



The New York State Accountability Report 2011-12

DISTRICT: PINE BUSH CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 440401060000
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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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	2609	99%
American Indian or Alaska Native	—	4	—
Black or African American	✓	280	99%
Hispanic or Latino	✓	422	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	72	100%
White	✓	1808	99%
Multiracial	—	23	—
Students With Disabilities	✓	408	99%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	981	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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	2527	150	148	148
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	269	145	123	123
Hispanic or Latino	✓	398	144	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	71	172	154	154
White	✗	1763	151	161	155
Multiracial	—	22	—	—	—
Students With Disabilities	✗	415†	88†	96	92
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✓	959	137	130	130

✓ 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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	2605	99%
Not Black or African American	2329	99%
Not Hispanic or Latino	2187	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2537	99%
Not White	801	100%
Not Multiracial	2586	99%
General Education	2201	99%
English Proficient	2597	99%
Not Economically Disadvantaged	1628	99%
Male	1387	99%
Female	1222	100%
Migrant	1	—
Not Migrant	2608	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	2523	150
Not Black or African American	2258	151
Not Hispanic or Latino	2129	151
Not Asian or Native Hawaiian/Other Pacific Islander	2456	150
Not White	764	147
Not Multiracial	2505	150
General Education	2136	162
English Proficient	2515	150
Not Economically Disadvantaged	1568	158
Male	1339	145
Female	1188	156
Migrant	1	—
Not Migrant	2526	150

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

Elementary/Middle-Level Math: AYP

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	2608	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	281	99%
Hispanic or Latino	✓	421	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	72	100%
White	✓	1808	100%
Multiracial	—	23	—
Students With Disabilities	✓	408	99%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	980	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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✗	2528	160	162	162
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	269	150	135	135
Hispanic or Latino	✓	397	154	144	144
Asian or Native Hawaiian/Other Pacific Islander	✓	71	183	174	174
White	✗	1766	162	171	166
Multiracial	—	22	—	—	—
Students With Disabilities	✗	415†	103†	117	117
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✗	961	146	147	147

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

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

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

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

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

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

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	2605	100%
Not Black or African American	2327	100%
Not Hispanic or Latino	2187	100%
Not Asian or Native Hawaiian/Other Pacific Islander	2536	100%
Not White	800	100%
Not Multiracial	2585	100%
General Education	2200	100%
English Proficient	2596	100%
Not Economically Disadvantaged	1628	100%
Male	1385	99%
Female	1223	100%
Migrant	1	—
Not Migrant	2607	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	2525	160
Not Black or African American	2259	161
Not Hispanic or Latino	2131	161
Not Asian or Native Hawaiian/Other Pacific Islander	2457	159
Not White	762	156
Not Multiracial	2506	160
General Education	2137	171
English Proficient	2516	160
Not Economically Disadvantaged	1567	169
Male	1337	158
Female	1191	162
Migrant	1	—
Not Migrant	2527	160

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

Elementary/Middle-Level Science: AYP

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	881	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	89	100%
Hispanic or Latino	✓	127	96%
Asian or Native Hawaiian/Other Pacific Islander	—	27	—
White	✓	627	99%
Multiracial	—	9	—
Students With Disabilities	✓	145	97%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	314	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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	845	182	175	175
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	84	174	150	150
Hispanic or Latino	✓	117	174	155	155
Asian or Native Hawaiian/Other Pacific Islander	—	27	—	—	—
White	✗	606	184	187	187
Multiracial	—	9	—	—	—
Students With Disabilities	✓	142†	153†	145	145
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	305	174	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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	879	99%
Not Black or African American	792	99%
Not Hispanic or Latino	754	99%
Not Asian or Native Hawaiian/Other Pacific Islander	854	99%
Not White	254	98%
Not Multiracial	872	99%
General Education	736	99%
English Proficient	878	99%
Not Economically Disadvantaged	567	99%
Male	483	99%
Female	398	99%
Migrant	1	—
Not Migrant	880	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	843	182
Not Black or African American	761	183
Not Hispanic or Latino	728	184
Not Asian or Native Hawaiian/Other Pacific Islander	818	182
Not White	239	177
Not Multiracial	836	182
General Education	711	188
English Proficient	842	182
Not Economically Disadvantaged	540	187
Male	459	182
Female	386	182
Migrant	1	—
Not Migrant	844	182

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

Secondary-Level ELA: AYP

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NO**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	446	96%
American Indian or Alaska Native	—	2	—
Black or African American	✓	54	100%
Hispanic or Latino	✓	49	98%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	✓	333	96%
Multiracial	—	0	—
Students With Disabilities	✗	140*	83%*
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	142	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.

* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Secondary-Level ELA: Performance

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	466	162	154	154
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	55	153	121	121
Hispanic or Latino	✓	55	151	124	124
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✗	346	164	168	168
Multiracial	—	0	—	—	—
Students With Disabilities	✗	88†	80†	86	86
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	152	153	133	133

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

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	444	96%
Not Black or African American	392	96%
Not Hispanic or Latino	397	96%
Not Asian or Native Hawaiian/Other Pacific Islander	438	96%
Not White	113	99%
Not Multiracial	446	96%
General Education	377	99%
English Proficient	445	96%
Not Economically Disadvantaged	304	95%
Male	226	96%
Female	220	97%
Migrant	0	—
Not Migrant	446	96%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	464	161
Not Black or African American	411	163
Not Hispanic or Latino	411	163
Not Asian or Native Hawaiian/Other Pacific Islander	458	161
Not White	120	155
Not Multiracial	466	162
General Education	383	181
English Proficient	464	162
Not Economically Disadvantaged	314	166
Male	233	158
Female	233	166
Migrant	0	—
Not Migrant	466	162

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NO**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	446	98%
American Indian or Alaska Native	—	2	—
Black or African American	✓	54	100%
Hispanic or Latino	✓	49	100%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	✓	333	97%
Multiracial	—	0	—
Students With Disabilities	✗	140*	90%*
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	142	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.

* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Secondary-Level Math: Performance

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	466	141	131	131
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	55	135	90	90
Hispanic or Latino	✓	55	122	95	95
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✗	346	145	148	148
Multiracial	—	0	—	—	—
Students With Disabilities	✗	88†	57†	71	71
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	152	131	107	107

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

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

— There were fewer than 30 tested students in the 2008 accountability cohort.

† 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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	444	98%
Not Black or African American	392	98%
Not Hispanic or Latino	397	98%
Not Asian or Native Hawaiian/Other Pacific Islander	438	98%
Not White	113	100%
Not Multiracial	446	98%
General Education	377	100%
English Proficient	445	98%
Not Economically Disadvantaged	304	98%
Male	226	98%
Female	220	98%
Migrant	0	—
Not Migrant	446	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	464	141
Not Black or African American	411	142
Not Hispanic or Latino	411	144
Not Asian or Native Hawaiian/Other Pacific Islander	458	141
Not White	120	132
Not Multiracial	466	141
General Education	383	160
English Proficient	464	142
Not Economically Disadvantaged	314	146
Male	233	139
Female	233	143
Migrant	0	—
Not Migrant	466	141

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	150	160	162	141	153
American Indian or Alaska Native	—	—	—	—	—
Black or African American	145	150	153	135	146
Hispanic or Latino	144	154	151	122	143
Asian or Native Hawaiian/Other Pacific Islander	172	183	—	—	178
White	151	162	164	145	156
Multiracial	—	—	—	—	—
Students With Disabilities	88	103	80	57	82
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	137	146	153	131	142

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

Graduation Rate: AYP

DISTRICT: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	522	84%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✗	64	69%	80%	80%
Hispanic or Latino	✗	48	79%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
White	✓	392	87%	80%	80%
Multiracial	—	3	—	—	—
Students With Disabilities	✗	107†	62%†	80%	63%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	160	84%	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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	✓	527	88%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	57	89%	80%	80%
Hispanic or Latino	✓	59	81%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	✓	403	89%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✗	92†	63%†	80%	71%
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	136	88%	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 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: PINE BUSH CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440401060000

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	520	84%	527	88%
Not Black or African American	458	87%	470	88%
Not Hispanic or Latino	474	85%	468	89%
Not Asian or Native Hawaiian/Other Pacific Islander	509	84%	521	88%
Not White	130	76%	124	85%
Not Multiracial	519	85%	525	88%
General Education	422	90%	438	93%
English Proficient	521	84%	523	88%
Not Economically Disadvantaged	362	85%	391	88%
Male	272	80%	262	85%
Female	250	89%	265	91%
Migrant	0	—	0	—
Not Migrant	522	84%	527	88%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 38%, which exceeded the State average of 31%.

Regents with CTE Endorsement

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