



**The New York State School Report Card [2013 - 14]**

**NAME: DAVIS ELEMENTARY SCHOOL**

**BEDS Code: 161501060011**

**ADDRESS: 183 WEBSTER ST, MALONE, NY 12953**

**PHONE: (518) 483-7802**

**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.**

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 2013 - 14 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	
302	56%	237	44%

**Students by Ethnicity**

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
3	2	0	4	526	4
1%	0%	0%	1%	98%	1%

**Other Groups**

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	71	13%	304	56%

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

**Students by Grade**

Pre-K (Half Day)	Pre-K (Full Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade
25	18	108	79	106	90
4th Grade	5th Grade				
87	69				

**Average Class Size (2013 - 14)**

Common Branch
19

**Free and Reduced-Price Lunch (2013 - 14)**

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
250	46%	47	9%

**Attendance and Suspensions (2012 - 13)**

Annual Attendance Rate	Student Suspensions	
95%	2	0%

**Teacher Turnover Rate (2012 - 13)**

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	2%

**Staff Counts (2013 - 14)**

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	1	11	0

**Teacher Qualifications (2011-12 through 2013-14)**

	<b>2011 - 12</b>	<b>2012 - 13</b>	<b>2013 - 14</b>
<b>Total Number of Teachers</b>	45	42	43
<b>Percent with No Valid Teaching Certificate</b>	0%	0%	0%
<b>Percent Teaching Out of Certification</b>	0%	0%	0%
<b>Percent with Fewer Than Three Years of Experience</b>	4%	5%	2%
<b>Percentage with Master's Degree Plus 30 Hours or Doctorate</b>	38%	45%	44%
<b>Total Number of Core Classes</b>	40	131	77
<b>Percent Not Taught by Highly Qualified Teachers in This School</b>	0%	0%	0%
<b>Percent Not Taught by Highly Qualified Teachers in This District</b>	0%	1%	1%
<b>Percent Not Taught by Highly Qualified Teachers Statewide</b>	2%	3%	4%
<b>Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide</b>	4%	6%	9%
<b>Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide</b>	1%	1%	1%
<b>Total Number of Classes</b>	68	149	93
<b>Percent Taught by Teachers Without Appropriate Certification</b>	0%	0%	0%

Mean Score

2014	2013
280	285

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	49	28	22	1	23	93	48	32	18	1	19
General Education	64	36	34	28	2	30	81	41	37	21	1	22
Students with Disabilities	18	94	6	0	0	0	12	100	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	2	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	7	—	—	—	—	—
White	81	—	—	—	—	—	83	48	34	17	1	18
Small Group Total	82	49	28	22	1	23	10	50	20	30	0	30
Female	32	44	22	34	0	34	48	29	40	29	2	31
Male	50	52	32	14	2	16	45	69	24	7	0	7
English Proficient	82	49	28	22	1	23	93	48	32	18	1	19
Economically Disadvantaged	48	67	23	10	0	10	49	61	31	8	0	8
Not Economically Disadvantaged	34	24	35	38	3	41	44	34	34	30	2	32
Migrant	4	—	—	—	—	—	1	—	—	—	—	—
Not Migrant	78	—	—	—	—	—	92	—	—	—	—	—

Grade 4 English Language Arts

Mean Score

2014	2013
287	281

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	79	46	39	9	6	15	71	58	35	6	1	7
General Education	77	—	—	—	—	—	64	53	39	6	2	8
Students with Disabilities	2	—	—	—	—	—	7	100	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	76	—	—	—	—	—	70	—	—	—	—	—
Small Group Total	79	46	39	9	6	15	71	58	35	6	1	7
Female	44	39	39	11	11	23	38	55	32	11	3	13
Male	35	54	40	6	0	6	33	61	39	0	0	0
English Proficient	79	46	39	9	6	15	71	58	35	6	1	7
Economically Disadvantaged	42	62	29	7	2	10	38	76	16	8	0	8
Not Economically Disadvantaged	37	27	51	11	11	22	33	36	58	3	3	6
Migrant	2	—	—	—	—	—	3	—	—	—	—	—
Not Migrant	77	—	—	—	—	—	68	—	—	—	—	—

Mean Score

2014	2013
279	297

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	59	59	25	12	3	15	66	36	33	26	5	30
General Education	52	56	27	13	4	17	63	—	—	—	—	—
Students with Disabilities	7	86	14	0	0	0	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	59	59	25	12	3	15	65	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	66	36	33	26	5	30
Female	30	47	30	17	7	23	33	33	27	33	6	39
Male	29	72	21	7	0	7	33	39	39	18	3	21
English Proficient	59	59	25	12	3	15	66	36	33	26	5	30
Economically Disadvantaged	30	70	23	7	0	7	32	47	38	16	0	16
Not Economically Disadvantaged	29	48	28	17	7	24	34	26	29	35	9	44
Migrant	2	—	—	—	—	—	2	—	—	—	—	—
Not Migrant	57	—	—	—	—	—	64	—	—	—	—	—

Mean Score

2014	2013
291	286

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	87	39	24	24	13	37	92	41	41	16	1	17
General Education	67	22	30	31	16	48	80	36	45	18	1	19
Students with Disabilities	20	95	5	0	0	0	12	75	17	8	0	8
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	2	—	—	—	—	—
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	7	—	—	—	—	—
White	86	—	—	—	—	—	82	40	43	16	1	17
Small Group Total	87	39	24	24	13	37	10	50	30	20	0	20
Female	34	32	21	29	18	47	47	38	43	17	2	19
Male	53	43	26	21	9	30	45	44	40	16	0	16
English Proficient	87	39	24	24	13	37	92	41	41	16	1	17
Economically Disadvantaged	52	60	27	12	2	13	49	55	41	4	0	4
Not Economically Disadvantaged	35	9	20	43	29	71	43	26	42	30	2	33
Migrant	4	—	—	—	—	—	1	—	—	—	—	—
Not Migrant	83	—	—	—	—	—	91	—	—	—	—	—



Mean Score

2014	2013
296	283

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	78	38	32	24	5	29	71	44	38	18	0	18
General Education	75	—	—	—	—	—	64	42	39	19	0	19
Students with Disabilities	3	—	—	—	—	—	7	57	29	14	0	14
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	75	—	—	—	—	—	70	—	—	—	—	—
Small Group Total	78	38	32	24	5	29	71	44	38	18	0	18
Female	42	38	26	29	7	36	38	37	45	18	0	18
Male	36	39	39	19	3	22	33	52	30	18	0	18
English Proficient	78	38	32	24	5	29	71	44	38	18	0	18
Economically Disadvantaged	39	46	36	15	3	18	38	61	34	5	0	5
Not Economically Disadvantaged	39	31	28	33	8	41	33	24	42	33	0	33
Migrant	2	—	—	—	—	—	3	—	—	—	—	—
Not Migrant	76	—	—	—	—	—	68	—	—	—	—	—

Mean Score

2014	2013
287	302

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	57	60	21	18	2	19	66	35	41	18	6	24
General Education	50	60	18	20	2	22	63	—	—	—	—	—
Students with Disabilities	7	57	43	0	0	0	3	—	—	—	—	—
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	57	60	21	18	2	19	65	—	—	—	—	—
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	66	35	41	18	6	24
Female	31	55	19	23	3	26	33	33	42	18	6	24
Male	26	65	23	12	0	12	33	36	39	18	6	24
English Proficient	57	60	21	18	2	19	66	35	41	18	6	24
Economically Disadvantaged	31	71	26	3	0	3	32	44	44	13	0	13
Not Economically Disadvantaged	26	46	15	35	4	38	34	26	38	24	12	35
Migrant	2	—	—	—	—	—	2	—	—	—	—	—
Not Migrant	55	—	—	—	—	—	64	—	—	—	—	—

Mean Score

2014	2013
83	79

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	82	0	7	39	54	93	72	3	10	46	42	88
General Education	79	—	—	—	—	—	65	3	9	43	45	88
Students with Disabilities	3	—	—	—	—	—	7	0	14	71	14	86
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	0	0	0	0	0	0
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	79	—	—	—	—	—	71	—	—	—	—	—
Small Group Total	82	0	7	39	54	93	72	3	10	46	42	88
Female	45	0	4	36	60	96	38	0	8	50	42	92
Male	37	0	11	43	46	89	34	6	12	41	41	82
English Proficient	82	0	7	39	54	93	72	3	10	46	42	88
Economically Disadvantaged	42	0	10	50	40	90	38	3	16	61	21	82
Not Economically Disadvantaged	40	0	5	28	68	95	34	3	3	29	65	94
Migrant	2	—	—	—	—	—	3	—	—	—	—	—
Not Migrant	80	—	—	—	—	—	69	—	—	—	—	—

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	481*	94%*	✗	210	70	81	81
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✗	✗	465*	93%*	✗	206	70	101	87
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	31	—	—	24	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✗	✓	247*	97%*	✗	113	43	65	65

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	480*	94%*	210	70
Not Black or African American	479*	94%*	209	70
Not Hispanic or Latino	474*	93%*	210	70
Not Asian or Native Hawaiian/Other Pacific Islander	476*	93%*	207	70
Not White	4	—	4	—
Not Multiracial	480*	94%*	210	70
General Education	428*	94%*	186	77
English Proficient	481*	94%*	210	70
Not Economically Disadvantaged	234*	90%*	97	100
Male	243*	93%*	107	55
Female	238*	95%*	103	84
Migrant	8	—	4	—
Not Migrant	467*	93%*	206	70

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

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

Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **NO**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✗	✗	481*	94%*	✓	212	89	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	3	—	—	3	—	—	—
White	✗	✗	465*	94%*	✗	208	90	97	93
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	31	—	—	27	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✗	✓	128	95%	✗	115	56	62	62

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	480*	94%*	212	89
Not Black or African American	479*	94%*	211	89
Not Hispanic or Latino	474*	94%*	212	89
Not Asian or Native Hawaiian/Other Pacific Islander	476*	94%*	209	89
Not White	4	—	4	—
Not Multiracial	480*	94%*	212	89
General Education	428*	93%*	185	98
English Proficient	481*	94%*	212	89
Not Economically Disadvantaged	234*	90%*	97	128
Male	243*	93%*	108	81
Female	238*	95%*	104	97
Migrant	8	—	4	—
Not Migrant	467*	94%*	208	89

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	89	92%	✓	78	194	172	172
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	2	—	—	2	—	—	—
White	✓	✓	86	92%	✓	75	195	181	181
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	3	—	—	3	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	43	98%	✓	39	192	158	158

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

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	89	92%	78	194
Not Black or African American	88	92%	77	194
Not Hispanic or Latino	89	92%	78	194
Not Asian or Native Hawaiian/Other Pacific Islander	87	92%	76	195
Not White	3	—	3	—
Not Multiracial	89	92%	78	194
General Education	86	92%	75	195
English Proficient	89	92%	78	194
Not Economically Disadvantaged	46	87%	39	195
Male	40	93%	36	192
Female	49	92%	42	195
Migrant	2	—	1	—
Not Migrant	87	92%	77	194

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

## 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 with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of 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.

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**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.

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**Regents Examinations**

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.

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**Staff Counts**

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.

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**Suspensions**

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.

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**Teacher Turnover Rate**

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. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

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**Total Cohort**

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 [SIRS Manual](#).

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