

The University of the State of New York  
**The State Education Department**



**New York State**  
**Accountability Report Card**  
**for the 2004-05 School Year**

## **New York State Accountability Report Card for 2004–05**

The Report Card shows, for each accountability measure, the participation rate (if applicable) and performance index of each accountability group and whether the group made adequate yearly progress (AYP). The State was accountable for nine measures at three grade levels (elementary, middle, and secondary). On the English and mathematics measures at each grade level, the State was accountable for nine accountability groups. The State was also accountable for the All Students group in elementary- and middle-level science and for secondary-level graduation rate: a total of 57 performance indicators. Of these indicators, the State made AYP on 45 or 79 percent. On every accountability measure, the All Students group made AYP. Between 97 and 99 percent of the All Students group took the required English language arts and mathematics assessments at each grade level.

The best performance was at the elementary level, where the State made AYP on 17 of 19 measures. The performance of students with disabilities on English language arts was a few points below the safe harbor target for that group. The only group that failed to test 95 percent at the elementary level was limited English proficient students in English, and this group only failed this criterion by one percentage point. On the elementary-level mathematics assessment, all groups made AYP without having to use safe harbor.

At the middle level, the State made AYP on 15 of 19 indicators. The only group that failed to test 95 percent at the middle level was limited English proficient students in English, and this group only failed this criterion by two percentage points.

At the secondary level, the State made AYP on 13 of the 19 indicators. In English language arts and mathematics, the student with disabilities group met neither the participation nor the performance requirement. All other groups met the participation requirement. However, in secondary-level English, Black, Hispanic, limited English proficient, and economically disadvantaged students failed to meet the performance requirement. In secondary-level mathematics, all groups but students with disabilities met the performance requirement.

## Elementary-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

**For the State to make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.**

**For an accountability group to make AYP in 2004–05, it must**

1. meet the 95 percent participation requirement (*2004–05 Participation*), and
2. *either* meet its Effective AMO *or* make safe harbor (*2004–05 Performance and Standards*).

To meet the participation requirement, 95 percent of the grade 4 enrollment in each accountability group with 40 or more students must be tested. To meet the

Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the elementary-level science qualification for safe harbor. (See the elementary-level science page of this report for further information on meeting the science qualification for safe harbor.)

**ELA Safe Harbor Targets:** The elementary-level 2004–05 ELA Safe Harbor Target is calculated by using the following equation:  $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$ . The 2005–06 ELA Safe Harbor Target is calculated by using the following equation:  $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$ . The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance		2004–05 Standards			Made AYP in ELA in 2004–05	2005–06
	Grade 4 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Science Qualification for Safe Harbor		ELA Safe Harbor Target
All Students	211,602	99%	204,510	163	130			<b>YES</b>	
Students with Disabilities	30,922	96%	29,028	102	130	107	Yes	<b>NO</b>	112
American Indian/Alaskan Native	1,072	99%	1,032	148	128			<b>YES</b>	
Black	41,097	99%	39,302	145	130			<b>YES</b>	
Hispanic	43,426	98%	40,934	140	130			<b>YES</b>	
Asian or Pacific Islander	14,573	99%	13,927	177	130			<b>YES</b>	
White	111,639	99%	109,517	176	130			<b>YES</b>	
Limited English Proficient	16,606	94%	14,335	107	130	125	Yes	<b>NO</b>	116
Economically Disadvantaged	106,134	98%	101,630	145	130			<b>YES</b>	
Final AYP Determination								<b>NO</b>	

\*Students who were excused from testing for medical reasons are not included in the enrollment count.

## Elementary-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

**For the State to make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.**

**For an accountability group to make AYP in 2004–05, it must**

1. meet the 95 percent participation requirement (*2004–05 Participation*), and
2. *either* meet its Effective AMO *or* make safe harbor (*2004–05 Performance and Standards*).

To meet the participation requirement, 95 percent of the grade 4 enrollment in each accountability group with 40 or more students must be tested. To meet the

Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the elementary-level science qualification for safe harbor. (See the elementary-level science page of this report for further information on meeting the science qualification for safe harbor.)

**Math Safe Harbor Targets:** The elementary-level 2004–05 Math Safe Harbor Target is calculated by using the following equation:  $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$ . The 2005–06 Math Safe Harbor Target is calculated by using the following equation:  $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$ . The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance		2004–05 Standards			Made AYP in Math in 2004–05	2005–06
	Grade 4 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Science Qualification for Safe Harbor		Math Safe Harbor Target
All Students	210,881	99%	203,114	182	141			<b>YES</b>	
Students with Disabilities	30,567	97%	28,754	141	141			<b>YES</b>	
American Indian/Alaskan Native	1,057	99%	1,006	175	139			<b>YES</b>	
Black	40,902	99%	38,602	168	141			<b>YES</b>	
Hispanic	42,926	99%	40,677	171	141			<b>YES</b>	
Asian or Pacific Islander	14,482	100%	13,843	193	141			<b>YES</b>	
White	111,514	100%	108,986	190	141			<b>YES</b>	
Limited English Proficient	16,032	99%	14,543	150	141			<b>YES</b>	
Economically Disadvantaged	105,492	99%	100,723	172	141			<b>YES</b>	
Final AYP Determination								<b>YES</b>	

\*Students who were excused from testing for medical reasons are not included in the enrollment count.

## Elementary-Level Science

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

**Made AYP in Science in 2004–05:** For the State to make AYP in science, the Performance Index (PI) for the “All Students” group must equal or exceed the State Science Standard or the Science Progress Target.

**Qualification for Safe Harbor in Elementary-Level ELA and Math:** For an accountability group to be considered Qualified for Safe Harbor

in Elementary-Level ELA and Math, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary-level science for that group. Groups with fewer than 30 students tested in elementary-level science are not subject to this qualification criterion.

**Science Progress Targets:** The elementary-level 2004–05 Science Progress Target is calculated by adding one point to the 2003–04 PI. The 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2005–06 target is provided for groups whose PI was below the State Science Standard in 2004–05.

Accountability Group	2004–05 Performance		2004–05 Standards		Made AYP in Science in 2004–05	2004–05	2005–06
	Count of Continuously Enrolled Students	Performance Index	State Science Standard	Science Progress Target		Qualified for Safe Harbor in Elementary- Level ELA and Math	Science Progress Target
All Students	200,750	176	100		<b>YES</b>	Yes	
Students with Disabilities	28,151	143	100			Yes	
American Indian/Alaskan Native	996	170	100			Yes	
Black	37,887	156	100			Yes	
Hispanic	39,925	153	100			Yes	
Asian or Pacific Islander	13,675	184	100			Yes	
White	108,267	190	100			Yes	
Limited English Proficient	14,197	118	100			Yes	
Economically Disadvantaged	99,103	159	100			Yes	
Final AYP Determination					<b>YES</b>		

## Middle-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

**For the State to make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.**

**For an accountability group to make AYP in 2004–05, it must**

1. meet the 95 percent participation requirement (**2004–05 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2004–05 Performance** and **Standards**).

To meet the participation requirement, 95 percent of the grade 8 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the middle-level science qualification for safe harbor. (See the middle-level science page of this report for further information on meeting the science qualification for safe harbor.)

**ELA Safe Harbor Targets:** The middle-level 2004–05 ELA Safe Harbor Target is calculated by using the following equation:  $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$ . The 2005–06 ELA Safe Harbor Target is calculated by using the following equation:  $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$ . The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance		2004–05 Standards			Made AYP in ELA in 2004–05	2005–06 ELA Safe Harbor Target
	Grade 8 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Science Qualification for Safe Harbor		
All Students	229,992	98%	221,243	142	115			<b>YES</b>	
Students with Disabilities	35,651	95%	33,006	85	115	92	Yes	<b>NO</b>	97
American Indian/Alaskan Native	1,038	97%	979	122	112			<b>YES</b>	
Black	46,016	97%	43,528	115	115			<b>YES</b>	
Hispanic	44,649	97%	41,845	117	115			<b>YES</b>	
Asian or Pacific Islander	14,266	98%	13,617	157	115			<b>YES</b>	
White	124,023	99%	121,274	158	115			<b>YES</b>	
Limited English Proficient	14,474	93%	12,298	101	115	115	Yes	<b>NO</b>	111
Economically Disadvantaged	105,741	98%	100,732	120	115			<b>YES</b>	
Final AYP Determination								<b>NO</b>	

\*Students who were excused from testing for medical reasons are not included in the enrollment count.

## Middle-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

**For the State to make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.**

**For an accountability group to make AYP in 2004–05, it must**

1. meet the 95 percent participation requirement (**2004–05 Participation**), and
2. *either* meet its Effective AMO *or* make safe harbor (**2004–05 Performance** and **Standards**).

To meet the participation requirement, 95 percent of the grade 8 enrollment in each accountability group with 40 or more students must

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or exceed the Effective AMO. To make safe harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the middle-level science qualification for safe harbor. (See the middle-level science page of this report for further information on meeting the science qualification for safe harbor.)

**Math Safe Harbor Targets:** The middle-level 2004–05 Math Safe Harbor Target is calculated by using the following equation:  $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$ . The 2005–06 Math Safe Harbor Target is calculated by using the following equation:  $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$ . The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance		2004–05 Standards			Made AYP in Math in 2004–05	2005–06 Math Safe Harbor Target
	Grade 8 Enrollment	Percent of Enrollment Tested	Count of Continuously Enrolled Students	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Science Qualification for Safe Harbor		
All Students	228,669	98%	217,583	144	92			<b>YES</b>	
Students with Disabilities	35,266	95%	32,041	82	92	91	Yes	<b>NO</b>	94
American Indian/Alaskan Native	1,031	97%	959	126	89			<b>YES</b>	
Black	45,680	96%	42,224	107	92			<b>YES</b>	
Hispanic	44,083	97%	40,941	116	92			<b>YES</b>	
Asian or Pacific Islander	14,150	98%	13,438	172	92			<b>YES</b>	
White	123,725	99%	120,021	163	92			<b>YES</b>	
Limited English Proficient	13,981	96%	12,270	89	92	97	Yes	<b>NO</b>	100
Economically Disadvantaged	104,963	97%	98,567	119	92			<b>YES</b>	
Final AYP Determination								<b>NO</b>	

\*Students who were excused from testing for medical reasons are not included in the enrollment count.

## Middle-Level Science

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

**Made AYP in Science in 2004–05:** For the State to make AYP in science, the Performance Index (PI) for the “All Students” group must equal or exceed the State Science Standard or the Science Progress Target.

**Qualification for Safe Harbor in Middle-Level ELA and Math:** For an accountability group to be considered Qualified for Safe Harbor in

Middle-Level ELA and Math, the PI must equal or exceed the State Science Standard or the Science Progress Target in middle-level science for that group. Groups with fewer than 30 students tested in middle-level science are not subject to this qualification criterion.

**Science Progress Targets:** The middle-level 2004–05 Science Progress Target is calculated by adding one point to the 2003–04 PI. The 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2005–06 target is provided for groups whose PI was below the State Science Standard in 2004–05.

Accountability Group	2004–05 Performance		2004–05 Standards		Made AYP in Science in 2004–05	2004–05	2005–06
	Count of Continuously Enrolled Students	Performance Index	State Science Standard	Science Progress Target		Qualified for Safe Harbor in Middle-Level ELA and Math	Science Progress Target
All Students	210,347	163	100		<b>YES</b>	Yes	
Students with Disabilities	29,697	122	100			Yes	
American Indian/Alaskan Native	885	154	100			Yes	
Black	39,484	126	100			Yes	
Hispanic	38,535	128	100			Yes	
Asian or Pacific Islander	13,298	172	100			Yes	
White	118,145	186	100			Yes	
Limited English Proficient	11,447	89	100	86		Yes	90
Economically Disadvantaged	93,259	136	100			Yes	
Final AYP Determination					<b>YES</b>		

## Secondary-Level English Language Arts

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

**For the State to make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.**

**For an accountability group to make AYP in 2004–05**, 95 percent of seniors in each accountability group of 40 or more must have taken an English examination that meets the student graduation requirement. Each group must also meet its Effective AMO *or* make safe harbor (**2004–05 Performance** and **Standards**). To meet the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe harbor, the

Performance Index of each of these groups must equal or exceed its ELA safe harbor target *and* the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

**ELA Safe Harbor Targets:** The secondary-level 2004–05 ELA Safe Harbor Target is calculated by using the following equation:  $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$ . The 2005–06 ELA Safe Harbor Target is calculated by using the following equation:  $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$ . The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance		2004–05 Standards			Made AYP in ELA in 2004–05	2005–06 ELA Safe Harbor Target
	Count of Seniors in 2004–05	Percent of Seniors Tested	Count of 2001 Accountability Cohort Members	Performance Index	Effective AMO	ELA Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor		
All Students	177,949	97%	176,033	166	147			<b>YES</b>	
Students with Disabilities	16,686	89%	19,140	104	147	109	No	<b>NO</b>	114
American Indian/Alaskan Native	621	96%	654	145	144			<b>YES</b>	
Black	30,121	96%	29,664	139	147	143	Yes	<b>NO</b>	145
Hispanic	25,466	96%	25,586	135	147	140	Yes	<b>NO</b>	142
Asian or Pacific Islander	12,759	99%	12,443	171	147			<b>YES</b>	
White	108,982	98%	107,686	180	147			<b>YES</b>	
Limited English Proficient	8,016	96%	9,098	91	147	104	Yes	<b>NO</b>	102
Economically Disadvantaged	49,406	97%	51,310	142	147	144	Yes	<b>NO</b>	148
Final AYP Determination								<b>NO</b>	

\*Students who were excused from testing for medical reasons are not included in the enrollment count.

## Secondary-Level Mathematics

Definitions of terms, such as Performance Index and Effective Annual Measurable Objective (AMO), are in the glossary, which is the last page of this report.

**For the State to make Adequate Yearly Progress (AYP) in 2004–05, every accountability group must make AYP.**

**For an accountability group to make AYP in 2004–05**, 95 percent of seniors in each accountability group of 40 or more must have taken a mathematics examination that meets the student graduation requirement. Each group must also meet its Effective AMO or make safe harbor (**2004–05 Performance** and **Standards**). To meet the Effective AMO, the Performance Index for each group with 30 or more cohort members must equal or exceed the Effective AMO. To make safe

harbor, the Performance Index of each of these groups must equal or exceed its math safe harbor target *and* the group must meet the graduation-rate qualification for safe harbor. (See the graduation-rate page of this report for further information on meeting the graduation-rate qualification for safe harbor.)

**Math Safe Harbor Targets:** The secondary-level 2004–05 Math Safe Harbor Target is calculated by using the following equation:  $2003-04 \text{ PI} + (200 - \text{the } 2003-04 \text{ PI}) \times 0.10$ . The 2005–06 Math Safe Harbor Target is calculated by using the following equation:  $2004-05 \text{ PI} + (200 - \text{the } 2004-05 \text{ PI}) \times 0.10$ . The 2005–06 target is provided for groups whose PI was below the Effective AMO in 2004–05.

Accountability Group	2004–05 Participation*		2004–05 Performance		2004–05 Standards			Made AYP in Math in 2004–05	2005–06
	Count of Seniors in 2004–05	Percent of Seniors Tested	Count of 2001 Accountability Cohort Members	Performance Index	Effective AMO	Math Safe Harbor Target	Met the Graduation-Rate Qualification for Safe Harbor		Math Safe Harbor Target
All Students	177,949	97%	176,033	165	138			<b>YES</b>	
Students with Disabilities	16,686	90%	19,140	108	138	107	No	<b>NO</b>	117
American Indian/Alaskan Native	621	96%	654	148	135			<b>YES</b>	
Black	30,121	96%	29,664	134	138	123	Yes	<b>YES</b>	141
Hispanic	25,466	96%	25,586	133	138	124	Yes	<b>YES</b>	140
Asian or Pacific Islander	12,759	99%	12,443	179	138			<b>YES</b>	
White	108,982	98%	107,686	179	138			<b>YES</b>	
Limited English Proficient	8,016	96%	9,098	118	138	116	Yes	<b>YES</b>	126
Economically Disadvantaged	49,406	97%	51,310	142	138			<b>YES</b>	
Final AYP Determination								<b>NO</b>	

\*Students who were excused from testing for medical reasons are not included in the enrollment count.

## Graduation Rate

Definitions of terms, such as Progress Target and Adequate Yearly Progress (AYP), are in the glossary, which is the last page of this report.

**Made AYP in Graduation Rate in 2004–05:** For the State to make AYP in graduation rate, the Percent Earning a Local Diploma by August 31, 2004 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target.

**Qualification for Safe Harbor in Secondary-Level ELA and Math:** For an accountability group to be considered Qualified for Safe Harbor in Secondary-Level ELA and Math, the Percent Earning a Local Diploma by August 31, 2004 must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for that group.

**Graduation-Rate Progress Targets:** The 2004–05 Graduation-Rate Progress Target is calculated by adding one point to the Percent of the 1999 Cohort Earning a Local Diploma by August 31, 2003. The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the Percent of the 2000 Cohort Earning a Local Diploma by August 31, 2004. This target is provided for each group whose Percent Earning a Local Diploma by August 31, 2004 is below the Graduation-Rate Standard in 2004–05 (55). Groups with fewer than 30 cohort members are not subject to this criterion.

Accountability Group	2004–05 Performance		2004–05 Standards		Made AYP in Graduation Rate in 2004–05	2004–05	2005–06
	Count of 2000 Graduation-Rate Cohort Members	Percent Earning a Local Diploma by August 31, 2004	Graduation-Rate Standard	Graduation-Rate Progress Target		Qualified for Safe Harbor in Secondary-Level ELA and Math	Graduation-Rate Progress Target
All Students	178,929	77%	55%		<b>YES</b>	Yes	
Students with Disabilities	18,893	53%	55%	55%		No	54%
American Indian/Alaskan Native	621	66%	55%			Yes	
Black	29,823	59%	55%			Yes	
Hispanic	25,510	55%	55%			Yes	
Asian or Pacific Islander	12,388	78%	55%			Yes	
White	110,587	86%	55%			Yes	
Limited English Proficient	9,061	45%	55%	44%		Yes	46%
Economically Disadvantaged	42,226	58%	55%			Yes	
Final AYP Determination					<b>YES</b>		

## Glossary

**Accountability Cohort:** The 2001 school accountability cohort consists of all students who first entered grade 9 in the fall of 2001, and all ungraded students with disabilities who reached their seventeenth birthday in the 2001–02 school year, who were enrolled on October 8, 2003. Students who transferred to programs leading to a high school diploma or high school equivalency diploma were not included in the 2001 school accountability cohort. The 2001 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day *plus* students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

**Adequate Yearly Progress (AYP):** Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

**Annual Measurable Objective (AMO):** The Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO will be increased in regular increments beginning in 2004–05 until it reaches 200 in 2013–14. (See Effective AMO for further information.)

**Continuously Enrolled Students:** Students enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year and until the day of testing.

**Effective Annual Measurable Objective (Effective AMO):** The Effective Annual Measurable Objective (Effective AMO) is the PI value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

**Graduation-Rate Cohort:** Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

**Graduation-Rate Standard:** The criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

**Performance Index (PI):** A Performance Index 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) in English language arts, mathematics, or science. Student scores on the tests are converted to four achievement levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). ***At the elementary and middle levels, the PI is calculated using the following equation:  $100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4\ +\ the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$ .*** ***At the secondary level, the PI is calculated using the following equation:  $100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4\ +\ the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$ .*** A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

**Progress Target:** For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternative method for making AYP or qualifying for safe harbor in English language arts and mathematics based on improvement over the previous year's performance.

**Safe Harbor:** Safe Harbor provides an alternative means to demonstrate AYP for accountability groups that do not achieve their Effective AMOs in English or mathematics.

**Science Standard:** The criterion value that represents a minimally satisfactory performance in science. In 2004–05, the State Science Standard at the elementary and middle levels was a PI of 100. The Commissioner may raise the State Science Standard at his discretion in future years.