



The New York State Accountability Report 2011-12

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:

Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

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

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

Elementary/Middle-Level ELA: Participation

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	✓	1,224,868	99%
American Indian or Alaska Native	✓	6,364	99%
Black or African American	✓	227,787	99%
Hispanic or Latino	✓	281,520	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	101,953	100%
White	✓	597,068	99%
Multiracial	✓	10,176	99%
Students with Disabilities	✓	208,427	98%
Limited English Proficient	✓	92,180	99%
Economically Disadvantaged	✓	669,165	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.

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

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

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

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1,172,190	149	149	149
American Indian or Alaska Native	✗	5,943	135	136	136
Black or African American	✗	213,935	127	129	129
Hispanic or Latino	✗	264,068	130	131	131
Asian or Native Hawaiian/Other Pacific Islander	✓	96,683	166	164	164
White	✓	582,148	163	163	163
Multiracial	✗	9,413	153	157	157
Students with Disabilities	✗	205,770 [†]	95 [†]	100	100
Limited English Proficient	✗	116,551 [‡]	104 [‡]	109	109
Economically Disadvantaged	✗	630,409	132	133	133

✓ 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.

[†]Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

[‡]Includes former limited English proficient students because the number of limited English proficient students 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: $2010\text{--}11 \text{ PI} + (200 - \text{the } 2010\text{--}11 \text{ PI}) \times 0.10$

Elementary/Middle-Level ELA: Non-AYP Groups

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	1,218,504	99%
Not Black or African American	997,081	99%
Not Hispanic or Latino	943,348	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1,122,915	99%
Not White	627,800	99%
Not Multiracial	1,214,692	99%
General Education	1,016,441	100%
English Proficient	1,132,688	99%
Not Economically Disadvantaged	555,703	99%
Male	630,642	99%
Female	594,226	99%
Migrant	826	97%
Not Migrant	1,224,042	99%

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,166,247	149
Not Black or African American	958,255	154
Not Hispanic or Latino	908,122	155
Not Asian or Native Hawaiian/Other Pacific Islander	1,075,507	148
Not White	590,042	136
Not Multiracial	1,162,777	149
General Education	966,420	161
English Proficient	1,055,639	154
Not Economically Disadvantaged	541,781	170
Male	602,093	143
Female	570,097	156
Migrant	707	99
Not Migrant	1,171,483	149

Elementary/Middle-Level Math: AYP

Adequate Yearly Progress: In elementary/middle-level (grades 3–8) math, 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

Elementary/Middle-Level Math: Participation

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	✓	1,225,331	99%
American Indian or Alaska Native	✓	6,370	99%
Black or African American	✓	227,846	99%
Hispanic or Latino	✓	281,717	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	102,047	100%
White	✓	597,150	99%
Multiracial	✓	10,201	99%
Students with Disabilities	✓	208,455	98%
Limited English Proficient	✓	92,415	99%
Economically Disadvantaged	✓	669,493	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.

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

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

Elementary/Middle-Level (Grades 3–8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	1,176,794	161	163	163
American Indian or Alaska Native	✗	5,949	148	151	151
Black or African American	✗	214,203	137	141	141
Hispanic or Latino	✗	266,675	147	149	149
Asian or Native Hawaiian/Other Pacific Islander	✓	98,065	184	184	184
White	✗	582,490	172	173	173
Multiracial	✗	9,412	160	165	165
Students with Disabilities	✗	205,738 [†]	114 [†]	121	121
Limited English Proficient	✗	121,774 [‡]	136 [‡]	139	139
Economically Disadvantaged	✗	634,565	147	150	150

✓ 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.

[†]Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

[‡]Includes former limited English proficient students because the number of limited English proficient students 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: $2010\text{--}11 \text{ PI} + (200 - \text{the } 2010\text{--}11 \text{ PI}) \times 0.10$

Elementary/Middle-Level Math: Non-AYP Groups

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	1,218,961	99%
Not Black or African American	997,485	99%
Not Hispanic or Latino	943,614	99%
Not Asian or Native Hawaiian/ Other Pacific Islander	1,123,284	99%
Not White	628,181	99%
Not Multiracial	1,215,130	99%
General Education	1,016,876	100%
English Proficient	1,132,916	99%
Not Economically Disadvantaged	555,838	99%
Male	630,911	99%
Female	594,420	99%
Migrant	832	99%
Not Migrant	1,224,499	99%

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,170,845	161
Not Black or African American	962,591	166
Not Hispanic or Latino	910,119	165
Not Asian or Native Hawaiian/Other Pacific Islander	1,078,729	158
Not White	594,304	150
Not Multiracial	1,167,382	161
General Education	971,056	170
English Proficient	1,055,020	163
Not Economically Disadvantaged	542,229	177
Male	604,630	159
Female	572,164	163
Migrant	719	126
Not Migrant	1,176,075	161

Elementary/Middle-Level Science: AYP

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

Elementary/Middle-Level Science: Participation

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

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

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	406,730	98%
American Indian or Alaska Native	✓	2,160	96%
Black or African American	✓	75,548	96%
Hispanic or Latino	✓	93,021	97%
Asian or Native Hawaiian/Other Pacific Islander	✓	33,925	99%
White	✓	198,902	99%
Multiracial	✓	3,174	98%
Students with Disabilities	✓	69,556	96%
Limited English Proficient	✓	31,084	97%
Economically Disadvantaged	✓	219,871	97%

✓ 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.

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

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

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

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	*	384,555	177	178	178
American Indian or Alaska Native	*	1,964	170	172	172
Black or African American	*	69,158	157	160	159
Hispanic or Latino	*	86,129	162	164	163
Asian or Native Hawaiian/ Other Pacific Islander	*	32,236	185	186	186
White	✓	192,199	190	190	190
Multiracial	✓	2,869	186	186	186
Students with Disabilities	*	66,510 [†]	148 [†]	153	151
Limited English Proficient	*	36,890 [‡]	141 [‡]	149	147
Economically Disadvantaged	*	204,003	165	167	166

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

* Performance Index is less than Effective Annual Measurable Objective and Progress Target.

[†]Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

[‡]Includes former limited English proficient students because the number of limited English proficient students 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

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	404,570	98%
Not Black or African American	331,182	98%
Not Hispanic or Latino	313,709	98%
Not Asian or Native Hawaiian/Other Pacific Islander	372,805	98%
Not White	207,828	97%
Not Multiracial	403,556	98%
General Education	337,174	98%
English Proficient	375,646	98%
Not Economically Disadvantaged	186,859	98%
Male	208,848	98%
Female	197,882	98%
Migrant	267	96%
Not Migrant	406,463	98%

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	382,591	177
Not Black or African American	315,397	182
Not Hispanic or Latino	298,426	181
Not Asian or Native Hawaiian/Other Pacific Islander	352,319	176
Not White	192,356	165
Not Multiracial	381,686	177
General Education	318,045	183
English Proficient	347,665	181
Not Economically Disadvantaged	180,552	191
Male	196,869	177
Female	187,686	178
Migrant	220	151
Not Migrant	384,335	177

Secondary-Level ELA: AYP

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

Secondary-Level ELA: Participation

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%	12 th Graders	Percent of 12 th Graders with Valid Test Scores
All Students	✓	201,616	99%
American Indian or Alaska Native	✓	890	98%
Black or African American	✓	37,523	98%
Hispanic or Latino	✓	40,063	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	17,802	100%
White	✓	104,622	99%
Multiracial	✓	716	98%
Students with Disabilities	✓	21,887	97%
Limited English Proficient	✓	9,386	98%
Economically Disadvantaged	✓	83,997	99%

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

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

Secondary-Level ELA: Performance

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	✓	197,751	159	158	158
American Indian or Alaska Native	✓	914	141	139	139
Black or African American	✓	36,023	135	133	133
Hispanic or Latino	✓	39,188	137	136	136
Asian or Native Hawaiian/Other Pacific Islander	✓	17,065	171	171	171
White	✓	103,859	174	173	173
Multiracial	✗	702	160	161	161
Students with Disabilities	✓	27,530 ¹	97 ¹	96	96
Limited English Proficient	✗	11,473 ²	94 ²	100	100
Economically Disadvantaged	✓	84,154	141	140	140

✓ 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.

¹Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

²Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2008 Accountability Cohort:

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

Performance Index (PI):

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

Effective Annual Measurable Objective (EAMO):

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

Safe Harbor Target:

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

Secondary-Level ELA: Non-AYP Groups

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12 th Graders	Percent of 12 th Graders with Valid Test Scores
Not American Indian or Alaska Native	200,726	99%
Not Black or African American	164,093	99%
Not Hispanic or Latino	161,553	99%
Not Asian or Native Hawaiian/Other Pacific Islander	183,814	99%
Not White	96,994	99%
Not Multiracial	200,900	99%
General Education	179,729	99%
English Proficient	192,230	99%
Not Economically Disadvantaged	117,619	99%
Male	101,097	99%
Female	100,519	99%
Migrant	60	100%
Not Migrant	201,556	99%

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	196,837	159
Not Black or African American	161,728	164
Not Hispanic or Latino	158,563	165
Not Asian or Native Hawaiian/Other Pacific Islander	180,686	158
Not White	93,892	142
Not Multiracial	197,049	159
General Education	170,221	169
English Proficient	186,278	163
Not Economically Disadvantaged	113,597	173
Male	99,911	152
Female	97,840	166
Migrant	68	101
Not Migrant	197,683	159

Secondary-Level Math: AYP

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

Secondary-Level Math: Participation

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%	12 th Graders	Percent of 12 th Graders with Valid Test Scores
All Students	✓	201,616	99%
American Indian or Alaska Native	✓	890	99%
Black or African American	✓	37,523	98%
Hispanic or Latino	✓	40,063	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	17,802	99%
White	✓	104,622	99%
Multiracial	✓	716	98%
Students with Disabilities	✓	21,887	97%
Limited English Proficient	✓	9,386	98%
Economically Disadvantaged	✓	83,997	98%

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

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

Secondary-Level Math: Performance

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	*	197,751	132	135	135
American Indian or Alaska Native	*	914	110	111	111
Black or African American	*	36,023	99	102	102
Hispanic or Latino	*	39,188	104	107	107
Asian or Native Hawaiian/Other Pacific Islander	*	17,065	162	163	163
White	*	103,859	150	153	153
Multiracial	*	702	132	137	137
Students with Disabilities	*	27,530 [†]	75 [†]	81	81
Limited English Proficient	*	11,473 [‡]	96 [‡]	100	100
Economically Disadvantaged	*	84,154	111	114	114

✓ 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.

[†]Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

[‡]Includes former limited English proficient students because the number of limited English proficient students 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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

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: $2010\text{--}11 \text{ PI} + (200 - \text{the } 2010\text{--}11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12 th Graders	Percent of 12 th Graders with Valid Test Scores
Not American Indian or Alaska Native	200,726	99%
Not Black or African American	164,093	99%
Not Hispanic or Latino	161,553	99%
Not Asian or Native Hawaiian/Other Pacific Islander	183,814	99%
Not White	96,994	98%
Not Multiracial	200,900	99%
General Education	179,729	99%
English Proficient	192,230	99%
Not Economically Disadvantaged	117,619	99%
Male	101,097	99%
Female	100,519	99%
Migrant	60	100%
Not Migrant	201,556	99%

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	196,837	132
Not Black or African American	161,728	140
Not Hispanic or Latino	158,563	139
Not Asian or Native Hawaiian/Other Pacific Islander	180,686	129
Not White	93,892	113
Not Multiracial	197,049	132
General Education	170,221	142
English Proficient	186,278	135
Not Economically Disadvantaged	113,597	148
Male	99,911	130
Female	97,840	135
Migrant	68	94
Not Migrant	197,683	132

Unweighted Combined ELA and Math PIs

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	149	161	159	132	150
American Indian or Alaska Native	135	148	141	110	134
Black or African American	127	137	135	99	125
Hispanic or Latino	130	147	137	104	130
Asian or Native Hawaiian/Other Pacific Islander	166	184	171	162	171
White	163	172	174	150	165
Multiracial	153	160	160	132	151
Students with Disabilities	95	114	97	75	95
Limited English Proficient	104	136	94	96	108
Economically Disadvantaged	132	147	141	111	133

Graduation Rate: AYP

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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

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	✓	222,349	77%	80%	77%
American Indian or Alaska Native	✗	1,121	63%	80%	66%
Black or African American	✗	43,792	63%	80%	66%
Hispanic or Latino	✗	45,041	63%	80%	65%
Asian or Native Hawaiian/Other Pacific Islander	✓	17,189	86%	80%	80%
White	✓	114,618	87%	80%	80%
Multiracial	✓	588	80%	80%	79%
Students with Disabilities	✗	34,492 [†]	49% [†]	80%	52%
Limited English Proficient	✗	14,671 [‡]	50% [‡]	80%	55%
Economically Disadvantaged	✗	93,742	68%	80%	70%

✓ 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.

[†]Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

[‡]Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

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	✓	224,734	80%	80%	79%
American Indian or Alaska Native	✗	1,086	65%	80%	70%
Black or African American	✗	44,560	68%	80%	70%
Hispanic or Latino	✗	43,360	68%	80%	69%
Asian or Native Hawaiian/Other Pacific Islander	✓	16,544	89%	80%	80%
White	✓	118,716	87%	80%	80%
Multiracial	✓	468	83%	80%	78%
Students with Disabilities	✗	34,905 [†]	52% [†]	80%	57%
Limited English Proficient	✓	13,591 [‡]	59% [‡]	80%	58%
Economically Disadvantaged	✗	87,358	74%	80%	75%

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

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

[†]Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

[‡]Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

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

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	221,228	77%	223,648	80%
Not Black or African American	178,557	80%	180,174	83%
Not Hispanic or Latino	177,308	81%	181,374	83%
Not Asian or Native Hawaiian/Other Pacific Islander	205,160	76%	208,190	79%
Not White	107,731	67%	106,018	71%
Not Multiracial	221,761	77%	224,266	80%
General Education	189,659	82%	191,639	85%
English Proficient	210,273	79%	213,260	81%
Not Economically Disadvantaged	128,607	84%	137,376	84%
Male	114,060	74%	114,750	77%
Female	108,289	81%	109,984	83%
Migrant	90	59%	85	62%
Not Migrant	222,259	77%	224,649	80%

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 statewide is 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 statewide is 3%.