



The New York State Accountability Report 2011-12

DISTRICT: TACONIC HILLS CENTRAL
SCHOOL DISTRICT
DISTRICT ID: 100501040000
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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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Brooklyn, NY 11217
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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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	X
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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	680	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	18	—
Hispanic or Latino	—	34	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	609	100%
Multiracial	—	17	—
Students With Disabilities	✓	99	99%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	328	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 ELA: Performance

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✗	663	135	146	143
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	✓	32	153	115	115
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✗	598	136	160	144
Multiracial	—	14	—	—	—
Students With Disabilities	✗	97†	58†	91	73
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✗	319	115	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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	679	100%
Not Black or African American	662	100%
Not Hispanic or Latino	646	100%
Not Asian or Native Hawaiian/Other Pacific Islander	679	100%
Not White	71	99%
Not Multiracial	663	100%
General Education	581	100%
English Proficient	677	100%
Not Economically Disadvantaged	352	100%
Male	339	99%
Female	341	100%
Migrant	5	—
Not Migrant	675	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	662	135
Not Black or African American	646	136
Not Hispanic or Latino	631	134
Not Asian or Native Hawaiian/Other Pacific Islander	662	135
Not White	65	122
Not Multiracial	649	136
General Education	570	148
English Proficient	660	135
Not Economically Disadvantaged	344	153
Male	327	125
Female	336	144
Migrant	4	—
Not Migrant	659	135

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

Elementary/Middle-Level Math: AYP

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	X
Multiracial	—
Students With Disabilities	✓
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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	680	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	18	—
Hispanic or Latino	—	34	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	609	100%
Multiracial	—	17	—
Students With Disabilities	✓	99	99%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	328	99%

✓ 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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✗	662	141	160	150
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	✓	32	144	133	133
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✗	596	144	170	151
Multiracial	—	14	—	—	—
Students With Disabilities	✓	97†	84†	112	82
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✗	318	126	145	141

✓ 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	679	100%
Not Black or African American	662	100%
Not Hispanic or Latino	646	100%
Not Asian or Native Hawaiian/Other Pacific Islander	679	100%
Not White	71	100%
Not Multiracial	663	100%
General Education	581	100%
English Proficient	677	100%
Not Economically Disadvantaged	352	100%
Male	339	99%
Female	341	100%
Migrant	5	—
Not Migrant	675	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	661	141
Not Black or African American	644	143
Not Hispanic or Latino	630	141
Not Asian or Native Hawaiian/Other Pacific Islander	661	141
Not White	66	120
Not Multiracial	648	142
General Education	569	151
English Proficient	659	141
Not Economically Disadvantaged	344	155
Male	326	136
Female	336	147
Migrant	4	—
Not Migrant	658	141

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

Elementary/Middle-Level Science: AYP

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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): 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

Elementary/Middle-Level Science: Participation

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	223	97%
American Indian or Alaska Native	—	1	—
Black or African American	—	8	—
Hispanic or Latino	—	8	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	199	97%
Multiracial	—	6	—
Students With Disabilities	—	36	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	97	98%

- ✓ 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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

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	✓	209	178	171	171
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	188	181	183	180
Multiracial	—	4	—	—	—
Students With Disabilities	✓	32†	147†	137	129
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	91	164	158	158

✓ 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: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	222	97%
Not Black or African American	215	97%
Not Hispanic or Latino	215	97%
Not Asian or Native Hawaiian/Other Pacific Islander	222	97%
Not White	24	—
Not Multiracial	217	97%
General Education	187	98%
English Proficient	223	97%
Not Economically Disadvantaged	126	97%
Male	114	97%
Female	109	97%
Migrant	2	—
Not Migrant	221	97%

— 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	208	178
Not Black or African American	201	180
Not Hispanic or Latino	202	178
Not Asian or Native Hawaiian/Other Pacific Islander	208	178
Not White	21	—
Not Multiracial	205	180
General Education	179	184
English Proficient	209	178
Not Economically Disadvantaged	118	190
Male	105	183
Female	104	174
Migrant	1	—
Not Migrant	208	178

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

Secondary-Level ELA: AYP

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	118	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✓	109	100%
Multiracial	—	1	—
Students With Disabilities	—	10	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	40	100%

✓ 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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	124	149	150	150
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	X	114	148	164	161
Multiracial	—	2	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	45	140	127	127

✓ 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 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: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	118	100%
Not Black or African American	114	100%
Not Hispanic or Latino	114	100%
Not Asian or Native Hawaiian/Other Pacific Islander	118	100%
Not White	9	—
Not Multiracial	117	100%
General Education	108	100%
English Proficient	118	100%
Not Economically Disadvantaged	78	100%
Male	58	100%
Female	60	100%
Migrant	0	—
Not Migrant	118	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	124	149
Not Black or African American	122	149
Not Hispanic or Latino	119	149
Not Asian or Native Hawaiian/Other Pacific Islander	123	149
Not White	10	—
Not Multiracial	122	149
General Education	109	158
English Proficient	124	149
Not Economically Disadvantaged	79	154
Male	61	143
Female	63	156
Migrant	0	—
Not Migrant	124	149

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	118	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✓	109	100%
Multiracial	—	1	—
Students With Disabilities	—	10	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	40	100%

✓ 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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	124	138	127	127
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✗	114	138	144	144
Multiracial	—	2	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	45	113	101	101

✓ 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: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	118	100%
Not Black or African American	114	100%
Not Hispanic or Latino	114	100%
Not Asian or Native Hawaiian/Other Pacific Islander	118	100%
Not White	9	—
Not Multiracial	117	100%
General Education	108	100%
English Proficient	118	100%
Not Economically Disadvantaged	78	100%
Male	58	100%
Female	60	100%
Migrant	0	—
Not Migrant	118	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	124	138
Not Black or African American	122	138
Not Hispanic or Latino	119	137
Not Asian or Native Hawaiian/Other Pacific Islander	123	138
Not White	10	—
Not Multiracial	122	139
General Education	109	149
English Proficient	124	138
Not Economically Disadvantaged	79	152
Male	61	133
Female	63	143
Migrant	0	—
Not Migrant	124	138

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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

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	135	141	149	138	141
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	153	144	—	—	149
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	136	144	148	138	142
Multiracial	—	—	—	—	—
Students With Disabilities	58	84	—	—	71
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	115	126	140	113	124

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

Graduation Rate: AYP

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓
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: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	133	80%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	123	82%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✗	43	70%	80%	76%

✓ 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 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

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	✓	163	80%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	148	81%	80%	79%
Multiracial	—	2	—	—	—
Students With Disabilities	✗	34†	41%†	80%	46%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✗	40	73%	80%	77%

✓ 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:

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

Graduation Rate: Non-AYP

DISTRICT: TACONIC HILLS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 100501040000

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	133	80%	163	80%
Not Black or African American	132	80%	162	80%
Not Hispanic or Latino	127	80%	155	80%
Not Asian or Native Hawaiian/Other Pacific Islander	132	80%	159	80%
Not White	10	—	15	—
Not Multiracial	131	81%	161	80%
General Education	110	89%	130	89%
English Proficient	132	80%	162	80%
Not Economically Disadvantaged	90	84%	123	82%
Male	67	76%	80	76%
Female	66	83%	83	83%
Migrant	1	—	1	—
Not Migrant	132	80%	162	80%

— 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 7%, which exceeded the State average of 3%.