



The New York State Accountability Report 2011-12

SCHOOL:	INTER PREP SCH-GROVER CLEVELAND #187
SCHOOL ID:	140600010308
DISTRICT:	BUFFALO CITY SCHOOL DISTRICT
DISTRICT ID:	140600010000
PRINCIPAL:	KEVIN EBERLE
SUPERINTENDENT:	AMBER DIXON
PHONE:	716-816-4306

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:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	X	393*	93%*
American Indian or Alaska Native	—	5	—
Black or African American	X	206*	92%*
Hispanic or Latino	X	94*	91%*
Asian or Native Hawaiian/Other Pacific Islander	✓	48	98%
White	—	19	—
Multiracial	—	1	—
Students With Disabilities	X	70*	86%*
Limited English Proficient	X	95*	89%*
Economically Disadvantaged	X	374*	93%*

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

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

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

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

Medically Excused:

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

Elementary/Middle-Level ELA: Performance

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	181	95	142	97
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✗	98	100	120	105
Hispanic or Latino	✓	43	107	117	86
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—
White	—	16	—	—	—
Multiracial	—	1	—	—	—
Students With Disabilities	✓	38	45	85	20
Limited English Proficient	✓	35‡	49‡	94	20
Economically Disadvantaged	✓	175	96	126	96

✓ 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 limited English proficient students because the number of limited English proficient students 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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	388	93%
Not Black or African American	187	93%
Not Hispanic or Latino	299	93%
Not Asian or Native Hawaiian/Other Pacific Islander	345	92%
Not White	374	92%
Not Multiracial	392	93%
General Education	210	95%
English Proficient	179	95%
Not Economically Disadvantaged	19	—
Male	219	91%
Female	114	95%
Migrant	0	—
Not Migrant	393	93%

— 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	176	95
Not Black or African American	83	89
Not Hispanic or Latino	138	91
Not Asian or Native Hawaiian/Other Pacific Islander	163	101
Not White	165	95
Not Multiracial	180	96
General Education	143	108
English Proficient	151	107
Not Economically Disadvantaged	6	—
Male	103	85
Female	78	108
Migrant	0	—
Not Migrant	181	95

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

Elementary/Middle-Level Math: AYP

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

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

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

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	—
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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	258	97%
American Indian or Alaska Native	—	5	—
Black or African American	✓	127	98%
Hispanic or Latino	✗	94*	94%*
Asian or Native Hawaiian/Other Pacific Islander	✓	49	98%
White	—	19	—
Multiracial	—	1	—
Students With Disabilities	✓	47	96%
Limited English Proficient	✓	79	97%
Economically Disadvantaged	✓	250	97%

✓ 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 Math: Performance

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	201	86	156	93
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	104	90	132	90
Hispanic or Latino	✗	44	75	135	87
Asian or Native Hawaiian/Other Pacific Islander	✓	30	67	168	20
White	—	17	—	—	—
Multiracial	—	1	—	—	—
Students With Disabilities	✓	41	41	107	20
Limited English Proficient	✓	52‡	58‡	127	20
Economically Disadvantaged	✗	195	85	143	92

✓ 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 limited English proficient students because the number of limited English proficient students 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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	253	97%
Not Black or African American	131	96%
Not Hispanic or Latino	164	99%
Not Asian or Native Hawaiian/Other Pacific Islander	209	97%
Not White	239	97%
Not Multiracial	257	97%
General Education	211	97%
English Proficient	179	97%
Not Economically Disadvantaged	8	—
Male	145	97%
Female	113	97%
Migrant	0	—
Not Migrant	258	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	196	85
Not Black or African American	97	80
Not Hispanic or Latino	157	89
Not Asian or Native Hawaiian/Other Pacific Islander	171	89
Not White	184	83
Not Multiracial	200	86
General Education	160	97
English Proficient	154	94
Not Economically Disadvantaged	6	—
Male	115	89
Female	86	81
Migrant	0	—
Not Migrant	201	86

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

Elementary/Middle-Level Science: AYP

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

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

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

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
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 Science: Participation

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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	✓	65	92%
American Indian or Alaska Native	—	1	—
Black or African American	—	25	—
Hispanic or Latino	—	25	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	—	4	—
Multiracial	—	0	—
Students With Disabilities	—	12	—
Limited English Proficient	—	19	—
Economically Disadvantaged	✓	62	92%

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

Medically Excused:

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

Elementary/Middle-Level Science: Performance

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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 \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	X	51	100	166	127
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	—	20	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	—	3	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	12	—	—	—
Limited English Proficient	—	14	—	—	—
Economically Disadvantaged	X	49	96	154	124

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

X 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.

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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	64	92%
Not Black or African American	40	93%
Not Hispanic or Latino	40	95%
Not Asian or Native Hawaiian/Other Pacific Islander	55	91%
Not White	61	92%
Not Multiracial	65	92%
General Education	53	91%
English Proficient	46	91%
Not Economically Disadvantaged	3	—
Male	36	—
Female	29	—
Migrant	0	—
Not Migrant	65	92%

— 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	50	102
Not Black or African American	32	100
Not Hispanic or Latino	31	94
Not Asian or Native Hawaiian/Other Pacific Islander	43	102
Not White	48	100
Not Multiracial	51	100
General Education	39	105
English Proficient	37	111
Not Economically Disadvantaged	2	—
Male	28	—
Female	23	—
Migrant	0	—
Not Migrant	51	100

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

Secondary-Level ELA: AYP

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

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

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

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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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	✓	53	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	29	—
Hispanic or Latino	—	9	—
Asian or Native Hawaiian/Other Pacific Islander	—	11	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	—	5	—
Limited English Proficient	—	19	—
Economically Disadvantaged	✓	46	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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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	✗	49	106	145	109
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	24	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	—	4	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	6	—	—	—
Limited English Proficient	—	16	—	—	—
Economically Disadvantaged	✓	42	112	126	107

✓ 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 ELA: Non-AYP Groups

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	52	100%
Not Black or African American	24	—
Not Hispanic or Latino	44	100%
Not Asian or Native Hawaiian/Other Pacific Islander	42	100%
Not White	50	100%
Not Multiracial	53	100%
General Education	48	100%
English Proficient	34	—
Not Economically Disadvantaged	7	—
Male	28	—
Female	25	—
Migrant	0	—
Not Migrant	53	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	48	108
Not Black or African American	25	—
Not Hispanic or Latino	39	103
Not Asian or Native Hawaiian/Other Pacific Islander	39	110
Not White	45	102
Not Multiracial	49	106
General Education	43	100
English Proficient	33	118
Not Economically Disadvantaged	7	—
Male	23	—
Female	26	—
Migrant	0	—
Not Migrant	49	106

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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	✓	53	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	29	—
Hispanic or Latino	—	9	—
Asian or Native Hawaiian/Other Pacific Islander	—	11	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	—	5	—
Limited English Proficient	—	19	—
Economically Disadvantaged	✓	46	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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

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	X	49	55	122	81
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	24	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	—	4	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	6	—	—	—
Limited English Proficient	—	16	—	—	—
Economically Disadvantaged	X	42	60	100	84

- ✓ 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 Math: Non-AYP Groups

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	52	100%
Not Black or African American	24	—
Not Hispanic or Latino	44	100%
Not Asian or Native Hawaiian/Other Pacific Islander	42	100%
Not White	50	100%
Not Multiracial	53	100%
General Education	48	100%
English Proficient	34	—
Not Economically Disadvantaged	7	—
Male	28	—
Female	25	—
Migrant	0	—
Not Migrant	53	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	48	54
Not Black or African American	25	—
Not Hispanic or Latino	39	56
Not Asian or Native Hawaiian/Other Pacific Islander	39	54
Not White	45	51
Not Multiracial	49	55
General Education	43	58
English Proficient	33	61
Not Economically Disadvantaged	7	—
Male	23	—
Female	26	—
Migrant	0	—
Not Migrant	49	55

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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	95	86	106	55	86
American Indian or Alaska Native	—	—	—	—	—
Black or African American	100	90	—	—	95
Hispanic or Latino	107	75	—	—	91
Asian or Native Hawaiian/Other Pacific Islander	—	67	—	—	67
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	45	41	—	—	43
Limited English Proficient	49	58	—	—	54
Economically Disadvantaged	96	85	112	60	88

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

Graduation Rate: AYP

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: 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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

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	✓	87	47%	80%	8%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	46	48%	80%	8%
Hispanic or Latino	—	19	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	—	12	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	12	—	—	—
Limited English Proficient	—	28	—	—	—
Economically Disadvantaged	✓	71	54%	80%	8%

✓ 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

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: NOT APPLICABLE

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	—	5*	—*	—	—
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3*	—*	—	—
Hispanic or Latino	—	1*	—*	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1*	—*	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	0	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	1*	—*	—	—

✓ 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.

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

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

Progress Target

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

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

Graduation Rate: Non-AYP

SCHOOL: INTER PREP SCH-GROVER CLEVELAND #187

SCHOOL ID: 140600010308
DISTRICT: BUFFALO CITY SCHOOL DISTRICT

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

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	87	47%	5	—
Not Black or African American	41	46%	2	—
Not Hispanic or Latino	68	43%	4	—
Not Asian or Native Hawaiian/Other Pacific Islander	77	51%	5	—
Not White	75	48%	4	—
Not Multiracial	87	47%	5	—
General Education	75	48%	5	—
English Proficient	59	56%	5	—
Not Economically Disadvantaged	16	—	4	—
Male	49	45%	3	—
Female	38	50%	2	—
Migrant	0	—	0	—
Not Migrant	87	47%	5	—

— 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 10%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

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