

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



**ACCOUNTABILITY STATUS REPORT:  
ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE,  
AND GRADUATION RATE  
for  
AMHERST CSD**

**2005-06 Accountability Status:  
District In Good Standing**

**Title I Funding**

**Title I Part A funding received in:**

**2003-04: Yes**

**2004-05: Yes**

**2005-06: Yes**

## District Accountability Status Categories

The list below defines the district status categories of New York State's district accountability system, which is divided into a Federal Title I component and a State component. A district that does not receive Title I funding in a school year does not have a federal status in that year. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/nyc/DINI/DINI2004-05.shtml>. To be removed from any improvement status, a district must make Adequate Yearly Progress (AYP) at an applicable grade level in the subject area for which it was identified for two consecutive years.

**District in Good Standing:** A district is considered to be in good standing if it has not been identified as a District in Need of Improvement, Requiring Corrective Action, Planning for Restructuring, or Requiring Academic Progress.

**District Requiring Academic Progress:** Under the State component of New York's accountability system, a district that misses making AYP at every applicable grade level in a subject area for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year. In each succeeding year that the school fails to make AYP, the year designation is incremented by one.

**District in Need of Improvement (Year 1):** A district that misses making AYP at every applicable grade level in the same subject area for two consecutive years while receiving Title I funds is considered a District in Need of Improvement (Year 1) for the following year.

**District in Need of Improvement (Year 2):** A District in Need of Improvement (Year 1) that misses making AYP at every

applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District in Need of Improvement (Year 2) for the following year.

**District Requiring Corrective Action:** A District in Need of Improvement (Year 2) that misses making AYP at every applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District Requiring Corrective Action for the following year.

**District Planning for Restructuring:** A District Requiring Corrective Action that misses making AYP at every applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District Planning for Restructuring for the following year.

**District Restructuring:** A District Planning for Restructuring that misses making AYP at every applicable grade level in the subject area for which it was identified while receiving Title I funds is considered a District Restructuring for the following year.

## 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.

**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 ELA Safe Harbor Target
	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		
All Students	228	100%	226	180	124			YES	
Students with Disabilities****	20		20						
American Indian/Alaskan Native									
Black	28		27						
Hispanic									
Asian or Pacific Islander	7		7						
White	193	100%	192	184	123			YES	
Limited English Proficient	4		4						
Economically Disadvantaged	47	100%	45	158	117			YES	
Final AYP Determination								YES	

\*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates for those two years.

\*\*If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

\*\*\*Groups with a "\*\*\*\*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

\*\*\*\*In cases of failure to make AYP solely because of the performance of students with disabilities, meeting the 95% participation requirement for this group and subject and meeting or exceeding the AMO if 34 points were added to the PI for this group and subject is an approved way of making AYP for students with disabilities.

## 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.

**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	228	100%	224	195	135			<b>YES</b>	
Students with Disabilities****	20		20						
American Indian/Alaskan Native									
Black	29		27						
Hispanic									
Asian or Pacific Islander	6		6						
White	193	100%	191	197	134			<b>YES</b>	
Limited English Proficient	4		4						
Economically Disadvantaged	50	100%	46	187	128			<b>YES</b>	
Final AYP Determination								<b>YES</b>	

\*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates over those two years.

\*\*If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

\*\*\*Groups with a "\*\*\*\*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

\*\*\*\* In cases of failure to make AYP solely because of the performance of students with disabilities, meeting the 95% participation requirement for this group and subject and meeting or exceeding the AMO if 34 points were added to the PI for this group and subject is an approved way of making AYP for students with disabilities.

## 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:** 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	222	194	100		YES	YES	
Students with Disabilities	19						
American Indian/Alaskan Native							
Black	27						
Hispanic							
Asian or Pacific Islander	6						
White	189	196	100			YES	
Limited English Proficient	4						
Economically Disadvantaged	45	184	100			YES	
Final AYP Determination					YES		

\*If there were fewer than 30 continuously enrolled students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and Performance Indices.

## 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.

**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 exceed the Effective AMO. To make safe harbor, the Performance Index

be tested. To meet the Effective AMO, the Performance Index for each group with 30 or more continuously enrolled students must equal or 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	226	100%	226	171	109			YES	
Students with Disabilities****	34		34	118	99			YES	
American Indian/Alaskan Native									
Black	32		32	134	99			YES	
Hispanic	5		5						
Asian or Pacific Islander	11		11						
White	178	100%	178	178	108			YES	
Limited English Proficient	1		1						
Economically Disadvantaged	32		32	134	99			YES	
Final AYP Determination								YES	

\*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates for those two years.

\*\*If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

\*\*\*Groups with a "\*\*\*\*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

\*\*\*\* In cases of failure to make AYP solely because of the performance of students with disabilities, meeting the 95% participation requirement for this group and subject and meeting or exceeding the AMO if 34 points were added to the PI for this group and subject is an approved way of making AYP for students with disabilities.

## 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.

**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	223	100%	222	185	86			YES	
Students with Disabilities	33		33	145	76			YES	
American Indian/Alaskan Native									
Black	32		32	144	76			YES	
Hispanic	5		5						
Asian or Pacific Islander	11		11						
White	175	100%	174	191	85			YES	
Limited English Proficient	1		1						
Economically Disadvantaged	31		31	155	76			YES	
Final AYP Determination								YES	

\*If the participation rate of an accountability group fell below 95 percent in 2004–05, the enrollment shown is the sum of 2003–04 and 2004–05 enrollments and the percent tested is the weighted average of the participation rates over those two years.

\*\*If there were fewer than 30 continuously enrolled tested students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.

\*\*\*Groups with a "\*\*\*\*" are not required to meet the science qualification for safe harbor to make safe harbor in English and mathematics because fewer than 30 students in the group were administered the science test.

## 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:** 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	218	194	100		<b>YES</b>	YES	
Students with Disabilities	33	176	100			YES	
American Indian/Alaskan Native							
Black	31	181	100			YES	
Hispanic	5						
Asian or Pacific Islander	9						
White	173	197	100			YES	
Limited English Proficient	1						
Economically Disadvantaged	31	187	100			YES	
Final AYP Determination					<b>YES</b>		

\*If there were fewer than 30 continuously enrolled students in 2004–05, data for 2003–04 and 2004–05 were combined to determine counts and PIs.



## 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.

**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
	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		ELA Safe Harbor Target
All Students	246	100%	242	193	141			<b>YES</b>	
Students with Disabilities	16		18						
American Indian/Alaskan Native									
Black	27		28						
Hispanic	3		3						
Asian or Pacific Islander	6		7						
White	210	100%	204	196	140			<b>YES</b>	
Limited English Proficient	2		1						
Economically Disadvantaged	22		25						
Final AYP Determination								<b>YES</b>	

\*If the participation rate of an accountability group fell below 95 percent in 2004–05, the count of seniors shown is the sum of 2003–04 and 2004–05 counts and the percent tested is the weighted average of the participation rates for those two years.

\*\*If there were fewer than thirty 2001 accountability cohort members, 2000 and 2001 cohort data were combined to determine counts and PIs.

\*\*\*Groups with a “\*\*\*\*” are not required to meet the graduation-rate qualification for safe harbor, because fewer than 30 members in the 2000 graduation-rate cohort were in those groups.

## 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.

**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	246	99%	242	193	132			<b>YES</b>	
Students with Disabilities	16		18						
American Indian/Alaskan Native									
Black	27		28						
Hispanic	3		3						
Asian or Pacific Islander	6		7						
White	210	99%	204	195	131			<b>YES</b>	
Limited English Proficient	2		1						
Economically Disadvantaged	22		25						
Final AYP Determination								<b>YES</b>	

\*If the participation rate of an accountability group fell below 95 percent in 2004–05, the count of seniors shown is the sum of 2003–04 and 2004–05 counts and the percent tested is the weighted average of the participation rates for those two years.

\*\*If there were fewer than thirty 2001 accountability cohort members, 2000 and 2001 cohort data were combined to determine counts and PIs.

\*\*\*Groups with a “\*\*\*” are not required to meet the graduation-rate qualification for safe harbor, because fewer than 30 members in the 2000 graduation-rate cohort were in those groups.

## 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:** 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	237	93	55		YES	YES	
Students with Disabilities	28						
American Indian/Alaskan Native							
Black	17						
Hispanic	1						
Asian or Pacific Islander	5						
White	214	93	55			YES	
Limited English Proficient	3						
Economically Disadvantaged	17						
Final AYP Determination					YES		

## 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.