The New York State Accountability Report 2011-12

DISTRICT:	**BALDWINSVILLE CENTRAL SCHOOL DISTRICT**
DISTRICT ID:	**420901060000**
SUPERINTENDENT:	**JEANNE DANGLE**
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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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	2720	99%
American Indian or Alaska Native	—	17	—
Black or African American	✔	40	100%
Hispanic or Latino	✔	79	100%
Asian or Native Hawaiian/Other Pacific Islander	✔	51	100%
White	✔	2457	99%
Multiracial	✔	76	100%
Students With Disabilities	✔	366	99%
Limited English Proficient	—	12	—
Economically Disadvantaged	✔	597	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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	2658	161	148	148
American Indian or Alaska Native	—	15	—	—	—
Black or African American	✔	38	118	114	114
Hispanic or Latino	✔	77	156	121	121
Asian or Native Hawaiian/Other Pacific Islander	✔	51	184	152	152
White	✔	2404	162	162	162
Multiracial	✘	73	144	147	147
Students With Disabilities	✘	381†	88†	95	95
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✔	569	135	129	129

✔ 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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	2703	99%
Not Black or African American	2680	99%
Not Hispanic or Latino	2641	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2669	99%
Not White	263	100%
Not Multiracial	2644	99%
General Education	2354	100%
English Proficient	2708	99%
Not Economically Disadvantaged	2123	99%
Male	1414	99%
Female	1306	100%
Migrant	0	—
Not Migrant	2720	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	2643	161
Not Black or African American	2620	162
Not Hispanic or Latino	2581	161
Not Asian or Native Hawaiian/Other Pacific Islander	2607	161
Not White	254	152
Not Multiracial	2585	162
General Education	2300	173
English Proficient	2646	162
Not Economically Disadvantaged	2089	168
Male	1381	155
Female	1277	168
Migrant	0	—
Not Migrant	2658	161

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

Elementary/Middle-Level Math: AYP

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	2721	99%
American Indian or Alaska Native	—	17	—
Black or African American	✔	40	100%
Hispanic or Latino	✔	79	100%
Asian or Native Hawaiian/Other Pacific Islander	✔	51	100%
White	✔	2458	99%
Multiracial	✔	76	100%
Students With Disabilities	✔	366	100%
Limited English Proficient	—	12	—
Economically Disadvantaged	✔	598	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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	2649	173	162	162
American Indian or Alaska Native	—	15	—	—	—
Black or African American	✔	38	139	126	126
Hispanic or Latino	✔	77	162	139	139
Asian or Native Hawaiian/Other Pacific Islander	✔	51	196	172	172
White	✔	2395	173	172	172
Multiracial	✔	73	164	155	155
Students With Disabilities	✘	383†	113†	116	116
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✔	567	150	146	146

✔ 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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	2704	99%
Not Black or African American	2681	99%
Not Hispanic or Latino	2642	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2670	99%
Not White	263	100%
Not Multiracial	2645	99%
General Education	2355	99%
English Proficient	2709	99%
Not Economically Disadvantaged	2123	99%
Male	1415	99%
Female	1306	99%
Migrant	0	—
Not Migrant	2721	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	2634	173
Not Black or African American	2611	173
Not Hispanic or Latino	2572	173
Not Asian or Native Hawaiian/Other Pacific Islander	2598	172
Not White	254	166
Not Multiracial	2576	173
General Education	2289	183
English Proficient	2637	173
Not Economically Disadvantaged	2082	179
Male	1382	172
Female	1267	173
Migrant	0	—
Not Migrant	2649	173

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

Elementary/Middle-Level Science: AYP

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	897	98%
American Indian or Alaska Native	—	7	—
Black or African American	—	10	—
Hispanic or Latino	—	25	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
White	✔	814	98%
Multiracial	—	24	—
Students With Disabilities	✔	109	99%
Limited English Proficient	—	6	—
Economically Disadvantaged	✔	186	97%

✔ 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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	870	186	175	175
American Indian or Alaska Native	—	6	—	—	—
Black or African American	—	10	—	—	—
Hispanic or Latino	—	24	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✔	789	187	187	187
Multiracial	—	24	—	—	—
Students With Disabilities	✔	111†	149†	144	144
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✔	173	171	160	160

✔ 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.
† 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 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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	890	98%
Not Black or African American	887	98%
Not Hispanic or Latino	872	98%
Not Asian or Native Hawaiian/Other Pacific Islander	880	98%
Not White	83	99%
Not Multiracial	873	98%
General Education	788	98%
English Proficient	891	98%
Not Economically Disadvantaged	711	99%
Male	466	98%
Female	431	98%
Migrant	0	—
Not Migrant	897	98%

— 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	864	187
Not Black or African American	860	187
Not Hispanic or Latino	846	187
Not Asian or Native Hawaiian/Other Pacific Islander	853	186
Not White	81	185
Not Multiracial	846	186
General Education	764	192
English Proficient	864	186
Not Economically Disadvantaged	697	190
Male	451	186
Female	419	186
Migrant	0	—
Not Migrant	870	186

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

Secondary-Level ELA: AYP

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

All accountability groups with 40 or more members tested at least 95% of 12th graders: YES

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✔	482	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	6	—
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✔	430	100%
Multiracial	—	27	—
Students With Disabilities	✔	54	100%
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	61	100%

✔ 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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	481	175	154	154
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✔	432	176	169	169
Multiracial	—	25	—	—	—
Students With Disabilities	✔	66†	115†	85	85
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	69	139	129	129

✔ 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.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	481	100%
Not Black or African American	476	100%
Not Hispanic or Latino	468	100%
Not Asian or Native Hawaiian/Other Pacific Islander	478	100%
Not White	52	100%
Not Multiracial	455	100%
General Education	428	100%
English Proficient	482	100%
Not Economically Disadvantaged	421	100%
Male	239	100%
Female	243	100%
Migrant	0	—
Not Migrant	482	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	480	175
Not Black or African American	476	175
Not Hispanic or Latino	467	175
Not Asian or Native Hawaiian/Other Pacific Islander	477	174
Not White	49	163
Not Multiracial	456	175
General Education	419	184
English Proficient	481	175
Not Economically Disadvantaged	412	181
Male	239	169
Female	242	180
Migrant	0	—
Not Migrant	481	175

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

All accountability groups with 40 or more members tested at least 95% of 12th graders: YES

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✔	482	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	6	—
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✔	430	100%
Multiracial	—	27	—
Students With Disabilities	✔	54	98%
Limited English Proficient	—	0	—
Economically Disadvantaged	✔	61	100%

✔ 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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	✔	481	162	131	131
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✔	432	163	149	149
Multiracial	—	25	—	—	—
Students With Disabilities	✔	66†	98†	70	70
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	69	132	103	103

✔ 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.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	481	100%
Not Black or African American	476	100%
Not Hispanic or Latino	468	100%
Not Asian or Native Hawaiian/Other Pacific Islander	478	100%
Not White	52	100%
Not Multiracial	455	100%
General Education	428	100%
English Proficient	482	100%
Not Economically Disadvantaged	421	100%
Male	239	100%
Female	243	100%
Migrant	0	—
Not Migrant	482	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	480	161
Not Black or African American	476	162
Not Hispanic or Latino	467	162
Not Asian or Native Hawaiian/Other Pacific Islander	477	161
Not White	49	151
Not Multiracial	456	162
General Education	419	171
English Proficient	481	162
Not Economically Disadvantaged	412	167
Male	239	161
Female	242	162
Migrant	0	—
Not Migrant	481	162

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	161	173	175	162	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	118	139	—	—	129
Hispanic or Latino	156	162	—	—	159
Asian or Native Hawaiian/Other Pacific Islander	184	196	—	—	190
White	162	173	176	163	169
Multiracial	144	164	—	—	154
Students With Disabilities	88	113	115	98	104
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	135	150	139	132	139

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

Graduation Rate: AYP

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

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	✔	479	91%	80%	80%
American Indian or Alaska Native	—	7	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✔	432	92%	80%	80%
Multiracial	—	21	—	—	—
Students With Disabilities	✘	57†	68%†	80%	71%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	66	85%	80%	80%

✔ 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.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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

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	✔	505	93%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	—	10	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✔	473	94%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✔	66†	80%†	80%	74%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✔	59	90%	80%	80%

✔ 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.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

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

DISTRICT: BALDWINSVILLE CENTRAL SCHOOL DISTRICT **DISTRICT ID: 420901060000**

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	472	92%	502	93%
Not Black or African American	473	91%	493	94%
Not Hispanic or Latino	470	91%	495	93%
Not Asian or Native Hawaiian/Other Pacific Islander	475	91%	500	93%
Not White	47	83%	32	78%
Not Multiracial	458	91%	503	93%
General Education	424	94%	442	95%
English Proficient	479	91%	505	93%
Not Economically Disadvantaged	413	92%	446	93%
Male	251	90%	254	93%
Female	228	93%	251	93%
Migrant	0	—	0	—
Not Migrant	479	91%	505	93%

— 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 58%, 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%.