



# The New York State Accountability Report 2011-12

**DISTRICT:** EDINBURG COMMON SCHOOL  
DISTRICT  
**DISTRICT ID:** 520601080000  
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

**DISTRICT: EDINBURG COMMON SCHOOL DISTRICT**

**DISTRICT ID: 520601080000**

**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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: NOT APPLICABLE

## 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	—	35	—
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	34	—
Multiracial	—	1	—
Students With Disabilities	—	10	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	16	—

- ✓ 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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	34	135	133	133
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	33	139	147	139
Multiracial	—	1	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	15	—	—	—

✓ 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.

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

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

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

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

# Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

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	35	—
Not Black or African American	35	—
Not Hispanic or Latino	35	—
Not Asian or Native Hawaiian/Other Pacific Islander	35	—
Not White	1	—
Not Multiracial	34	—
General Education	25	—
English Proficient	35	—
Not Economically Disadvantaged	19	—
Male	19	—
Female	16	—
Migrant	0	—
Not Migrant	35	—

— 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	34	135
Not Black or African American	34	135
Not Hispanic or Latino	34	135
Not Asian or Native Hawaiian/Other Pacific Islander	34	135
Not White	1	—
Not Multiracial	33	139
General Education	24	—
English Proficient	34	135
Not Economically Disadvantaged	19	—
Male	19	—
Female	15	—
Migrant	0	—
Not Migrant	34	135

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

# Elementary/Middle-Level Math: AYP

**DISTRICT: EDINBURG COMMON SCHOOL DISTRICT**

**DISTRICT ID: 520601080000**

**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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: NOT APPLICABLE

## 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	—	35	—
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	34	—
Multiracial	—	1	—
Students With Disabilities	—	10	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	16	—

✓ 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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

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	<b>X</b>	33	145	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	<b>X</b>	32	150	157	157
Multiracial	—	1	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	14	—	—	—

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

**X** 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.

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

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

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

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

# Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

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	35	—
Not Black or African American	35	—
Not Hispanic or Latino	35	—
Not Asian or Native Hawaiian/Other Pacific Islander	35	—
Not White	1	—
Not Multiracial	34	—
General Education	25	—
English Proficient	35	—
Not Economically Disadvantaged	19	—
Male	19	—
Female	16	—
Migrant	0	—
Not Migrant	35	—

— 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	33	145
Not Black or African American	33	145
Not Hispanic or Latino	33	145
Not Asian or Native Hawaiian/Other Pacific Islander	33	145
Not White	1	—
Not Multiracial	32	150
General Education	23	—
English Proficient	33	145
Not Economically Disadvantaged	19	—
Male	19	—
Female	14	—
Migrant	0	—
Not Migrant	33	145

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

# Elementary/Middle-Level Science: AYP

**DISTRICT: EDINBURG COMMON SCHOOL DISTRICT**

**DISTRICT ID: 520601080000**

**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): NOT APPLICABLE**

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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: NOT APPLICABLE

## 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	—	10	—
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	9	—
Multiracial	—	1	—
Students With Disabilities	—	4	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	4	—

✓ 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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: NOT APPLICABLE

## 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	—	17*	—*	—*	—*
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	16*	—*	—*	—*
Multiracial	—	1*	—*	—*	—*
Students With Disabilities	—	5*	—*	—*	—*
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	5*	—*	—*	—*

✓ 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.

\* The number of tested students enrolled on BEDS day and during the test period in the school/district in the current year is less than 30, so the numbers in the current year and previous year were combined to determine a Performance Index.

**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: EDINBURG COMMON SCHOOL DISTRICT

DISTRICT ID: 520601080000

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	10	—
Not Black or African American	10	—
Not Hispanic or Latino	10	—
Not Asian or Native Hawaiian/Other Pacific Islander	10	—
Not White	1	—
Not Multiracial	9	—
General Education	6	—
English Proficient	10	—
Not Economically Disadvantaged	6	—
Male	5	—
Female	5	—
Migrant	0	—
Not Migrant	10	—

— 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	17	—
Not Black or African American	17	—
Not Hispanic or Latino	17	—
Not Asian or Native Hawaiian/Other Pacific Islander	17	—
Not White	1	—
Not Multiracial	16	—
General Education	12	—
English Proficient	17	—
Not Economically Disadvantaged	12	—
Male	9	—
Female	8	—
Migrant	0	—
Not Migrant	17	—

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

# Unweighted Combined ELA and Math PIs

**DISTRICT: EDINBURG COMMON SCHOOL DISTRICT**

**DISTRICT ID: 520601080000**

## 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	135	145	—	—	140
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	139	150	—	—	145
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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