



The New York State Accountability Report 2011-12

DISTRICT: COBLESKILL-RICHMONDVILLE
CENTRAL SCHOOL DISTRICT
DISTRICT ID: 541102060000
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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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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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	✓	893	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	10	—
Hispanic or Latino	✓	40	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	832	99%
Multiracial	—	2	—
Students With Disabilities	✓	95	99%
Limited English Proficient	—	5	—
Economically Disadvantaged	✓	417	98%

✓ 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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	853	146	146	146
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	10	—	—	—
Hispanic or Latino	✗	37	108	116	110
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✗	796	147	160	150
Multiracial	—	2	—	—	—
Students With Disabilities	✗	89†	53†	90	70
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✗	386	126	128	128

✓ 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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	893	99%
Not Black or African American	883	99%
Not Hispanic or Latino	853	98%
Not Asian or Native Hawaiian/Other Pacific Islander	884	99%
Not White	61	98%
Not Multiracial	891	99%
General Education	798	99%
English Proficient	888	99%
Not Economically Disadvantaged	476	99%
Male	453	99%
Female	440	98%
Migrant	6	—
Not Migrant	887	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	853	146
Not Black or African American	843	146
Not Hispanic or Latino	816	148
Not Asian or Native Hawaiian/Other Pacific Islander	845	146
Not White	57	132
Not Multiracial	851	146
General Education	766	157
English Proficient	848	146
Not Economically Disadvantaged	467	163
Male	433	136
Female	420	157
Migrant	5	—
Not Migrant	848	147

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

Elementary/Middle-Level Math: AYP

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	✓	890	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	10	—
Hispanic or Latino	✓	40	100%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	829	100%
Multiracial	—	2	—
Students With Disabilities	✓	95	100%
Limited English Proficient	—	5	—
Economically Disadvantaged	✓	414	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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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	✓	861	157	160	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	10	—	—	—
Hispanic or Latino	✓	37	127	134	120
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	803	158	170	154
Multiracial	—	2	—	—	—
Students With Disabilities	✗	90†	73†	112	85
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✗	389	141	145	142

✓ 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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	890	100%
Not Black or African American	880	100%
Not Hispanic or Latino	850	100%
Not Asian or Native Hawaiian/Other Pacific Islander	881	100%
Not White	61	100%
Not Multiracial	888	100%
General Education	795	100%
English Proficient	885	100%
Not Economically Disadvantaged	476	100%
Male	452	100%
Female	438	100%
Migrant	6	—
Not Migrant	884	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	861	157
Not Black or African American	851	157
Not Hispanic or Latino	824	158
Not Asian or Native Hawaiian/Other Pacific Islander	852	157
Not White	58	145
Not Multiracial	859	157
General Education	773	167
English Proficient	856	157
Not Economically Disadvantaged	472	170
Male	436	156
Female	425	159
Migrant	5	—
Not Migrant	856	157

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

Elementary/Middle-Level Science: AYP

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	✓	310	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	6	—
Hispanic or Latino	—	16	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✓	284	98%
Multiracial	—	1	—
Students With Disabilities	—	34	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	124	98%

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

Medically Excused:

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

Elementary/Middle-Level Science: Performance

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	295	185	173	173
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	272	186	184	179
Multiracial	—	1	—	—	—
Students With Disabilities	✗	33	130	137	137
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	113	172	158	158

✓ 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.

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	310	98%
Not Black or African American	304	98%
Not Hispanic or Latino	294	98%
Not Asian or Native Hawaiian/Other Pacific Islander	307	98%
Not White	26	—
Not Multiracial	309	98%
General Education	276	98%
English Proficient	308	98%
Not Economically Disadvantaged	186	99%
Male	154	97%
Female	156	99%
Migrant	1	—
Not Migrant	309	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	295	185
Not Black or African American	289	184
Not Hispanic or Latino	282	187
Not Asian or Native Hawaiian/Other Pacific Islander	292	185
Not White	23	—
Not Multiracial	294	185
General Education	262	192
English Proficient	293	185
Not Economically Disadvantaged	182	193
Male	146	184
Female	149	185
Migrant	1	—
Not Migrant	294	185

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

Secondary-Level ELA: AYP

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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	✓	126	98%
American Indian or Alaska Native	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✓	116	98%
Multiracial	—	0	—
Students With Disabilities	—	6	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	45	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.

Secondary-Level ELA: Performance

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	126	167	150	150
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	115	172	164	159
Multiracial	—	0	—	—	—
Students With Disabilities	—	14	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	49	151	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 in the 2008 accountability cohort.

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

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

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

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

Secondary-Level ELA: Non-AYP Groups

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	125	98%
Not Black or African American	126	98%
Not Hispanic or Latino	121	98%
Not Asian or Native Hawaiian/Other Pacific Islander	122	98%
Not White	10	—
Not Multiracial	126	98%
General Education	120	99%
English Proficient	126	98%
Not Economically Disadvantaged	81	98%
Male	61	97%
Female	65	100%
Migrant	0	—
Not Migrant	126	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	125	167
Not Black or African American	123	171
Not Hispanic or Latino	122	169
Not Asian or Native Hawaiian/Other Pacific Islander	123	167
Not White	11	—
Not Multiracial	126	167
General Education	112	182
English Proficient	126	167
Not Economically Disadvantaged	77	178
Male	61	159
Female	65	175
Migrant	0	—
Not Migrant	126	167

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	✓	126	98%
American Indian or Alaska Native	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✓	116	98%
Multiracial	—	0	—
Students With Disabilities	—	6	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	45	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.

Secondary-Level Math: Performance

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	✓	126	151	127	127
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	115	156	144	144
Multiracial	—	0	—	—	—
Students With Disabilities	—	14	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	49	139	101	101

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

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

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

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

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

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

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

Secondary-Level Math: Non-AYP Groups

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

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	125	98%
Not Black or African American	126	98%
Not Hispanic or Latino	121	98%
Not Asian or Native Hawaiian/Other Pacific Islander	122	98%
Not White	10	—
Not Multiracial	126	98%
General Education	120	98%
English Proficient	126	98%
Not Economically Disadvantaged	81	98%
Male	61	97%
Female	65	100%
Migrant	0	—
Not Migrant	126	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	125	151
Not Black or African American	123	154
Not Hispanic or Latino	122	152
Not Asian or Native Hawaiian/Other Pacific Islander	123	150
Not White	11	—
Not Multiracial	126	151
General Education	112	162
English Proficient	126	151
Not Economically Disadvantaged	77	158
Male	61	151
Female	65	151
Migrant	0	—
Not Migrant	126	151

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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	146	157	167	151	155
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	108	127	—	—	118
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	147	158	172	156	158
Multiracial	—	—	—	—	—
Students With Disabilities	53	73	—	—	63
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	126	141	151	139	139

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

Graduation Rate: AYP

DISTRICT: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL
DISTRICT

DISTRICT ID: 541102060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	X	198	77%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	X	186	77%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	18	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	X	60	72%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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	✓	194	82%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	178	84%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	53	81%	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.

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: COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 541102060000

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	197	77%	193	82%
Not Black or African American	197	77%	187	84%
Not Hispanic or Latino	191	77%	188	83%
Not Asian or Native Hawaiian/Other Pacific Islander	195	76%	193	82%
Not White	12	—	16	—
Not Multiracial	198	77%	193	82%
General Education	180	80%	171	88%
English Proficient	197	77%	193	83%
Not Economically Disadvantaged	138	79%	141	83%
Male	94	67%	91	78%
Female	104	86%	103	86%
Migrant	1	—	1	—
Not Migrant	197	77%	193	82%

— 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 33%, 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%.