



# The New York State Accountability Report 2011-12

**DISTRICT:** SCOTIA-GLENVILLE CENTRAL  
SCHOOL DISTRICT  
**DISTRICT ID:** 530202060000  
**SUPERINTENDENT:** SUSAN SWARTZ  
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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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	1228	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	51	98%
Hispanic or Latino	—	26	—
Asian or Native Hawaiian/Other Pacific Islander	—	29	—
White	✓	1120	99%
Multiracial	—	1	—
Students With Disabilities	✓	236	98%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	264	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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1193	153	147	147
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	47	128	116	116
Hispanic or Latino	—	24	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	29	—	—	—
White	✗	1091	153	161	156
Multiracial	—	1	—	—	—
Students With Disabilities	✗	239†	92†	94	94
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	259	131	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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	1227	99%
Not Black or African American	1177	99%
Not Hispanic or Latino	1202	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1199	99%
Not White	108	99%
Not Multiracial	1227	99%
General Education	992	100%
English Proficient	1225	99%
Not Economically Disadvantaged	964	99%
Male	623	99%
Female	605	100%
Migrant	0	—
Not Migrant	1228	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	1192	153
Not Black or African American	1146	154
Not Hispanic or Latino	1169	153
Not Asian or Native Hawaiian/Other Pacific Islander	1164	152
Not White	102	148
Not Multiracial	1192	153
General Education	969	168
English Proficient	1192	153
Not Economically Disadvantaged	934	159
Male	605	143
Female	588	163
Migrant	0	—
Not Migrant	1193	153

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

# Elementary/Middle-Level Math: AYP

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	1229	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	51	98%
Hispanic or Latino	—	26	—
Asian or Native Hawaiian/Other Pacific Islander	—	29	—
White	✓	1121	100%
Multiracial	—	1	—
Students With Disabilities	✓	237	98%
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	264	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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✗	1195	155	161	161
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	46	130	128	128
Hispanic or Latino	—	26	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	29	—	—	—
White	✗	1092	155	171	168
Multiracial	—	1	—	—	—
Students With Disabilities	✗	239†	103†	115	115
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✗	257	139	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.

**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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	1228	100%
Not Black or African American	1178	100%
Not Hispanic or Latino	1203	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1200	100%
Not White	108	99%
Not Multiracial	1228	100%
General Education	992	100%
English Proficient	1226	100%
Not Economically Disadvantaged	965	100%
Male	624	99%
Female	605	100%
Migrant	0	—
Not Migrant	1229	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	1194	155
Not Black or African American	1149	156
Not Hispanic or Latino	1169	155
Not Asian or Native Hawaiian/Other Pacific Islander	1166	154
Not White	103	149
Not Multiracial	1194	155
General Education	971	167
English Proficient	1192	155
Not Economically Disadvantaged	938	159
Male	604	153
Female	591	157
Migrant	0	—
Not Migrant	1195	155

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

# Elementary/Middle-Level Science: AYP

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

**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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	406	98%
American Indian or Alaska Native	—	1	—
Black or African American	—	17	—
Hispanic or Latino	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
White	✓	360	98%
Multiracial	—	1	—
Students With Disabilities	✓	78	95%
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	85	96%

✓ 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	389	188	173	173
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	16	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✓	344	189	185	185
Multiracial	—	1	—	—	—
Students With Disabilities	✓	81†	163†	143	143
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	80	180	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:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

**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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	405	98%
Not Black or African American	389	98%
Not Hispanic or Latino	396	98%
Not Asian or Native Hawaiian/Other Pacific Islander	389	98%
Not White	46	100%
Not Multiracial	405	98%
General Education	328	98%
English Proficient	405	98%
Not Economically Disadvantaged	321	98%
Male	205	98%
Female	201	98%
Migrant	0	—
Not Migrant	406	98%

— 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	388	188
Not Black or African American	373	189
Not Hispanic or Latino	379	188
Not Asian or Native Hawaiian/Other Pacific Islander	372	188
Not White	45	180
Not Multiracial	388	188
General Education	318	194
English Proficient	388	188
Not Economically Disadvantaged	309	190
Male	195	185
Female	194	191
Migrant	0	—
Not Migrant	389	188

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

# Secondary-Level ELA: AYP

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

**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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	222	96%
American Indian or Alaska Native	—	1	—
Black or African American	—	5	—
Hispanic or Latino	—	6	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✓	206	97%
Multiracial	—	0	—
Students With Disabilities	—	24	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	27	—

✓ 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	225	173	152	152
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	211	173	166	166
Multiracial	—	0	—	—	—
Students With Disabilities	✓	31†	100†	80	20
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	26	—	—	—

✓ 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	221	96%
Not Black or African American	217	97%
Not Hispanic or Latino	216	96%
Not Asian or Native Hawaiian/Other Pacific Islander	218	96%
Not White	16	—
Not Multiracial	222	96%
General Education	198	98%
English Proficient	222	96%
Not Economically Disadvantaged	195	96%
Male	115	95%
Female	107	97%
Migrant	0	—
Not Migrant	222	96%

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

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	224	173
Not Black or African American	221	174
Not Hispanic or Latino	219	173
Not Asian or Native Hawaiian/Other Pacific Islander	222	173
Not White	14	—
Not Multiracial	225	173
General Education	195	185
English Proficient	225	173
Not Economically Disadvantaged	199	174
Male	119	165
Female	106	182
Migrant	0	—
Not Migrant	225	173

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

**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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	222	98%
American Indian or Alaska Native	—	1	—
Black or African American	—	5	—
Hispanic or Latino	—	6	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✓	206	99%
Multiracial	—	0	—
Students With Disabilities	—	24	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	27	—

✓ 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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 $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	225	152	129	129
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	211	153	146	146
Multiracial	—	0	—	—	—
Students With Disabilities	✓	31†	81†	65	20
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	26	—	—	—

✓ 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	221	98%
Not Black or African American	217	98%
Not Hispanic or Latino	216	98%
Not Asian or Native Hawaiian/Other Pacific Islander	218	99%
Not White	16	—
Not Multiracial	222	98%
General Education	198	99%
English Proficient	222	98%
Not Economically Disadvantaged	195	98%
Male	115	98%
Female	107	98%
Migrant	0	—
Not Migrant	222	98%

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

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	224	153
Not Black or African American	221	153
Not Hispanic or Latino	219	152
Not Asian or Native Hawaiian/Other Pacific Islander	222	152
Not White	14	—
Not Multiracial	225	152
General Education	195	164
English Proficient	225	152
Not Economically Disadvantaged	199	155
Male	119	150
Female	106	155
Migrant	0	—
Not Migrant	225	152

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

## 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	153	155	173	152	158
American Indian or Alaska Native	—	—	—	—	—
Black or African American	128	130	—	—	129
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	153	155	173	153	159
Multiracial	—	—	—	—	—
Students With Disabilities	92	103	100	81	94
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	131	139	—	—	135

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

# Graduation Rate: AYP

DISTRICT: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

**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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	218	83%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	202	84%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	40†	53%†	80%	8%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	38	82%	80%	75%

✓ 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	✓	266	84%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	252	85%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	28	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	33	79%	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.

## 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: SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 530202060000

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	218	83%	265	84%
Not Black or African American	214	84%	263	84%
Not Hispanic or Latino	209	83%	257	84%
Not Asian or Native Hawaiian/Other Pacific Islander	215	83%	265	84%
Not White	16	—	14	—
Not Multiracial	218	83%	266	84%
General Education	180	89%	238	86%
English Proficient	218	83%	266	84%
Not Economically Disadvantaged	180	83%	233	85%
Male	118	80%	135	77%
Female	100	87%	131	91%
Migrant	0	—	0	—
Not Migrant	218	83%	266	84%

— 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 3%, which did not exceed the State average of 3%.