



The New York State Accountability Report 2011-12

DISTRICT: WASHINGTONVILLE CENTRAL
SCHOOL DISTRICT
DISTRICT ID: 440102060000
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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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	2039	100%
American Indian or Alaska Native	—	6	—
Black or African American	✓	129	100%
Hispanic or Latino	✓	324	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	58	100%
White	✓	1516	100%
Multiracial	—	6	—
Students With Disabilities	✓	257	100%
Limited English Proficient	—	14	—
Economically Disadvantaged	✓	481	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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	1990	154	148	148
American Indian or Alaska Native	—	6	—	—	—
Black or African American	✓	120	142	121	121
Hispanic or Latino	✓	307	148	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	58	167	152	152
White	✓	1494	156	161	156
Multiracial	—	5	—	—	—
Students With Disabilities	✗	269†	79†	94	87
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✓	463	131	129	129

✓ 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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	2033	100%
Not Black or African American	1910	100%
Not Hispanic or Latino	1715	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1981	100%
Not White	523	100%
Not Multiracial	2033	100%
General Education	1782	100%
English Proficient	2025	100%
Not Economically Disadvantaged	1558	100%
Male	1043	100%
Female	996	100%
Migrant	0	—
Not Migrant	2039	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	1984	154
Not Black or African American	1870	155
Not Hispanic or Latino	1683	155
Not Asian or Native Hawaiian/Other Pacific Islander	1932	153
Not White	496	148
Not Multiracial	1985	154
General Education	1737	165
English Proficient	1978	154
Not Economically Disadvantaged	1527	161
Male	1015	146
Female	975	162
Migrant	0	—
Not Migrant	1990	154

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

Elementary/Middle-Level Math: AYP

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	2036	100%
American Indian or Alaska Native	—	6	—
Black or African American	✓	129	100%
Hispanic or Latino	✓	323	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	58	100%
White	✓	1514	100%
Multiracial	—	6	—
Students With Disabilities	✓	255	100%
Limited English Proficient	—	14	—
Economically Disadvantaged	✓	480	100%

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

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

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

Medically Excused:

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

Elementary/Middle-Level Math: Performance

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✗	1986	159	162	162
American Indian or Alaska Native	—	6	—	—	—
Black or African American	✓	120	138	133	133
Hispanic or Latino	✓	306	152	144	144
Asian or Native Hawaiian/Other Pacific Islander	✓	58	186	172	172
White	✗	1491	161	171	165
Multiracial	—	5	—	—	—
Students With Disabilities	✗	267†	101†	115	108
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✗	463	139	146	141

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

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

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

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

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	2030	100%
Not Black or African American	1907	100%
Not Hispanic or Latino	1713	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1978	100%
Not White	522	100%
Not Multiracial	2030	100%
General Education	1781	100%
English Proficient	2022	100%
Not Economically Disadvantaged	1556	100%
Male	1041	100%
Female	995	100%
Migrant	0	—
Not Migrant	2036	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	1980	159
Not Black or African American	1866	160
Not Hispanic or Latino	1680	160
Not Asian or Native Hawaiian/Other Pacific Islander	1928	158
Not White	495	153
Not Multiracial	1981	159
General Education	1735	168
English Proficient	1974	159
Not Economically Disadvantaged	1523	165
Male	1014	157
Female	972	160
Migrant	0	—
Not Migrant	1986	159

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

Elementary/Middle-Level Science: AYP

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	725	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	54	98%
Hispanic or Latino	✓	103	100%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	548	99%
Multiracial	—	3	—
Students With Disabilities	✓	97	99%
Limited English Proficient	—	4	—
Economically Disadvantaged	✓	171	99%

✓ 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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	704	187	175	175
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	49	173	147	147
Hispanic or Latino	✓	98	180	155	155
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✓	537	189	186	186
Multiracial	—	3	—	—	—
Students With Disabilities	✓	99†	154†	144	144
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	163	178	160	160

✓ 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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	723	99%
Not Black or African American	671	99%
Not Hispanic or Latino	622	99%
Not Asian or Native Hawaiian/Other Pacific Islander	710	99%
Not White	177	99%
Not Multiracial	722	99%
General Education	628	99%
English Proficient	721	99%
Not Economically Disadvantaged	554	99%
Male	392	99%
Female	333	99%
Migrant	0	—
Not Migrant	725	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	702	187
Not Black or African American	655	188
Not Hispanic or Latino	606	188
Not Asian or Native Hawaiian/Other Pacific Islander	689	187
Not White	167	179
Not Multiracial	701	187
General Education	610	192
English Proficient	701	187
Not Economically Disadvantaged	541	189
Male	380	186
Female	324	187
Migrant	0	—
Not Migrant	704	187

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

Secondary-Level ELA: AYP

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	396	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	30	—
Hispanic or Latino	✓	60	100%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	289	100%
Multiracial	—	1	—
Students With Disabilities	—	37	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	93	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

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

Secondary-Level ELA: Performance

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	397	168	153	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	31	155	117	20
Hispanic or Latino	✓	61	151	125	125
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✓	289	172	168	165
Multiracial	—	1	—	—	—
Students With Disabilities	✓	45†	102†	83	83
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	96	152	131	131

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

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	395	100%
Not Black or African American	366	100%
Not Hispanic or Latino	336	100%
Not Asian or Native Hawaiian/Other Pacific Islander	381	100%
Not White	107	100%
Not Multiracial	395	100%
General Education	359	100%
English Proficient	396	100%
Not Economically Disadvantaged	303	100%
Male	197	100%
Female	199	100%
Migrant	0	—
Not Migrant	396	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	397	168
Not Black or African American	366	169
Not Hispanic or Latino	336	171
Not Asian or Native Hawaiian/Other Pacific Islander	382	167
Not White	108	157
Not Multiracial	396	168
General Education	358	175
English Proficient	397	168
Not Economically Disadvantaged	301	173
Male	199	161
Female	198	175
Migrant	0	—
Not Migrant	397	168

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	396	99%
American Indian or Alaska Native	—	1	—
Black or African American	—	30	—
Hispanic or Latino	✓	60	100%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	289	99%
Multiracial	—	1	—
Students With Disabilities	—	37	—
Limited English Proficient	—	0	—
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 Math: Performance

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	397	134	130	130
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	31	119	86	20
Hispanic or Latino	✓	61	126	96	96
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✗	289	135	148	148
Multiracial	—	1	—	—	—
Students With Disabilities	✓	45†	73†	68	68
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	96	116	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.

† 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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	395	99%
Not Black or African American	366	99%
Not Hispanic or Latino	336	99%
Not Asian or Native Hawaiian/Other Pacific Islander	381	99%
Not White	107	100%
Not Multiracial	395	99%
General Education	359	100%
English Proficient	396	99%
Not Economically Disadvantaged	303	100%
Male	197	99%
Female	199	100%
Migrant	0	—
Not Migrant	396	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	397	134
Not Black or African American	366	135
Not Hispanic or Latino	336	135
Not Asian or Native Hawaiian/Other Pacific Islander	382	132
Not White	108	131
Not Multiracial	396	134
General Education	358	141
English Proficient	397	134
Not Economically Disadvantaged	301	140
Male	199	128
Female	198	140
Migrant	0	—
Not Migrant	397	134

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	154	159	168	134	154
American Indian or Alaska Native	—	—	—	—	—
Black or African American	142	138	155	119	139
Hispanic or Latino	148	152	151	126	144
Asian or Native Hawaiian/Other Pacific Islander	167	186	—	—	177
White	156	161	172	135	156
Multiracial	—	—	—	—	—
Students With Disabilities	79	101	102	73	89
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	131	139	152	116	135

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

Graduation Rate: AYP

DISTRICT: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	✓	418	92%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	29	—	—	—
Hispanic or Latino	✓	67	91%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—
White	✓	309	94%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	47 †	74% †	80%	72%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	89	82%	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 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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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

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	✓	392	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	22	—	—	—
Hispanic or Latino	✓	59	93%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	307	94%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	42 †	74% †	80%	66%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	70	89%	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.

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: WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440102060000

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	416	92%	392	94%
Not Black or African American	389	93%	370	94%
Not Hispanic or Latino	351	92%	333	94%
Not Asian or Native Hawaiian/Other Pacific Islander	407	92%	388	94%
Not White	109	87%	85	92%
Not Multiracial	418	92%	392	94%
General Education	376	94%	354	96%
English Proficient	416	93%	392	94%
Not Economically Disadvantaged	329	95%	322	95%
Male	227	91%	191	92%
Female	191	93%	201	95%
Migrant	0	—	0	—
Not Migrant	418	92%	392	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 50%, 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 5%, which exceeded the State average of 3%.