The New York State Accountability Report 2011-12

SCHOOL:	**WEST MIDDLE SCHOOL**
SCHOOL ID:	**030200010016**
DISTRICT:	**BINGHAMTON CITY SCHOOL DISTRICT**
DISTRICT ID:	**030200010000**
PRINCIPAL:	**MICHAEL HOLLY**
SUPERINTENDENT:	**PEGGY WOZNIAK**
PHONE:	**607-763-8401**

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus,** or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at http://www.p12.nysed.gov/esea-waiver/.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at http://www.p12.nysed.gov/accountability/ESEAMaterials.html.

More Information:
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Adequate Yearly Progress and Performance Indices

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 http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

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 "Determining AYP in 2011-12" under Understanding Accountability in New York State at http://www.p12.nysed.gov/irs/accountability/.

Elementary/Middle-Level ELA: AYP

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✔
American Indian or Alaska Native	—
Black or African American	✔
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	✘
Multiracial	—
Students With Disabilities	✘
Limited English Proficient	—
Economically Disadvantaged	✔

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✔	691	99%
American Indian or Alaska Native	—	3	—
Black or African American	✔	165	98%
Hispanic or Latino	✔	52	100%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
White	✔	425	99%
Multiracial	—	22	—
Students With Disabilities	✔	101	96%
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	446	99%

✔ At least 95% of students enrolled during the test administration period were tested.
✘ Less than 95% of students enrolled during the test administration period were tested.
— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:
Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	629	145	146	144
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✔	147	125	121	121
Hispanic or Latino	✔	44	139	117	117
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
White	✘	393	153	158	154
Multiracial	—	21	—	—	—
Students With Disabilities	✘	89†	78†	90	90
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	393	127	128	127

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.
✘ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.
— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): 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). 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: ([2(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100

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 at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 2010-11 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	688	99%
Not Black or African American	526	99%
Not Hispanic or Latino	639	99%
Not Asian or Native Hawaiian/Other Pacific Islander	667	99%
Not White	266	99%
Not Multiracial	669	99%
General Education	590	99%
English Proficient	691	99%
Not Economically Disadvantaged	245	99%
Male	335	99%
Female	356	99%
Migrant	0	—
Not Migrant	691	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	627	145
Not Black or African American	482	151
Not Hispanic or Latino	585	146
Not Asian or Native Hawaiian/Other Pacific Islander	607	145
Not White	236	133
Not Multiracial	608	145
General Education	543	156
English Proficient	629	145
Not Economically Disadvantaged	236	176
Male	304	143
Female	325	148
Migrant	0	—
Not Migrant	629	145

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✘
American Indian or Alaska Native	—
Black or African American	✘
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	✘
Multiracial	—
Students With Disabilities	✘
Limited English Proficient	—
Economically Disadvantaged	✘

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✔	693	99%
American Indian or Alaska Native	—	3	—
Black or African American	✔	165	99%
Hispanic or Latino	✔	52	98%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
White	✔	428	98%
Multiracial	—	21	—
Students With Disabilities	✔	99	96%
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	449	98%

✔ At least 95% of students enrolled during the test administration period were tested.
✘ Less than 95% of students enrolled during the test administration period were tested.
— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:
Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✘	626	153	160	160
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✘	148	128	133	133
Hispanic or Latino	✔	43	163	135	135
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
White	✘	391	161	168	168
Multiracial	—	20	—	—	—
Students With Disabilities	✘	88†	83†	111	111
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✘	391	135	145	145

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.
✘ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.
— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): 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). 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: ([2(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100

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 at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 2010-11 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	690	99%
Not Black or African American	528	98%
Not Hispanic or Latino	641	99%
Not Asian or Native Hawaiian/Other Pacific Islander	669	99%
Not White	265	99%
Not Multiracial	672	99%
General Education	594	99%
English Proficient	693	99%
Not Economically Disadvantaged	244	99%
Male	336	99%
Female	357	98%
Migrant	0	—
Not Migrant	693	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	624	153
Not Black or African American	478	160
Not Hispanic or Latino	583	152
Not Asian or Native Hawaiian/Other Pacific Islander	604	152
Not White	235	138
Not Multiracial	606	153
General Education	541	164
English Proficient	626	153
Not Economically Disadvantaged	235	182
Male	302	156
Female	324	150
Migrant	0	—
Not Migrant	626	153

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✔
American Indian or Alaska Native	—
Black or African American	✘
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✔
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✔

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✔	232	96%
American Indian or Alaska Native	—	2	—
Black or African American	✔	62	92%
Hispanic or Latino	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	✔	145	97%
Multiracial	—	2	—
Students With Disabilities	—	35	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	146	95%

✔ At least 80% of students enrolled during the test administration period were tested.
✘ Less than 80% of students enrolled during the test administration period were tested.
— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:
Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: NO

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✔	204	173	171	171
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✘	52	144	148	148
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	✔	134	183	182	182
Multiracial	—	1	—	—	—
Students With Disabilities	—	27	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	124	160	159	159

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.
✘ Performance Index is less than Effective Annual Measurable Objective and Progress Target.
— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): 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). 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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100

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 at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	230	96%
Not Black or African American	170	97%
Not Hispanic or Latino	219	95%
Not Asian or Native Hawaiian/Other Pacific Islander	224	96%
Not White	87	93%
Not Multiracial	230	96%
General Education	197	97%
English Proficient	232	96%
Not Economically Disadvantaged	86	98%
Male	120	94%
Female	112	97%
Migrant	0	—
Not Migrant	232	96%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	203	172
Not Black or African American	152	182
Not Hispanic or Latino	194	173
Not Asian or Native Hawaiian/Other Pacific Islander	198	172
Not White	70	153
Not Multiracial	203	172
General Education	177	180
English Proficient	204	173
Not Economically Disadvantaged	80	193
Male	104	184
Female	100	161
Migrant	0	—
Not Migrant	204	173

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Unweighted Combined ELA and Math PIs

SCHOOL: WEST MIDDLE SCHOOL

SCHOOL ID: 030200010016
DISTRICT: BINGHAMTON CITY SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

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) ÷ 4 = 157.5 = 158.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	145	153	—	—	149
American Indian or Alaska Native	—	—	—	—	—
Black or African American	125	128	—	—	127
Hispanic or Latino	139	163	—	—	151
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	153	161	—	—	157
Multiracial	—	—	—	—	—
Students With Disabilities	78	83	—	—	81
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	127	135	—	—	131

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