



The New York State Accountability Report 2011-12

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT
DISTRICT ID: 170500010000
SUPERINTENDENT: CLIFFORD MOSES
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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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✓	1365	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	69	100%
Hispanic or Latino	✓	54	98%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	1204	98%
Multiracial	—	28	—
Students With Disabilities	✓	282	97%
Limited English Proficient	—	6	—
Economically Disadvantaged	✓	968	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 ELA: Performance

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✗	1295	130	147	134
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	64	113	118	118
Hispanic or Latino	✓	51	124	119	119
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✗	1146	132	161	135
Multiracial	—	24	—	—	—
Students With Disabilities	✗	264†	59†	94	72
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✗	910	118	130	122

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

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	1365	99%
Not Black or African American	1296	98%
Not Hispanic or Latino	1311	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1355	99%
Not White	161	99%
Not Multiracial	1337	99%
General Education	1083	99%
English Proficient	1359	99%
Not Economically Disadvantaged	397	98%
Male	690	98%
Female	675	99%
Migrant	0	—
Not Migrant	1365	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	1295	130
Not Black or African American	1231	131
Not Hispanic or Latino	1244	131
Not Asian or Native Hawaiian/Other Pacific Islander	1285	130
Not White	149	120
Not Multiracial	1271	131
General Education	1041	149
English Proficient	1289	131
Not Economically Disadvantaged	385	159
Male	651	128
Female	644	133
Migrant	0	—
Not Migrant	1295	130

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

Elementary/Middle-Level Math: AYP

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✓	1364	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	70	99%
Hispanic or Latino	✓	55	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	1201	98%
Multiracial	—	28	—
Students With Disabilities	✓	283	97%
Limited English Proficient	—	6	—
Economically Disadvantaged	✓	965	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.

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✗	1292	142	161	149
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	64	120	130	130
Hispanic or Latino	✗	51	131	137	137
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✗	1143	144	171	149
Multiracial	—	24	—	—	—
Students With Disabilities	✗	265†	78†	115	91
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✗	906	132	147	138

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

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	1364	98%
Not Black or African American	1294	98%
Not Hispanic or Latino	1309	98%
Not Asian or Native Hawaiian/Other Pacific Islander	1354	98%
Not White	163	99%
Not Multiracial	1336	98%
General Education	1081	99%
English Proficient	1358	98%
Not Economically Disadvantaged	399	99%
Male	690	98%
Female	674	99%
Migrant	0	—
Not Migrant	1364	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	1292	142
Not Black or African American	1228	143
Not Hispanic or Latino	1241	142
Not Asian or Native Hawaiian/Other Pacific Islander	1282	142
Not White	149	130
Not Multiracial	1268	142
General Education	1037	158
English Proficient	1286	142
Not Economically Disadvantaged	386	165
Male	649	143
Female	643	141
Migrant	0	—
Not Migrant	1292	142

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

Elementary/Middle-Level Science: AYP

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✓	463	97%
American Indian or Alaska Native	—	0	—
Black or African American	—	20	—
Hispanic or Latino	—	17	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	413	97%
Multiracial	—	11	—
Students With Disabilities	✓	105	94%
Limited English Proficient	—	4	—
Economically Disadvantaged	✓	324	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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✗	424	172	174	173
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✓	380	174	185	174
Multiracial	—	10	—	—	—
Students With Disabilities	✗	92†	126†	144	128
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	299	167	162	162

✓ 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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	463	97%
Not Black or African American	443	97%
Not Hispanic or Latino	446	97%
Not Asian or Native Hawaiian/Other Pacific Islander	461	97%
Not White	50	100%
Not Multiracial	452	97%
General Education	358	98%
English Proficient	459	97%
Not Economically Disadvantaged	139	95%
Male	239	97%
Female	224	98%
Migrant	0	—
Not Migrant	463	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	424	172
Not Black or African American	406	173
Not Hispanic or Latino	410	173
Not Asian or Native Hawaiian/Other Pacific Islander	422	172
Not White	44	159
Not Multiracial	414	172
General Education	335	185
English Proficient	420	173
Not Economically Disadvantaged	125	185
Male	214	170
Female	210	175
Migrant	0	—
Not Migrant	424	172

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

Secondary-Level ELA: AYP

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✓	182	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	167	98%
Multiracial	—	5	—
Students With Disabilities	—	35	—
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	93	99%

✓ 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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✓	179	139	151	136
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	162	142	166	136
Multiracial	—	7	—	—	—
Students With Disabilities	✓	30	63	80	58
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	93	120	131	122

✓ 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	182	98%
Not Black or African American	178	98%
Not Hispanic or Latino	177	98%
Not Asian or Native Hawaiian/Other Pacific Islander	181	98%
Not White	15	—
Not Multiracial	177	98%
General Education	147	99%
English Proficient	181	98%
Not Economically Disadvantaged	89	97%
Male	101	98%
Female	81	98%
Migrant	0	—
Not Migrant	182	98%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	178	140
Not Black or African American	175	139
Not Hispanic or Latino	174	141
Not Asian or Native Hawaiian/Other Pacific Islander	179	139
Not White	17	—
Not Multiracial	172	140
General Education	149	154
English Proficient	179	139
Not Economically Disadvantaged	86	159
Male	102	126
Female	77	156
Migrant	0	—
Not Migrant	179	139

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✓	182	97%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	167	97%
Multiracial	—	5	—
Students With Disabilities	—	35	—
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	93	98%

✓ 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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✗	179	114	128	119
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✗	162	117	146	120
Multiracial	—	7	—	—	—
Students With Disabilities	✗	30	47	65	61
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	93	96	105	105

✓ 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	182	97%
Not Black or African American	178	97%
Not Hispanic or Latino	177	97%
Not Asian or Native Hawaiian/Other Pacific Islander	181	97%
Not White	15	—
Not Multiracial	177	97%
General Education	147	97%
English Proficient	181	97%
Not Economically Disadvantaged	89	97%
Male	101	97%
Female	81	98%
Migrant	0	—
Not Migrant	182	97%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	178	115
Not Black or African American	175	115
Not Hispanic or Latino	174	114
Not Asian or Native Hawaiian/Other Pacific Islander	179	114
Not White	17	—
Not Multiracial	172	115
General Education	149	128
English Proficient	179	114
Not Economically Disadvantaged	86	134
Male	102	109
Female	77	121
Migrant	0	—
Not Migrant	179	114

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	130	142	139	114	131
American Indian or Alaska Native	—	—	—	—	—
Black or African American	113	120	—	—	117
Hispanic or Latino	124	131	—	—	128
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	132	144	142	117	134
Multiracial	—	—	—	—	—
Students With Disabilities	59	78	63	47	62
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	118	132	120	96	117

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

Graduation Rate: AYP

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✗	283	57%	80%	66%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✗	256	57%	80%	67%
Multiracial	—	4	—	—	—
Students With Disabilities	✗	76	30%	80%	31%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✗	154	46%	80%	54%

✓ 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: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	✗	268	66%	80%	74%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	14	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✗	246	66%	80%	74%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	66	32%	80%	50%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	118	55%	80%	61%

✓ 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.

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

DISTRICT: GLOVERSVILLE CITY SCHOOL DISTRICT

DISTRICT ID: 170500010000

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	283	57%	267	66%
Not Black or African American	272	57%	254	66%
Not Hispanic or Latino	272	56%	263	66%
Not Asian or Native Hawaiian/Other Pacific Islander	282	56%	266	66%
Not White	27	—	22	—
Not Multiracial	279	56%	268	66%
General Education	207	66%	202	77%
English Proficient	281	57%	268	66%
Not Economically Disadvantaged	129	69%	150	74%
Male	152	49%	132	67%
Female	131	66%	136	64%
Migrant	0	—	0	—
Not Migrant	283	57%	268	66%

— 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 18%, 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 1%, which did not exceed the State average of 3%.