The New York State Accountability Report 2011-12

DISTRICT:	**RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT**
DISTRICT ID:	**010402060000**
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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

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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	✘
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 ELA: Participation

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

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	✔	930	99%
American Indian or Alaska Native	—	0	—
Black or African American	✔	82*	95%*
Hispanic or Latino	✔	45	98%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✔	807	99%
Multiracial	—	24	—
Students With Disabilities	✔	194	96%
Limited English Proficient	—	2	—
Economically Disadvantaged	✔	336	98%

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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✘	876	142	146	146
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✔	31	126	113	113
Hispanic or Latino	✘	42	112	117	117
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✘	772	143	160	152
Multiracial	—	21	—	—	—
Students With Disabilities	✘	194†	70†	93	86
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✘	299	116	128	128

✔ 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 enrolled on BEDS day and during the test administration period.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	930	99%
Not Black or African American	848	99%
Not Hispanic or Latino	885	99%
Not Asian or Native Hawaiian/Other Pacific Islander	920	99%
Not White	123	97%
Not Multiracial	906	99%
General Education	736	99%
English Proficient	928	99%
Not Economically Disadvantaged	594	99%
Male	498	98%
Female	432	99%
Migrant	0	—
Not Migrant	930	99%

— 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	876	142
Not Black or African American	845	143
Not Hispanic or Latino	834	144
Not Asian or Native Hawaiian/Other Pacific Islander	866	141
Not White	104	132
Not Multiracial	855	142
General Education	701	162
English Proficient	874	142
Not Economically Disadvantaged	577	155
Male	464	132
Female	412	153
Migrant	0	—
Not Migrant	876	142

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

Elementary/Middle-Level Math: AYP

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	✘
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 Math: Participation

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

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	✔	930	100%
American Indian or Alaska Native	—	0	—
Black or African American	✔	44	98%
Hispanic or Latino	✔	45	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✔	807	100%
Multiracial	—	24	—
Students With Disabilities	✔	194	98%
Limited English Proficient	—	2	—
Economically Disadvantaged	✔	335	100%

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

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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✘	885	158	160	160
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✘	33	124	125	125
Hispanic or Latino	✔	43	137	135	135
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✘	778	160	170	168
Multiracial	—	21	—	—	—
Students With Disabilities	✘	199†	92†	114	111
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✘	303	140	145	145

✔ 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 enrolled on BEDS day and during the test administration period.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	930	100%
Not Black or African American	886	100%
Not Hispanic or Latino	885	100%
Not Asian or Native Hawaiian/Other Pacific Islander	920	100%
Not White	123	99%
Not Multiracial	906	100%
General Education	736	100%
English Proficient	928	100%
Not Economically Disadvantaged	595	100%
Male	497	99%
Female	433	100%
Migrant	0	—
Not Migrant	930	100%

— 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	885	158
Not Black or African American	852	159
Not Hispanic or Latino	842	159
Not Asian or Native Hawaiian/Other Pacific Islander	875	157
Not White	107	143
Not Multiracial	864	158
General Education	706	176
English Proficient	883	158
Not Economically Disadvantaged	582	167
Male	470	155
Female	415	162
Migrant	0	—
Not Migrant	885	158

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

Elementary/Middle-Level Science: AYP

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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): NO

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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: YES

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	✔	292	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	17	—
Hispanic or Latino	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✔	256	98%
Multiracial	—	5	—
Students With Disabilities	✔	56	95%
Limited English Proficient	—	2	—
Economically Disadvantaged	✔	96	100%

✔ 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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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

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

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✔	271	183	172	172
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✔	244	187	184	184
Multiracial	—	3	—	—	—
Students With Disabilities	✘	53†	140†	141	141
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✔	81	170	157	157

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

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	292	98%
Not Black or African American	275	98%
Not Hispanic or Latino	280	99%
Not Asian or Native Hawaiian/Other Pacific Islander	290	98%
Not White	36	—
Not Multiracial	287	98%
General Education	236	99%
English Proficient	290	98%
Not Economically Disadvantaged	196	97%
Male	162	98%
Female	130	98%
Migrant	0	—
Not Migrant	292	98%

— 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	271	183
Not Black or African American	260	185
Not Hispanic or Latino	260	185
Not Asian or Native Hawaiian/Other Pacific Islander	269	183
Not White	27	—
Not Multiracial	268	183
General Education	223	194
English Proficient	269	184
Not Economically Disadvantaged	190	189
Male	152	186
Female	119	180
Migrant	0	—
Not Migrant	271	183

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

Secondary-Level ELA: AYP

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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): NO

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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

All accountability groups with 40 or more members tested at least 95% of 12th graders: YES

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✔	151	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	6	—
Hispanic or Latino	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✔	134	100%
Multiracial	—	1	—
Students With Disabilities	—	15	—
Limited English Proficient	—	3	—
Economically Disadvantaged	—	37	—

✔ 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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	150	154	151	151
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✘	135	155	165	159
Multiracial	—	0	—	—	—
Students With Disabilities	—	21	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✔	40	123	126	20

✔ 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.

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 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 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level ELA: Non-AYP Groups

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	151	100%
Not Black or African American	145	100%
Not Hispanic or Latino	141	100%
Not Asian or Native Hawaiian/Other Pacific Islander	151	100%
Not White	17	—
Not Multiracial	150	100%
General Education	136	100%
English Proficient	148	100%
Not Economically Disadvantaged	114	100%
Male	68	100%
Female	83	100%
Migrant	0	—
Not Migrant	151	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	150	154
Not Black or African American	145	154
Not Hispanic or Latino	140	154
Not Asian or Native Hawaiian/Other Pacific Islander	150	154
Not White	15	—
Not Multiracial	150	154
General Education	129	167
English Proficient	147	154
Not Economically Disadvantaged	110	165
Male	74	139
Female	76	168
Migrant	0	—
Not Migrant	150	154

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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): NO

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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

All accountability groups with 40 or more members tested at least 95% of 12th graders: YES

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✔	151	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	6	—
Hispanic or Latino	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✔	134	99%
Multiracial	—	1	—
Students With Disabilities	—	15	—
Limited English Proficient	—	3	—
Economically Disadvantaged	—	37	—

✔ 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

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	150	132	128	128
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✘	135	135	145	145
Multiracial	—	0	—	—	—
Students With Disabilities	—	21	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✔	40	98	100	20

✔ 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.

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 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 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level Math: Non-AYP Groups

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	151	99%
Not Black or African American	145	99%
Not Hispanic or Latino	141	99%
Not Asian or Native Hawaiian/Other Pacific Islander	151	99%
Not White	17	—
Not Multiracial	150	99%
General Education	136	99%
English Proficient	148	99%
Not Economically Disadvantaged	114	100%
Male	68	99%
Female	83	100%
Migrant	0	—
Not Migrant	151	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	150	132
Not Black or African American	145	132
Not Hispanic or Latino	140	134
Not Asian or Native Hawaiian/Other Pacific Islander	150	132
Not White	15	—
Not Multiracial	150	132
General Education	129	145
English Proficient	147	133
Not Economically Disadvantaged	110	145
Male	74	120
Female	76	143
Migrant	0	—
Not Migrant	150	132

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

Unweighted Combined ELA and Math Performance Indices (PIs)

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) ÷ 4 = 157.5 = 158.

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	142	158	154	132	147
American Indian or Alaska Native	—	—	—	—	—
Black or African American	126	124	—	—	125
Hispanic or Latino	112	137	—	—	125
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	143	160	155	135	148
Multiracial	—	—	—	—	—
Students With Disabilities	70	92	—	—	81
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	116	140	123	98	119

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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: 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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	✔	152	81%	80%	78%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✔	140	81%	80%	78%
Multiracial	—	1	—	—	—
Students With Disabilities	—	24	—	—	—
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✘	33	70%	80%	74%

✔ 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.

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 graduate 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 - the graduation rate of the 2006 four-year graduation-rate total cohort) x 0.1] + the graduation rate of the 2006 four-year graduation-rate total cohort

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	✘	179	79%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✘	159	79%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✔	42†	57%†	80%	55%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✔	42	79%	80%	58%

✔ 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.
† 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 - the graduation rate of the 2005 five-year graduation-rate total cohort) x 0.2] + the graduation rate of the 2005 five-year graduation-rate total cohort

Graduation Rate: Non-AYP

DISTRICT: RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT **DISTRICT ID: 010402060000**

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	152	81%	179	79%
Not Black or African American	148	80%	173	78%
Not Hispanic or Latino	145	81%	167	80%
Not Asian or Native Hawaiian/Other Pacific Islander	152	81%	177	79%
Not White	12	—	20	—
Not Multiracial	151	81%	179	79%
General Education	128	87%	141	86%
English Proficient	150	82%	177	79%
Not Economically Disadvantaged	119	84%	137	79%
Male	81	78%	94	69%
Female	71	85%	85	89%
Migrant	0	—	0	—
Not Migrant	152	81%	179	79%

— 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 38%, which exceeded 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 3%, which did not exceed the State average of 3%.