



## **The New York State School Report Card [2012 - 13]**

**NAME:** CHENANGO FORKS HIGH SCHOOL

**BEDS Code:** 030101060003

**PRINCIPAL :** John Hillis

**ADDRESS:** 1 GORDON DR, BINGHAMTON, NY 13901

**PHONE:** (607) 648-7544

**GRADE CONFIGURATION:** 9, 10, 11, 12

**The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.**

# CHENANGO FORKS HIGH SCHOOL Enrollment (2012 - 13)

K-12 Enrollment: 459

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

## Students by Gender

Male		Female	
247	54%	212	46%

## Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
2	10	5	2	437	3
0%	2%	1%	0%	95%	1%

## Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	75	16%	111	24%

\*Fields with dashes have data [suppressed](#) in order to prevent reporting personally identifiable information.

## Students by Grade

9th Grade	10th Grade	11th Grade	12th Grade
129	109	110	111

## Average Class Size (2012 - 13)

Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
23	26	24	23

## Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
84	18%	33	7%

## Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
96%	25	5%

## Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	4%

## Staff Counts (2012 - 13)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	0	3	0

## Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	30	27	31
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	3%	0%	6%
Total Number of Core Classes	109	85	98
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	128	103	120
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

## High School Completers (2012 - 13)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	104	104	101	97%	47	45%
General Education	89	89	89	100%	45	51%
Students with Disabilities	15	15	12	80%	2	13%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	3	3%	3	3%	0	0%
General Education	3	3%	0	0%	0	0%
Students with Disabilities	0	0%	3	20%	0	0%

## High School Non-completers (2012 - 13)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

## Post-graduation Plans of Completers (2012 - 13)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	35	34%	57	55%	3	3%	4	4%
General Education	33	37%	47	53%	2	2%	3	3%
Students with Disabilities	2	13%	10	67%	1	7%	1	7%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	5	5%	0	0%	0	0%	0	0%
General Education	4	4%	0	0%	0	0%	0	0%
Students with Disabilities	1	7%	0	0%	0	0%	0	0%

# Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

## NAEP Grade 4 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	30	33	28	9
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	19	27	36	18
Black or African American	45	34	18	3
Hispanic or Latino	44	35	17	4
White	20	33	35	12
Multiracial	*	*	*	*
Students with Disabilities	69	22	7	2
Limited English Proficient	75	21	4	*
Economically Disadvantaged	43	34	19	4

## NAEP Grade 4 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	18	42	33	7
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	6	25	48	21
Black or African American	33	50	16	1
Hispanic or Latino	27	49	22	2
White	9	41	42	8
Multiracial	*	*	*	*
Students with Disabilities	43	42	14	1
Limited English Proficient	54	36	10	*
Economically Disadvantaged	26	48	23	3

\*Reporting standards not met.



# Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

## NAEP Grade 8 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	24	41	30	5
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	17	33	38	12
Black or African American	37	45	17	1
Hispanic or Latino	36	45	18	1
White	14	40	40	6
Multiracial	*	*	*	*
Students with Disabilities	56	36	8	*
Limited English Proficient	80	19	1	*
Economically Disadvantaged	35	44	20	1

## NAEP Grade 8 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	28	40	24	8
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	14	27	33	26
Black or African American	50	38	11	1
Hispanic or Latino	44	42	12	2
White	15	41	34	10
Multiracial	*	*	*	*
Students with Disabilities	66	27	6	1
Limited English Proficient	75	21	3	1
Economically Disadvantaged	42	39	15	4

\*Reporting standards not met.

# Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

## NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

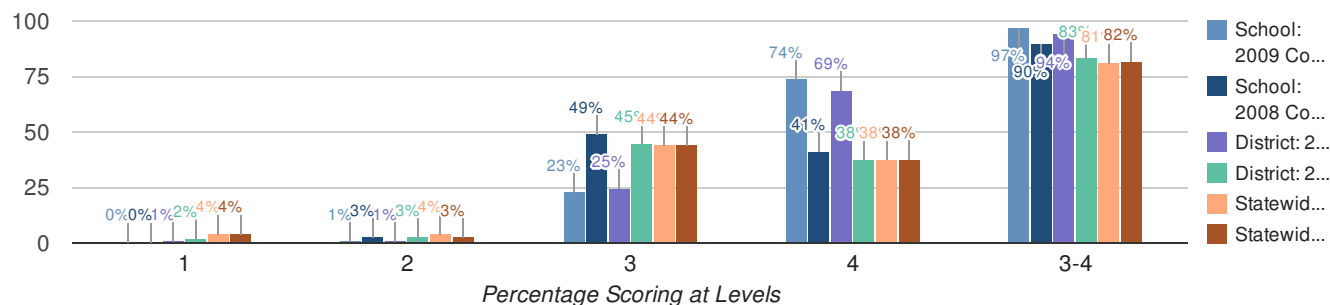
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91

Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

# Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

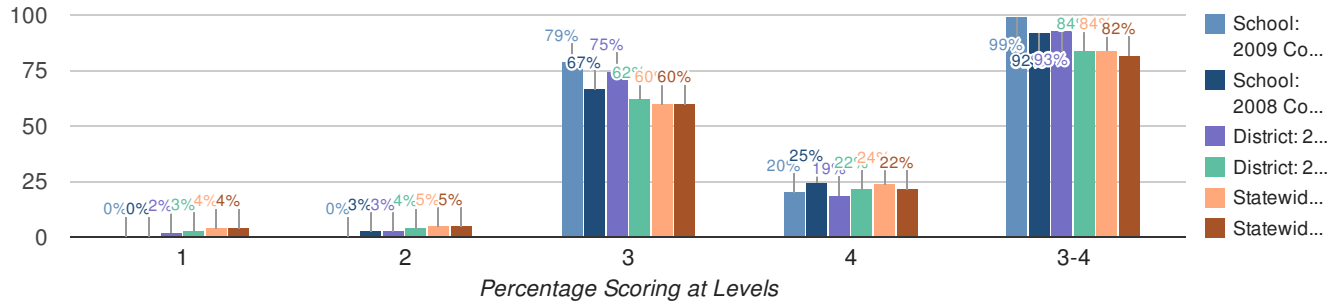
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	109	0	1	23	74	97	110	0	3	49	41	90
General Education	94	0	0	15	83	98	93	0	1	46	46	92
Students with Disabilities	15	0	7	73	20	93	17	0	12	65	12	76
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	1	23	74	97	104	0	2	48	42	90
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	0	0	20	80	100	6	0	17	67	17	83
Female	55	0	2	22	76	98	54	0	4	35	52	87
Male	54	0	0	24	72	96	56	0	2	63	30	93
English Proficient	109	0	1	23	74	97	110	0	3	49	41	90
Economically Disadvantaged	27	0	4	30	63	93	31	0	3	58	19	77
Not Economically Disadvantaged	82	0	0	21	78	99	79	0	3	46	49	95
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	109	0	1	23	74	97	108	—	—	—	—	—

# Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

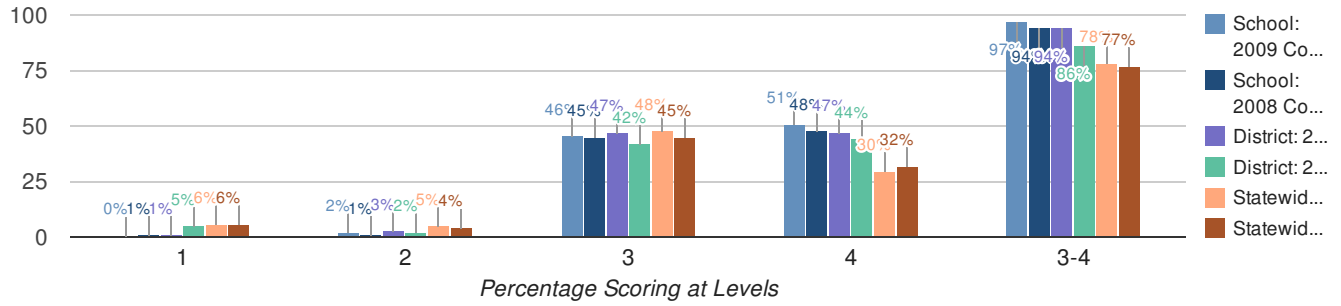
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	109	0	0	79	20	99	110	0	3	67	25	92
General Education	94	0	0	77	22	99	93	0	0	66	29	95
Students with Disabilities	15	0	0	93	7	100	17	0	18	76	0	76
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	0	81	18	99	104	0	3	66	25	91
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	0	0	40	60	100	6	0	0	83	17	100
Female	55	0	0	80	20	100	54	0	2	61	30	91
Male	54	0	0	78	20	98	56	0	4	73	20	93
English Proficient	109	0	0	79	20	99	110	0	3	67	25	92
Economically Disadvantaged	27	0	0	81	15	96	31	0	3	81	3	84
Not Economically Disadvantaged	82	0	0	78	22	100	79	0	3	62	33	95
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	109	0	0	79	20	99	108	—	—	—	—	—

# Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

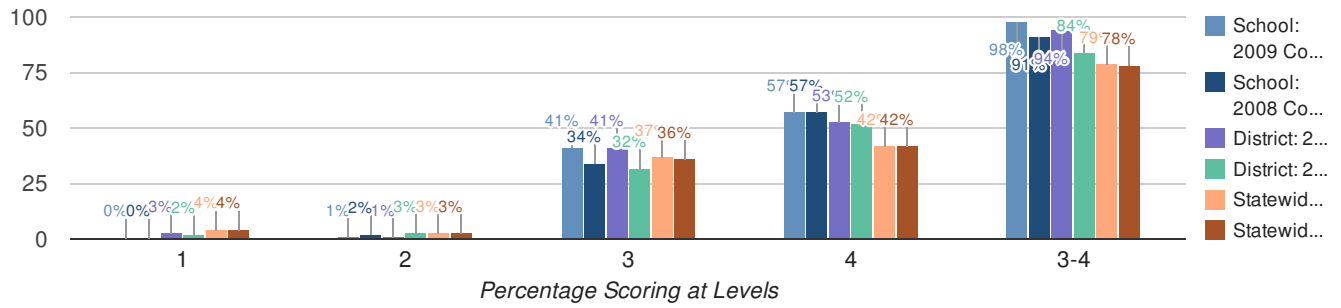
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	109	0	2	46	51	97	110	1	1	45	48	94
General Education	94	0	0	43	56	99	93	1	0	43	53	96
Students with Disabilities	15	0	13	67	20	87	17	0	6	59	24	82
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	2	47	50	97	104	1	0	44	50	94
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	0	0	20	80	100	6	0	17	67	17	83
Female	55	0	2	60	38	98	54	0	0	44	50	94
Male	54	0	2	31	65	96	56	2	2	46	46	93
English Proficient	109	0	2	46	51	97	110	1	1	45	48	94
Economically Disadvantaged	27	0	4	48	44	93	31	3	3	55	29	84
Not Economically Disadvantaged	82	0	1	45	54	99	79	0	0	42	56	97
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	109	0	2	46	51	97	108	—	—	—	—	—

# Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

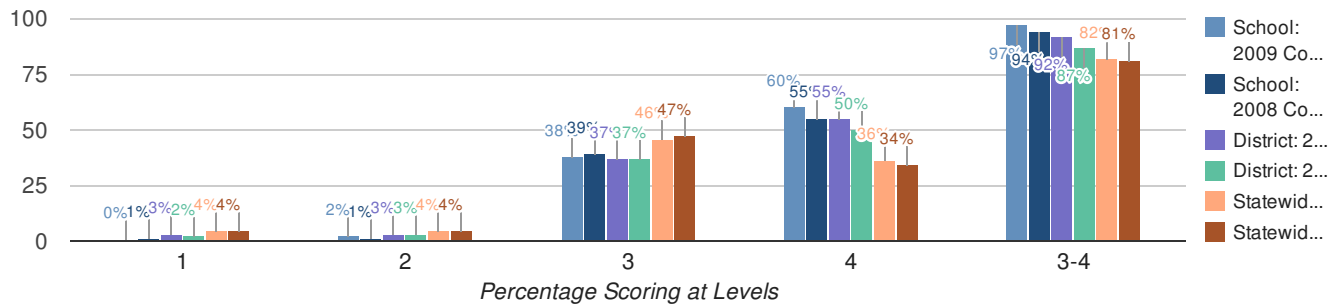
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	109	0	1	41	57	98	110	0	2	34	57	91
General Education	94	0	1	35	63	98	93	0	0	31	62	94
Students with Disabilities	15	0	0	80	20	100	17	0	12	47	29	76
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	1	42	56	98	104	0	2	32	59	90
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	0	0	20	80	100	6	0	0	67	33	100
Female	55	0	2	45	53	98	54	0	2	31	57	89
Male	54	0	0	37	61	98	56	0	2	36	57	93
English Proficient	109	0	1	41	57	98	110	0	2	34	57	91
Economically Disadvantaged	27	0	4	44	48	93	31	0	3	52	26	77
Not Economically Disadvantaged	82	0	0	40	60	100	79	0	1	27	70	96
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	109	0	1	41	57	98	108	—	—	—	—	—

# Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	109	0	2	38	60	97	110	1	1	39	55	94
General Education	94	0	0	32	67	99	93	1	0	35	60	96
Students with Disabilities	15	0	13	73	13	87	17	0	6	59	24	82
American Indian or Alaska Native	1	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	3	—	—	—	—	—
White	104	0	2	39	58	97	104	1	0	38	56	94
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	0	0	0	100	100	6	0	17	50	33	83
Female	55	0	2	45	53	98	54	2	0	37	57	94
Male	54	0	2	30	67	96	56	0	2	41	52	93
English Proficient	109	0	2	38	60	97	110	1	1	39	55	94
Economically Disadvantaged	27	0	4	44	48	93	31	0	3	58	29	87
Not Economically Disadvantaged	82	0	1	35	63	99	79	1	0	32	65	96
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	109	0	2	38	60	97	108	—	—	—	—	—

# Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	99	97	97	59	90	97	90	8
General Education	85	99	99	66	68	99	94	10
Students with Disabilities	14	86	86	14	22	91	77	0
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	1	—	—	—	0	0	0	0
White	93	97	97	60	89	—	—	—
Multiracial	2	—	—	—	0	0	0	0
Small Group Total	6	100	100	33	90	97	90	8
Female	40	98	98	58	44	98	93	14
Male	59	97	97	59	46	96	87	2
English Proficient	99	97	97	59	90	97	90	8
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	21	95	95	38	24	92	75	4
Not Economically Disadvantaged	78	97	97	64	66	98	95	9
Migrant	0	0	0	0	0	0	0	0
Not Migrant	99	97	97	59	90	97	90	8



# Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	88	98	93	36	65	89	78	38
General Education	85	—	—	—	62	—	—	—
Students with Disabilities	3	—	—	—	3	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	3	—	—	—	0	0	0	0
Hispanic or Latino	2	—	—	—	0	0	0	0
White	82	98	93	38	65	89	78	38
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	6	100	100	17	0	0	0	0
Female	47	96	87	38	24	88	67	42
Male	41	100	100	34	41	90	85	37
English Proficient	88	98	93	36	65	89	78	38
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	16	94	94	31	12	100	92	50
Not Economically Disadvantaged	72	99	93	38	53	87	75	36
Migrant	0	0	0	0	0	0	0	0
Not Migrant	88	98	93	36	65	89	78	38

# Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	116	97	92	46	105	99	96	70
General Education	93	100	99	56	89	100	98	79
Students with Disabilities	23	87	65	4	16	94	88	25
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	4	—	—	—	1	—	—	—
Hispanic or Latino	0	0	0	0	1	—	—	—
White	112	—	—	—	99	99	96	73
Multiracial	0	0	0	0	2	—	—	—
Small Group Total	116	97	92	46	6	100	100	33
Female	49	98	94	31	44	98	93	61
Male	67	97	91	57	61	100	98	77
English Proficient	116	97	92	46	105	99	96	70
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	34	100	88	35	27	100	89	41
Not Economically Disadvantaged	82	96	94	50	78	99	99	81
Migrant	0	0	0	0	0	0	0	0
Not Migrant	116	97	92	46	105	99	96	70

# Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	124	100	99	64	87	95	79	26
General Education	104	100	99	72	68	99	85	34
Students with Disabilities	20	100	100	20	19	84	58	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	3	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	0	0	0	0
White	119	100	99	63	87	95	79	26
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	5	100	100	80	0	0	0	0
Female	57	100	100	54	43	98	79	19
Male	67	100	99	72	44	93	80	34
English Proficient	124	100	99	64	87	95	79	26
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	31	100	100	58	28	89	64	11
Not Economically Disadvantaged	93	100	99	66	59	98	86	34
Migrant	0	0	0	0	0	0	0	0
Not Migrant	124	100	99	64	87	95	79	26

# Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	72	85	61	13	49	94	78	31
General Education	69	—	—	—	47	—	—	—
Students with Disabilities	3	—	—	—	2	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	0	0	0	0	0	0	0	0
White	69	—	—	—	48	—	—	—
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	72	85	61	13	49	94	78	31
Female	31	77	55	13	19	89	68	21
Male	41	90	66	12	30	97	83	37
English Proficient	72	85	61	13	49	94	78	31
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	15	60	47	7	9	100	89	0
Not Economically Disadvantaged	57	91	65	14	40	93	75	38
Migrant	0	0	0	0	0	0	0	0
Not Migrant	72	85	61	13	49	94	78	31

# Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	1	—	1	—	0	0
General Education	0	—	0	—	0	0
Students with Disabilities	1	—	1	—	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	1	—	1	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	1	—	1	—	0	0
Female	0	—	0	—	0	0
Male	1	—	1	—	0	0
English Proficient	1	—	1	—	0	0
Limited English Proficient	0	—	0	—	0	0
Economically Disadvantaged	1	—	1	—	0	0
Not Economically Disadvantaged	0	—	0	—	0	0
Migrant	0	—	0	—	0	0
Not Migrant	1	—	1	—	0	0

# Regents Competency Test Results (2012 - 13)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	0	0	1	—	0	0
General Education	0	0	0	—	0	0
Students with Disabilities	0	0	1	—	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
White	0	0	1	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	0	0	1	—	0	0
Female	0	0	1	—	0	0
Male	0	0	0	—	0	0
English Proficient	0	0	1	—	0	0
Limited English Proficient	0	0	0	—	0	0
Economically Disadvantaged	0	0	0	—	0	0
Not Economically Disadvantaged	0	0	1	—	0	0
Migrant	0	0	0	—	0	0
Not Migrant	0	0	1	—	0	0

# Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	108	100%	✓	103	191	153	153
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	3	—	—	2	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	102	100%	✓	98	191	166	166
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	15	—	—	14	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	25	—	—	24	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	107	100%	102	191
Not Black or African American	105	100%	101	191
Not Hispanic or Latino	107	100%	102	191
Not Asian or Native Hawaiian/Other Pacific Islander	108	100%	103	191
Not White	6	—	5	—
Not Multiracial	107	100%	102	191
General Education	93	100%	89	197
English Proficient	108	100%	103	191
Not Economically Disadvantaged	83	100%	79	192
Male	51	100%	50	188
Female	57	100%	53	194
Migrant	0	—	0	—
Not Migrant	108	100%	103	191

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

# Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	108	99%	✓	103	155	132	132
American Indian or Alaska Native	—	—	1	—	—	1	—	—	—
Black or African American	—	—	3	—	—	2	—	—	—
Hispanic or Latino	—	—	1	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	102	99%	✓	98	153	148	146
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	—	—	15	—	—	14	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	25	—	—	24	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	107	99%	102	155
Not Black or African American	105	99%	101	154
Not Hispanic or Latino	107	99%	102	155
Not Asian or Native Hawaiian/Other Pacific Islander	108	99%	103	155
Not White	6	—	5	—
Not Multiracial	107	99%	102	155
General Education	93	99%	89	163
English Proficient	108	99%	103	155
Not Economically Disadvantaged	83	99%	79	156
Male	51	100%	50	156
Female	57	98%	53	155
Migrant	0	—	0	—
Not Migrant	108	99%	103	155

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.



## Unweighted Combined ELA and Math PIs

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	—	—	191	155	173
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	191	153	172
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	—	—	—
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

# Overall Graduation Rate for Accountability

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.

## Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	110	88%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	104	88%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	17	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	31	74%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

## Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	151	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	146	98%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	16	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	41	93%	80%	80%

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

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

— There were fewer than 30 students in the cohort.

## Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	109	88%	151	97%
Not Black or African American	108	89%	150	97%
Not Hispanic or Latino	107	88%	149	98%
Not Asian or Native Hawaiian/Other Pacific Islander	110	88%	150	97%
Not White	6	—	5	—
Not Multiracial	110	88%	150	97%
General Education	93	88%	135	98%
English Proficient	110	88%	151	97%
Not Economically Disadvantaged	79	94%	110	99%
Male	56	91%	71	100%
Female	54	85%	80	95%
Migrant	2	—	0	—
Not Migrant	108	88%	151	97%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This School)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This School Exceeded Statewide
39%	30%	YES
Regents Diploma with CTE Endorsement (This School)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This School Exceeded Statewide
14%	3%	YES

## Glossary of Terms - Report Cards Data

<b>Alternative High School Equivalency Preparation Program (AHSEPP)</b>	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
<b>Attendance Rate</b>	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
<b>Average Class Size</b>	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
<b>Completers</b>	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
<b>Core Classes</b>	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
<b>Disability Status</b>	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
<b>Dropouts</b>	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
<b>Economically Disadvantaged</b>	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
<b>Free and Reduced-Price Lunch (FRPL)</b>	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
<b>Gender</b>	Gender of the student being reported, as identified by the parent/guardian.
<b>Grade Level</b>	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

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**Graduates**

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

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**High School Completers**

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

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**Highly Qualified Teachers**

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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**Limited English Proficiency**

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

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**National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

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**New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

### **New York State English as a Second Language Achievement Test (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **New York State Testing Program (NYSTP)**

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

### **Non-completers**

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

### **Out of Certification**

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

### **Performance Levels**

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

### **Race/Ethnicity**

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

### **Recently Arrived LEP Students**

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

### **Regents Competency Tests**

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest



score is included in the annual results.

<b>Regents Examinations</b>	Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
<b>Staff Counts</b>	Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.
<b>Suspensions</b>	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
<b>Teacher Turnover Rate</b>	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.
<b>Total Cohort</b>	A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the <a href="#">SIRS Manual</a> .

# Glossary of Terms - Accountability Data

## Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

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 the [ESEA Flexibility Waiver](#).

## 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 [Understanding Accountability in New York State](#).

<b>BEDS Day</b>	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
<b>Cohort</b>	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the <a href="#">SIRS Manual</a>.</p> <p><b>Accountability Cohort:</b> Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p><b>Graduation-Rate Total Cohort:</b> Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
<b>Effective Annual Measurable Objective (EAMO)</b>	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 on the <a href="#">New York State Accountability</a> page under the header "Annual Measurable Objectives."
<b>Graduation Rate</b>	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
<b>Medically Excused</b>	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
<b>Performance Index (PI)</b>	<p>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).</p> <p><b>Elementary/middle-level ELA/math:</b> 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: <math display="block">\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</math></p> <p><b>Elementary/middle-level science:</b> 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: <math display="block">\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</math></p> <p><b>Secondary-level ELA/math:</b> 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: <math display="block">\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</math></p>
<b>Progress Target</b>	<p><b>Elementary/middle-level science:</b> A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p><b>Four-year Graduation Rate:</b> The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: <math display="block">[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}</math></p> <p><b>Five-year Graduation Rate:</b> The Progress Target for the current five-year graduation-rate total cohort is</p>

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target:  $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$ .

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**Safe Harbor Target**

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula:  $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$ .

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

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**Unweighted Combined PI**

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:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .