# The New York State Accountability Report 2011-12

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|---|---|
| **SCHOOL:** | **SCHROON LAKE CENTRAL SCHOOL** |
| **SCHOOL ID:** | **151401040001** |
| **DISTRICT:** | **SCHROON LAKE CENTRAL SCHOOL DISTRICT** |
| **DISTRICT ID:** | **151401040000** |
| **PRINCIPAL:** | **BONNIE FINNERTY** |
| **SUPERINTENDENT:** | **BONNIE FINNERTY** |
| **PHONE:** | **518-532-7164** |

**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:**
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

# 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE 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): YES

| 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE 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 | ✔ | 92 | 100% |
| American Indian or Alaska Native | — | 0 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| White | ✔ | 91 | 100% |
| Multiracial | — | 0 | — |
| Students With Disabilities | — | 12 | — |
| Limited English Proficient | — | 0 | — |
| Economically Disadvantaged | ✔ | 52 | 100% |

✔ 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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: YES**

**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 | ✔ | 91 | 164 | 140 | 140 |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 1 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | ✔ | 90 | 163 | 154 | 154 |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 12 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | ✔ | 51 | 147 | 121 | 121 |

✔ 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.

**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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE 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 | 92 | 100% |
| Not Black or African American | 92 | 100% |
| Not Hispanic or Latino | 91 | 100% |
| Not Asian or Native Hawaiian/Other Pacific Islander | 92 | 100% |
| Not White | 1 | — |
| Not Multiracial | 92 | 100% |
| General Education | 80 | 100% |
| English Proficient | 92 | 100% |
| Not Economically Disadvantaged | 40 | 100% |
| Male | 45 | 100% |
| Female | 47 | 100% |
| Migrant | 0 | — |
| Not Migrant | 92 | 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 | 91 | 164 |
| Not Black or African American | 91 | 164 |
| Not Hispanic or Latino | 90 | 163 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 91 | 164 |
| Not White | 1 | — |
| Not Multiracial | 91 | 164 |
| General Education | 79 | 175 |
| English Proficient | 91 | 164 |
| Not Economically Disadvantaged | 40 | 185 |
| Male | 44 | 161 |
| Female | 47 | 166 |
| Migrant | 0 | — |
| Not Migrant | 91 | 164 |

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

# Elementary/Middle-Level Math: AYP

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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): YES

| 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE 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 | ✔ | 92 | 100% |
| American Indian or Alaska Native | — | 0 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| White | ✔ | 91 | 100% |
| Multiracial | — | 0 | — |
| Students With Disabilities | — | 12 | — |
| Limited English Proficient | — | 0 | — |
| Economically Disadvantaged | ✔ | 52 | 100% |

✔ 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE 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: YES**

**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 | ✔ | 91 | 177 | 154 | 154 |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 1 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | ✔ | 90 | 177 | 164 | 164 |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 12 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | ✔ | 51 | 167 | 138 | 138 |

✔ 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.

**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: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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 | 92 | 100% |
| Not Black or African American | 92 | 100% |
| Not Hispanic or Latino | 91 | 100% |
| Not Asian or Native Hawaiian/Other Pacific Islander | 92 | 100% |
| Not White | 1 | — |
| Not Multiracial | 92 | 100% |
| General Education | 80 | 100% |
| English Proficient | 92 | 100% |
| Not Economically Disadvantaged | 40 | 100% |
| Male | 45 | 100% |
| Female | 47 | 100% |
| Migrant | 0 | — |
| Not Migrant | 92 | 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 | 91 | 177 |
| Not Black or African American | 91 | 177 |
| Not Hispanic or Latino | 90 | 177 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 91 | 177 |
| Not White | 1 | — |
| Not Multiracial | 91 | 177 |
| General Education | 79 | 181 |
| English Proficient | 91 | 177 |
| Not Economically Disadvantaged | 40 | 190 |
| Male | 44 | 180 |
| Female | 47 | 174 |
| Migrant | 0 | — |
| Not Migrant | 91 | 177 |

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

# Elementary/Middle-Level Science: AYP

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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): YES

| 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: NOT APPLICABLE**

**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 | — | 31 | — |
| American Indian or Alaska Native | — | 0 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| White | — | 31 | — |
| Multiracial | — | 0 | — |
| Students With Disabilities | — | 4 | — |
| Limited English Proficient | — | 0 | — |
| Economically Disadvantaged | — | 17 | — |

✔ 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: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: YES**

**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 | ✔ | 31 | 197 | 162 | 162 |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 0 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | ✔ | 31 | 197 | 174 | 174 |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 4 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 17 | — | — | — |

✔ 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: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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 | 31 | — |
| Not Black or African American | 31 | — |
| Not Hispanic or Latino | 31 | — |
| Not Asian or Native Hawaiian/Other Pacific Islander | 31 | — |
| Not White | 0 | — |
| Not Multiracial | 31 | — |
| General Education | 27 | — |
| English Proficient | 31 | — |
| Not Economically Disadvantaged | 14 | — |
| Male | 16 | — |
| Female | 15 | — |
| Migrant | 0 | — |
| Not Migrant | 31 | — |

— 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 | 31 | 197 |
| Not Black or African American | 31 | 197 |
| Not Hispanic or Latino | 31 | 197 |
| Not Asian or Native Hawaiian/Other Pacific Islander | 31 | 197 |
| Not White | 0 | — |
| Not Multiracial | 31 | 197 |
| General Education | 27 | — |
| English Proficient | 31 | 197 |
| Not Economically Disadvantaged | 14 | — |
| Male | 16 | — |
| Female | 15 | — |
| Migrant | 0 | — |
| Not Migrant | 31 | 197 |

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

# Secondary-Level ELA: AYP

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**Adequate Yearly Progress:** In secondary-level 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): YES

| 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

# Secondary-Level ELA: Participation

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**All accountability groups with 40 or more members tested at least 95% of 12th graders: NOT APPLICABLE**

**Secondary-Level English Language Arts (ELA) Participation Results**

| Student Group | Tested 95% | 12th Graders | Percent of 12th Graders with Valid Test Scores |
|---|---|---|---|
| All Students | — | 29 | — |
| American Indian or Alaska Native | — | 0 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| White | — | 28 | — |
| Multiracial | — | 0 | — |
| Students With Disabilities | — | 2 | — |
| Limited English Proficient | — | 0 | — |
| Economically Disadvantaged | — | 13 | — |

✔ At least 95% of 12th graders were tested.
✘ Less than 95% of 12th graders were tested.
— There were fewer than 40 12th graders in the group.

# Secondary-Level ELA: Performance

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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: YES**

**Secondary-Level English Language Arts (ELA) Performance Results**

| Student Group | PI >= EAMO or Safe Harbor Target | 2008 Accountability Cohort Members | PI | Objectives | |
|---|---|---|---|---|---|
| | | | | EAMO | Safe Harbor Target |
| All Students | ✔ | 30 | 190 | 142 | 142 |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 1 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | — | 29 | — | — | — |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 3 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 13 | — | — | — |

✔ 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 in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at http://www.p12.nysed.gov/irs/sirs/.

**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 Cohort Members]) × 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

# Secondary-Level ELA: Non-AYP Groups

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

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

**Participation**

| Student Group | 12th Graders | Percent of 12th Graders with Valid Test Scores |
|---|---|---|
| Not American Indian or Alaska Native | 29 | — |
| Not Black or African American | 29 | — |
| Not Hispanic or Latino | 28 | — |
| Not Asian or Native Hawaiian/Other Pacific Islander | 29 | — |
| Not White | 1 | — |
| Not Multiracial | 29 | — |
| General Education | 27 | — |
| English Proficient | 29 | — |
| Not Economically Disadvantaged | 16 | — |
| Male | 16 | — |
| Female | 13 | — |
| Migrant | 0 | — |
| Not Migrant | 29 | — |

— There were fewer than 40 12th graders in the group.

**Performance**

| Student Group | 2008 Accountability Cohort Members | PI |
|---|---|---|
| Not American Indian or Alaska Native | 30 | 190 |
| Not Black or African American | 30 | 190 |
| Not Hispanic or Latino | 29 | — |
| Not Asian or Native Hawaiian/Other Pacific Islander | 30 | 190 |
| Not White | 1 | — |
| Not Multiracial | 30 | 190 |
| General Education | 27 | — |
| English Proficient | 30 | 190 |
| Not Economically Disadvantaged | 17 | — |
| Male | 17 | — |
| Female | 13 | — |
| Migrant | 0 | — |
| Not Migrant | 30 | 190 |

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**Adequate Yearly Progress:** In secondary-level 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): YES

| 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

# Secondary-Level Math: Participation

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**All accountability groups with 40 or more members tested at least 95% of 12th graders: NOT APPLICABLE**

**Secondary-Level Math Participation Results**

| Student Group | Tested 95% | 12th Graders | Percent of 12th Graders with Valid Test Scores |
|---|---|---|---|
| All Students | — | 29 | — |
| American Indian or Alaska Native | — | 0 | — |
| Black or African American | — | 0 | — |
| Hispanic or Latino | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| White | — | 28 | — |
| Multiracial | — | 0 | — |
| Students With Disabilities | — | 2 | — |
| Limited English Proficient | — | 0 | — |
| Economically Disadvantaged | — | 13 | — |

✔ At least 95% of 12th graders were tested.
✘ Less than 95% of 12th graders were tested.
— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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: YES**

**Secondary-Level Math Performance Results**

| Student Group | PI >= EAMO or Safe Harbor Target | 2008 Accountability Cohort Members | PI | Objectives | |
|---|---|---|---|---|---|
| | | | | EAMO | Safe Harbor Target |
| All Students | ✔ | 30 | 160 | 119 | 119 |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 1 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | — | 29 | — | — | — |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 3 | — | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 13 | — | — | — |

✔ 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 in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at http://www.p12.nysed.gov/irs/sirs/.

**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 Cohort Members]) × 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

# Secondary-Level Math: Non-AYP Groups

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

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

**Participation**

| Student Group | 12th Graders | Percent of 12th Graders with Valid Test Scores |
|---|---|---|
| Not American Indian or Alaska Native | 29 | — |
| Not Black or African American | 29 | — |
| Not Hispanic or Latino | 28 | — |
| Not Asian or Native Hawaiian/Other Pacific Islander | 29 | — |
| Not White | 1 | — |
| Not Multiracial | 29 | — |
| General Education | 27 | — |
| English Proficient | 29 | — |
| Not Economically Disadvantaged | 16 | — |
| Male | 16 | — |
| Female | 13 | — |
| Migrant | 0 | — |
| Not Migrant | 29 | — |

— There were fewer than 40 12th graders in the group.

**Performance**

| Student Group | 2008 Accountability Cohort Members | PI |
|---|---|---|
| Not American Indian or Alaska Native | 30 | 160 |
| Not Black or African American | 30 | 160 |
| Not Hispanic or Latino | 29 | — |
| Not Asian or Native Hawaiian/Other Pacific Islander | 30 | 160 |
| Not White | 1 | — |
| Not Multiracial | 30 | 160 |
| General Education | 27 | — |
| English Proficient | 30 | 160 |
| Not Economically Disadvantaged | 17 | — |
| Male | 17 | — |
| Female | 13 | — |
| Migrant | 0 | — |
| Not Migrant | 30 | 160 |

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE 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 | 164 | 177 | 190 | 160 | 173 |
| American Indian or Alaska Native | — | — | — | — | — |
| Black or African American | — | — | — | — | — |
| Hispanic or Latino | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — |
| White | 163 | 177 | — | — | 170 |
| Multiracial | — | — | — | — | — |
| Students With Disabilities | — | — | — | — | — |
| Limited English Proficient | — | — | — | — | — |
| Economically Disadvantaged | 147 | 167 | — | — | 157 |

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

# Graduation Rate: AYP

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL**

**SCHOOL ID: 151401040001**
**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**Adequate Yearly Progress:** 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.

**All accountability groups made AYP: YES**

| 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

# Graduation Rate: 4-Year Graduation-Rate Total Cohort

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: YES**

**Four-Year Graduation-Rate Total Cohort**

| Student Group | Met Graduation-Rate Criterion | 2007 Four-Year Graduation-Rate Total Cohort | Graduation Rate | State Standard | Progress Target |
|---|---|---|---|---|---|
| All Students | ✔ | 44* | 84%* | 80% | 80% |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 0 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | ✔ | 44* | 84%* | 80% | 80% |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 6* | —* | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 17* | —* | — | — |

✔ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✘ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
* The number of students in the 2007 four-year graduation-rate total cohort in the school/district is less than 30, so data for the 2007 four-year graduation-rate total cohort and the 2006 four-year graduation-rate total cohort were combined to determine graduation rates.

**2007 Four-Year Graduation-Rate Total Cohort**
The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

**Graduation Rate**
The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

**Progress Target**
The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:
[(80 - the graduation rate of the 2006 four-year graduation-rate total cohort) x 0.1] + the graduation rate of the 2006 four-year graduation-rate total cohort

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: NO**

**Five-Year Graduation-Rate Total Cohort**

| Student Group | Met Graduation-Rate Criterion | 2006 Five-Year Graduation-Rate Total Cohort | Graduation Rate | State Standard | Progress Target |
|---|---|---|---|---|---|
| All Students | ✔ | 44* | 80%* | 80% | 80% |
| American Indian or Alaska Native | — | 0 | — | — | — |
| Black or African American | — | 0 | — | — | — |
| Hispanic or Latino | — | 0 | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — | — | — |
| White | ✘ | 42* | 79%* | 80% | 80% |
| Multiracial | — | 0 | — | — | — |
| Students With Disabilities | — | 5* | —* | — | — |
| Limited English Proficient | — | 0 | — | — | — |
| Economically Disadvantaged | — | 16* | —* | — | — |

✔ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✘ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
* The number of students in the 2006 five-year graduation-rate total cohort in the school/district is less than 30, so data for the 2006 five-year graduation-rate total cohort and the 2005 five-year graduation-rate total cohort were combined to determine graduation rates.

**2006 Five-Year Graduation-Rate Total Cohort**
The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

**Graduation Rate**
The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

**Progress Target**
The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:
[(80 - the graduation rate of the 2005 five-year graduation-rate total cohort) x 0.2] + the graduation rate of the 2005 five-year graduation-rate total cohort

# Graduation Rate: Non-AYP

**SCHOOL: SCHROON LAKE CENTRAL SCHOOL** **SCHOOL ID: 151401040001**

**DISTRICT: SCHROON LAKE CENTRAL SCHOOL DISTRICT**

**Graduation Rates for the following groups are *NOT* used to determine AYP.**

| Student Group | Four-Year Graduation-Rate Total Cohort | | Five-Year Graduation-Rate Total Cohort | |
|---|---|---|---|---|
| | 2007 Four-Year Graduation-Rate Total Cohort | Graduation Rate | 2006 Five-Year Graduation-Rate Total Cohort | Graduation Rate |
| Not American Indian or Alaska Native | 44 | 84% | 44 | 80% |
| Not Black or African American | 44 | 84% | 44 | 80% |
| Not Hispanic or Latino | 44 | 84% | 44 | 80% |
| Not Asian or Native Hawaiian/Other Pacific Islander | 44 | 84% | 44 | 80% |
| Not White | 0 | — | 2 | — |
| Not Multiracial | 44 | 84% | 44 | 80% |
| General Education | 38 | 92% | 39 | 87% |
| English Proficient | 44 | 84% | 44 | 80% |
| Not Economically Disadvantaged | 27 | — | 28 | — |
| Male | 23 | — | 21 | — |
| Female | 21 | — | 23 | — |
| Migrant | 0 | — | 0 | — |
| Not Migrant | 44 | 84% | 44 | 80% |

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

**Regents with Advanced Designation**
The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 45%, which exceeded the State average of 31%.

**Regents with CTE Endorsement**
The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 5%, which exceeded the State average of 3%.