

## School Under Registration Review (SURRE)

This school is presently identified as a School Under Registration Review (SURRE). Commissioner's Regulations require the Commissioner to annually place under Registration Review those schools that are determined to be farthest from State standards and most in need of improvement. The Commissioner establishes a timeline by which each SURRE must meet performance targets in its area(s) of identification. A school that meets these targets may be removed from registration review, except that in the school's first year of identification the school must not only achieve its performance targets, but also meet all State standards in its area(s) of identification to be removed from registration review. The Commissioner may recommend that the Board of Regents revoke the registration of a school that does not perform satisfactorily. Revocation of registration will prevent the school from further operation as a public school. When circumstances warrant, the Commissioner may extend the time frame for a school to make the required progress.

When a school is identified for registration review, a team of experts visits the school and prepares a report. Each district develops a Corrective Action Plan and each school develops a Comprehensive Education Plan to address the recommendations contained in the report. Both the State Education Department and the local school district provide additional support and resources to assist the school to improve.

A school identified for SURRE may also be identified as a School In Need of Improvement for failure to make Adequate Yearly Progress as required by the No Child Left Behind Act. In this case the SURRE may also be required to offer school choice and/or supplemental educational services. The following charts display the school's performance on State English language arts and mathematics accountability criteria for the period from 2000-2001 to the end of the target timeline, including the year for which the school was identified, the subsequent history of measured performance, and the minimum and target levels established for the school. Beginning with 2005-2006, targets and minimum performance indicators are based upon the grade 3-8 assessment program. Once the Grade 3-8 State standards for 2005-06 have been set, the target and minimum performance indicators will be converted from a percentage of the State standard to a Performance Index number.

### English Language Arts Performance

Middle-Level ELA Measured by the Grade 8 ELA Performance Index (PI) The Target PI and Minimum PI for 05-06 will be based upon the 3-8 test results						
School Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Target PI	NA	NA	NA	NA	115	20 Index points above cut point for farthest from State Standard
Measured PI	78	86	87	85	77	-
Minimum PI	NA	NA	NA	NA	95	Not farthest from State Standard
This school was identified for SURRE during the 2001-2002 school year. This school was redesigned in 2004-05 and new targets were established. Target performance must be met by 2005-2006.						

### Mathematics Performance

Middle-Level Mathematics Measured by the Grade 8 Math Performance Index (PI) The Target PI and Minimum PI for 05-06 will be based upon the 3-8 test results						
School Year	2000-2001	2001-2002*	2002-2003	2003-2004	2004-2005	2005-2006
Target PI	NA	92	92	92	90	20 Index points above cut point for farthest from State Standard
Measured PI	33	72	70	70	71	-
Minimum PI	NA	62	62	62	70	Not farthest from State Standard
This school was identified for SURRE during the 2001-2002 school year. This school was given SURRE performance targets on this criterion based upon its 2000-2001 school year performance. This school was redesigned in 2004-05 and new targets were established. Target performance must be met by 2005-2006. * To be considered for removal for registration in the year of a school's SURRE identification, the school must achieve the State standard on the criteria for which it was identified.						