



The New York State Accountability Report 2011-12

DISTRICT: GOSHEN CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 440601040000
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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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	1357	100%
American Indian or Alaska Native	—	2	—
Black or African American	✓	54	100%
Hispanic or Latino	✓	191	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	55	98%
White	✓	1049	100%
Multiracial	—	6	—
Students With Disabilities	✓	171	99%
Limited English Proficient	—	31	—
Economically Disadvantaged	✓	263	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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	1331	166	147	147
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	52	142	117	117
Hispanic or Latino	✓	185	145	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	54	172	152	152
White	✓	1033	170	161	161
Multiracial	—	5	—	—	—
Students With Disabilities	✓	174†	101†	93	93
Limited English Proficient	—	29	—	—	—
Economically Disadvantaged	✓	254	143	127	127

✓ 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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	1355	100%
Not Black or African American	1303	100%
Not Hispanic or Latino	1166	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1302	100%
Not White	308	99%
Not Multiracial	1351	100%
General Education	1186	100%
English Proficient	1326	100%
Not Economically Disadvantaged	1094	100%
Male	691	100%
Female	666	100%
Migrant	5	—
Not Migrant	1352	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	1329	166
Not Black or African American	1279	166
Not Hispanic or Latino	1146	169
Not Asian or Native Hawaiian/Other Pacific Islander	1277	165
Not White	298	150
Not Multiracial	1326	166
General Education	1164	175
English Proficient	1302	167
Not Economically Disadvantaged	1077	171
Male	678	154
Female	653	177
Migrant	5	—
Not Migrant	1326	166

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

Elementary/Middle-Level Math: AYP

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	1356	100%
American Indian or Alaska Native	—	2	—
Black or African American	✓	54	98%
Hispanic or Latino	✓	190	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	55	100%
White	✓	1049	100%
Multiracial	—	6	—
Students With Disabilities	✓	171	99%
Limited English Proficient	—	31	—
Economically Disadvantaged	✓	262	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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	1330	171	161	161
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	51	141	129	129
Hispanic or Latino	✓	184	155	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	55	185	172	172
White	✓	1033	175	171	171
Multiracial	—	5	—	—	—
Students With Disabilities	✗	174†	111†	114	114
Limited English Proficient	✓	66‡	142‡	128	128
Economically Disadvantaged	✓	254	150	144	144

✓ 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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	1354	100%
Not Black or African American	1302	100%
Not Hispanic or Latino	1166	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1301	100%
Not White	307	99%
Not Multiracial	1350	100%
General Education	1185	100%
English Proficient	1325	100%
Not Economically Disadvantaged	1094	100%
Male	691	99%
Female	665	100%
Migrant	5	—
Not Migrant	1351	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	1328	171
Not Black or African American	1279	172
Not Hispanic or Latino	1146	174
Not Asian or Native Hawaiian/Other Pacific Islander	1275	171
Not White	297	158
Not Multiracial	1325	171
General Education	1163	180
English Proficient	1300	173
Not Economically Disadvantaged	1076	176
Male	677	165
Female	653	177
Migrant	5	—
Not Migrant	1325	171

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

Elementary/Middle-Level Science: AYP

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	456	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	24	—
Hispanic or Latino	✓	67	97%
Asian or Native Hawaiian/Other Pacific Islander	—	19	—
White	✓	342	99%
Multiracial	—	4	—
Students With Disabilities	✓	61	92%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	88	98%

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

Medically Excused:

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

Elementary/Middle-Level Science: Performance

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	439	192	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	✓	62	181	153	153
Asian or Native Hawaiian/Other Pacific Islander	—	19	—	—	—
White	✓	332	194	185	185
Multiracial	—	3	—	—	—
Students With Disabilities	✓	58†	166†	141	141
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	83	181	157	157

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

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

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	456	99%
Not Black or African American	432	99%
Not Hispanic or Latino	389	99%
Not Asian or Native Hawaiian/Other Pacific Islander	437	99%
Not White	114	97%
Not Multiracial	452	99%
General Education	395	100%
English Proficient	445	99%
Not Economically Disadvantaged	368	99%
Male	235	98%
Female	221	99%
Migrant	2	—
Not Migrant	454	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	439	192
Not Black or African American	416	192
Not Hispanic or Latino	377	194
Not Asian or Native Hawaiian/Other Pacific Islander	420	192
Not White	107	184
Not Multiracial	436	192
General Education	383	196
English Proficient	429	192
Not Economically Disadvantaged	356	194
Male	227	193
Female	212	191
Migrant	2	—
Not Migrant	437	192

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

Secondary-Level ELA: AYP

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	255	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	21	—
Hispanic or Latino	—	32	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	191	99%
Multiracial	—	2	—
Students With Disabilities	—	24	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	54	98%

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

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

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

Secondary-Level ELA: Performance

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	257	168	152	152
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	20	—	—	—
Hispanic or Latino	✓	37	132	121	20
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✓	190	179	166	166
Multiracial	—	2	—	—	—
Students With Disabilities	✓	32	75	80	20
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	53	149	128	20

- ✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.
- ✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.
- There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level ELA: Non-AYP Groups

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	255	100%
Not Black or African American	234	100%
Not Hispanic or Latino	223	100%
Not Asian or Native Hawaiian/Other Pacific Islander	246	100%
Not White	64	100%
Not Multiracial	253	100%
General Education	231	100%
English Proficient	253	100%
Not Economically Disadvantaged	201	100%
Male	134	99%
Female	121	100%
Migrant	2	—
Not Migrant	253	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	257	168
Not Black or African American	237	171
Not Hispanic or Latino	220	174
Not Asian or Native Hawaiian/Other Pacific Islander	249	167
Not White	67	134
Not Multiracial	255	169
General Education	225	181
English Proficient	254	169
Not Economically Disadvantaged	204	173
Male	137	157
Female	120	180
Migrant	1	—
Not Migrant	256	168

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	255	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	21	—
Hispanic or Latino	—	32	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	191	99%
Multiracial	—	2	—
Students With Disabilities	—	24	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	54	98%

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

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

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

Secondary-Level Math: Performance

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	257	126	129	129
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	20	—	—	—
Hispanic or Latino	✓	37	105	92	20
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✗	190	134	146	141
Multiracial	—	2	—	—	—
Students With Disabilities	✓	32	63	65	20
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	53	106	102	20

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

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

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

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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

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

Secondary-Level Math: Non-AYP Groups

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	255	99%
Not Black or African American	234	100%
Not Hispanic or Latino	223	99%
Not Asian or Native Hawaiian/Other Pacific Islander	246	99%
Not White	64	98%
Not Multiracial	253	99%
General Education	231	100%
English Proficient	253	99%
Not Economically Disadvantaged	201	100%
Male	134	99%
Female	121	99%
Migrant	2	—
Not Migrant	253	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	257	126
Not Black or African American	237	130
Not Hispanic or Latino	220	130
Not Asian or Native Hawaiian/Other Pacific Islander	249	126
Not White	67	104
Not Multiracial	255	127
General Education	225	136
English Proficient	254	127
Not Economically Disadvantaged	204	132
Male	137	121
Female	120	133
Migrant	1	—
Not Migrant	256	127

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	166	171	168	126	158
American Indian or Alaska Native	—	—	—	—	—
Black or African American	142	141	—	—	142
Hispanic or Latino	145	155	132	105	134
Asian or Native Hawaiian/Other Pacific Islander	172	185	—	—	179
White	170	175	179	134	165
Multiracial	—	—	—	—	—
Students With Disabilities	101	111	75	63	88
Limited English Proficient	—	142	—	—	142
Economically Disadvantaged	143	150	149	106	137

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

Graduation Rate: AYP

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	259	92%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	✓	31	77%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	200	96%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	35 †	69% †	80%	56%
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	32	81%	80%	8%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† 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: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	✓	235	93%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	14	—	—	—
Hispanic or Latino	✓	30	90%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	✓	185	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	25	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	25	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

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

Progress Target

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

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

Graduation Rate: Non-AYP

DISTRICT: GOSHEN CENTRAL SCHOOL DISTRICT

DISTRICT ID: 440601040000

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	259	92%	235	93%
Not Black or African American	240	93%	221	95%
Not Hispanic or Latino	228	93%	205	94%
Not Asian or Native Hawaiian/Other Pacific Islander	250	92%	229	93%
Not White	59	78%	50	86%
Not Multiracial	259	92%	235	93%
General Education	225	95%	210	96%
English Proficient	253	92%	235	93%
Not Economically Disadvantaged	227	93%	210	93%
Male	133	90%	119	90%
Female	126	93%	116	97%
Migrant	2	—	1	—
Not Migrant	257	91%	234	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 42%, 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 6%, which exceeded the State average of 3%.