



# The New York State Accountability Report 2011-12

**DISTRICT:** BRIGHTON CENTRAL SCHOOL DISTRICT  
**DISTRICT ID:** 260101060000  
**SUPERINTENDENT:** KEVIN MCGOWAN  
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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](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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

**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): 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 ELA: Participation

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	1598	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	99	100%
Hispanic or Latino	✓	79	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	209	100%
White	✓	1165	100%
Multiracial	✓	43	100%
Students With Disabilities	✓	223	100%
Limited English Proficient	—	39	—
Economically Disadvantaged	✓	195	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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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

## 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	✓	1572	182	147	147
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	95	158	120	120
Hispanic or Latino	✓	79	161	121	121
Asian or Native Hawaiian/Other Pacific Islander	✓	200	185	157	157
White	✓	1153	185	161	161
Multiracial	✓	42	171	143	20
Students With Disabilities	✓	227†	141†	94	94
Limited English Proficient	—	27	—	—	—
Economically Disadvantaged	✓	193	160	126	126

✓ 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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	1595	100%
Not Black or African American	1499	100%
Not Hispanic or Latino	1519	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1389	100%
Not White	433	100%
Not Multiracial	1555	100%
General Education	1375	100%
English Proficient	1559	100%
Not Economically Disadvantaged	1403	100%
Male	781	100%
Female	817	100%
Migrant	0	—
Not Migrant	1598	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	1569	182
Not Black or African American	1477	183
Not Hispanic or Latino	1493	183
Not Asian or Native Hawaiian/Other Pacific Islander	1372	181
Not White	419	173
Not Multiracial	1530	182
General Education	1350	189
English Proficient	1545	183
Not Economically Disadvantaged	1379	185
Male	770	180
Female	802	183
Migrant	0	—
Not Migrant	1572	182

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

# Elementary/Middle-Level Math: AYP

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

**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): 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 Math: Participation

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	1598	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	99	100%
Hispanic or Latino	✓	79	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	209	100%
White	✓	1165	99%
Multiracial	✓	43	100%
Students With Disabilities	✓	223	100%
Limited English Proficient	—	39	—
Economically Disadvantaged	✓	195	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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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

## 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	✓	1573	181	161	161
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	95	158	132	132
Hispanic or Latino	✓	79	165	139	139
Asian or Native Hawaiian/Other Pacific Islander	✓	205	188	177	177
White	✓	1149	183	171	171
Multiracial	✓	42	174	151	20
Students With Disabilities	✓	227†	135†	115	115
Limited English Proficient	✓	50‡	162‡	127	127
Economically Disadvantaged	✓	193	162	143	143

✓ 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.

‡ 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

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	1595	100%
Not Black or African American	1499	100%
Not Hispanic or Latino	1519	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1389	100%
Not White	433	100%
Not Multiracial	1555	100%
General Education	1375	100%
English Proficient	1559	100%
Not Economically Disadvantaged	1403	100%
Male	781	100%
Female	817	100%
Migrant	0	—
Not Migrant	1598	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	1570	181
Not Black or African American	1478	182
Not Hispanic or Latino	1494	182
Not Asian or Native Hawaiian/Other Pacific Islander	1368	180
Not White	424	176
Not Multiracial	1531	181
General Education	1351	188
English Proficient	1539	181
Not Economically Disadvantaged	1380	183
Male	769	183
Female	804	179
Migrant	0	—
Not Migrant	1573	181

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

# Elementary/Middle-Level Science: AYP

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

**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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	550	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	34	—
Hispanic or Latino	—	30	—
Asian or Native Hawaiian/Other Pacific Islander	✓	80	100%
White	✓	393	100%
Multiracial	—	13	—
Students With Disabilities	✓	79	100%
Limited English Proficient	—	14	—
Economically Disadvantaged	✓	67	100%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

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

### Medically Excused:

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

# Elementary/Middle-Level Science: Performance

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	540	194	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	33	185	144	144
Hispanic or Latino	✓	30	170	148	1
Asian or Native Hawaiian/Other Pacific Islander	✓	77	195	176	176
White	✓	388	197	185	185
Multiracial	—	12	—	—	—
Students With Disabilities	✓	81†	175†	143	143
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	66	179	156	156

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

**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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	550	100%
Not Black or African American	516	100%
Not Hispanic or Latino	520	100%
Not Asian or Native Hawaiian/Other Pacific Islander	470	100%
Not White	157	100%
Not Multiracial	537	100%
General Education	471	100%
English Proficient	536	100%
Not Economically Disadvantaged	483	100%
Male	265	100%
Female	285	100%
Migrant	0	—
Not Migrant	550	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	540	194
Not Black or African American	507	195
Not Hispanic or Latino	510	195
Not Asian or Native Hawaiian/Other Pacific Islander	463	194
Not White	152	188
Not Multiracial	528	194
General Education	462	197
English Proficient	530	195
Not Economically Disadvantaged	474	196
Male	259	195
Female	281	193
Migrant	0	—
Not Migrant	540	194

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

# Secondary-Level ELA: AYP

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

**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): 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

# Secondary-Level ELA: Participation

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	283	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	20	—
Hispanic or Latino	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
White	✓	217	100%
Multiracial	—	2	—
Students With Disabilities	—	28	—
Limited English Proficient	—	4	—
Economically Disadvantaged	—	34	—

- ✓ 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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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

## 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	✓	272	187	152	152
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	30	187	155	155
White	✓	209	190	166	166
Multiracial	—	1	—	—	—
Students With Disabilities	✓	33†	133†	80	80
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	37	170	125	125

✓ 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.

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

**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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	283	100%
Not Black or African American	263	100%
Not Hispanic or Latino	271	100%
Not Asian or Native Hawaiian/Other Pacific Islander	251	100%
Not White	66	100%
Not Multiracial	281	100%
General Education	255	100%
English Proficient	279	100%
Not Economically Disadvantaged	249	100%
Male	145	100%
Female	138	100%
Migrant	0	—
Not Migrant	283	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	272	187
Not Black or African American	253	188
Not Hispanic or Latino	259	188
Not Asian or Native Hawaiian/Other Pacific Islander	242	187
Not White	63	175
Not Multiracial	271	187
General Education	240	194
English Proficient	267	189
Not Economically Disadvantaged	235	189
Male	134	184
Female	138	190
Migrant	0	—
Not Migrant	272	187

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

**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): 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

# Secondary-Level Math: Participation

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	283	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	20	—
Hispanic or Latino	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
White	✓	217	100%
Multiracial	—	2	—
Students With Disabilities	—	28	—
Limited English Proficient	—	4	—
Economically Disadvantaged	—	34	—

✓ 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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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

## 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	✓	272	178	129	129
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	30	173	147	147
White	✓	209	183	146	146
Multiracial	—	1	—	—	—
Students With Disabilities	✓	33†	121†	65	65
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	37	149	99	99

✓ 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.

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

**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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	283	100%
Not Black or African American	263	100%
Not Hispanic or Latino	271	100%
Not Asian or Native Hawaiian/Other Pacific Islander	251	100%
Not White	66	100%
Not Multiracial	281	100%
General Education	255	100%
English Proficient	279	100%
Not Economically Disadvantaged	249	100%
Male	145	100%
Female	138	100%
Migrant	0	—
Not Migrant	283	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	272	178
Not Black or African American	253	180
Not Hispanic or Latino	259	179
Not Asian or Native Hawaiian/Other Pacific Islander	242	178
Not White	63	160
Not Multiracial	271	177
General Education	240	185
English Proficient	267	179
Not Economically Disadvantaged	235	182
Male	134	175
Female	138	180
Migrant	0	—
Not Migrant	272	178

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

## 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	182	181	187	178	182
American Indian or Alaska Native	—	—	—	—	—
Black or African American	158	158	—	—	158
Hispanic or Latino	161	165	—	—	163
Asian or Native Hawaiian/Other Pacific Islander	185	188	187	173	183
White	185	183	190	183	185
Multiracial	171	174	—	—	173
Students With Disabilities	141	135	133	121	133
Limited English Proficient	—	162	—	—	162
Economically Disadvantaged	160	162	170	149	160

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

# Graduation Rate: AYP

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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

## All accountability groups made AYP: YES

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	309	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	28	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	39	90%	80%	80%
White	✓	231	96%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	47†	87%†	80%	8%
Limited English Proficient	—	7	—	—	—
Economically Disadvantaged	✓	37	81%	80%	80%

✓ 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.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	✓	283	94%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	44	95%	80%	80%
White	✓	207	95%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✗	39†	79%†	80%	80%
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	—	27	—	—	—

✓ 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: BRIGHTON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260101060000

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	309	94%	282	94%
Not Black or African American	281	94%	266	95%
Not Hispanic or Latino	299	94%	271	94%
Not Asian or Native Hawaiian/Other Pacific Islander	270	94%	239	94%
Not White	78	88%	76	92%
Not Multiracial	308	94%	281	94%
General Education	263	95%	253	96%
English Proficient	302	95%	277	94%
Not Economically Disadvantaged	272	96%	256	95%
Male	154	90%	148	95%
Female	155	97%	135	93%
Migrant	0	—	0	—
Not Migrant	309	94%	283	94%

— 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 75%, 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 2%, which did not exceed the State average of 3%.