The New York State Accountability Report 2011-12

SCHOOL:	**PERU MIDDLE SCHOOL**
SCHOOL ID:	**091101060006**
DISTRICT:	**PERU CENTRAL SCHOOL DISTRICT**
DISTRICT ID:	**091101060000**
PRINCIPAL:	**CHERYL FELT**
SUPERINTENDENT:	**A PAUL SCOTT**
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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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	✔	483	99%
American Indian or Alaska Native	—	2	—
Black or African American	—	14	—
Hispanic or Latino	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✔	452	99%
Multiracial	—	2	—
Students With Disabilities	✔	84	98%
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	193	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 ELA: Performance

SCHOOL: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	✘	470	143	145	145
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	14	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✘	439	144	159	151
Multiracial	—	2	—	—	—
Students With Disabilities	✘	86†	71†	90	90
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✘	184	111	126	126

✔ 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	481	99%
Not Black or African American	469	99%
Not Hispanic or Latino	473	99%
Not Asian or Native Hawaiian/Other Pacific Islander	480	99%
Not White	31	—
Not Multiracial	481	99%
General Education	399	100%
English Proficient	483	99%
Not Economically Disadvantaged	290	100%
Male	265	99%
Female	218	100%
Migrant	1	—
Not Migrant	482	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	468	144
Not Black or African American	456	143
Not Hispanic or Latino	460	144
Not Asian or Native Hawaiian/Other Pacific Islander	467	143
Not White	31	135
Not Multiracial	468	144
General Education	389	159
English Proficient	470	143
Not Economically Disadvantaged	286	164
Male	260	136
Female	210	153
Migrant	0	—
Not Migrant	470	143

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

Elementary/Middle-Level Math: AYP

SCHOOL: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	✔	485	100%
American Indian or Alaska Native	—	2	—
Black or African American	—	14	—
Hispanic or Latino	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✔	454	100%
Multiracial	—	2	—
Students With Disabilities	✔	84	98%
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	195	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 Math: Performance

SCHOOL: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	✔	472	166	159	159
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	14	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✘	441	165	169	169
Multiracial	—	2	—	—	—
Students With Disabilities	✘	86†	106†	111	111
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	185	145	143	143

✔ 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	483	100%
Not Black or African American	471	100%
Not Hispanic or Latino	475	100%
Not Asian or Native Hawaiian/Other Pacific Islander	482	100%
Not White	31	—
Not Multiracial	483	100%
General Education	401	100%
English Proficient	485	100%
Not Economically Disadvantaged	290	100%
Male	265	100%
Female	220	100%
Migrant	1	—
Not Migrant	484	100%

— 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	470	166
Not Black or African American	458	165
Not Hispanic or Latino	462	166
Not Asian or Native Hawaiian/Other Pacific Islander	469	165
Not White	31	177
Not Multiracial	470	166
General Education	391	179
English Proficient	472	166
Not Economically Disadvantaged	287	179
Male	262	161
Female	210	171
Migrant	0	—
Not Migrant	472	166

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

Elementary/Middle-Level Science: AYP

SCHOOL: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	✔	153	96%
American Indian or Alaska Native	—	1	—
Black or African American	—	6	—
Hispanic or Latino	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✔	142	96%
Multiracial	—	1	—
Students With Disabilities	—	29	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	63	94%

✔ 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	✔	142	180	170	170
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✘	131	178	182	182
Multiracial	—	1	—	—	—
Students With Disabilities	—	26	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	56	173	155	155

✔ 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: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	152	96%
Not Black or African American	147	96%
Not Hispanic or Latino	151	96%
Not Asian or Native Hawaiian/Other Pacific Islander	152	96%
Not White	11	—
Not Multiracial	152	96%
General Education	124	98%
English Proficient	153	96%
Not Economically Disadvantaged	90	98%
Male	90	96%
Female	63	97%
Migrant	0	—
Not Migrant	153	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	141	179
Not Black or African American	136	179
Not Hispanic or Latino	140	179
Not Asian or Native Hawaiian/Other Pacific Islander	141	179
Not White	11	—
Not Multiracial	141	179
General Education	116	191
English Proficient	142	180
Not Economically Disadvantaged	86	184
Male	85	176
Female	57	184
Migrant	0	—
Not Migrant	142	180

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

Unweighted Combined ELA and Math PIs

SCHOOL: PERU MIDDLE SCHOOL

SCHOOL ID: 091101060006
DISTRICT: PERU CENTRAL 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	143	166	—	—	155
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	144	165	—	—	155
Multiracial	—	—	—	—	—
Students With Disabilities	71	106	—	—	89
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	111	145	—	—	128

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