The New York State Accountability Report 2011-12

SCHOOL:	EDGEMONT JUNIOR-SENIOR HIGH SCHOOL
SCHOOL ID:	660406030003
DISTRICT:	EDGEMONT UNION FREE SCHOOL DISTRICT
DISTRICT ID:	660406030000
PRINCIPAL:	BARRY FRIEDMAN
SUPERINTENDENT:	NANCY TADDIKEN
PHONE:	914-725-1500

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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

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

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

All accountability groups met the participation and performance criteria (made AYP): YES

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

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	293	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	12	—
Hispanic or Latino	—	18	—
Asian or Native Hawaiian/Other Pacific Islander	✔	84	100%
White	✔	163	100%
Multiracial	—	15	—
Students With Disabilities	—	32	—
Limited English Proficient	—	13	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

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

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	291	184	144	144
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	—	18	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	82	184	154	154
White	✔	163	185	156	156
Multiracial	—	15	—	—	—
Students With Disabilities	✔	33†	148†	84	84
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	292	100%
Not Black or African American	281	100%
Not Hispanic or Latino	275	100%
Not Asian or Native Hawaiian/Other Pacific Islander	209	100%
Not White	130	100%
Not Multiracial	278	100%
General Education	261	100%
English Proficient	280	100%
Not Economically Disadvantaged	293	100%
Male	163	100%
Female	130	100%
Migrant	0	—
Not Migrant	293	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	290	184
Not Black or African American	279	185
Not Hispanic or Latino	273	184
Not Asian or Native Hawaiian/Other Pacific Islander	209	184
Not White	128	183
Not Multiracial	276	184
General Education	259	189
English Proficient	279	187
Not Economically Disadvantaged	291	184
Male	163	183
Female	128	186
Migrant	0	—
Not Migrant	291	184

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

Elementary/Middle-Level Math: AYP

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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): 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 Math: Participation

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	293	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	12	—
Hispanic or Latino	—	18	—
Asian or Native Hawaiian/Other Pacific Islander	✔	84	100%
White	✔	163	99%
Multiracial	—	15	—
Students With Disabilities	—	32	—
Limited English Proficient	—	13	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

Elementary/Middle-Level (Grades 3 - 8) 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	✔	291	190	158	158
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	—	18	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	83	196	174	174
White	✔	162	190	166	166
Multiracial	—	15	—	—	—
Students With Disabilities	✔	33†	152†	105	105
Limited English Proficient	—	13	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	292	100%
Not Black or African American	281	100%
Not Hispanic or Latino	275	100%
Not Asian or Native Hawaiian/Other Pacific Islander	209	100%
Not White	130	100%
Not Multiracial	278	100%
General Education	261	100%
English Proficient	280	100%
Not Economically Disadvantaged	293	100%
Male	163	100%
Female	130	99%
Migrant	0	—
Not Migrant	293	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	290	190
Not Black or African American	279	191
Not Hispanic or Latino	273	191
Not Asian or Native Hawaiian/Other Pacific Islander	208	188
Not White	129	191
Not Multiracial	276	190
General Education	259	195
English Proficient	278	191
Not Economically Disadvantaged	291	190
Male	163	192
Female	128	188
Migrant	0	—
Not Migrant	291	190

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

Elementary/Middle-Level Science: AYP

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	146	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	3	—
Hispanic or Latino	—	9	—
Asian or Native Hawaiian/Other Pacific Islander	✔	41	100%
White	✔	84	100%
Multiracial	—	8	—
Students With Disabilities	—	15	—
Limited English Proficient	—	4	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	145	194	170	170
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	40	195	172	172
White	✔	84	193	180	180
Multiracial	—	8	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	145	100%
Not Black or African American	143	100%
Not Hispanic or Latino	137	100%
Not Asian or Native Hawaiian/Other Pacific Islander	105	100%
Not White	62	100%
Not Multiracial	138	100%
General Education	131	100%
English Proficient	142	100%
Not Economically Disadvantaged	146	100%
Male	77	100%
Female	69	100%
Migrant	0	—
Not Migrant	146	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	144	194
Not Black or African American	142	194
Not Hispanic or Latino	136	194
Not Asian or Native Hawaiian/Other Pacific Islander	105	193
Not White	61	195
Not Multiracial	137	193
General Education	130	195
English Proficient	141	194
Not Economically Disadvantaged	145	194
Male	77	197
Female	68	190
Migrant	0	—
Not Migrant	145	194

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

Secondary-Level ELA: AYP

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	143	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	✔	42	100%
White	✔	81	100%
Multiracial	—	6	—
Students With Disabilities	—	15	—
Limited English Proficient	—	4	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	144	196	150	150
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	43	188	157	157
White	✔	81	199	163	163
Multiracial	—	6	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 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 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level ELA: Non-AYP Groups

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	143	100%
Not Black or African American	143	100%
Not Hispanic or Latino	129	100%
Not Asian or Native Hawaiian/Other Pacific Islander	101	100%
Not White	62	100%
Not Multiracial	137	100%
General Education	128	100%
English Proficient	139	100%
Not Economically Disadvantaged	143	100%
Male	63	100%
Female	80	100%
Migrant	0	—
Not Migrant	143	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	144	196
Not Black or African American	144	196
Not Hispanic or Latino	130	195
Not Asian or Native Hawaiian/Other Pacific Islander	101	199
Not White	63	192
Not Multiracial	138	196
General Education	129	197
English Proficient	139	198
Not Economically Disadvantaged	144	196
Male	63	195
Female	81	196
Migrant	0	—
Not Migrant	144	196

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	143	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	✔	42	100%
White	✔	81	100%
Multiracial	—	6	—
Students With Disabilities	—	15	—
Limited English Proficient	—	4	—
Economically Disadvantaged	—	0	—

✔ 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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	144	195	127	127
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	43	195	149	149
White	✔	81	195	143	143
Multiracial	—	6	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 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 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level Math: Non-AYP Groups

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	143	100%
Not Black or African American	143	100%
Not Hispanic or Latino	129	100%
Not Asian or Native Hawaiian/Other Pacific Islander	101	100%
Not White	62	100%
Not Multiracial	137	100%
General Education	128	100%
English Proficient	139	100%
Not Economically Disadvantaged	143	100%
Male	63	100%
Female	80	100%
Migrant	0	—
Not Migrant	143	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	144	195
Not Black or African American	144	195
Not Hispanic or Latino	130	195
Not Asian or Native Hawaiian/Other Pacific Islander	101	195
Not White	63	195
Not Multiracial	138	195
General Education	129	198
English Proficient	139	195
Not Economically Disadvantaged	144	195
Male	63	195
Female	81	195
Migrant	0	—
Not Migrant	144	195

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**

DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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) ÷ 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	184	190	196	195	191
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	184	196	188	195	191
White	185	190	199	195	192
Multiracial	—	—	—	—	—
Students With Disabilities	148	152	—	—	150
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Graduation Rate: AYP

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 660406030003
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: YES

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✔	145	99%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	41	98%	80%	80%
White	✔	93	100%	80%	80%
Multiracial	—	3	—	—	—
Students With Disabilities	—	14	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.

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 - the graduation rate of the 2006 four-year graduation-rate total cohort) x 0.1] + the graduation rate of the 2006 four-year graduation-rate total cohort

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	✔	180	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✔	41	98%	80%	80%
White	✔	131	99%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	28	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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 - the graduation rate of the 2005 five-year graduation-rate total cohort) x 0.2] + the graduation rate of the 2005 five-year graduation-rate total cohort

Graduation Rate: Non-AYP

SCHOOL: EDGEMONT JUNIOR-SENIOR HIGH SCHOOL **SCHOOL ID: 660406030003**
DISTRICT: EDGEMONT UNION FREE SCHOOL DISTRICT

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	144	99%	180	99%
Not Black or African American	141	99%	179	99%
Not Hispanic or Latino	142	99%	173	99%
Not Asian or Native Hawaiian/Other Pacific Islander	104	100%	139	99%
Not White	52	98%	49	98%
Not Multiracial	142	99%	180	99%
General Education	131	99%	152	99%
English Proficient	144	99%	177	99%
Not Economically Disadvantaged	145	99%	180	99%
Male	69	99%	86	98%
Female	76	100%	94	100%
Migrant	0	—	0	—
Not Migrant	145	99%	180	99%

— 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 0%, 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 0%, which did not exceed the State average of 3%.