



The New York State Accountability Report 2011-12

DISTRICT: WALLKILL CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 621801060000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

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

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

More Information:
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Adequate Yearly Progress and Performance Indices

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

Adequate Yearly Progress

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

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

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

Standards for English Language Arts, Mathematics, and Science

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

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

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

Standards for Graduation Rate

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

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

Elementary/Middle-Level ELA: AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	1451	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	110	100%
Hispanic or Latino	✓	267	99%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	✓	1040	100%
Multiracial	—	12	—
Students With Disabilities	✓	216	98%
Limited English Proficient	—	29	—
Economically Disadvantaged	✓	420	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

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

Elementary/Middle-Level ELA: Performance

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	1405	147	147	147
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	108	124	120	120
Hispanic or Latino	✓	254	136	125	125
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✓	1011	152	161	151
Multiracial	—	11	—	—	—
Students With Disabilities	✗	209†	76†	93	93
Limited English Proficient	—	27	—	—	—
Economically Disadvantaged	✓	399	125	128	124

✓ 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:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	1449	99%
Not Black or African American	1341	99%
Not Hispanic or Latino	1184	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1431	99%
Not White	411	99%
Not Multiracial	1439	99%
General Education	1235	100%
English Proficient	1422	99%
Not Economically Disadvantaged	1031	100%
Male	775	99%
Female	676	100%
Migrant	5	—
Not Migrant	1446	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	1404	147
Not Black or African American	1297	149
Not Hispanic or Latino	1151	150
Not Asian or Native Hawaiian/Other Pacific Islander	1385	147
Not White	394	135
Not Multiracial	1394	148
General Education	1202	160
English Proficient	1378	149
Not Economically Disadvantaged	1006	157
Male	750	140
Female	655	156
Migrant	5	—
Not Migrant	1400	148

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

Elementary/Middle-Level Math: AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	1452	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	110	99%
Hispanic or Latino	✓	267	99%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	✓	1041	99%
Multiracial	—	12	—
Students With Disabilities	✓	217	96%
Limited English Proficient	—	29	—
Economically Disadvantaged	✓	421	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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	1403	153	161	160
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	107	136	132	132
Hispanic or Latino	✗	254	140	143	143
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✗	1010	158	171	162
Multiracial	—	11	—	—	—
Students With Disabilities	✗	207†	93†	114	114
Limited English Proficient	—	27	—	—	—
Economically Disadvantaged	✗	398	134	145	143

✓ 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: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	1450	99%
Not Black or African American	1342	99%
Not Hispanic or Latino	1185	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1432	99%
Not White	411	99%
Not Multiracial	1440	99%
General Education	1235	100%
English Proficient	1423	99%
Not Economically Disadvantaged	1031	99%
Male	776	99%
Female	676	100%
Migrant	5	—
Not Migrant	1447	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	1402	153
Not Black or African American	1296	154
Not Hispanic or Latino	1149	156
Not Asian or Native Hawaiian/Other Pacific Islander	1383	152
Not White	393	141
Not Multiracial	1392	153
General Education	1202	163
English Proficient	1376	154
Not Economically Disadvantaged	1005	160
Male	749	151
Female	654	155
Migrant	5	—
Not Migrant	1398	153

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

Elementary/Middle-Level Science: AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	503	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	37	—
Hispanic or Latino	✓	111	97%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—
White	✓	345	98%
Multiracial	—	4	—
Students With Disabilities	✓	78	92%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	151	95%

✓ 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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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 >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	481	181	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	36	183	145	145
Hispanic or Latino	✓	106	174	155	155
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	✗	329	183	185	185
Multiracial	—	4	—	—	—
Students With Disabilities	✗	74†	141†	143	143
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	138	173	159	159

✓ 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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	503	98%
Not Black or African American	466	98%
Not Hispanic or Latino	392	98%
Not Asian or Native Hawaiian/Other Pacific Islander	497	98%
Not White	158	97%
Not Multiracial	499	98%
General Education	425	99%
English Proficient	492	98%
Not Economically Disadvantaged	352	99%
Male	287	98%
Female	216	98%
Migrant	0	—
Not Migrant	503	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	481	181
Not Black or African American	445	181
Not Hispanic or Latino	375	183
Not Asian or Native Hawaiian/Other Pacific Islander	475	181
Not White	152	177
Not Multiracial	477	181
General Education	410	188
English Proficient	471	182
Not Economically Disadvantaged	343	184
Male	277	181
Female	204	181
Migrant	0	—
Not Migrant	481	181

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

Secondary-Level ELA: AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	290	99%
American Indian or Alaska Native	—	3	—
Black or African American	—	14	—
Hispanic or Latino	✓	59	100%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	213	99%
Multiracial	—	0	—
Students With Disabilities	—	36	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	83	99%

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

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

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

Secondary-Level ELA: Performance

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	277	172	152	152
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	✓	57	172	124	124
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	205	173	166	166
Multiracial	—	0	—	—	—
Students With Disabilities	✓	36†	108†	81	20
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	77	169	130	130

✓ 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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$$

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	287	99%
Not Black or African American	276	99%
Not Hispanic or Latino	231	99%
Not Asian or Native Hawaiian/Other Pacific Islander	289	99%
Not White	77	100%
Not Multiracial	290	99%
General Education	254	100%
English Proficient	290	99%
Not Economically Disadvantaged	207	99%
Male	146	99%
Female	144	99%
Migrant	1	—
Not Migrant	289	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	275	172
Not Black or African American	265	172
Not Hispanic or Latino	220	172
Not Asian or Native Hawaiian/Other Pacific Islander	276	172
Not White	72	171
Not Multiracial	277	172
General Education	242	181
English Proficient	277	172
Not Economically Disadvantaged	200	174
Male	135	160
Female	142	184
Migrant	1	—
Not Migrant	276	172

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✓	290	100%
American Indian or Alaska Native	—	3	—
Black or African American	—	14	—
Hispanic or Latino	✓	59	100%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	213	100%
Multiracial	—	0	—
Students With Disabilities	—	36	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	83	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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	277	141	129	129
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	✓	57	135	95	95
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	205	144	146	138
Multiracial	—	0	—	—	—
Students With Disabilities	✓	36†	67†	66	20
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	77	129	104	104

✓ 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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$

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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	287	100%
Not Black or African American	276	100%
Not Hispanic or Latino	231	100%
Not Asian or Native Hawaiian/Other Pacific Islander	289	100%
Not White	77	100%
Not Multiracial	290	100%
General Education	254	100%
English Proficient	290	100%
Not Economically Disadvantaged	207	100%
Male	146	99%
Female	144	100%
Migrant	1	—
Not Migrant	289	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	275	141
Not Black or African American	265	142
Not Hispanic or Latino	220	143
Not Asian or Native Hawaiian/Other Pacific Islander	276	141
Not White	72	132
Not Multiracial	277	141
General Education	242	152
English Proficient	277	141
Not Economically Disadvantaged	200	146
Male	135	132
Female	142	150
Migrant	1	—
Not Migrant	276	141

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	147	153	172	141	153
American Indian or Alaska Native	—	—	—	—	—
Black or African American	124	136	—	—	130
Hispanic or Latino	136	140	172	135	146
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	152	158	173	144	157
Multiracial	—	—	—	—	—
Students With Disabilities	76	93	108	67	86
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	125	134	169	129	139

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

Graduation Rate: AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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: 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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	✗	307	77%	80%	78%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	✗	48	67%	80%	75%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	245	80%	80%	79%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	43†	47%†	80%	50%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✗	56	50%	80%	79%

✓ 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 graduation 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: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	299	81%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	✗	52	77%	80%	78%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✓	233	83%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	38	58%	80%	65%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	59	83%	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 graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

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

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

Graduation Rate: Non-AYP

DISTRICT: WALLKILL CENTRAL SCHOOL DISTRICT

DISTRICT ID: 621801060000

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	307	77%	299	81%
Not Black or African American	296	78%	287	82%
Not Hispanic or Latino	259	79%	247	82%
Not Asian or Native Hawaiian/Other Pacific Islander	304	77%	297	81%
Not White	62	68%	66	74%
Not Multiracial	307	77%	299	81%
General Education	267	82%	261	84%
English Proficient	305	77%	298	81%
Not Economically Disadvantaged	251	83%	240	80%
Male	153	67%	139	78%
Female	154	87%	160	83%
Migrant	0	—	0	—
Not Migrant	307	77%	299	81%

— 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 24%, which did not exceed 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 15%, which exceeded the State average of 3%.