



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>MT PLEASANT-COTTAGE SCHOOL</b>
<b>SCHOOL ID:</b>	<b>660804020002</b>
<b>DISTRICT:</b>	<b>MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>660804020000</b>
<b>PRINCIPAL:</b>	<b>PAUL ANGERON</b>
<b>SUPERINTENDENT:</b>	<b>JAMES GAUDETTE</b>
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

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 [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## 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 "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	X	107*	81%*
American Indian or Alaska Native	—	0	—
Black or African American	—	26	—
Hispanic or Latino	—	18	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	X	101*	83%*
Limited English Proficient	—	0	—
Economically Disadvantaged	X	105*	83%*

✓ At least 95% of students enrolled during the test administration period were tested.

X Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

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

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	42*	69*	135*	77*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	27*	—*	—*	—*
Hispanic or Latino	—	14*	—*	—*	—*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1*	—*	—*	—*
Multiracial	—	0	—	—	—
Students With Disabilities	X	39*	72*	85*	75*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	42*	69*	119*	75*

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

\* The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
 DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	107	81%
Not Black or African American	81	79%
Not Hispanic or Latino	89	80%
Not Asian or Native Hawaiian/Other Pacific Islander	107	81%
Not White	104	81%
Not Multiracial	107	81%
General Education	4	—
English Proficient	107	81%
Not Economically Disadvantaged	2	—
Male	20	—
Female	27	—
Migrant	0	—
Not Migrant	107	81%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	42	69
Not Black or African American	15	—
Not Hispanic or Latino	28	—
Not Asian or Native Hawaiian/Other Pacific Islander	42	69
Not White	41	68
Not Multiracial	42	69
General Education	3	—
English Proficient	42	69
Not Economically Disadvantaged	0	—
Male	16	—
Female	26	—
Migrant	0	—
Not Migrant	42	69

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
 DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **NO**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	X	108*	78%*
American Indian or Alaska Native	—	0	—
Black or African American	—	26	—
Hispanic or Latino	—	19	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	X	102*	81%*
Limited English Proficient	—	0	—
Economically Disadvantaged	X	106*	79%*

✓ At least 95% of students enrolled during the test administration period were tested.

X Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

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

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.



# Elementary/Middle-Level Math: Performance

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	41*	46*	149*	56*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	29*	—*	—*	—*
Hispanic or Latino	—	11*	—*	—*	—*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1*	—*	—*	—*
Multiracial	—	0	—	—	—
Students With Disabilities	X	40*	45*	107*	52*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	41*	46*	136*	52*

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

\* The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002

DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	108	78%
Not Black or African American	82	74%
Not Hispanic or Latino	89	79%
Not Asian or Native Hawaiian/Other Pacific Islander	108	78%
Not White	105	77%
Not Multiracial	108	78%
General Education	4	—
English Proficient	108	78%
Not Economically Disadvantaged	2	—
Male	19	—
Female	29	—
Migrant	0	—
Not Migrant	108	78%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	41	46
Not Black or African American	12	—
Not Hispanic or Latino	30	50
Not Asian or Native Hawaiian/Other Pacific Islander	41	46
Not White	40	45
Not Multiracial	41	46
General Education	1	—
English Proficient	41	46
Not Economically Disadvantaged	0	—
Male	16	—
Female	25	—
Migrant	0	—
Not Migrant	41	46

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): NOT APPLICABLE**

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

# Elementary/Middle-Level Science: Participation

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **NOT APPLICABLE**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	—	19	—
American Indian or Alaska Native	—	0	—
Black or African American	—	12	—
Hispanic or Latino	—	6	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	—	16	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	19	—

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: NOT APPLICABLE

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	—	17*	—*	—*	—*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	12*	—*	—*	—*
Hispanic or Latino	—	4*	—*	—*	—*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1*	—*	—*	—*
Multiracial	—	0	—	—	—
Students With Disabilities	—	15*	—*	—*	—*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	17*	—*	—*	—*

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

\* The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). 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:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

**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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
 DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	19	—
Not Black or African American	7	—
Not Hispanic or Latino	13	—
Not Asian or Native Hawaiian/Other Pacific Islander	19	—
Not White	18	—
Not Multiracial	19	—
General Education	3	—
English Proficient	19	—
Not Economically Disadvantaged	0	—
Male	9	—
Female	10	—
Migrant	0	—
Not Migrant	19	—

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	17	—
Not Black or African American	5	—
Not Hispanic or Latino	13	—
Not Asian or Native Hawaiian/Other Pacific Islander	17	—
Not White	16	—
Not Multiracial	17	—
General Education	2	—
English Proficient	17	—
Not Economically Disadvantaged	0	—
Male	6	—
Female	11	—
Migrant	0	—
Not Migrant	17	—

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NOT APPLICABLE**

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

# Secondary-Level ELA: Participation

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NOT APPLICABLE**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	—	12	—
American Indian or Alaska Native	—	0	—
Black or African American	—	8	—
Hispanic or Latino	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	—	5	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	11	—

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.



# Secondary-Level ELA: Performance

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002

DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NOT APPLICABLE

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	—	27*	—*	—*	—*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	20*	—*	—*	—*
Hispanic or Latino	—	6*	—*	—*	—*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1*	—*	—*	—*
Multiracial	—	0	—	—	—
Students With Disabilities	—	20*	—*	—*	—*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	25*	—*	—*	—*

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

\* The number of 2008 accountability cohort members is less than 30, so the number of 2008 accountability cohort members and the number of 2007 accountability cohort members were combined to determine a Performance Index.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). 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:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level ELA: Non-AYP Groups

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
 DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	12	—
Not Black or African American	4	—
Not Hispanic or Latino	9	—
Not Asian or Native Hawaiian/Other Pacific Islander	12	—
Not White	11	—
Not Multiracial	12	—
General Education	7	—
English Proficient	12	—
Not Economically Disadvantaged	1	—
Male	5	—
Female	7	—
Migrant	0	—
Not Migrant	12	—

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	27	—
Not Black or African American	7	—
Not Hispanic or Latino	21	—
Not Asian or Native Hawaiian/Other Pacific Islander	27	—
Not White	26	—
Not Multiracial	27	—
General Education	7	—
English Proficient	27	—
Not Economically Disadvantaged	2	—
Male	11	—
Female	16	—
Migrant	0	—
Not Migrant	27	—

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NOT APPLICABLE**

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

# Secondary-Level Math: Participation

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NOT APPLICABLE**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	—	12	—
American Indian or Alaska Native	—	0	—
Black or African American	—	8	—
Hispanic or Latino	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	—	5	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	11	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002

DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NOT APPLICABLE**

## Secondary-Level Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	—	27*	—*	—*	—*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	20*	—*	—*	—*
Hispanic or Latino	—	6*	—*	—*	—*
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1*	—*	—*	—*
Multiracial	—	0	—	—	—
Students With Disabilities	—	20*	—*	—*	—*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	25*	—*	—*	—*

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

\* The number of 2008 accountability cohort members is less than 30, so the number of 2008 accountability cohort members and the number of 2007 accountability cohort members were combined to determine a Performance Index.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). 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:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
 DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	12	—
Not Black or African American	4	—
Not Hispanic or Latino	9	—
Not Asian or Native Hawaiian/Other Pacific Islander	12	—
Not White	11	—
Not Multiracial	12	—
General Education	7	—
English Proficient	12	—
Not Economically Disadvantaged	1	—
Male	5	—
Female	7	—
Migrant	0	—
Not Migrant	12	—

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	27	—
Not Black or African American	7	—
Not Hispanic or Latino	21	—
Not Asian or Native Hawaiian/Other Pacific Islander	27	—
Not White	26	—
Not Multiracial	27	—
General Education	7	—
English Proficient	27	—
Not Economically Disadvantaged	2	—
Male	11	—
Female	16	—
Migrant	0	—
Not Migrant	27	—

— There were fewer than 30 students in the cohort.

# Graduation Rate: AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
DISTRICT

**Adequate Yearly Progress:** 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.

## All accountability groups made AYP: **NO**

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002

DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	X	54*	13%*	80%	24%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	38*	16%*	80%	26%
Hispanic or Latino	—	15*	—*	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	0	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	46*	15%*	80%	27%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	32*	19%*	80%	20%

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

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

— There were fewer than 30 students in the cohort.

\* The number of students in the 2007 four-year graduation-rate total cohort in the school/district is less than 30, so data for the 2007 four-year graduation-rate total cohort and the 2006 four-year graduation-rate total cohort were combined to determine graduation rates.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

## Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

## Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$



# Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002

DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	X	66*	21%*	80%	30%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	46*	24%*	80%	31%
Hispanic or Latino	—	18*	—*	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	2*	—*	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	51*†	25%*†	80%	32%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	40*	18%*	80%	22%

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

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

— There were fewer than 30 students in the cohort.

\* The number of students in the 2006 five-year graduation-rate total cohort in the school/district is less than 30, so data for the 2006 five-year graduation-rate total cohort and the 2005 five-year graduation-rate total cohort were combined to determine graduation rates.

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

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

## Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

## Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

SCHOOL: MT PLEASANT-COTTAGE SCHOOL

SCHOOL ID: 660804020002  
 DISTRICT: MT PLEASANT-COTTAGE UNION FREE SCHOOL  
 DISTRICT

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	54	13%	66	21%
Not Black or African American	16	—	20	—
Not Hispanic or Latino	39	18%	48	27%
Not Asian or Native Hawaiian/Other Pacific Islander	54	13%	66	21%
Not White	54	13%	64	19%
Not Multiracial	54	13%	66	21%
General Education	8	—	16	—
English Proficient	54	13%	66	21%
Not Economically Disadvantaged	22	—	26	—
Male	27	—	36	31%
Female	27	—	30	10%
Migrant	0	—	0	—
Not Migrant	54	13%	66	21%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 0%, which did not exceed the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.