



The New York State Accountability Report 2011-12

DISTRICT: MONROE-WOODBURY
CENTRAL SCHOOL DISTRICT
DISTRICT ID: 441201060000
SUPERINTENDENT: EDWARD MEHRHOF
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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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New York State Education Department
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Brooklyn, NY 11217
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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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	3421	100%
American Indian or Alaska Native	—	5	—
Black or African American	✓	222	100%
Hispanic or Latino	✓	604	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	221	100%
White	✓	2364	100%
Multiracial	—	5	—
Students With Disabilities	✓	460	100%
Limited English Proficient	✓	122	96%
Economically Disadvantaged	✓	595	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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	3351	166	148	148
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	213	148	122	122
Hispanic or Latino	✓	584	151	127	127
Asian or Native Hawaiian/Other Pacific Islander	✓	213	176	157	157
White	✓	2332	170	162	162
Multiracial	—	4	—	—	—
Students With Disabilities	✓	473†	108†	96	96
Limited English Proficient	✓	162‡	107‡	102	102
Economically Disadvantaged	✓	568	142	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.

‡ 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 ELA: Non-AYP Groups

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	3416	100%
Not Black or African American	3199	100%
Not Hispanic or Latino	2817	100%
Not Asian or Native Hawaiian/Other Pacific Islander	3200	100%
Not White	1057	100%
Not Multiracial	3416	100%
General Education	2961	100%
English Proficient	3299	100%
Not Economically Disadvantaged	2826	100%
Male	1760	100%
Female	1661	100%
Migrant	1	—
Not Migrant	3420	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	3346	166
Not Black or African American	3138	167
Not Hispanic or Latino	2767	169
Not Asian or Native Hawaiian/Other Pacific Islander	3138	165
Not White	1019	156
Not Multiracial	3347	166
General Education	2898	175
English Proficient	3240	169
Not Economically Disadvantaged	2783	171
Male	1725	162
Female	1626	171
Migrant	1	—
Not Migrant	3350	166

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

Elementary/Middle-Level Math: AYP

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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

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

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

All accountability groups met the participation and performance criteria (made AYP): YES

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	3424	100%
American Indian or Alaska Native	—	5	—
Black or African American	✓	223	100%
Hispanic or Latino	✓	605	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	221	100%
White	✓	2365	100%
Multiracial	—	5	—
Students With Disabilities	✓	460	100%
Limited English Proficient	✓	122	100%
Economically Disadvantaged	✓	596	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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	3350	180	162	162
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	214	164	134	134
Hispanic or Latino	✓	583	168	145	145
Asian or Native Hawaiian/Other Pacific Islander	✓	213	191	177	177
White	✓	2331	184	172	172
Multiracial	—	4	—	—	—
Students With Disabilities	✓	473†	130†	117	117
Limited English Proficient	✓	164‡	140‡	132	132
Economically Disadvantaged	✓	569	163	146	146

✓ 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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	3419	100%
Not Black or African American	3201	100%
Not Hispanic or Latino	2819	100%
Not Asian or Native Hawaiian/Other Pacific Islander	3203	100%
Not White	1059	100%
Not Multiracial	3419	100%
General Education	2964	100%
English Proficient	3302	100%
Not Economically Disadvantaged	2828	100%
Male	1763	100%
Female	1661	100%
Migrant	1	—
Not Migrant	3423	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	3345	180
Not Black or African American	3136	181
Not Hispanic or Latino	2767	183
Not Asian or Native Hawaiian/Other Pacific Islander	3137	179
Not White	1019	172
Not Multiracial	3346	180
General Education	2897	188
English Proficient	3237	182
Not Economically Disadvantaged	2781	184
Male	1723	180
Female	1627	181
Migrant	1	—
Not Migrant	3349	180

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

Elementary/Middle-Level Science: AYP

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	1073	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	66	100%
Hispanic or Latino	✓	207	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	64	100%
White	✓	734	99%
Multiracial	—	2	—
Students With Disabilities	✓	131	98%
Limited English Proficient	—	38	—
Economically Disadvantaged	✓	191	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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	1036	192	176	176
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	62	182	149	149
Hispanic or Latino	✓	196	184	157	157
Asian or Native Hawaiian/Other Pacific Islander	✓	61	195	175	175
White	✓	715	195	187	187
Multiracial	—	2	—	—	—
Students With Disabilities	✓	133†	170†	145	145
Limited English Proficient	✓	46‡	157‡	136	136
Economically Disadvantaged	✓	182	181	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.

‡ 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 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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	1073	99%
Not Black or African American	1007	99%
Not Hispanic or Latino	866	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1009	99%
Not White	339	99%
Not Multiracial	1071	99%
General Education	942	99%
English Proficient	1035	99%
Not Economically Disadvantaged	882	99%
Male	542	99%
Female	531	99%
Migrant	0	—
Not Migrant	1073	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	1036	192
Not Black or African American	974	193
Not Hispanic or Latino	840	194
Not Asian or Native Hawaiian/Other Pacific Islander	975	192
Not White	321	186
Not Multiracial	1034	192
General Education	908	196
English Proficient	1001	194
Not Economically Disadvantaged	854	195
Male	522	193
Female	514	191
Migrant	0	—
Not Migrant	1036	192

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

Secondary-Level ELA: AYP

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	605	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	52	100%
Hispanic or Latino	✓	92	96%
Asian or Native Hawaiian/Other Pacific Islander	—	28	—
White	✓	432	99%
Multiracial	—	1	—
Students With Disabilities	✗	164*	94%*
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	69	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.

* 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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	591	177	155	155
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	42	167	119	119
Hispanic or Latino	✓	89	165	126	126
Asian or Native Hawaiian/Other Pacific Islander	—	29	—	—	—
White	✓	430	180	169	169
Multiracial	—	1	—	—	—
Students With Disabilities	✓	84†	123†	86	86
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	68	163	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 in the 2008 accountability cohort.

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

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

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

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

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

Secondary-Level ELA: Non-AYP Groups

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	605	99%
Not Black or African American	553	98%
Not Hispanic or Latino	513	99%
Not Asian or Native Hawaiian/Other Pacific Islander	577	98%
Not White	173	98%
Not Multiracial	604	99%
General Education	528	99%
English Proficient	604	99%
Not Economically Disadvantaged	536	98%
Male	331	98%
Female	274	99%
Migrant	0	—
Not Migrant	605	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	591	177
Not Black or African American	549	178
Not Hispanic or Latino	502	179
Not Asian or Native Hawaiian/Other Pacific Islander	562	177
Not White	161	170
Not Multiracial	590	177
General Education	511	186
English Proficient	590	178
Not Economically Disadvantaged	523	179
Male	320	170
Female	271	186
Migrant	0	—
Not Migrant	591	177

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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

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

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

All accountability groups met the participation and performance criteria (made AYP): YES

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	605	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	52	98%
Hispanic or Latino	✓	92	100%
Asian or Native Hawaiian/Other Pacific Islander	—	28	—
White	✓	432	100%
Multiracial	—	1	—
Students With Disabilities	✓	77	97%
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	69	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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	591	158	132	132
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	42	124	88	88
Hispanic or Latino	✓	89	145	97	97
Asian or Native Hawaiian/Other Pacific Islander	—	29	—	—	—
White	✓	430	162	149	149
Multiracial	—	1	—	—	—
Students With Disabilities	✓	84†	108†	71	71
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	68	132	103	103

✓ 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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	605	100%
Not Black or African American	553	100%
Not Hispanic or Latino	513	99%
Not Asian or Native Hawaiian/Other Pacific Islander	577	99%
Not White	173	99%
Not Multiracial	604	100%
General Education	528	100%
English Proficient	604	100%
Not Economically Disadvantaged	536	100%
Male	331	99%
Female	274	100%
Migrant	0	—
Not Migrant	605	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	591	158
Not Black or African American	549	160
Not Hispanic or Latino	502	160
Not Asian or Native Hawaiian/Other Pacific Islander	562	156
Not White	161	147
Not Multiracial	590	158
General Education	511	166
English Proficient	590	158
Not Economically Disadvantaged	523	161
Male	320	157
Female	271	159
Migrant	0	—
Not Migrant	591	158

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	180	177	158	170
American Indian or Alaska Native	—	—	—	—	—
Black or African American	148	164	167	124	151
Hispanic or Latino	151	168	165	145	157
Asian or Native Hawaiian/Other Pacific Islander	176	191	—	—	184
White	170	184	180	162	174
Multiracial	—	—	—	—	—
Students With Disabilities	108	130	123	108	117
Limited English Proficient	107	140	—	—	124
Economically Disadvantaged	142	163	163	132	150

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

Graduation Rate: AYP

DISTRICT: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	625	93%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	46	89%	80%	80%
Hispanic or Latino	✓	95	86%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	✓	30	93%	80%	8%
White	✓	453	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	95†	82%†	80%	80%
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	62	90%	80%	76%

✓ 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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	✓	601	90%	80%	80%
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	42	90%	80%	80%
Hispanic or Latino	✓	104	81%	80%	78%
Asian or Native Hawaiian/Other Pacific Islander	—	25	—	—	—
White	✓	426	92%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	100†	78%†	80%	80%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	56	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.

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: MONROE-WOODBURY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 441201060000

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	624	93%	597	90%
Not Black or African American	579	93%	559	90%
Not Hispanic or Latino	530	94%	497	92%
Not Asian or Native Hawaiian/Other Pacific Islander	595	93%	576	89%
Not White	172	88%	175	85%
Not Multiracial	625	93%	601	90%
General Education	531	95%	512	92%
English Proficient	619	94%	599	90%
Not Economically Disadvantaged	563	93%	545	90%
Male	326	91%	308	87%
Female	299	95%	293	92%
Migrant	0	—	0	—
Not Migrant	625	93%	601	90%

— 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 44%, 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%.