Pacific Islander	258	97%	236	85
Not White	26	—	22	—
Not Multiracial	246	97%	227	86
General Education	210	98%	194	95
English Proficient	260	97%	238	85
Not Economically Disadvantaged	128	98%	120	105
Male	132	97%	122	68
Female	128	98%	116	103
Migrant	1	—	1	—
Not Migrant	259	97%	237	86

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	257	96%	✓	233	87	79	79
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	3	—	—	3	—	—	—
Hispanic or Latino	—	—	5	—	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✗	✓	231	95%	✗	211	90	97	96
Multiracial	—	—	15	—	—	11	—	—	—
Students With Disabilities	✓	✓	49	98%	✓	47†	49†	35	35
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	129	96%	✓	117	72	62	62

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	256	96%	232	88
Not Black or African American	254	96%	230	88
Not Hispanic or Latino	252	96%	228	87
Not Asian or Native Hawaiian/Other Pacific Islander	255	96%	231	87
Not White	26	—	22	—
Not Multiracial	242	95%	222	89
General Education	208	95%	189	97
English Proficient	257	96%	233	87
Not Economically Disadvantaged	128	95%	116	103
Male	130	95%	118	81
Female	127	97%	115	93
Migrant	1	—	1	—
Not Migrant	256	96%	232	87

✓ Yes

✗ No

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

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	78	96%	✓	73	188	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	70	96%	✓	65	191	180	180
Multiracial	—	—	4	—	—	4	—	—	—
Students With Disabilities	—	—	16	—	—	14	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	—	36	—	✓	32	175	157	157

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	78	96%	73	188
Not Black or African American	76	96%	71	189
Not Hispanic or Latino	76	96%	71	187
Not Asian or Native Hawaiian/Other Pacific Islander	78	96%	73	188
Not White	8	—	8	—
Not Multiracial	74	96%	69	190
General Education	62	97%	59	195
English Proficient	78	96%	73	188
Not Economically Disadvantaged	42	100%	41	198
Male	42	95%	38	189
Female	36	—	35	186
Migrant	0	—	0	—
Not Migrant	78	96%	73	188

✓ Yes

✗ No

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

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✗	—	37	—	✗	40	145	151	151
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	—	35	—	✗	38	145	162	162
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	7	—	—	7	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	16	—	—	18	—	—	—

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	36	—	39	146
Not Black or African American	37	—	40	145
Not Hispanic or Latino	37	—	40	145
Not Asian or Native Hawaiian/Other Pacific Islander	36	—	39	144
Not White	2	—	2	—
Not Multiracial	37	—	40	145
General Education	30	—	33	155
English Proficient	37	—	40	145
Not Economically Disadvantaged	21	—	22	—
Male	18	—	21	—
Female	19	—	19	—
Migrant	0	—	0	—
Not Migrant	37	—	40	145

✓ Yes

✗ No

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

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	—	37	—	✓	40	138	133	133
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	—	35	—	✗	38	134	146	145
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	7	—	—	7	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	16	—	—	18	—	—	—

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	36	—	39	136
Not Black or African American	37	—	40	138
Not Hispanic or Latino	37	—	40	138
Not Asian or Native Hawaiian/Other Pacific Islander	36	—	39	136
Not White	2	—	2	—
Not Multiracial	37	—	40	138
General Education	30	—	33	142
English Proficient	37	—	40	138
Not Economically Disadvantaged	21	—	22	—
Male	18	—	21	—
Female	19	—	19	—
Migrant	0	—	0	—
Not Migrant	37	—	40	138

✓ Yes

✗ No

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

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	85	87	145	138	114
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	88	90	145	134	114
Multiracial	—	—	—	—	—
Students With Disabilities	45	49	—	—	47
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	65	72	—	—	69

— 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	✓	46	87%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	44	89%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	7	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	14	—	—	—

✓ 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	✓	48	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	48	94%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	13	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	14	—	—	—

✓ 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	45	89%	48	94%
Not Black or African American	46	87%	48	94%
Not Hispanic or Latino	46	87%	48	94%
Not Asian or Native Hawaiian/Other Pacific Islander	46	87%	48	94%
Not White	2	—	0	—
Not Multiracial	45	87%	48	94%
General Education	39	90%	35	97%
English Proficient	46	87%	48	94%
Not Economically Disadvantaged	32	91%	34	94%
Male	22	—	31	97%
Female	24	—	17	—
Migrant	0	—	0	—
Not Migrant	46	87%	48	94%

— 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 School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
28%	31%	NO
Regents Diploma with CTE Endorsement (This School)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This School Exceeded Statewide
17%	4%	YES

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

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

Graduates

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

High School Completers

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

Highly Qualified Teachers

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

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

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

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

Limited English Proficiency

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

National Assessment of Educational Progress (NAEP)

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

New York State Alternate Assessment (NYSAA)

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

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and 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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.