

In September 2011, the U.S. Department of Education (the Department) offered each state education agency (SEA) the opportunity to request flexibility from the one-size-fits-all requirements of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, on behalf of itself, its local education agencies (LEAs), and schools. SEAs wishing to qualify for *ESEA* flexibility were required to provide the Department with rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve instructional quality.

In order to receive *ESEA* flexibility, each SEA developed and implemented a system of differentiated recognition, accountability, and support that considered student achievement, graduation rates, and school performance and progress over time for the “all students” group, individual *ESEA* student subgroups, and any combined subgroup. A key element of the accountability systems was the identification of a state’s lowest-achieving schools and schools with the lowest graduation rates as priority schools and schools with the most significant achievement or graduation rate gaps as focus schools. Each SEA identified a number of schools equal to at least 5 percent of its Title I participating schools as priority schools and equal to at least 10 percent of its Title I participating schools as focus schools. Each SEA is ensuring that schools and students receive interventions and supports based on this comprehensive system of identification.

SEAs approved to begin implementation of *ESEA* flexibility in the 2012–13 school year (Windows 1 and 2 states) used 2010–11 data, 2011–12 data, or multiple years of data including 2011–12 data to identify schools under their systems of differentiated recognition, accountability, and support. Similarly, SEAs approved to begin implementation of *ESEA* flexibility in the 2013–14 school year (Windows 3 and 4 states) used 2011–12 data, 2012–13 data, or multiple years of data including 2012–13 data to identify schools under their accountability systems. The Department analyzed aggregate student data reported by SEAs to determine the extent to which each SEA’s identification of schools captured low subgroup achievement, low subgroup graduation rates, large subgroup achievement and graduation rate gaps, and subgroups meeting annual measurable objectives (AMOs), the 95-percent participation rate, and graduation rate targets. The data analysis that follows is a profile developed specifically for each state based on SEA-provided data for Title I participating schools. Each Window 1 and Window 2 state will have a Year 1 analysis (based on 2011–12 data) and a Year 2 analysis (based on 2012–13 data). Each Window 3 and Window 4 state will have only a Year 1 analysis (based on 2012–13 data). Please note that the analyses were impacted by varying levels of school data quality as indicated in the footnote for each exhibit and as noted in Appendix A-1 (Technical notes) and Appendix A-2 (Excluded and modified state profile analyses). Additionally, under *ESEA* flexibility, a state may have identified Title I eligible, but not Title I participating schools as priority schools. Such schools would not be included in the following analysis, which includes only Title I participating schools.

These profiles are provided to states as tools to facilitate continuous improvement of each SEA’s system of differentiated recognition, accountability, and support and to support conversations between individual SEAs and the Department. The Department intends to continue to generate data analyses of *ESEA* flexibility going forward. The current profiles are not designed to provide information on the effectiveness of individual state systems or the impact of *ESEA* flexibility on student achievement or other educational outcomes.

Section I: Overview of Accountability Under *Elementary and Secondary Education Act (ESEA) Flexibility*

Exhibit 1. What percentage of Title I eligible elementary, middle, high, and non-standard schools were identified as priority, focus, or other?

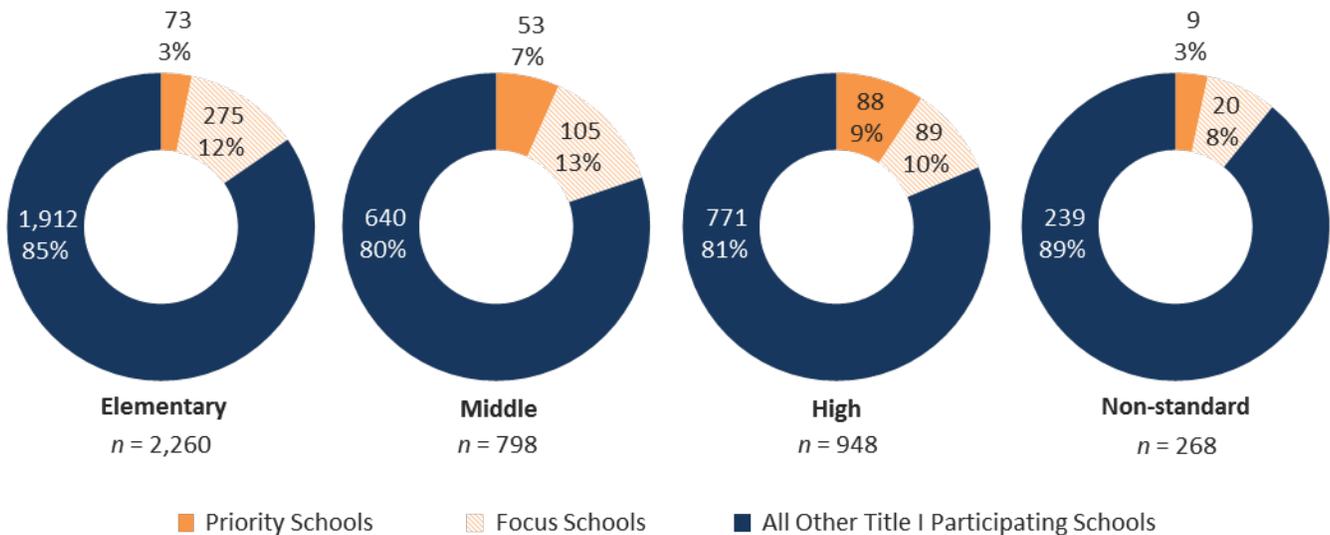


Exhibit reads: In New York, among Title I eligible elementary schools, 3 percent (73 schools) were identified as priority, 12 percent (275 schools) were identified as focus, and 85 percent (1,912 schools) were among all other Title I eligible schools for 2012–13.

Source: 2011–12 ED*Facts*, Data Group (DG) 18: Grades offered; 2012–13 ED*Facts*, DG 34: Improvement status - school (n = 4,274 Title I eligible schools)

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 3. At the time of identification, what were the demographic characteristics of priority and focus schools compared to all other Title I eligible schools?

Characteristics	Schools Identified as Priority or Focus for 2012–13	All Other Title I Eligible Schools
School Level (Percentage of Schools)		
Elementary	48.9%	53.7%
Middle	22.2%	18.0%
High	24.9%	21.6%
Non-standard ^a	4.1%	6.7%
Total	100.0%	100.0%
School Type (Percentage of Schools)		
Regular	97.8%	98.4%
Alternative	<1%	<1%
Special education	<1%	<1%
Vocational	2.0%	<1%
Total	100.0%	98.4%
Charter School Status (Percentage of Schools)	1.4%	3.6%
Urbanicity (Percentage of Schools)		
Large or middle-sized city	78.5%	36.1%
Urban fringe and large town	17.6%	43.6%
Small town and rural area	3.9%	20.3%
Total	100.0%	100.0%
Percentage of Students by Race/Ethnicity		
American Indian	<1%	<1%
Asian	6.1%	9.1%
Black	37.3%	14.6%
Hispanic	34.9%	20.9%
White	20.1%	54.0%
Total^b	98.4%	98.5%
Percentage of Students Eligible for Free or Reduced-Price Lunch	75.2%	44.8%
Percentage of Students With Disabilities	14.6%	11.3%
Percentage of Limited English Proficient Students^c	13.5%	7.6%
Average Total School Enrollment	629	598

Exhibit reads: In New York, 49 percent of Title I eligible schools identified as priority or focus for 2012–13 were elementary schools, compared to 54 percent of all other Title I eligible schools.

Source: 2011–12 ED*Facts*, Data Group (DG) 18: Grades offered, DG 21: School type, DG 27: Charter status, DG 39: Membership, DG 74: Children with disabilities (IDEA) school age, DG 123: LEP students in LEP program, DG 565: Free or reduced-price lunch; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 4,274$ Title I eligible schools [712 Title I eligible schools identified as priority or focus and 3,562 all other Title I eligible schools])

Note: Technical notes for this exhibit appear in the Appendix.

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Section II: Performance of Title I Schools on Proficiency Rates and Graduation Rates

Exhibit 4. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in reading?

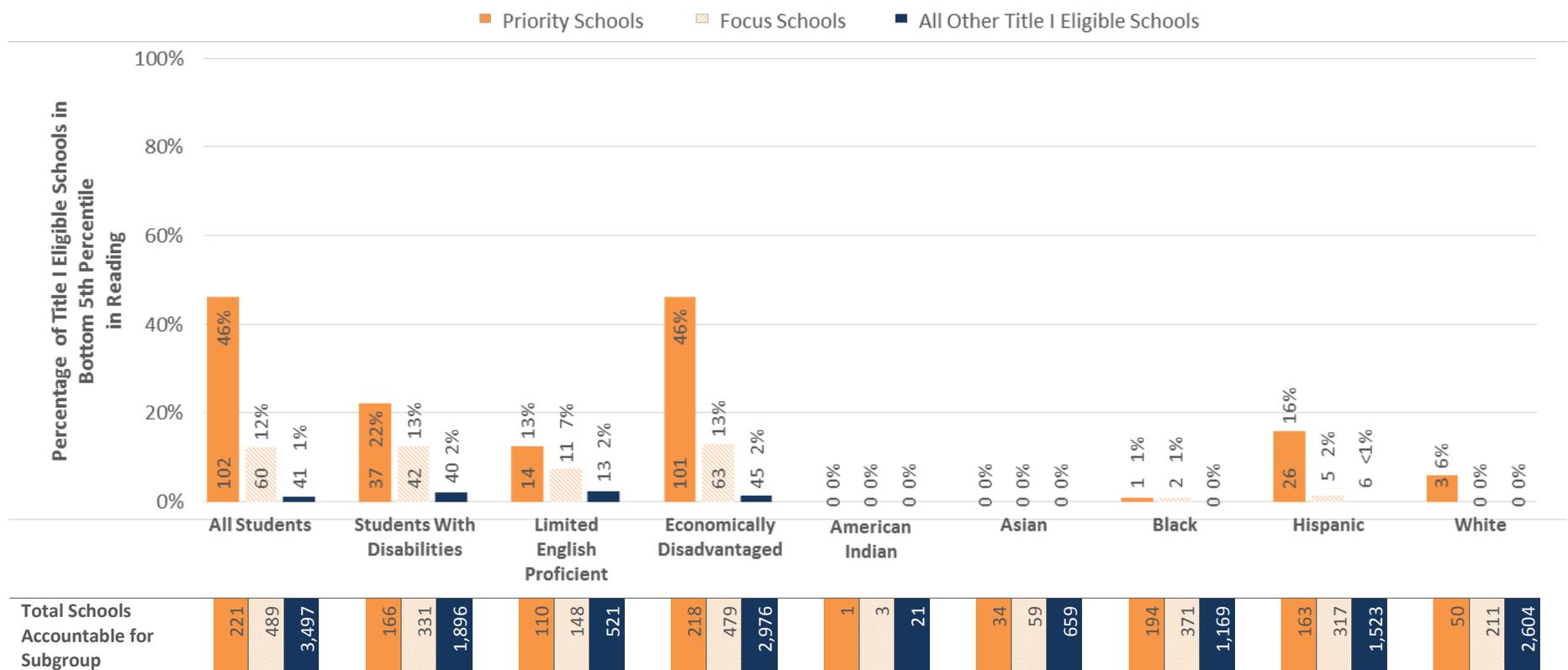


Exhibit reads: In New York, among Title I eligible schools, 46 percent of priority schools (102 schools), 12 percent of focus schools (60 schools), and 1 percent of all other Title I eligible schools (41 schools) scored in the bottom 5th percentile statewide in terms of the performance of the “all students” group in reading in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 584: Academic achievement in reading; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 4,207$ Title I eligible schools [221 priority, 489 focus, and 3,497 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

Exhibit 5. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in mathematics?

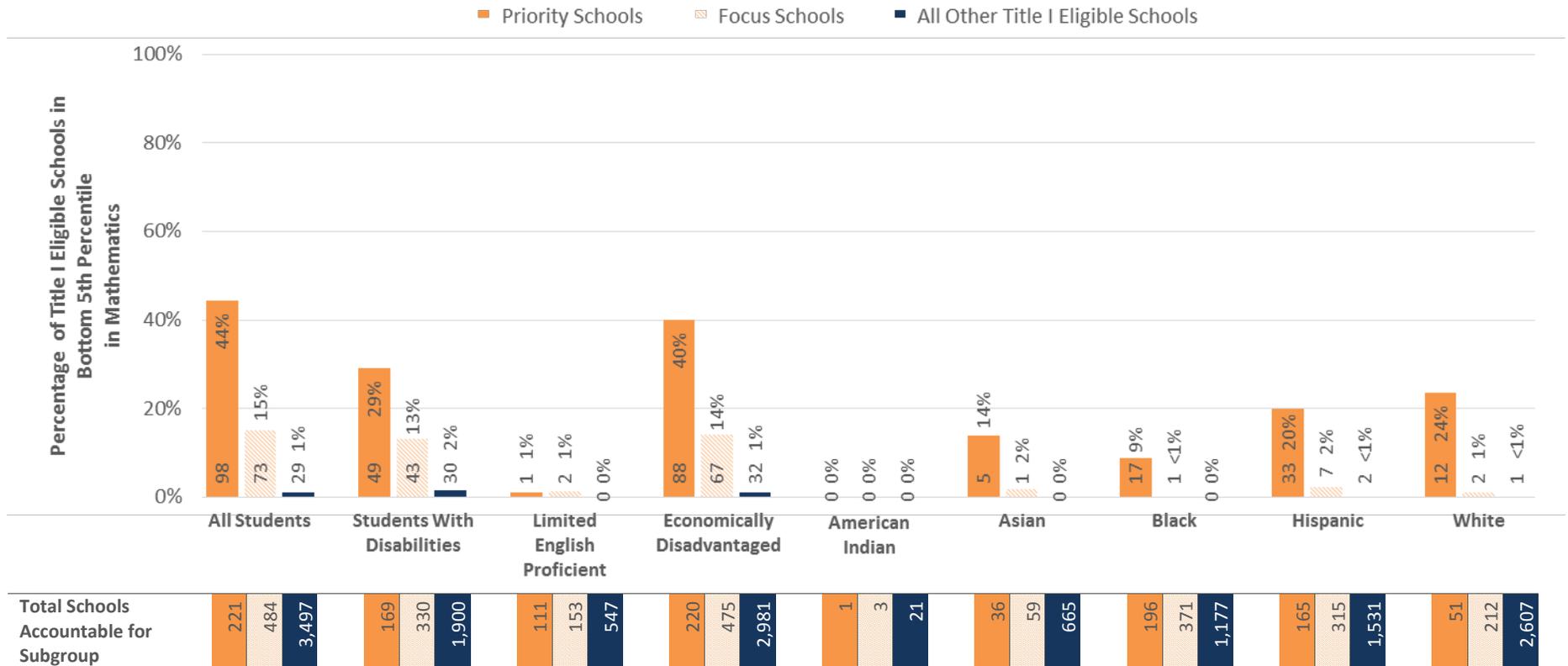


Exhibit reads: In New York, among Title I eligible schools, 44 percent of priority schools (98 schools), 15 percent of focus schools (73 schools), and 1 percent of all other Title I eligible schools (29 schools) scored in the bottom 5th percentile statewide in terms of the performance of the “all students” group in mathematics in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 583: Academic achievement in mathematics; 2012–13 ED*Facts*, DG 34: Improvement status - school (n = 4,202 Title I eligible schools [221 priority, 484 focus, and 3,497 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

Exhibit 6. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had student subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?

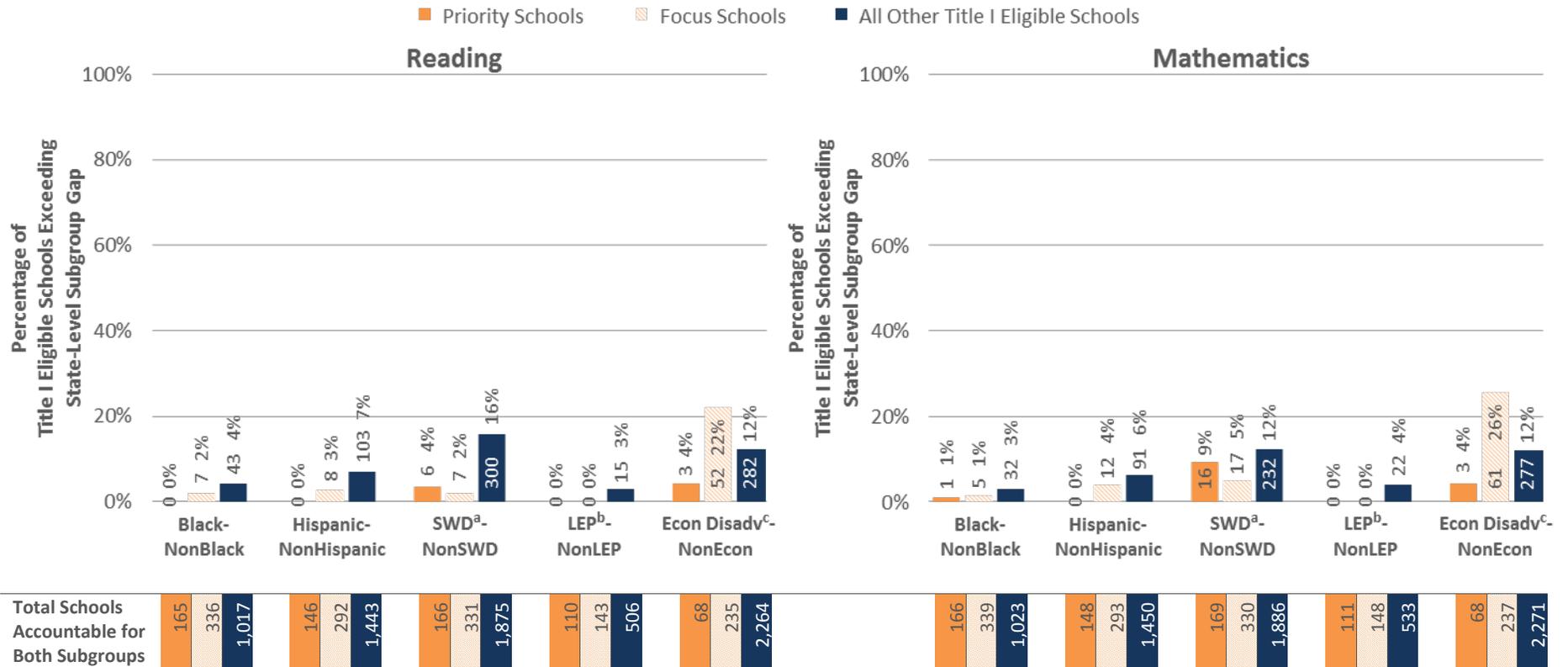


Exhibit reads: In New York, among Title I eligible schools, 0 percent of priority schools (0 schools), 2 percent of focus schools (7 schools), and 4 percent of all other Title I eligible schools (43 schools) had a performance gap between Black and nonBlack students exceeding the state-level gap by one or more standard deviations in reading in 2011–12.

Source: 2011–12 *EDFacts*, Data Group (DG) 583: Academic achievement in mathematics, DG 584: Academic achievement in reading; 2012–13 *EDFacts*, DG 34: Improvement status - school ($n = 3,613$ Title I eligible schools [188 priority, 447 focus, and 2,978 all other Title I eligible])

Note: States had flexibility regarding which subgroups and subgroup gaps they would target in identifying focus schools.

Technical notes for this exhibit appear in the Appendix.

Exhibit 7. At the time of identification, what percentage of Title I eligible priority, focus, and other high schools had graduation rates below 60 percent?

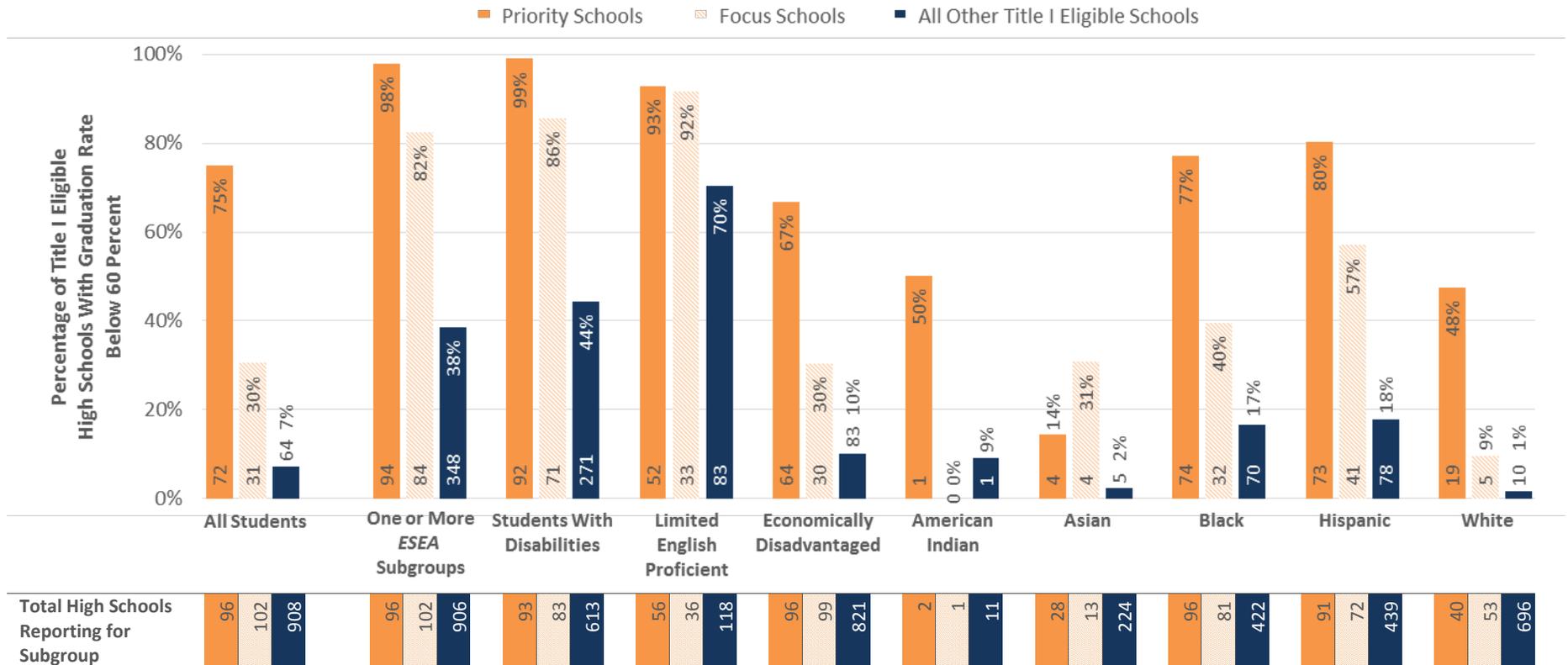


Exhibit reads: In New York, among Title I eligible high schools, 75 percent of priority schools (72 schools), 30 percent of focus schools (31 schools), and 7 percent of all other Title I eligible schools (64 schools) had a four-year adjusted cohort graduation rate below 60 percent for the “all students” group in 2011–12.

Source: 2011–12 ED*FACTS*, Data Group (DG) 695: Adjusted four-year cohort graduation rates; 2012–13 ED*FACTS*, DG 34: Improvement status - school (*n* = 1,106 Title I eligible high schools [96 priority, 102 focus, and 908 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

Exhibit 8. At the time of identification, what percentage of Title I eligible priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?

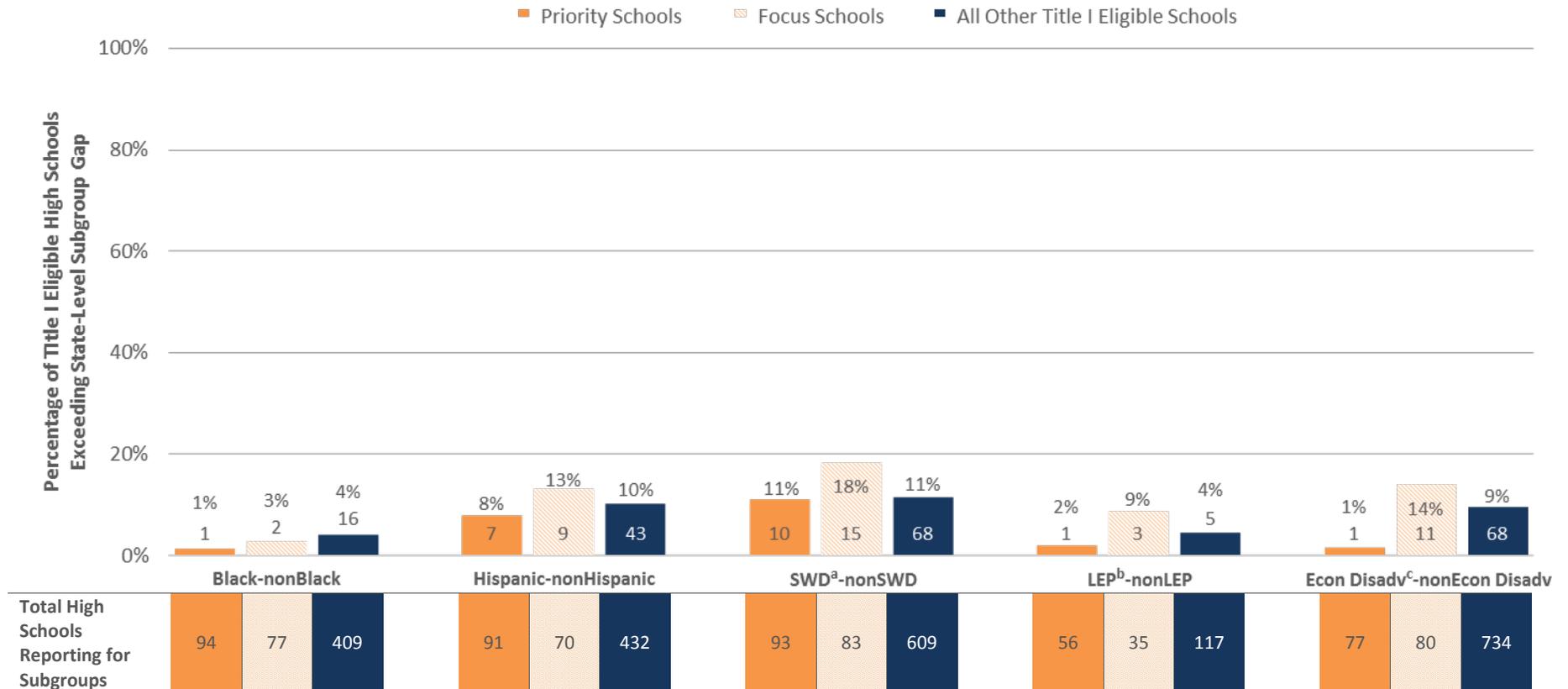


Exhibit reads: In New York, among Title I eligible high schools, 1 percent of priority schools (1 school), 3 percent of focus schools (2 schools), and 4 percent of all other Title I eligible schools (16 schools) had a graduation rate gap between Black and nonBlack students exceeding the state-level gap by one or more standard deviations in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 695: Adjusted four-year cohort graduation rates; 2012–13 ED*Facts*, DG 34: Improvement status - school (*n* = 1,050 Title I eligible high schools [96 priority, 99 focus, and 855 all other Title I eligible])

Note: States had flexibility regarding which subgroups and subgroup gaps they would target in identifying focus schools.

Technical notes for this exhibit appear in the Appendix.

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Section III: Performance of Title I Schools on ESEA Accountability Targets

Exhibit 9. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in reading?

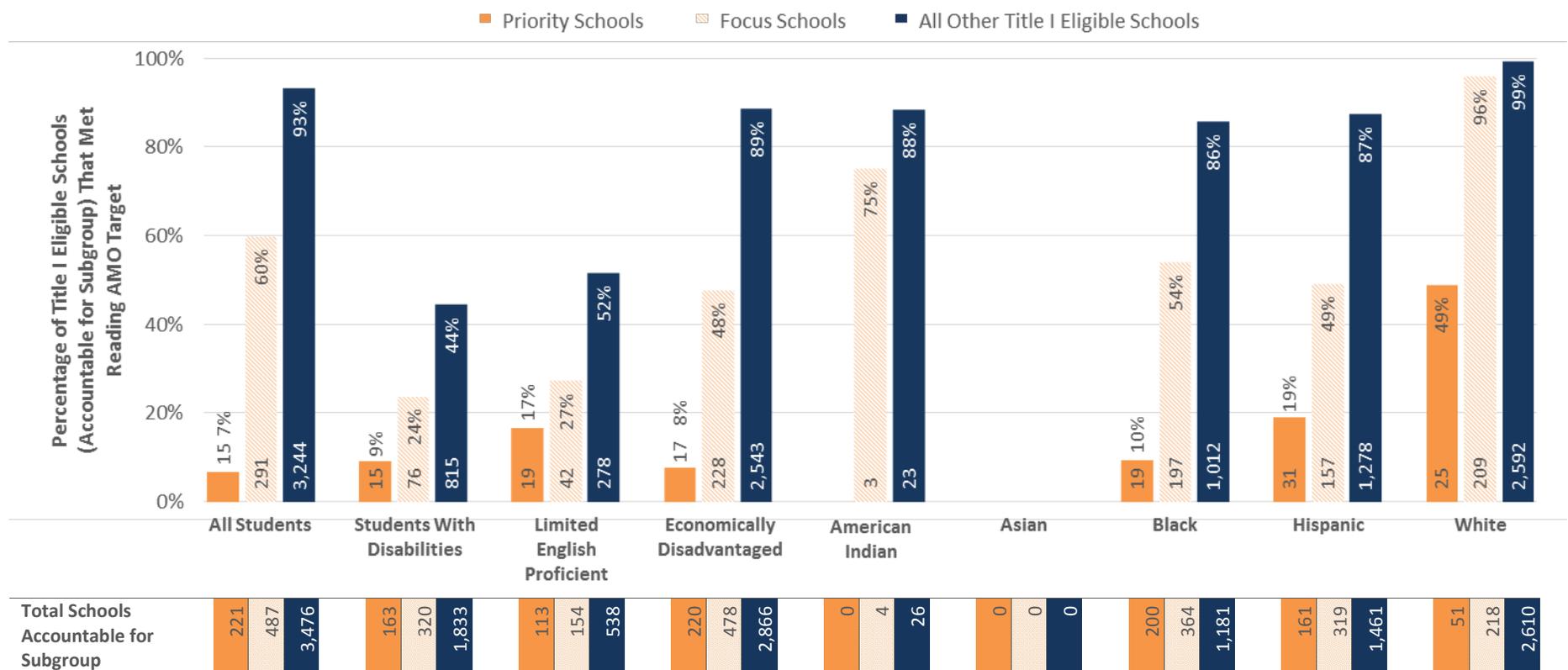


Exhibit reads: In New York, among Title I eligible schools, 7 percent of priority schools (15 schools), 60 percent of focus schools (291 schools), and 93 percent of all other Title I eligible schools (3,244 schools) met the state-defined reading AMO target for the “all students” group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 552: AMO reading/ELA status; 2012–13 ED*Facts*, DG 34: Improvement status - school (*n* = 4,184 Title I eligible schools [221 priority, 487 focus, and 3,476 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

NEW YORK

Year 1 *ESEA* Flexibility State Profile

Exhibit 10. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the 95 percent participation rate requirement in reading?

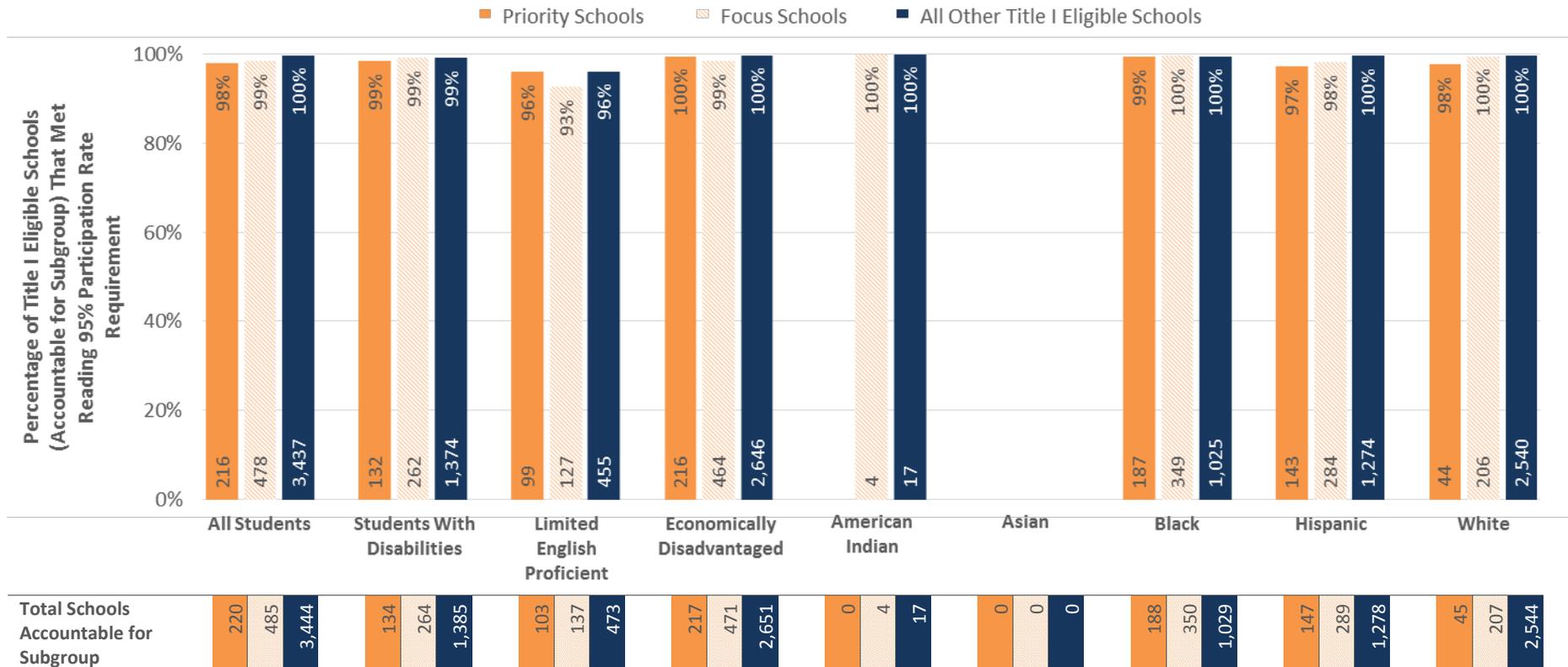


Exhibit reads: In New York, among Title I eligible schools, 98 percent of priority schools (216 schools), 99 percent of focus schools (478 schools), and 100 percent of all other Title I eligible schools (3,437 schools) met the reading 95 percent eligibility rate requirement for the “all students” group in 2011–12.

Source: 2011–12 ED*FACTS*, Data Group (DG) 553: Reading/ELA participation status; 2012–13 ED*FACTS*, DG 34: Improvement status - school (*n* = 4,149 Title I eligible schools [220 priority, 485 focus, and 3,444 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

Exhibit 11. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in mathematics?

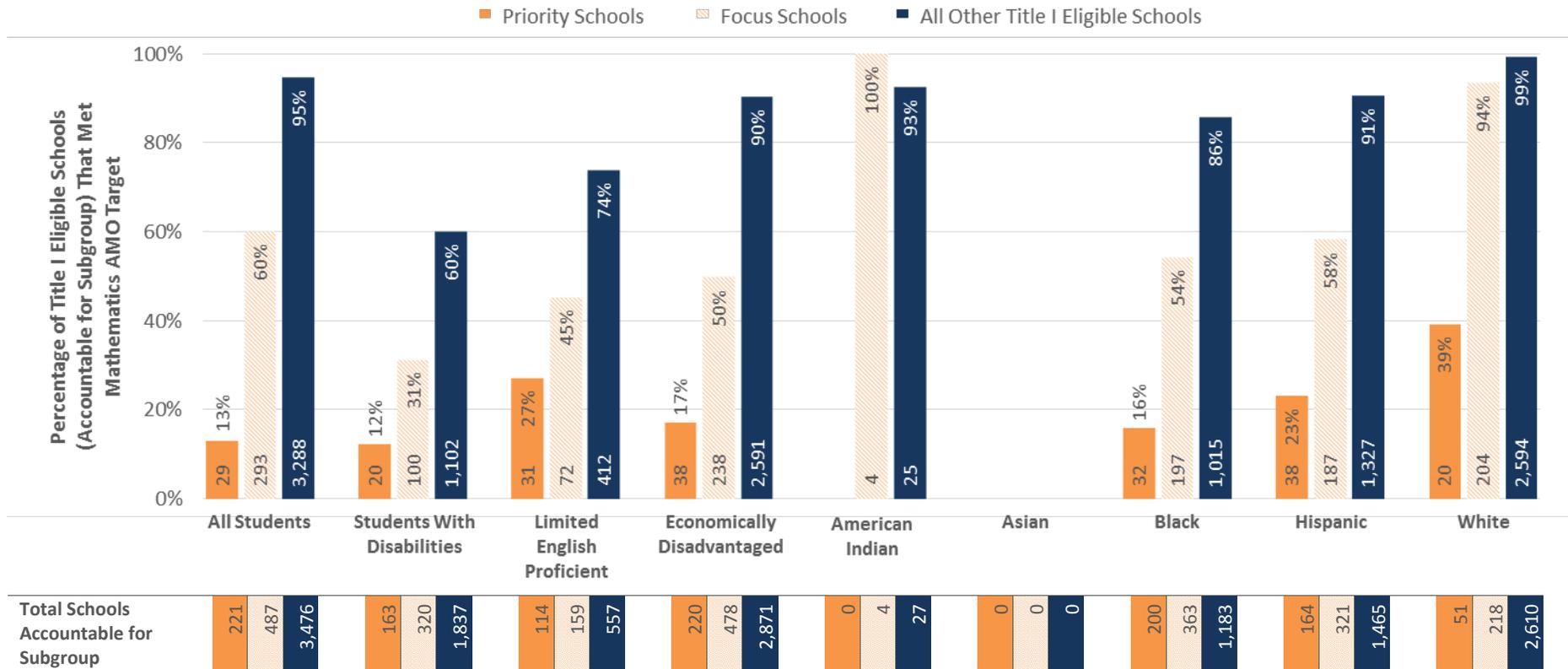


Exhibit reads: In New York, among Title I eligible schools, 13 percent of priority schools (29 schools), 60 percent of focus schools (293 schools), and 95 percent of all other Title I eligible schools (3,288 schools) met the state-defined mathematics AMO target for the “all students” group in 2011–12.

Source: 2011–12 ED*FACTS*, Data Group (DG) 554: AMO mathematics status; 2012–13 ED*FACTS*, DG 34: Improvement status - school (*n* = 4,184 Title I eligible schools [221 priority, 487 focus, and 3,476 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

NEW YORK

Year 1 ESEA Flexibility State Profile

Exhibit 12. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?

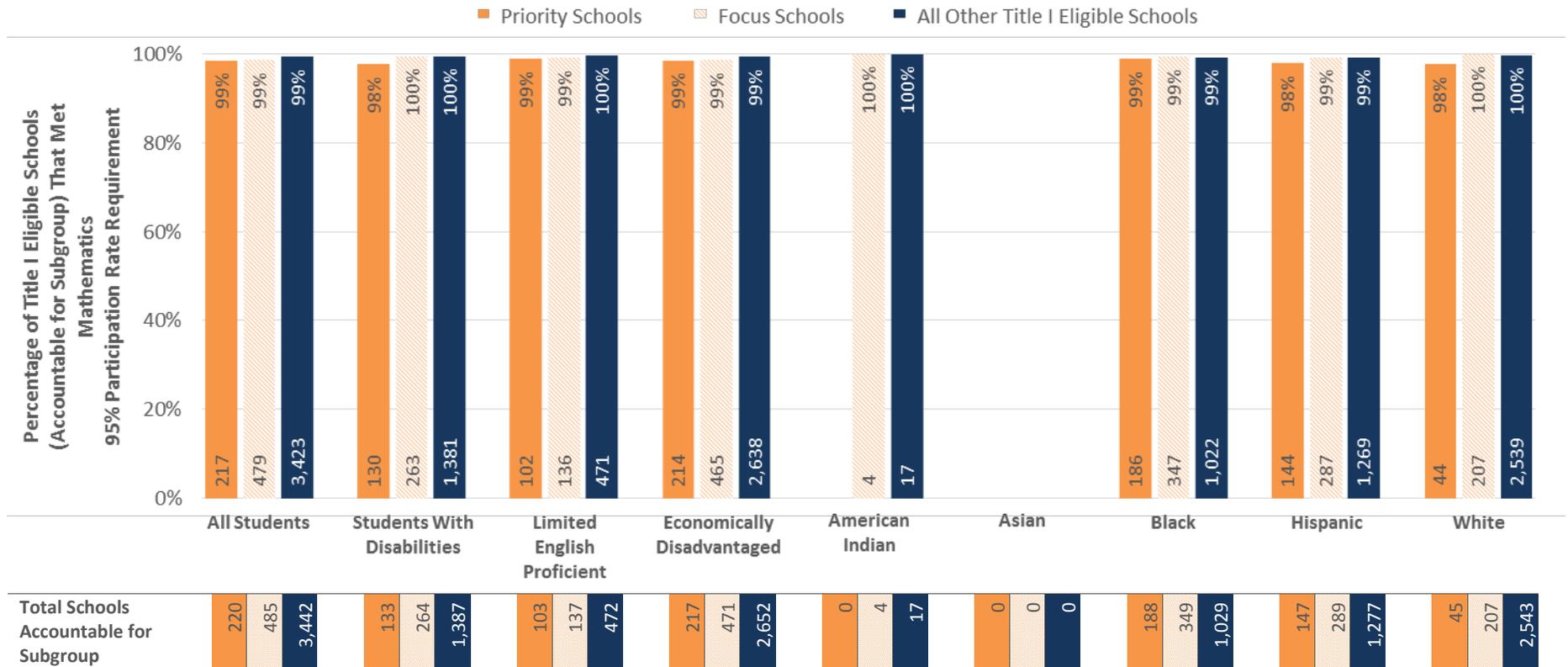


Exhibit reads: In New York, among Title I eligible schools, 99 percent of priority schools (217 schools), 99 percent of focus schools (479 schools), and 99 percent of all other Title I eligible schools (3,423 schools) met the mathematics 95 percent eligibility rate requirement for the “all students” group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 555: Mathematics participation status; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 4,147$ Title I eligible schools [220 priority, 485 focus, and 3,442 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 13. At the time of identification, what percentage of Title I eligible priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?

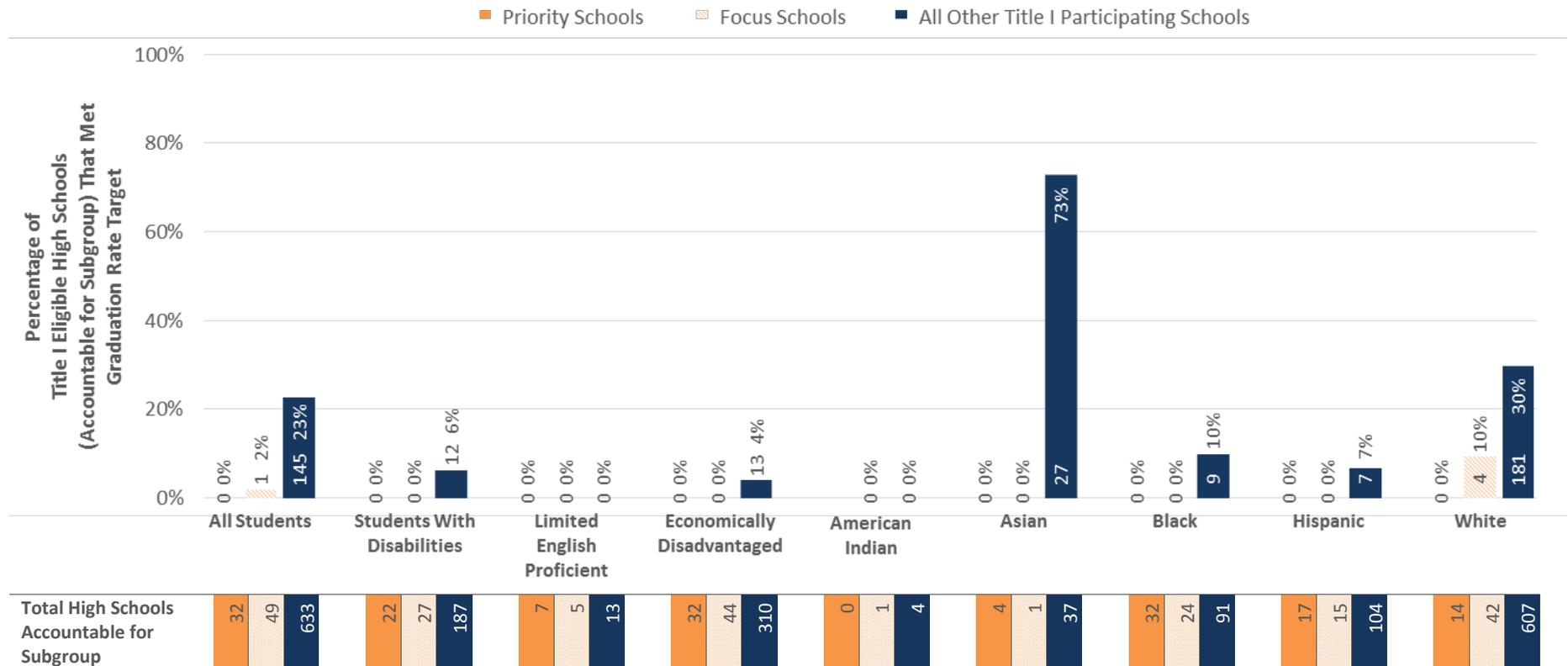


Exhibit reads: In New York, among Title I eligible high schools, 0 percent of priority schools (0 schools), 2 percent of focus schools (1 school), and 23 percent of all other Title I eligible schools (145 schools) met the state-defined four-year adjusted cohort graduation rate target for the “all students” group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 557: High school graduation rate indicator; 2012–13 ED*Facts*, DG 34: Improvement status - school (*n* = 714 Title I eligible high schools [32 priority, 49 focus, and 633 all other Title I eligible])

Note: Technical notes for this exhibit appear in the Appendix.

Appendix

Exhibit A-1. Technical notes

Exhibit Number	Technical Notes
Exhibit 1. What percentage of Title I eligible elementary, middle, high, and non-standard schools were identified as priority, focus, or other?	<p>School levels were defined using <i>Common Core of Data (CCD)</i> codes, which were calculated from the school's corresponding low/high grade span: elementary (low grade: PK–3, high grade: PK–8); middle (low grade: 4–7, high grade: 4–9); high (low grade: 7–12, high grade: 12 only); and non-standard (grade configurations not falling within the elementary, middle, or high categories).</p> <p>This exhibit is restricted to elementary, middle, and high schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 67 schools, including 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
Exhibit 3. At the time of identification, what were the demographic characteristics of priority and focus schools compared to all other Title I eligible schools?	<p>^a Non-standard schools are schools with a grade configuration not falling within the elementary (low grade: PK–3, high grade: PK–8); middle (low grade: 4–7, high grade: 4–9); or high school (low grade: 7–12, high grade: 12 only) categories.</p> <p>^b Percentage of students by race/ethnicity may not sum to 100 percent due to exclusion of students reported as “two or more races.” <i>Asian</i> includes Pacific Islander, <i>American Indian</i> includes Alaska Native, <i>Black</i> includes African American, and <i>Hispanic</i> includes Latino.</p> <p>^c This category represents the percentage of limited English proficient (LEP) students participating in LEP programs among schools with an LEP program—not all Title I eligible—because the state did not report on schools with 0 LEP students participating in LEP programs.</p> <p>Student characteristics are weighted in proportion to the number of students enrolled in a school. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. Due to missing data in <i>EDFacts</i>, analysis samples vary across school characteristics, ranging from 648 to 712 for Title I eligible schools identified as priority or focus and from 2,677 to 3,562 for all other Title I eligible schools. This exhibit also excludes 67 schools, including 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
Exhibit 4. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in reading?	<p>Percentiles are defined by the percentage of students scoring at or above proficient on state assessments in reading/English language arts. The percentage of schools in the bottom 5th percentile may exceed 5 percent in cases where the cut point for the 5th percentile and higher ranked percentiles (e.g., 10th, 15th) is 0 percent proficient.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 134 schools, including 40 Title I eligible schools (2 priority, 0 focus, 38 all other Title I eligible) below the minimum <i>n</i> size for each student subgroup; 27 Title I eligible schools (0 priority, 0 focus, 27 all other Title I eligible) missing reading proficiency data for every student subgroup; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
Exhibit 5. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in mathematics?	<p>Percentiles are defined by the percentage of students scoring at or above proficient on state assessments in mathematics. The percentage of schools in the bottom 5th percentile may exceed 5 percent in cases where the cut point for the 5th percentile and higher ranked percentiles (e.g., 10th, 15th) is 0 percent proficient.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13.</p> <p>This exhibit excludes 139 schools, including 48 Title I eligible schools (2 priority, 5 focus, 41 all other Title I eligible) below the minimum <i>n</i> size for each student subgroup; 24 Title I eligible schools (0 priority, 0 focus, 24 all other Title I eligible) missing mathematics proficiency data for every student subgroup; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>

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Exhibit Number	Technical Notes
<p>Exhibit 6. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had student subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?</p>	<p>^a SWD = Students with disabilities ^b LEP = Limited English proficient ^c Econ Disadv = Economically disadvantaged</p> <p>Proficiency rates for the nonBlack, nonHispanic, noneconomically disadvantaged, nonSWD, and nonLEP subgroups were calculated by subtracting the number of proficient students and the number of students with valid scores for the Black, Hispanic, economically disadvantaged, SWD, and LEP subgroups, respectively, from the number of proficient students and the number of students with valid scores for the “all students” group, and then dividing the resulting number of proficient students in the nonBlack, nonHispanic, noneconomically disadvantaged, nonSWD, or nonLEP subgroup by the number of students with valid scores in the subgroup. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 728 schools, including 637 Title I eligible schools (35 priority, 42 focus, 560 all other Title I eligible) below the minimum <i>n</i> size for each student subgroup; 24 Title I eligible schools (0 priority, 0 focus, 24 all other Title I eligible) missing reading and mathematics proficiency data for every student subgroup gap included in the exhibit; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
<p>Exhibit 7. At the time of identification, what percentage of Title I eligible priority, focus, and other high schools had graduation rates below 60 percent?</p>	<p>The regulatory four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year adjusted cohort rate also includes students who graduate in less than four years. Under ESEA flexibility, states identified all Title I schools with graduation rates below 60 percent over a number of years.</p> <p>This exhibit includes 114 Title I eligible high schools (34 priority, 12 focus, 68 all other Title I eligible) where 2008–09 grade 9 enrollment was 10 percent to 99 percent greater or less than the number of students in the 2011–12 graduation cohort.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 54 high schools, including 24 Title I eligible high schools (1 priority, 0 focus, 23 all other Title I eligible) below the minimum analysis threshold (10 students in the graduation cohort) for each student subgroup; 22 Title I eligible high schools (0 priority, 1 focus, 21 all other Title I eligible) missing graduation rate data for every student subgroup; 2 Title I eligible high schools (0 priority, 0 focus, 2 all other Title I eligible) where 2008–09 grade 9 enrollment was over 100 percent greater or less than the number of students in the 2011–12 graduation cohort; 1 Title I eligible high school missing data for accountability status for 2012–13; 3 high schools missing data for 2011–12 Title I eligibility status; and 2 high schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
<p>Exhibit 8. At the time of identification, what percentage of Title I eligible priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?</p>	<p>^a SWD = Students with disabilities ^b LEP = Limited English proficient ^c Econ Disadv = Economically disadvantaged</p> <p>This exhibit includes 114 Title I eligible high schools (34 priority, 12 focus, 68 all other Title I eligible) where 2008–09 grade 9 enrollment was 10 percent to 99 percent greater or less than the number of students in the 2011–12 graduation cohort.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 110 high schools, including 78 Title I eligible high schools (1 priority, 3 focus, 74 all other Title I eligible) below the minimum analysis threshold (i.e., 10 students in the graduation cohort) for each student subgroup; 24 Title I eligible high schools (0 priority, 1 focus, 23 all other Title I eligible) missing graduation rate data for every student subgroup; 2 Title I eligible high schools (0 priority, 0 focus, 2 all other Title I eligible) where 2008–09 grade 9 enrollment was over 100 percent greater or less than the number of students in the 2011–12 graduation cohort; 1 Title I eligible high school missing data for accountability status for 2012–13; 3 high schools missing data for 2011–12 Title I eligibility status; and 2 high schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>

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Exhibit Number	Technical Notes
<p>Exhibit 9. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in reading?</p>	<p>No Title I eligible school was reportedly accountable for the Asian subgroup. In addition, no priority school was reportedly accountable for the American Indian subgroup. Percentages greater than or equal to 99.5 percent are rounded to 100 percent. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 157 schools, including 43 Title I eligible schools (1 priority, 1 focus, 41 all other Title I eligible) reportedly not accountable for any reading AMO target; 47 Title I eligible schools (1 priority, 1 focus, 45 all other Title I eligible) missing data for all reading AMO targets; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
<p>Exhibit 10. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the 95 percent participation rate requirement in reading?</p>	<p>No Title I eligible school was reportedly accountable for the Asian subgroup. In addition, no priority school was reportedly accountable for the American Indian subgroup. Percentages greater than or equal to 99.5 percent are rounded to 100 percent. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 192 schools, including 78 Title I eligible schools (2 priority, 3 focus, 73 all other Title I eligible) reportedly not accountable for any reading eligibility target; 47 Title I eligible schools (1 priority, 1 focus, 45 all other Title I eligible) missing data for all reading eligibility targets; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
<p>Exhibit 11. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in mathematics?</p>	<p>No Title I eligible school was reportedly accountable for the Asian subgroup. In addition, no priority school was reportedly accountable for the American Indian subgroup. Percentages greater than or equal to 99.5 percent are rounded to 100 percent. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 157 schools, including 43 Title I eligible schools (1 priority, 1 focus, 41 all other Title I eligible) reportedly not accountable for any mathematics AMO target; 47 Title I eligible schools (1 priority, 1 focus, 45 all other Title I eligible) missing data for all mathematics AMO targets; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
<p>Exhibit 12. At the time of identification, what percentage of Title I eligible priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?</p>	<p>No Title I eligible school was reportedly accountable for the Asian subgroup. In addition, no priority school was reportedly accountable for the American Indian subgroup. Percentages greater than or equal to 99.5 percent are rounded to 100 percent. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 194 schools, including 80 Title I eligible schools (2 priority, 3 focus, 75 all other Title I eligible) reportedly not accountable for any mathematics eligibility target; 47 Title I eligible schools (1 priority, 1 focus, 45 all other Title I eligible) missing data for all mathematics eligibility targets; 29 Title I eligible schools missing data for accountability status for 2012–13; 36 schools missing data for 2011–12 Title I eligibility status; and 2 schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>
<p>Exhibit 13. At the time of identification, what percentage of Title I eligible priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?</p>	<p>No priority high school was reportedly accountable for the American Indian subgroup. Percentages greater than or equal to 99.5 percent are rounded to 100 percent. This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 446 high schools, including 16 Title I eligible high schools (0 priority, 1 focus, 15 all other Title I eligible) reportedly not accountable for any graduation rate target; 424 Title I eligible high schools (65 priority, 53 focus, 306 all other Title I eligible) missing data for all graduation rate targets; 1 Title I eligible high school missing data for accountability status for 2012–13; 3 high schools missing data for 2011–12 Title I eligibility status; and 2 high schools reporting “not applicable” for 2011–12 Title I eligibility status.</p>

Exhibit A-2. Excluded and modified state profile analyses

Exhibit Number	Technical Notes
<i>All exhibits</i>	Modified all exhibits to display results for Title I eligible schools due to data quality concerns about the Title I participation indicators.
Exhibit 2. What percentage of Title I eligible schools in each state-defined status were identified as priority, focus, or other?	Excluded because New York does not have a state-defined accountability designation system.