



The New York State Accountability Report 2011-12

DISTRICT: HARBORFIELDS CENTRAL
SCHOOL DISTRICT
DISTRICT ID: 580406060000
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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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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): 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

Elementary/Middle-Level ELA: Participation

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	✓	1733	100%
American Indian or Alaska Native	—	2	—
Black or African American	✓	76	99%
Hispanic or Latino	✓	94	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	67	100%
White	✓	1468	100%
Multiracial	—	26	—
Students With Disabilities	✓	246	100%
Limited English Proficient	—	15	—
Economically Disadvantaged	✓	152	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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) 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	✓	1714	180	147	147
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	73	136	119	119
Hispanic or Latino	✓	92	166	122	122
Asian or Native Hawaiian/Other Pacific Islander	✓	67	188	153	153
White	✓	1455	183	161	161
Multiracial	—	25	—	—	—
Students With Disabilities	✓	272†	136†	94	94
Limited English Proficient	—	14	—	—	—
Economically Disadvantaged	✓	141	142	125	125

✓ 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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	1731	100%
Not Black or African American	1657	100%
Not Hispanic or Latino	1639	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1666	100%
Not White	265	100%
Not Multiracial	1707	100%
General Education	1487	100%
English Proficient	1718	100%
Not Economically Disadvantaged	1581	100%
Male	860	100%
Female	873	100%
Migrant	0	—
Not Migrant	1733	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	1712	180
Not Black or African American	1641	182
Not Hispanic or Latino	1622	181
Not Asian or Native Hawaiian/Other Pacific Islander	1647	180
Not White	259	165
Not Multiracial	1689	180
General Education	1473	189
English Proficient	1700	181
Not Economically Disadvantaged	1573	184
Male	851	176
Female	863	185
Migrant	0	—
Not Migrant	1714	180

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

Elementary/Middle-Level Math: AYP

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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): 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

Elementary/Middle-Level Math: Participation

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	✓	1733	100%
American Indian or Alaska Native	—	2	—
Black or African American	✓	76	99%
Hispanic or Latino	✓	94	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	67	100%
White	✓	1468	100%
Multiracial	—	26	—
Students With Disabilities	✓	246	99%
Limited English Proficient	—	15	—
Economically Disadvantaged	✓	152	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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1708	187	161	161
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	73	149	131	131
Hispanic or Latino	✓	92	176	140	140
Asian or Native Hawaiian/Other Pacific Islander	✓	67	199	173	173
White	✓	1449	189	171	171
Multiracial	—	25	—	—	—
Students With Disabilities	✓	270†	151†	115	115
Limited English Proficient	—	14	—	—	—
Economically Disadvantaged	✓	141	157	142	142

✓ 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 Math: Non-AYP Groups

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	1731	100%
Not Black or African American	1657	100%
Not Hispanic or Latino	1639	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1666	100%
Not White	265	100%
Not Multiracial	1707	100%
General Education	1487	100%
English Proficient	1718	100%
Not Economically Disadvantaged	1581	100%
Male	860	99%
Female	873	100%
Migrant	0	—
Not Migrant	1733	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	1706	187
Not Black or African American	1635	188
Not Hispanic or Latino	1616	187
Not Asian or Native Hawaiian/Other Pacific Islander	1641	186
Not White	259	176
Not Multiracial	1683	187
General Education	1469	193
English Proficient	1694	187
Not Economically Disadvantaged	1567	189
Male	846	185
Female	862	188
Migrant	0	—
Not Migrant	1708	187

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

Elementary/Middle-Level Science: AYP

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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): 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

Elementary/Middle-Level Science: Participation

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	✓	560	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	31	—
Hispanic or Latino	—	27	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—
White	✓	469	100%
Multiracial	—	11	—
Students With Disabilities	✓	69	99%
Limited English Proficient	—	5	—
Economically Disadvantaged	✓	52	100%

- ✓ 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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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

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	✓	556	196	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	31	177	144	1
Hispanic or Latino	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
White	✓	466	197	186	186
Multiracial	—	10	—	—	—
Students With Disabilities	✓	79†	182†	143	143
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	50	184	155	155

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

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."

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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	560	100%
Not Black or African American	529	100%
Not Hispanic or Latino	533	100%
Not Asian or Native Hawaiian/Other Pacific Islander	538	100%
Not White	91	100%
Not Multiracial	549	100%
General Education	491	100%
English Proficient	555	100%
Not Economically Disadvantaged	508	100%
Male	277	100%
Female	283	99%
Migrant	0	—
Not Migrant	560	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	556	196
Not Black or African American	525	197
Not Hispanic or Latino	529	196
Not Asian or Native Hawaiian/Other Pacific Islander	534	196
Not White	90	190
Not Multiracial	546	196
General Education	488	198
English Proficient	551	196
Not Economically Disadvantaged	506	197
Male	276	196
Female	280	196
Migrant	0	—
Not Migrant	556	196

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

Secondary-Level ELA: AYP

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	✓	291	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	20	—
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	250	100%
Multiracial	—	2	—
Students With Disabilities	—	35	—
Limited English Proficient	—	1	—
Economically Disadvantaged	—	31	—

✓ 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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	✓	286	191	153	153
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	250	194	167	167
Multiracial	—	2	—	—	—
Students With Disabilities	✓	40†	153†	82	82
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	31	168	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.

† 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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	291	100%
Not Black or African American	271	100%
Not Hispanic or Latino	277	100%
Not Asian or Native Hawaiian/Other Pacific Islander	286	100%
Not White	41	100%
Not Multiracial	289	100%
General Education	256	100%
English Proficient	290	100%
Not Economically Disadvantaged	260	100%
Male	149	100%
Female	142	100%
Migrant	0	—
Not Migrant	291	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	286	191
Not Black or African American	269	194
Not Hispanic or Latino	274	192
Not Asian or Native Hawaiian/Other Pacific Islander	281	191
Not White	36	172
Not Multiracial	284	191
General Education	251	197
English Proficient	285	191
Not Economically Disadvantaged	255	194
Male	148	188
Female	138	195
Migrant	0	—
Not Migrant	286	191

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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): 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 Math: Participation

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	✓	291	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	20	—
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
White	✓	250	100%
Multiracial	—	2	—
Students With Disabilities	—	35	—
Limited English Proficient	—	1	—
Economically Disadvantaged	—	31	—

✓ 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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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 Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	286	179	130	130
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	250	182	147	147
Multiracial	—	2	—	—	—
Students With Disabilities	✓	40†	113†	67	67
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	31	148	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.

† 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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	291	100%
Not Black or African American	271	100%
Not Hispanic or Latino	277	100%
Not Asian or Native Hawaiian/Other Pacific Islander	286	100%
Not White	41	100%
Not Multiracial	289	100%
General Education	256	100%
English Proficient	290	100%
Not Economically Disadvantaged	260	100%
Male	149	100%
Female	142	100%
Migrant	0	—
Not Migrant	291	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	286	179
Not Black or African American	269	181
Not Hispanic or Latino	274	180
Not Asian or Native Hawaiian/Other Pacific Islander	281	179
Not White	36	164
Not Multiracial	284	179
General Education	251	189
English Proficient	285	179
Not Economically Disadvantaged	255	183
Male	148	176
Female	138	183
Migrant	0	—
Not Migrant	286	179

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	180	187	191	179	184
American Indian or Alaska Native	—	—	—	—	—
Black or African American	136	149	—	—	143
Hispanic or Latino	166	176	—	—	171
Asian or Native Hawaiian/Other Pacific Islander	188	199	—	—	194
White	183	189	194	182	187
Multiracial	—	—	—	—	—
Students With Disabilities	136	151	153	113	138
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	142	157	168	148	154

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

Graduation Rate: AYP

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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: 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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

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	✓	304	96%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	20	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	260	98%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	49†	84%†	80%	80%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	28	—	—	—

✓ 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.

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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

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	✓	287	99%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	—	22	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	244	99%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	33	91%	80%	80%
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	23	—	—	—

✓ 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.

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: HARBORFIELDS CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580406060000

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	304	96%	287	99%
Not Black or African American	284	98%	270	99%
Not Hispanic or Latino	290	96%	265	99%
Not Asian or Native Hawaiian/Other Pacific Islander	295	96%	283	99%
Not White	44	86%	43	95%
Not Multiracial	303	96%	287	99%
General Education	256	99%	254	100%
English Proficient	303	96%	286	99%
Not Economically Disadvantaged	276	98%	264	99%
Male	149	95%	144	99%
Female	155	98%	143	99%
Migrant	0	—	0	—
Not Migrant	304	96%	287	99%

— 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 65%, which exceeded 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 3%, which did not exceed the State average of 3%.