



# The New York State Accountability Report 2011-12

**DISTRICT:** ELLENVILLE CENTRAL SCHOOL  
DISTRICT  
**DISTRICT ID:** 622002060000  
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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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

**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	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 ELA: Participation

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✓	799	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	106	96%
Hispanic or Latino	✓	214	99%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	✓	451	99%
Multiracial	—	7	—
Students With Disabilities	✓	162	96%
Limited English Proficient	—	28	—
Economically Disadvantaged	✓	471	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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✗	748	129	146	133
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	99	128	120	120
Hispanic or Latino	✓	200	126	124	124
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✗	423	130	159	135
Multiracial	—	5	—	—	—
Students With Disabilities	✗	143†	64†	92	85
Limited English Proficient	—	20	—	—	—
Economically Disadvantaged	✗	432	116	129	122

✓ 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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	798	99%
Not Black or African American	693	99%
Not Hispanic or Latino	585	98%
Not Asian or Native Hawaiian/Other Pacific Islander	779	99%
Not White	348	98%
Not Multiracial	792	99%
General Education	637	99%
English Proficient	771	99%
Not Economically Disadvantaged	328	100%
Male	396	99%
Female	403	99%
Migrant	2	—
Not Migrant	797	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	747	129
Not Black or African American	649	130
Not Hispanic or Latino	548	131
Not Asian or Native Hawaiian/Other Pacific Islander	728	129
Not White	325	128
Not Multiracial	743	130
General Education	605	145
English Proficient	728	131
Not Economically Disadvantaged	316	148
Male	369	120
Female	379	139
Migrant	0	—
Not Migrant	748	129

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

# Elementary/Middle-Level Math: AYP

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

**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	X
Hispanic or Latino	X
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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✓	803	98%
American Indian or Alaska Native	—	1	—
Black or African American	✓	106	96%
Hispanic or Latino	✓	215	100%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	✓	454	98%
Multiracial	—	7	—
Students With Disabilities	✓	316*	96%*
Limited English Proficient	—	28	—
Economically Disadvantaged	✓	475	97%

✓ 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.

\* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

### 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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	X	749	128	160	142
American Indian or Alaska Native	—	1	—	—	—
Black or African American	X	99	115	132	132
Hispanic or Latino	X	205	124	142	133
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	X	419	132	169	147
Multiracial	—	5	—	—	—
Students With Disabilities	X	141†	79†	113	103
Limited English Proficient	—	25	—	—	—
Economically Disadvantaged	X	432	118	146	134

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

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

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

† 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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	802	98%
Not Black or African American	697	98%
Not Hispanic or Latino	588	97%
Not Asian or Native Hawaiian/Other Pacific Islander	783	98%
Not White	349	99%
Not Multiracial	796	98%
General Education	641	99%
English Proficient	775	98%
Not Economically Disadvantaged	328	99%
Male	397	98%
Female	406	98%
Migrant	2	—
Not Migrant	801	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	748	128
Not Black or African American	650	130
Not Hispanic or Latino	544	130
Not Asian or Native Hawaiian/Other Pacific Islander	729	127
Not White	330	124
Not Multiracial	744	128
General Education	608	140
English Proficient	724	130
Not Economically Disadvantaged	317	142
Male	369	126
Female	380	130
Migrant	0	—
Not Migrant	749	128

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

# Elementary/Middle-Level Science: AYP

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

**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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✓	280	94%
American Indian or Alaska Native	—	0	—
Black or African American	—	36	—
Hispanic or Latino	✓	81	95%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	149	94%
Multiracial	—	4	—
Students With Disabilities	✓	60	93%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	168	92%

✓ 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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✓	248	180	172	172
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	30	190	144	144
Hispanic or Latino	✓	75	165	154	154
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✓	130	185	182	182
Multiracial	—	3	—	—	—
Students With Disabilities	✓	50†	152†	141	141
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✓	145	174	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:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

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

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	280	94%
Not Black or African American	244	95%
Not Hispanic or Latino	199	93%
Not Asian or Native Hawaiian/Other Pacific Islander	270	93%
Not White	131	93%
Not Multiracial	276	93%
General Education	220	94%
English Proficient	268	93%
Not Economically Disadvantaged	112	96%
Male	133	95%
Female	147	92%
Migrant	0	—
Not Migrant	280	94%

— 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	248	180
Not Black or African American	218	179
Not Hispanic or Latino	173	187
Not Asian or Native Hawaiian/Other Pacific Islander	238	179
Not White	118	175
Not Multiracial	245	180
General Education	198	187
English Proficient	236	182
Not Economically Disadvantaged	103	188
Male	119	181
Female	129	180
Migrant	0	—
Not Migrant	248	180

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

# Secondary-Level ELA: AYP

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✓	106	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	22	—
Hispanic or Latino	—	17	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	62	97%
Multiracial	—	0	—
Students With Disabilities	—	15	—
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	55	98%

✓ 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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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

## 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	✓	116	147	149	145
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	25	—	—	—
Hispanic or Latino	—	20	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✗	67	149	162	159
Multiracial	—	0	—	—	—
Students With Disabilities	—	27	—	—	—
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	60	140	129	129

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

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

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

**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 ELA: Non-AYP Groups

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	106	98%
Not Black or African American	84	98%
Not Hispanic or Latino	89	98%
Not Asian or Native Hawaiian/Other Pacific Islander	101	98%
Not White	44	100%
Not Multiracial	106	98%
General Education	91	100%
English Proficient	103	98%
Not Economically Disadvantaged	51	98%
Male	58	97%
Female	48	100%
Migrant	0	—
Not Migrant	106	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	116	147
Not Black or African American	91	149
Not Hispanic or Latino	96	148
Not Asian or Native Hawaiian/Other Pacific Islander	112	145
Not White	49	143
Not Multiracial	116	147
General Education	89	169
English Proficient	112	148
Not Economically Disadvantaged	56	154
Male	66	133
Female	50	164
Migrant	0	—
Not Migrant	116	147

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

**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): NO**

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	✓	106	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	22	—
Hispanic or Latino	—	17	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	62	97%
Multiracial	—	0	—
Students With Disabilities	—	15	—
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	55	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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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

## 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	✓	116	111	126	108
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	25	—	—	—
Hispanic or Latino	—	20	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✗	67	115	142	116
Multiracial	—	0	—	—	—
Students With Disabilities	—	27	—	—	—
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	60	102	103	98

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

**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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	106	98%
Not Black or African American	84	98%
Not Hispanic or Latino	89	98%
Not Asian or Native Hawaiian/Other Pacific Islander	101	98%
Not White	44	100%
Not Multiracial	106	98%
General Education	91	99%
English Proficient	103	98%
Not Economically Disadvantaged	51	96%
Male	58	97%
Female	48	100%
Migrant	0	—
Not Migrant	106	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	116	111
Not Black or African American	91	114
Not Hispanic or Latino	96	115
Not Asian or Native Hawaiian/Other Pacific Islander	112	108
Not White	49	106
Not Multiracial	116	111
General Education	89	127
English Proficient	112	113
Not Economically Disadvantaged	56	121
Male	66	106
Female	50	118
Migrant	0	—
Not Migrant	116	111

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

## 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	129	128	147	111	129
American Indian or Alaska Native	—	—	—	—	—
Black or African American	128	115	—	—	122
Hispanic or Latino	126	124	—	—	125
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	130	132	149	115	132
Multiracial	—	—	—	—	—
Students With Disabilities	64	79	—	—	72
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	116	118	140	102	119

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

# Graduation Rate: AYP

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

**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	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	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination



# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	148	76%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	22	—	—	—
Hispanic or Latino	x	33	67%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	x	88	78%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	25	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	✓	56	80%	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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	X	155	77%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	✓	37	89%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	X	94	78%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	70	87%	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.

## 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: ELLENVILLE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 622002060000

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	148	76%	152	78%
Not Black or African American	126	76%	136	80%
Not Hispanic or Latino	115	78%	118	74%
Not Asian or Native Hawaiian/Other Pacific Islander	143	75%	154	78%
Not White	60	72%	61	77%
Not Multiracial	148	76%	154	77%
General Education	123	82%	132	83%
English Proficient	145	75%	153	77%
Not Economically Disadvantaged	92	73%	85	69%
Male	79	68%	84	74%
Female	69	84%	71	82%
Migrant	0	—	0	—
Not Migrant	148	76%	155	77%

— 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 19%, 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 8%, which exceeded the State average of 3%.