



The New York State Accountability Report 2011-12

DISTRICT: BALLSTON SPA CENTRAL
SCHOOL DISTRICT
DISTRICT ID: 521301060000
SUPERINTENDENT: JOSEPH DRAGONE
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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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	1945	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	47	100%
Hispanic or Latino	—	8	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	✓	1863	99%
Multiracial	—	1	—
Students With Disabilities	✓	291	98%
Limited English Proficient	—	7	—
Economically Disadvantaged	✓	476	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

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	1868	156	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	47	121	116	116
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—
White	✗	1787	157	161	159
Multiracial	—	1	—	—	—
Students With Disabilities	✓	274†	95†	94	94
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✗	439	121	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: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	1945	99%
Not Black or African American	1898	99%
Not Hispanic or Latino	1937	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1919	99%
Not White	82	99%
Not Multiracial	1944	99%
General Education	1654	99%
English Proficient	1938	99%
Not Economically Disadvantaged	1469	99%
Male	1037	99%
Female	908	99%
Migrant	0	—
Not Migrant	1945	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	1868	156
Not Black or African American	1821	157
Not Hispanic or Latino	1861	156
Not Asian or Native Hawaiian/Other Pacific Islander	1842	156
Not White	81	137
Not Multiracial	1867	156
General Education	1602	167
English Proficient	1864	157
Not Economically Disadvantaged	1429	167
Male	993	148
Female	875	166
Migrant	0	—
Not Migrant	1868	156

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

Elementary/Middle-Level Math: AYP

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	1945	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	47	100%
Hispanic or Latino	—	7	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	✓	1864	99%
Multiracial	—	1	—
Students With Disabilities	✓	291	98%
Limited English Proficient	—	7	—
Economically Disadvantaged	✓	475	97%

✓ 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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	1861	165	161	161
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	47	134	128	128
Hispanic or Latino	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—
White	✗	1780	165	171	171
Multiracial	—	1	—	—	—
Students With Disabilities	✗	274†	110†	115	115
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✗	435	134	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: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	1945	99%
Not Black or African American	1898	99%
Not Hispanic or Latino	1938	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1919	99%
Not White	81	100%
Not Multiracial	1944	99%
General Education	1654	99%
English Proficient	1938	99%
Not Economically Disadvantaged	1470	99%
Male	1035	99%
Female	910	99%
Migrant	0	—
Not Migrant	1945	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	1861	165
Not Black or African American	1814	166
Not Hispanic or Latino	1854	165
Not Asian or Native Hawaiian/Other Pacific Islander	1835	165
Not White	81	152
Not Multiracial	1860	165
General Education	1595	174
English Proficient	1856	165
Not Economically Disadvantaged	1426	174
Male	990	162
Female	871	168
Migrant	0	—
Not Migrant	1861	165

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

Elementary/Middle-Level Science: AYP

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	649	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	16	—
Hispanic or Latino	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	619	99%
Multiracial	—	1	—
Students With Disabilities	✓	85	99%
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	158	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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	620	190	175	175
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	592	190	187	186
Multiracial	—	1	—	—	—
Students With Disabilities	✓	77†	155†	143	143
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	140	174	159	159

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

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

† 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: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	649	99%
Not Black or African American	633	99%
Not Hispanic or Latino	645	99%
Not Asian or Native Hawaiian/Other Pacific Islander	640	99%
Not White	30	—
Not Multiracial	648	99%
General Education	564	99%
English Proficient	648	99%
Not Economically Disadvantaged	491	100%
Male	340	99%
Female	309	99%
Migrant	0	—
Not Migrant	649	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	620	190
Not Black or African American	605	191
Not Hispanic or Latino	617	190
Not Asian or Native Hawaiian/Other Pacific Islander	611	190
Not White	28	—
Not Multiracial	619	190
General Education	546	195
English Proficient	619	190
Not Economically Disadvantaged	480	195
Male	326	188
Female	294	193
Migrant	0	—
Not Migrant	620	190

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

Secondary-Level ELA: AYP

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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): 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

Secondary-Level ELA: Participation

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	318	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	6	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	310	99%
Multiracial	—	0	—
Students With Disabilities	—	36	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	56	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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	312	166	153	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✗	304	166	168	168
Multiracial	—	0	—	—	—
Students With Disabilities	✓	37†	81†	81	81
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	55	125	128	128

✓ 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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$

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: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	318	99%
Not Black or African American	312	99%
Not Hispanic or Latino	318	99%
Not Asian or Native Hawaiian/Other Pacific Islander	316	99%
Not White	8	—
Not Multiracial	318	99%
General Education	282	99%
English Proficient	318	99%
Not Economically Disadvantaged	262	98%
Male	168	98%
Female	150	99%
Migrant	0	—
Not Migrant	318	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	312	166
Not Black or African American	306	167
Not Hispanic or Latino	312	166
Not Asian or Native Hawaiian/Other Pacific Islander	310	165
Not White	8	—
Not Multiracial	312	166
General Education	278	176
English Proficient	312	166
Not Economically Disadvantaged	257	174
Male	164	161
Female	148	171
Migrant	0	—
Not Migrant	312	166

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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): 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

Secondary-Level Math: Participation

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	318	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	6	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	310	99%
Multiracial	—	0	—
Students With Disabilities	—	36	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	56	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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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

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	✓	312	147	130	130
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✗	304	147	148	148
Multiracial	—	0	—	—	—
Students With Disabilities	✓	37†	84†	66	66
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	55	115	102	102

✓ 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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

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: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	318	99%
Not Black or African American	312	99%
Not Hispanic or Latino	318	99%
Not Asian or Native Hawaiian/Other Pacific Islander	316	99%
Not White	8	—
Not Multiracial	318	99%
General Education	282	99%
English Proficient	318	99%
Not Economically Disadvantaged	262	98%
Male	168	98%
Female	150	100%
Migrant	0	—
Not Migrant	318	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	312	147
Not Black or African American	306	148
Not Hispanic or Latino	312	147
Not Asian or Native Hawaiian/Other Pacific Islander	310	146
Not White	8	—
Not Multiracial	312	147
General Education	278	155
English Proficient	312	147
Not Economically Disadvantaged	257	154
Male	164	144
Female	148	150
Migrant	0	—
Not Migrant	312	147

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

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	156	165	166	147	159
American Indian or Alaska Native	—	—	—	—	—
Black or African American	121	134	—	—	128
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	157	165	166	147	159
Multiracial	—	—	—	—	—
Students With Disabilities	95	110	81	84	93
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	121	134	125	115	124

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

Graduation Rate: AYP

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	351	83%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	9	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	329	83%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	55†	40%†	80%	62%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✗	81	65%	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 graduation 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:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	✓	382	87%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	363	87%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	60†	60%†	80%	58%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	67	78%	80%	72%

✓ 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 graduation 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:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: BALLSTON SPA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 521301060000

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	351	83%	382	87%
Not Black or African American	342	83%	371	87%
Not Hispanic or Latino	339	83%	377	86%
Not Asian or Native Hawaiian/Other Pacific Islander	350	83%	379	87%
Not White	22	—	19	—
Not Multiracial	351	83%	382	87%
General Education	301	90%	326	91%
English Proficient	351	83%	380	87%
Not Economically Disadvantaged	270	88%	315	89%
Male	186	78%	181	86%
Female	165	88%	201	87%
Migrant	0	—	1	—
Not Migrant	351	83%	381	87%

— 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 46%, 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 0%, which did not exceed the State average of 3%.