



The New York State Accountability Report 2011-12

DISTRICT: CANASTOTA CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 250901060000
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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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	685	681	99%
American Indian or Alaska Native	—	3	—	—
Black or African American	—	8	—	—
Hispanic or Latino	—	16	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—
White	✓	624	621	100%
Multiracial	—	32	—	—
Students With Disabilities	✓	100	97	97%
Limited English Proficient	—	0	—	—
Economically Disadvantaged	✓	314	310	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 ELA: Performance

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✗	667	0	83	15	227	321	21	141	146	142
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—
Black or African American	—	7	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	16	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—
White	✗	609	0	69	12	204	305	19	144	160	145
Multiracial	✓	30	0	5	1	15	9	0	117	141	20
Students With Disabilities	✗	103†	0†	46†	3†	40†	9†	5†	72†	91	87
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	298	0	52	13	114	114	5	127	128	126

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

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

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

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

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

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: AYP

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	—
Hispanic or Latino	—
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 Math: Participation

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	686	684	100%
American Indian or Alaska Native	—	3	—	—
Black or African American	—	8	—	—
Hispanic or Latino	—	16	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—
White	✓	625	623	100%
Multiracial	—	32	—	—
Students With Disabilities	✓	100	98	98%
Limited English Proficient	—	0	—	—
Economically Disadvantaged	✓	315	313	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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✗	669	0	56	20	195	284	114	154	160	160
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—
Black or African American	—	8	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	16	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—
White	✗	610	0	46	17	173	264	110	157	170	161
Multiracial	✓	30	0	4	3	13	8	2	130	149	20
Students With Disabilities	✗	104†	0†	31†	5†	42†	19†	7†	100†	112	112
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✗	300	0	40	9	115	106	30	135	145	144

✓ 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.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

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 Science: AYP

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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

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

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	224	219	98%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	2	—	—
Hispanic or Latino	—	5	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—
White	✓	204	200	98%
Multiracial	—	12	—	—
Students With Disabilities	✓	43	40	93%
Limited English Proficient	—	0	—	—
Economically Disadvantaged	✓	100	95	95%

✓ 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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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 \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	213	11	36	101	65	173	171	171
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—
White	✗	195	11	31	88	65	173	183	182
Multiracial	—	11	—	—	—	—	—	—	—
Students With Disabilities	✓	44†	8†	15†	13†	8†	130†	139	1
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	✓	91	7	17	48	19	166	158	158

✓ 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.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

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.

Secondary-Level ELA: AYP

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	111	110	99%
American Indian or Alaska Native	—	2	—	—
Black or African American	—	2	—	—
Hispanic or Latino	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	✓	102	101	99%
Multiracial	—	2	—	—
Students With Disabilities	—	13	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	24	—	—

✓ 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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	119	17	21	43	38	154	149	149
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—
White	✗	109	15	20	39	35	154	164	164
Multiracial	—	2	—	—	—	—	—	—	—
Students With Disabilities	—	24	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	✓	33	10	8	9	6	115	124	20

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

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: AYP

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	111	108	97%
American Indian or Alaska Native	—	2	—	—
Black or African American	—	2	—	—
Hispanic or Latino	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	✓	102	100	98%
Multiracial	—	2	—	—
Students With Disabilities	—	13	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	24	—	—

✓ 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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	119	18	42	48	11	134	126	126
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—
White	✗	109	16	38	44	11	136	144	137
Multiracial	—	2	—	—	—	—	—	—	—
Students With Disabilities	—	24	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	✓	33	8	12	11	2	115	98	20

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

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

Unweighted Combined ELA and Math PIs

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	141	154	154	134	146
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	144	157	154	136	148
Multiracial	117	130	—	—	124
Students With Disabilities	72	100	—	—	86
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	127	135	115	115	123

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

Graduation Rate: AYP

DISTRICT: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	✓
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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	127	102	80%	80%	77%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	1	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—
White	✓	122	98	80%	80%	78%
Multiracial	—	2	—	—	—	—
Students With Disabilities	—	27	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	✗	32	20	63%	80%	70%

✓ 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.

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: CANASTOTA CENTRAL SCHOOL DISTRICT

DISTRICT ID: 250901060000

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	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✗	127	99	78%	80%	80%
American Indian or Alaska Native	—	1	—	—	—	—
Black or African American	—	4	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—
White	✓	120	96	80%	80%	80%
Multiracial	—	0	—	—	—	—
Students With Disabilities	✗	34†	17†	50%†	80%	69%
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	✗	33	21	64%	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:

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