



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

NAME: FLANDERS ELEMENTARY SCHOOL

BEDS Code: 161501060006

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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	
121	55%	101	45%

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	2	0	2	213	3
1%	1%	0%	1%	96%	1%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	48	22%	124	56%

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

Students by Grade

Pre-K (Full Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
17	38	38	33	31	40
5th Grade					
42					

Average Class Size (2013 - 14)

Common Branch
16

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
98	44%	21	9%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
96%	6	3%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
0%	5%

Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
1	0	1	0

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	19	21	20
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	47%	38%	35%
Total Number of Core Classes	18	15	15
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	1%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	28	48	40
Percent Taught by Teachers Without Appropriate Certification	0%	0%	3%

Mean Score

2014	2013
276	299

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	32	69	19	13	0	13	28	32	46	21	0	21
General Education	29	—	—	—	—	—	26	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	2	—	—	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	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	31	—	—	—	—	—	27	—	—	—	—	—
Small Group Total	32	69	19	13	0	13	28	32	46	21	0	21
Female	18	61	22	17	0	17	15	27	40	33	0	33
Male	14	79	14	7	0	7	13	38	54	8	0	8
English Proficient	32	69	19	13	0	13	28	32	46	21	0	21
Economically Disadvantaged	18	78	11	11	0	11	15	40	33	27	0	27
Not Economically Disadvantaged	14	57	29	14	0	14	13	23	62	15	0	15
Migrant	3	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	29	—	—	—	—	—	28	32	46	21	0	21

Grade 4 English Language Arts

Mean Score

2014	2013
279	258

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	31	48	39	13	0	13	41	68	24	7	0	7
General Education	22	27	55	18	0	18	24	46	42	13	0	13
Students with Disabilities	9	100	0	0	0	0	17	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	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	31	48	39	13	0	13	40	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	41	68	24	7	0	7
Female	13	38	38	23	0	23	15	73	20	7	0	7
Male	18	56	39	6	0	6	26	65	27	8	0	8
English Proficient	31	48	39	13	0	13	41	68	24	7	0	7
Economically Disadvantaged	21	52	33	14	0	14	25	76	16	8	0	8
Not Economically Disadvantaged	10	40	50	10	0	10	16	56	38	6	0	6
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	31	48	39	13	0	13	39	—	—	—	—	—

Mean Score

2014	2013
251	272

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	35	77	23	0	0	0	44	57	39	5	0	5
General Education	20	60	40	0	0	0	31	39	55	6	0	6
Students with Disabilities	15	100	0	0	0	0	13	100	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	34	—	—	—	—	—	42	—	—	—	—	—
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	35	77	23	0	0	0	44	57	39	5	0	5
Female	13	69	31	0	0	0	19	53	42	5	0	5
Male	22	82	18	0	0	0	25	60	36	4	0	4
English Proficient	35	77	23	0	0	0	44	57	39	5	0	5
Economically Disadvantaged	25	84	16	0	0	0	28	64	32	4	0	4
Not Economically Disadvantaged	10	60	40	0	0	0	16	44	50	6	0	6
Migrant	2	—	—	—	—	—	2	—	—	—	—	—
Not Migrant	33	—	—	—	—	—	42	—	—	—	—	—

Mean Score

2014	2013
278	264

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	30	43	37	13	7	20	41	59	32	10	0	10
General Education	22	27	45	18	9	27	24	33	54	13	0	13
Students with Disabilities	8	88	13	0	0	0	17	94	0	6	0	6
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	30	43	37	13	7	20	40	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	41	59	32	10	0	10
Female	14	43	29	21	7	29	15	60	33	7	0	7
Male	16	44	44	6	6	13	26	58	31	12	0	12
English Proficient	30	43	37	13	7	20	41	59	32	10	0	10
Economically Disadvantaged	20	50	30	15	5	20	25	72	20	8	0	8
Not Economically Disadvantaged	10	30	50	10	10	20	16	38	50	13	0	13
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	30	43	37	13	7	20	39	—	—	—	—	—

Mean Score

2014	2013
257	276

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	35	80	20	0	0	0	44	66	25	7	2	9
General Education	21	67	33	0	0	0	31	52	35	10	3	13
Students with Disabilities	14	100	0	0	0	0	13	100	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	34	—	—	—	—	—	42	—	—	—	—	—
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	35	80	20	0	0	0	44	66	25	7	2	9
Female	13	92	8	0	0	0	19	68	26	5	0	5
Male	22	73	27	0	0	0	25	64	24	8	4	12
English Proficient	35	80	20	0	0	0	44	66	25	7	2	9
Economically Disadvantaged	24	88	13	0	0	0	28	79	11	7	4	11
Not Economically Disadvantaged	11	64	36	0	0	0	16	44	50	6	0	6
Migrant	2	—	—	—	—	—	2	—	—	—	—	—
Not Migrant	33	—	—	—	—	—	42	—	—	—	—	—

Mean Score

2014	2013
76	73

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	33	6	15	39	39	79	41	10	22	34	34	68
General Education	21	0	10	29	62	90	24	0	8	38	54	92
Students with Disabilities	12	17	25	58	0	58	17	24	41	29	6	35
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	0	0	0	0	0	0
White	32	—	—	—	—	—	40	—	—	—	—	—
Small Group Total	33	6	15	39	39	79	41	10	22	34	34	68
Female	13	0	23	31	46	77	15	7	20	40	33	73
Male	20	10	10	45	35	80	26	12	23	31	35	65
English Proficient	33	6	15	39	39	79	41	10	22	34	34	68
Economically Disadvantaged	22	9	23	27	41	68	25	16	20	36	28	64
Not Economically Disadvantaged	11	0	0	64	36	100	16	0	25	31	44	75
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	33	6	15	39	39	79	39	—	—	—	—	—

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	X	X	235*	90%*	X	88	45	78	72
American Indian or Alaska Native	—	—	2	—	—	0	—	—	—
Black or African American	—	—	2	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	X	X	226*	91%*	X	87	46	98	71
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	36	—	—	25	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	X	X	141*	94%*	X	58	36	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	232*	91%*	88	45
Not Black or African American	232*	90%*	87	46
Not Hispanic or Latino	235*	90%*	88	45
Not Asian or Native Hawaiian/Other Pacific Islander	234*	90%*	88	45
Not White	4	—	1	—
Not Multiracial	233*	90%*	88	45
General Education	166*	92%*	63	63
English Proficient	235*	90%*	88	45
Not Economically Disadvantaged	94*	85%*	30	63
Male	131*	90%*	48	33
Female	104*	90%*	40	60
Migrant	6	—	3	—
Not Migrant	225*	90%*	85	47

✓ Yes

X 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	X	X	234*	90%*	X	86	64	75	75
American Indian or Alaska Native	—	—	2	—	—	0	—	—	—
Black or African American	—	—	2	—	—	1	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	X	X	225*	90%*	X	85	65	94	79
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	35	—	—	23	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	X	X	140*	92%*	X	55	51	59	59

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	231*	90%*	86	64
Not Black or African American	231*	90%*	85	65
Not Hispanic or Latino	234*	90%*	86	64
Not Asian or Native Hawaiian/Other Pacific Islander	233*	90%*	86	64
Not White	4	—	1	—
Not Multiracial	232*	90%*	86	64
General Education	166*	92%*	63	86
English Proficient	234*	90%*	86	64
Not Economically Disadvantaged	94*	86%*	31	87
Male	130*	88%*	45	60
Female	104*	91%*	41	68
Migrant	6	—	3	—
Not Migrant	224*	90%*	83	66

✓ Yes

X 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	✓	✓	40	83%	✓	31	171	166	162
American Indian or Alaska Native	—	—	2	—	—	0	—	—	—
Black or African American	—	—	0	—	—	0	—	—	—
Hispanic or Latino	—	—	0	—	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	—	38	—	✓	31	171	175	160
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	14	—	—	11	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	24	—	—	20	—	—	—

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	38	—	31	171
Not Black or African American	40	83%	31	171
Not Hispanic or Latino	40	83%	31	171
Not Asian or Native Hawaiian/Other Pacific Islander	40	83%	31	171
Not White	2	—	0	—
Not Multiracial	40	83%	31	171
General Education	26	—	20	—
English Proficient	40	83%	31	171
Not Economically Disadvantaged	16	—	11	—
Male	23	—	18	—
Female	17	—	13	—
Migrant	1	—	0	—
Not Migrant	39	—	31	171

✓ 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

Alternative High School Equivalency Preparation Program (AHSEPP)	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.
Attendance Rate	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.
Average Class Size	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.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	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.
Dropouts	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.
Economically Disadvantaged	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.
Free and Reduced-Price Lunch (FRPL)	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.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	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.

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.

High School Completers

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

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.

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).

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/>.

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.

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.

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.

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.

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.

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.

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](#).

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](#).

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<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 SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: 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>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<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>
Medically Excused	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.
Performance Index (PI)	<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>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$</p>
Progress Target	<p>Elementary/middle-level science: 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>Four-year Graduation Rate: 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: $[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$</p> <p>Five-year Graduation Rate: 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: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

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.)

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