

The University of the State of New York
The State Education Department



**ACCOUNTABILITY STATUS REPORT:
ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE,
AND GRADUATION RATE
for
NYC GEOG DIST #19 - RIC #5**

**2005-06 Accountability Status:
District In Need of Improvement - Year 3
for English Language Arts**

Title I Funding

Title I Part A funding received in:

2003-04: Yes

2004-05: Yes

2005-06: Yes

District Accountability Status Categories

The list below defines the district status categories of New York State's district accountability system, which is divided into a Federal Title I component and a State component. A district that does not receive Title I funding in a school year does not have a federal status in that year. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/nyc/DINI/DINI2004-05.shtml>. To be removed from any improvement status, a district must make Adequate Yearly Progress (AYP) at an applicable grade level in the subject area for which it was identified for two consecutive years.

District in Good Standing: A district is considered to be in good standing if it has not been identified as a District in Need of Improvement, Requiring Corrective Action, Planning for Restructuring, or Requiring Academic Progress.

District Requiring Academic Progress: Under the State component of New York's accountability system, a district that misses making AYP at every applicable grade level in a subject area for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year. In each succeeding year that the school fails to make AYP, the year designation is incremented by one.

District in Need of Improvement (Year 1): A district that misses making AYP at every applicable grade level in the same subject area for two consecutive years while receiving Title I funds is considered a District in Need of Improvement (Year 1) for the following year.

District in Need of Improvement (Year 2): A District in Need of Improvement (Year 1) that misses making AYP at every

applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District in Need of Improvement (Year 2) for the following year.

District Requiring Corrective Action: A District in Need of Improvement (Year 2) that misses making AYP at every applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District Requiring Corrective Action for the following year.

District Planning for Restructuring: A District Requiring Corrective Action that misses making AYP at every applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District Planning for Restructuring for the following year.

District Restructuring: A District Planning for Restructuring that misses making AYP at every applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District Restructuring for the following year.

Elementary-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

To make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.

For an accountability group to make AYP in 2004–05, it must

1. meet the 95 percent participation requirement (*2004–05 Participation*), and
2. *either* meet its Effective AMO *or* make safe harbor (*2004–05 Performance and Standards*).

To meet the participation requirement, 95 percent of the grade 4 enrollment in each accountability group with 40 or more students must be tested. To meet the

Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the elementary-level science qualification for safe harbor. (See the elementary-level science page of this report for further information on meeting the science qualification for safe harbor.)

ELA Safe Harbor Targets: The elementary-level 2004–05 ELA Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2005–06 ELA Safe Harbor Target is calculated by using the following equation: $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$. The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance**		2004–05 Standards			Made AYP in ELA in 2004–05	2005–06
	Grade 4 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Science Qualification for Safe Harbor		ELA Safe Harbor Target
All Students	2,444	98%	2,325	137	129			YES	
Students with Disabilities****	785	93%	356	70	125	88	YES	NO	83
American Indian/Alaskan Native	8		8						
Black	1,284	99%	1,234	138	128			YES	
Hispanic	988	98%	928	134	127			YES	
Asian or Pacific Islander	130	98%	124	161	122			YES	
White	34		31	129	114			YES	
Limited English Proficient	565	95%	264	90	124	114	YES	NO	101
Economically Disadvantaged	2,234	98%	2,136	136	129			YES	
Final AYP Determination								NO	

*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates for those two years.

**If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

Groups with a "*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

****In cases of failure to make AYP solely because of the performance of students with disabilities, meeting the 95% participation requirement for this group and subject and meeting or exceeding the AMO if 34 points were added to the PI for this group and subject is an approved way of making AYP for students with disabilities.

Elementary-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

To make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.

For an accountability group to make AYP in 2004–05, it must

1. meet the 95 percent participation requirement (**2004–05 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2004–05 Performance and Standards**).

To meet the participation requirement, 95 percent of the grade 4 enrollment in each accountability group with 40 or more students must be tested. To meet the

Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the elementary-level science qualification for safe harbor. (See the elementary-level science page of this report for further information on meeting the science qualification for safe harbor.)

Math Safe Harbor Targets: The elementary-level 2004–05 Math Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2005–06 Math Safe Harbor Target is calculated by using the following equation: $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$. The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance**		2004–05 Standards			Made AYP in Math in 2004–05	2005–06
	Grade 4 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Science Qualification for Safe Harbor		Math Safe Harbor Target
All Students	2,428	99%	2,278	171	140			YES	
Students with Disabilities****	384	95%	346	111	136	106	YES	YES	120
American Indian/Alaskan Native	8		8						
Black	1,283	98%	1,201	168	139			YES	
Hispanic	968	99%	913	173	138			YES	
Asian or Pacific Islander	133	99%	125	190	133			YES	
White	36		31	145	125			YES	
Limited English Proficient	285	98%	262	147	135			YES	
Economically Disadvantaged	2,237	99%	2,112	170	140			YES	
Final AYP Determination								YES	

*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates over those two years.

**If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

Groups with a "*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

**** In cases of failure to make AYP solely because of the performance of students with disabilities, meeting the 95% participation requirement for this group and subject and meeting or exceeding the AMO if 34 points were added to the PI for this group and subject is an approved way of making AYP for students with disabilities.

Elementary-Level Science

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

Made AYP in Science in 2004–05: To make AYP in science, the Performance Index (PI) for the “All Students” group must equal or exceed the State Science Standard or the Science Progress Target.

Qualification for Safe Harbor in Elementary-Level ELA and Math: For an accountability group to be considered Qualified for Safe Harbor

in Elementary-Level ELA and Math, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary-level science for that group. Groups with fewer than 30 students tested in elementary-level science are not subject to this qualification criterion.

Science Progress Targets: The elementary-level 2004–05 Science Progress Target is calculated by adding one point to the 2003–04 PI. The 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2005–06 target is provided for groups whose PI was below the State Science Standard in 2004–05.

Accountability Group	2004–05 Performance*		2004–05 Standards		Made AYP in Science in 2004–05	2004–05	2005–06
	Count of Continuously Enrolled Students	Performance Index	State Science Standard	Science Progress Target		Qualified for Safe Harbor in Elementary- Level ELA and Math	Science Progress Target
All Students	2,238	137	100		YES	YES	
Students with Disabilities	329	86	100	84		YES	87
American Indian/Alaskan Native	8						
Black	1,185	134	100			YES	
Hispanic	891	140	100			YES	
Asian or Pacific Islander	123	156	100			YES	
White	31	116	100			YES	
Limited English Proficient	257	93	100	75		YES	94
Economically Disadvantaged	2,071	136	100			YES	
Final AYP Determination					YES		

*If there were fewer than 30 continuously enrolled students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and Performance Indices.

Middle-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

To make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.

For an accountability group to make AYP in 2004–05, it must

1. meet the 95 percent participation requirement (**2004–05 Participation**), and
2. either meet its Effective AMO or make safe harbor (**2004–05 Performance and Standards**).

To meet the participation requirement, 95 percent of the grade 8 enrollment in each accountability group with 40 or more students must exceed the Effective AMO. To make safe harbor, the Performance Index

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or of each of these groups must equal or exceed its ELA safe harbor target and the group must meet the middle-level science qualification for safe harbor. (See the middle-level science page of this report for further information on meeting the science qualification for safe harbor.)

ELA Safe Harbor Targets: The middle-level 2004–05 ELA Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2005–06 ELA Safe Harbor Target is calculated by using the following equation: $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$. The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance**		2004–05 Standards			Made AYP in ELA in 2004–05	2005–06 ELA Safe Harbor Target
	Grade 8 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Science Qualification for Safe Harbor		
All Students	2,511	97%	2,378	116	114			YES	
Students with Disabilities****	943	89%	437	75	111	79	YES	NO	88
American Indian/Alaskan Native	9		9						
Black	1,362	96%	1,291	114	113			YES	
Hispanic	1,006	97%	951	117	112			YES	
Asian or Pacific Islander	102	98%	98	135	106			YES	
White	32		29						
Limited English Proficient	644	93%	279	91	109	101	YES	NO	102
Economically Disadvantaged	2,105	97%	2,023	116	114			YES	
Final AYP Determination								NO	

*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates for those two years.

**If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

Groups with a "*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

**** In cases of failure to make AYP solely because of the performance of students with disabilities, meeting the 95% participation requirement for this group and subject and meeting or exceeding the AMO if 34 points were added to the PI for this group and subject is an approved way of making AYP for students with disabilities.

Middle-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

To make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.

For an accountability group to make AYP in 2004–05, it must

1. meet the 95 percent participation requirement (**2004–05 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2004–05 Performance** and **Standards**).

To meet the participation requirement, 95 percent of the grade 8 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the middle-level science qualification for safe harbor. (See the middle-level science page of this report for further information on meeting the science qualification for safe harbor.)

Math Safe Harbor Targets: The middle-level 2004–05 Math Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2005–06 Math Safe Harbor Target is calculated by using the following equation: $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$. The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance**		2004–05 Standards			Made AYP in Math in 2004–05	2005–06 Math Safe Harbor Target
	Grade 8 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Science Qualification for Safe Harbor		
All Students	2,525	95%	2,327	111	91			YES	
Students with Disabilities	955	85%	423	57	88	65	YES	NO	71
American Indian/Alaskan Native	10		8						
Black	1,383	95%	1,270	104	90			YES	
Hispanic	1,000	96%	928	118	89			YES	
Asian or Pacific Islander	103	98%	97	146	83			YES	
White	29		24						
Limited English Proficient	627	92%	269	93	86			NO	
Economically Disadvantaged	2,131	96%	2,000	113	91			YES	
Final AYP Determination								NO	

*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates over those two years.

**If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

Groups with a "*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

Middle-Level Science

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

Made AYP in Science in 2004–05: To make AYP in science, the Performance Index (PI) for the “All Students” group must equal or exceed the State Science Standard or the Science Progress Target.

Qualification for Safe Harbor in Middle-Level ELA and Math: For an accountability group to be considered Qualified for Safe Harbor in Middle-Level ELA and Math, the PI must equal or exceed the State

Science Standard or the Science Progress Target in middle-level science for that group. Groups with fewer than 30 students tested in middle-level science are not subject to this qualification criterion.

Science Progress Targets: The middle-level 2004–05 Science Progress Target is calculated by adding one point to the 2003–04 PI. The 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2005–06 target is provided for groups whose PI was below the State Science Standard in 2004–05.

Accountability Group	2004–05 Performance*		2004–05 Standards		Made AYP in Science in 2004–05	2004–05	2005–06
	Count of Continuously Enrolled Students	Performance Index	State Science Standard	Science Progress Target		Qualified for Safe Harbor in Middle- Level ELA and Math	Science Progress Target
All Students	2,122	105	100		YES	YES	
Students with Disabilities	369	65	100	59		YES	66
American Indian/Alaskan Native	7						
Black	1,148	99	100	96		YES	100
Hispanic	856	111	100			YES	
Asian or Pacific Islander	86	135	100			YES	
White	25						
Limited English Proficient	241	82	100	72		YES	83
Economically Disadvantaged	1,835	107	100			YES	
Final AYP Determination					YES		

*If there were fewer than 30 continuously enrolled students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

Secondary-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

To make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.

For an accountability group to make AYP in 2004–05, 95 percent of seniors in each accountability group of 40 or more must have taken an English examination that meets the student graduation requirement. Each group must also meet its Effective AMO *or* make safe harbor (**2004–05 Performance and Standards**). To meet the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the

Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

ELA Safe Harbor Targets: The secondary-level 2004–05 ELA Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2005–06 ELA Safe Harbor Target is calculated by using the following equation: $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$. The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance**		2004–05 Standards			Made AYP in ELA in 2004–05	2005–06
	Count of Seniors in 2004–05	Percent of Seniors Tested	Count of 2001 Accountability Cohort Members	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor		ELA Safe Harbor Target
All Students	1,231	98%	1,381	108	145	122	YES	NO	117
Students with Disabilities	63	98%	118	47	138	69	NO	NO	62
American Indian/Alaskan Native	5		4						
Black	664	99%	735	114	144	127	YES	NO	123
Hispanic	471	98%	532	100	143	115	YES	NO	110
Asian or Pacific Islander	56	98%	66	103	136	113	YES	NO	113
White	35		44	93	133	133	YES	NO	104
Limited English Proficient	287	93%	203	60	140	82	YES	NO	74
Economically Disadvantaged	1,161	98%	1,288	110	145	110	NO	NO	119
Final AYP Determination								NO	

*If the participation rate of an accountability group fell below 95 percent in 2004–05, the count of seniors shown is the sum of 2003–04 and 2004–05 counts and the percent tested is the weighted average of the participation rates for those two years.

**If there were fewer than thirty 2001 accountability cohort members, 2000 and 2001 cohort data were combined to determine counts and PIs.

Groups with a “*” are not required to meet the graduation-rate qualification for safe harbor, because fewer than 30 members in the 2000 graduation-rate cohort were in those groups.

Secondary-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

To make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.

For an accountability group to make AYP in 2004–05, 95 percent of seniors in each accountability group of 40 or more must have taken a mathematics examination that meets the student graduation requirement. Each group must also meet its Effective AMO or make safe harbor (**2004–05 Performance** and **Standards**). To meet the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe

harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

Math Safe Harbor Targets: The secondary-level 2004–05 Math Safe Harbor Target is calculated by using the following equation: $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$. The 2005–06 Math Safe Harbor Target is calculated by using the following equation: $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$. The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance**		2004–05 Standards			Made AYP in Math in 2004–05	2005–06
	Count of Seniors in 2004–05	Percent of Seniors Tested	Count of 2001 Accountability Cohort Members	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor		Math Safe Harbor Target
All Students	1,231	98%	1,381	112	136	103	YES	YES	121
Students with Disabilities	63	100%	118	56	129	85	NO	NO	70
American Indian/Alaskan Native	5		4						
Black	664	98%	735	114	135	101	YES	YES	123
Hispanic	471	98%	532	107	134	102	YES	YES	116
Asian or Pacific Islander	56	100%	66	139	127			YES	
White	35		44	109	124	103	YES	YES	118
Limited English Proficient	156	98%	203	91	131	88	YES	YES	102
Economically Disadvantaged	1,161	98%	1,288	115	136	97	NO	NO	124
Final AYP Determination								NO	

*If the participation rate of an accountability group fell below 95 percent in 2004–05, the count of seniors shown is the sum of 2003–04 and 2004–05 counts and the percent tested is the weighted average of the participation rates for those two years.

**If there were fewer than thirty 2001 accountability cohort members, 2000 and 2001 cohort data were combined to determine counts and PIs.

Groups with a “” are not required to meet the graduation-rate qualification for safe harbor, because fewer than 30 members in the 2000 graduation-rate cohort were in those groups.

Graduation Rate

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

Made AYP in Graduation Rate in 2004–05: To make AYP in graduation rate, the Percent Earning a Local Diploma by August 31, 2004 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target.

Qualification for Safe Harbor in Secondary-Level ELA and Math: For an accountability group to be considered Qualified for Safe Harbor in Secondary-Level ELA and Math, the Percent Earning a Local Diploma by August 31, 2004 must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for that group.

Graduation-Rate Progress Targets: The 2004–05 Graduation-Rate Progress Target is calculated by adding one point to the Percent of the 1999 Cohort Earning a Local Diploma by August 31, 2003. The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the Percent of the 2000 Cohort Earning a Local Diploma by August 31, 2004. This target is provided for each group whose Percent Earning a Local Diploma by August 31, 2004 is below the Graduation-Rate Standard in 2004–05 (55). Groups with fewer than 30 cohort members are not subject to this criterion.

Accountability Group	2004–05 Performance		2004–05 Standards		Made AYP in Graduation Rate in 2004–05	2004–05	2005–06
	Count of 2000 Graduation-Rate Cohort Members	Percent Earning a Local Diploma by August 31, 2004	Graduation-Rate Standard	Graduation-Rate Progress Target		Qualified for Safe Harbor in Secondary-Level ELA and Math	Graduation-Rate Progress Target
All Students	1,403	40	55	39	YES	YES	41
Students with Disabilities	94	20	55	25		NO	21
American Indian/Alaskan Native	7						
Black	764	43	55	43		YES	44
Hispanic	513	35	55	34		YES	36
Asian or Pacific Islander	75	45	55	34		YES	46
White	44	43	55	43		YES	44
Limited English Proficient	157	24	55	17		YES	25
Economically Disadvantaged	921	25	55	47		NO	26
Final AYP Determination					YES		

Glossary

Accountability Cohort: The 2001 school accountability cohort consists of all students who first entered grade 9 in the fall of 2001, and all ungraded students with disabilities who reached their seventeenth birthday in the 2001–02 school year, who were enrolled on October 8, 2003. Students who transferred to programs leading to a high school diploma or high school equivalency diploma were not included in the 2001 school accountability cohort. The 2001 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day *plus* students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP): Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO): The Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO will be increased in regular increments beginning in 2004–05 until it reaches 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students: Students enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year and until the day of testing.

Effective Annual Measurable Objective (Effective AMO): The Effective Annual Measurable Objective (Effective AMO) is the PI value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Graduation-Rate Standard: The criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

Performance Index (PI): A Performance Index 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) in English language arts, mathematics, or science. Student scores on the tests are converted to four achievement levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). ***At the elementary and middle levels, the PI is calculated using the following equation: $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4\ +\ the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$.*** ***At the secondary level, the PI is calculated using the following equation: $100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4\ +\ the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$.*** A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target: For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternative method for making AYP or qualifying for safe harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor: Safe Harbor provides an alternative means to demonstrate AYP for accountability groups that do not achieve their Effective AMOs in English or mathematics.

Science Standard: The criterion value that represents a minimally satisfactory performance in science. In 2004–05, the State Science Standard at the elementary and middle levels was a PI of 100. The Commissioner may raise the State Science Standard at his discretion in future years.