



The New York State Accountability Report 2011-12

DISTRICT: FALLSBURG CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 590501060000
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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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	✓	650	100%
American Indian or Alaska Native	—	2	—
Black or African American	✓	88	99%
Hispanic or Latino	✓	242	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	295	100%
Multiracial	—	13	—
Students With Disabilities	✓	116	98%
Limited English Proficient	✓	45	100%
Economically Disadvantaged	✓	484	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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X	617	111	146	121
American Indian or Alaska Native	—	2	—	—	—
Black or African American	X	83	102	119	111
Hispanic or Latino	X	224	111	125	115
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	X	287	112	158	126
Multiracial	—	11	—	—	—
Students With Disabilities	X	113†	25†	91	54
Limited English Proficient	X	66‡	68‡	98	85
Economically Disadvantaged	X	457	103	129	111

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

X 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	648	100%
Not Black or African American	562	100%
Not Hispanic or Latino	408	100%
Not Asian or Native Hawaiian/Other Pacific Islander	640	100%
Not White	355	99%
Not Multiracial	637	100%
General Education	534	100%
English Proficient	605	100%
Not Economically Disadvantaged	166	99%
Male	355	99%
Female	295	100%
Migrant	22	—
Not Migrant	628	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	615	111
Not Black or African American	534	113
Not Hispanic or Latino	393	112
Not Asian or Native Hawaiian/Other Pacific Islander	607	111
Not White	330	111
Not Multiracial	606	111
General Education	506	130
English Proficient	574	116
Not Economically Disadvantaged	160	134
Male	332	102
Female	285	122
Migrant	20	—
Not Migrant	597	113

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

Elementary/Middle-Level Math: AYP

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	✓	652	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	88	99%
Hispanic or Latino	✓	244	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	295	99%
Multiracial	—	13	—
Students With Disabilities	✓	117	97%
Limited English Proficient	✓	45	100%
Economically Disadvantaged	✓	486	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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X	615	122	160	134
American Indian or Alaska Native	—	2	—	—	—
Black or African American	X	83	108	131	127
Hispanic or Latino	X	225	119	143	133
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	X	284	126	168	138
Multiracial	—	11	—	—	—
Students With Disabilities	X	112†	47†	112	77
Limited English Proficient	X	67‡	85‡	128	107
Economically Disadvantaged	X	456	114	146	127

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

X 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	650	99%
Not Black or African American	564	99%
Not Hispanic or Latino	408	99%
Not Asian or Native Hawaiian/Other Pacific Islander	642	99%
Not White	357	99%
Not Multiracial	639	99%
General Education	535	99%
English Proficient	607	99%
Not Economically Disadvantaged	166	98%
Male	356	99%
Female	296	99%
Migrant	22	—
Not Migrant	630	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	613	122
Not Black or African American	532	124
Not Hispanic or Latino	390	123
Not Asian or Native Hawaiian/Other Pacific Islander	605	121
Not White	331	118
Not Multiracial	604	122
General Education	505	138
English Proficient	571	126
Not Economically Disadvantaged	159	142
Male	333	120
Female	282	124
Migrant	21	—
Not Migrant	594	123

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

Elementary/Middle-Level Science: AYP

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	✓	206	97%
American Indian or Alaska Native	—	1	—
Black or African American	—	27	—
Hispanic or Latino	✓	82	96%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	90	97%
Multiracial	—	1	—
Students With Disabilities	—	37	—
Limited English Proficient	—	18	—
Economically Disadvantaged	✓	147	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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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

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

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	X	193	152	171	165
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	27	—	—	—
Hispanic or Latino	X	74	147	154	154
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	X	85	158	180	172
Multiracial	—	1	—	—	—
Students With Disabilities	X	35†	100†	138	129
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	X	137	147	159	159

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

X 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	205	97%
Not Black or African American	179	97%
Not Hispanic or Latino	124	98%
Not Asian or Native Hawaiian/Other Pacific Islander	201	97%
Not White	116	97%
Not Multiracial	205	97%
General Education	169	98%
English Proficient	188	98%
Not Economically Disadvantaged	59	97%
Male	118	97%
Female	88	97%
Migrant	8	—
Not Migrant	198	97%

— 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	192	152
Not Black or African American	166	154
Not Hispanic or Latino	119	155
Not Asian or Native Hawaiian/Other Pacific Islander	188	151
Not White	108	148
Not Multiracial	192	153
General Education	159	163
English Proficient	178	158
Not Economically Disadvantaged	56	166
Male	111	154
Female	82	150
Migrant	8	—
Not Migrant	185	156

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

Secondary-Level ELA: AYP

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	✓	94	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	16	—
Hispanic or Latino	—	26	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	49	96%
Multiracial	—	1	—
Students With Disabilities	—	17	—
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	40	98%

✓ 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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	86	128	148	142
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	—	21	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	X	47	115	160	149
Multiracial	—	1	—	—	—
Students With Disabilities	—	16	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	36	133	125	125

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

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

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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	94	98%
Not Black or African American	78	97%
Not Hispanic or Latino	68	97%
Not Asian or Native Hawaiian/Other Pacific Islander	92	98%
Not White	45	100%
Not Multiracial	93	98%
General Education	77	99%
English Proficient	91	98%
Not Economically Disadvantaged	54	98%
Male	51	98%
Female	43	98%
Migrant	1	—
Not Migrant	93	98%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	86	128
Not Black or African American	71	128
Not Hispanic or Latino	65	120
Not Asian or Native Hawaiian/Other Pacific Islander	84	126
Not White	39	144
Not Multiracial	85	128
General Education	70	147
English Proficient	85	128
Not Economically Disadvantaged	50	124
Male	48	117
Female	38	142
Migrant	1	—
Not Migrant	85	128

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	✓	94	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	16	—
Hispanic or Latino	—	26	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	49	98%
Multiracial	—	1	—
Students With Disabilities	—	17	—
Limited English Proficient	—	3	—
Economically Disadvantaged	✓	40	98%

✓ 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: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	86	94	125	100
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	—	21	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✗	47	94	140	108
Multiracial	—	1	—	—	—
Students With Disabilities	—	16	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	36	94	99	88

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

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 Math: Non-AYP Groups

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	94	99%
Not Black or African American	78	99%
Not Hispanic or Latino	68	99%
Not Asian or Native Hawaiian/Other Pacific Islander	92	99%
Not White	45	100%
Not Multiracial	93	99%
General Education	77	100%
English Proficient	91	99%
Not Economically Disadvantaged	54	100%
Male	51	98%
Female	43	100%
Migrant	1	—
Not Migrant	93	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	86	94
Not Black or African American	71	93
Not Hispanic or Latino	65	97
Not Asian or Native Hawaiian/Other Pacific Islander	84	93
Not White	39	95
Not Multiracial	85	94
General Education	70	113
English Proficient	85	94
Not Economically Disadvantaged	50	94
Male	48	81
Female	38	111
Migrant	1	—
Not Migrant	85	94

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	111	122	128	94	114
American Indian or Alaska Native	—	—	—	—	—
Black or African American	102	108	—	—	105
Hispanic or Latino	111	119	—	—	115
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	112	126	115	94	112
Multiracial	—	—	—	—	—
Students With Disabilities	25	47	—	—	36
Limited English Proficient	68	85	—	—	77
Economically Disadvantaged	103	114	133	94	111

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

Graduation Rate: AYP

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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: **NO**

Student Group	Made AYP
All Students	X
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	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X	118	64%	80%	65%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	25	—	—	—
Hispanic or Latino	✓	40	58%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	X	50	62%	80%	75%
Multiracial	—	1	—	—	—
Students With Disabilities	—	23	—	—	—
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	X	68	63%	80%	67%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

X Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

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:

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

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	X	108	67%	80%	74%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	61	75%	80%	75%
Multiracial	—	1	—	—	—
Students With Disabilities	—	22	—	—	—
Limited English Proficient	—	8	—	—	—
Economically Disadvantaged	X	49	65%	80%	72%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

X Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

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:

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

Graduation Rate: Non-AYP

DISTRICT: FALLSBURG CENTRAL SCHOOL DISTRICT

DISTRICT ID: 590501060000

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	118	64%	107	67%
Not Black or African American	93	61%	91	68%
Not Hispanic or Latino	78	67%	81	72%
Not Asian or Native Hawaiian/Other Pacific Islander	116	63%	107	66%
Not White	68	65%	47	55%
Not Multiracial	117	63%	107	66%
General Education	95	73%	86	76%
English Proficient	108	67%	100	70%
Not Economically Disadvantaged	50	64%	59	68%
Male	60	55%	59	59%
Female	58	72%	49	76%
Migrant	3	—	4	—
Not Migrant	115	64%	104	69%

— 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 10%, which did not exceed 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%.