



The New York State Accountability Report 2011-12

DISTRICT: HYDE PARK CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 130801060000
SUPERINTENDENT: GREER FISCHER
PHONE: 845-229-4005

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:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

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

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

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	1772	100%
American Indian or Alaska Native	—	4	—
Black or African American	✓	209	100%
Hispanic or Latino	✓	207	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	43	100%
White	✓	1274	100%
Multiracial	—	35	—
Students With Disabilities	✓	319	99%
Limited English Proficient	—	34	—
Economically Disadvantaged	✓	772	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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	1699	147	147	147
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	197	133	122	122
Hispanic or Latino	✓	188	138	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	41	156	150	150
White	✗	1244	152	161	153
Multiracial	—	25	—	—	—
Students With Disabilities	✗	330†	91†	95	95
Limited English Proficient	—	27	—	—	—
Economically Disadvantaged	✓	721	132	130	130

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	1768	100%
Not Black or African American	1563	100%
Not Hispanic or Latino	1565	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1729	100%
Not White	498	100%
Not Multiracial	1737	100%
General Education	1453	100%
English Proficient	1738	100%
Not Economically Disadvantaged	1000	100%
Male	921	99%
Female	851	100%
Migrant	0	—
Not Migrant	1772	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	1695	147
Not Black or African American	1502	149
Not Hispanic or Latino	1511	149
Not Asian or Native Hawaiian/Other Pacific Islander	1658	147
Not White	455	136
Not Multiracial	1674	148
General Education	1398	161
English Proficient	1672	148
Not Economically Disadvantaged	978	158
Male	888	140
Female	811	156
Migrant	0	—
Not Migrant	1699	147

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

Elementary/Middle-Level Math: AYP

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓
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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	1773	99%
American Indian or Alaska Native	—	4	—
Black or African American	✓	209	100%
Hispanic or Latino	✓	208	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	43	100%
White	✓	1275	99%
Multiracial	—	34	—
Students With Disabilities	✓	321	97%
Limited English Proficient	—	34	—
Economically Disadvantaged	✓	773	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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1695	151	161	155
American Indian or Alaska Native	—	4	—	—	—
Black or African American	X	197	129	134	134
Hispanic or Latino	✓	190	144	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	41	171	170	170
White	X	1238	155	171	159
Multiracial	—	25	—	—	—
Students With Disabilities	X	326†	95†	116	103
Limited English Proficient	—	29	—	—	—
Economically Disadvantaged	X	721	135	147	142

✓ 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.

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	1769	99%
Not Black or African American	1564	99%
Not Hispanic or Latino	1565	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1730	99%
Not White	498	99%
Not Multiracial	1739	99%
General Education	1452	100%
English Proficient	1739	99%
Not Economically Disadvantaged	1000	99%
Male	922	99%
Female	851	99%
Migrant	0	—
Not Migrant	1773	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	1691	151
Not Black or African American	1498	154
Not Hispanic or Latino	1505	152
Not Asian or Native Hawaiian/Other Pacific Islander	1654	150
Not White	457	140
Not Multiracial	1670	151
General Education	1398	164
English Proficient	1666	152
Not Economically Disadvantaged	974	163
Male	884	150
Female	811	152
Migrant	0	—
Not Migrant	1695	151

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

Elementary/Middle-Level Science: AYP

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	554	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	63	100%
Hispanic or Latino	✓	64	100%
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
White	✓	400	98%
Multiracial	—	11	—
Students With Disabilities	✓	111	96%
Limited English Proficient	—	8	—
Economically Disadvantaged	✓	235	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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	528	174	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✗	61	148	149	149
Hispanic or Latino	✓	59	171	152	152
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✗	385	178	185	185
Multiracial	—	8	—	—	—
Students With Disabilities	✗	116†	141†	144	144
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	216	165	160	160

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

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

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

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

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

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	554	98%
Not Black or African American	491	98%
Not Hispanic or Latino	490	98%
Not Asian or Native Hawaiian/Other Pacific Islander	538	98%
Not White	154	100%
Not Multiracial	543	98%
General Education	443	99%
English Proficient	546	98%
Not Economically Disadvantaged	319	99%
Male	274	99%
Female	280	98%
Migrant	0	—
Not Migrant	554	98%

— 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	528	174
Not Black or African American	467	177
Not Hispanic or Latino	469	174
Not Asian or Native Hawaiian/Other Pacific Islander	513	173
Not White	143	162
Not Multiracial	520	174
General Education	425	183
English Proficient	522	174
Not Economically Disadvantaged	312	180
Male	263	171
Female	265	177
Migrant	0	—
Not Migrant	528	174

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

Secondary-Level ELA: AYP

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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): YES

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

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	326	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	52	100%
Hispanic or Latino	—	23	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	234	100%
Multiracial	—	7	—
Students With Disabilities	—	32	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	80	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

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

Secondary-Level ELA: Performance

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

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	✓	322	171	153	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	46	161	120	120
Hispanic or Latino	—	22	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	239	173	167	162
Multiracial	—	6	—	—	—
Students With Disabilities	✓	44†	100†	82	82
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	78	150	130	130

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

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

— There were fewer than 30 tested students in the 2008 accountability cohort.

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

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	326	100%
Not Black or African American	274	100%
Not Hispanic or Latino	303	100%
Not Asian or Native Hawaiian/Other Pacific Islander	316	100%
Not White	92	100%
Not Multiracial	319	100%
General Education	294	100%
English Proficient	324	100%
Not Economically Disadvantaged	246	100%
Male	158	99%
Female	168	100%
Migrant	0	—
Not Migrant	326	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	322	171
Not Black or African American	276	173
Not Hispanic or Latino	300	172
Not Asian or Native Hawaiian/Other Pacific Islander	313	171
Not White	83	166
Not Multiracial	316	171
General Education	281	183
English Proficient	321	171
Not Economically Disadvantaged	244	178
Male	158	165
Female	164	178
Migrant	0	—
Not Migrant	322	171

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	X
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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	326	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	52	100%
Hispanic or Latino	—	23	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	234	100%
Multiracial	—	7	—
Students With Disabilities	—	32	—
Limited English Proficient	—	2	—
Economically Disadvantaged	✓	80	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

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

Secondary-Level Math: Performance

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✗	322	125	130	130
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	46	122	89	89
Hispanic or Latino	—	22	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✗	239	126	147	136
Multiracial	—	6	—	—	—
Students With Disabilities	✗	44†	64†	67	67
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	78	105	104	104

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

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

— There were fewer than 30 tested students in the 2008 accountability cohort.

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

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	326	100%
Not Black or African American	274	100%
Not Hispanic or Latino	303	100%
Not Asian or Native Hawaiian/Other Pacific Islander	316	100%
Not White	92	100%
Not Multiracial	319	100%
General Education	294	100%
English Proficient	324	100%
Not Economically Disadvantaged	246	100%
Male	158	99%
Female	168	100%
Migrant	0	—
Not Migrant	326	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	322	125
Not Black or African American	276	125
Not Hispanic or Latino	300	126
Not Asian or Native Hawaiian/Other Pacific Islander	313	124
Not White	83	122
Not Multiracial	316	124
General Education	281	133
English Proficient	321	124
Not Economically Disadvantaged	244	131
Male	158	119
Female	164	130
Migrant	0	—
Not Migrant	322	125

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	147	151	171	125	149
American Indian or Alaska Native	—	—	—	—	—
Black or African American	133	129	161	122	136
Hispanic or Latino	138	144	—	—	141
Asian or Native Hawaiian/Other Pacific Islander	156	171	—	—	164
White	152	155	173	126	152
Multiracial	—	—	—	—	—
Students With Disabilities	91	95	100	64	88
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	132	135	150	105	131

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

Graduation Rate: AYP

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	368	67%	80%	78%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	x	52	62%	80%	75%
Hispanic or Latino	—	19	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	x	291	67%	80%	79%
Multiracial	—	0	—	—	—
Students With Disabilities	x	69†	22%†	80%	48%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	x	94	50%	80%	60%

✓ 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.

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

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The 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: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	✓	379	79%	80%	78%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	44	66%	80%	80%
Hispanic or Latino	—	23	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	307	80%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	55†	51%†	80%	64%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	63	73%	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.

† 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:

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

Graduation Rate: Non-AYP

DISTRICT: HYDE PARK CENTRAL SCHOOL DISTRICT

DISTRICT ID: 130801060000

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	368	67%	378	79%
Not Black or African American	316	67%	335	81%
Not Hispanic or Latino	349	66%	356	79%
Not Asian or Native Hawaiian/Other Pacific Islander	362	66%	375	79%
Not White	77	66%	72	72%
Not Multiracial	368	67%	379	79%
General Education	301	77%	325	83%
English Proficient	366	67%	377	79%
Not Economically Disadvantaged	274	72%	316	80%
Male	204	65%	189	71%
Female	164	68%	190	86%
Migrant	0	—	0	—
Not Migrant	368	67%	379	79%

— 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 31%, 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 4%, which exceeded the State average of 3%.