



The New York State Accountability Report 2011-12

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT
DISTRICT ID: 580602040000
SUPERINTENDENT: NANCY CARNEY
PHONE: 631-369-6717

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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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

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

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

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

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	2214	99%
American Indian or Alaska Native	—	12	—
Black or African American	✓	400	99%
Hispanic or Latino	✓	576	99%
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	✓	1182	99%
Multiracial	—	18	—
Students With Disabilities	✓	244	98%
Limited English Proficient	✓	201	98%
Economically Disadvantaged	✓	959	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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	2138	144	148	148
American Indian or Alaska Native	—	12	—	—	—
Black or African American	X	377	114	124	120
Hispanic or Latino	X	546	121	127	127
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—
White	✓	1163	166	161	161
Multiracial	—	14	—	—	—
Students With Disabilities	X	239†	80†	94	87
Limited English Proficient	X	283‡	90‡	104	104
Economically Disadvantaged	X	929	118	130	124

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	2202	99%
Not Black or African American	1814	99%
Not Hispanic or Latino	1638	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2188	99%
Not White	1032	99%
Not Multiracial	2196	99%
General Education	1970	99%
English Proficient	2013	99%
Not Economically Disadvantaged	1255	99%
Male	1116	99%
Female	1098	100%
Migrant	38	—
Not Migrant	2176	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	2126	145
Not Black or African American	1761	151
Not Hispanic or Latino	1592	152
Not Asian or Native Hawaiian/Other Pacific Islander	2112	144
Not White	975	119
Not Multiracial	2124	145
General Education	1902	152
English Proficient	1953	152
Not Economically Disadvantaged	1209	165
Male	1066	137
Female	1072	152
Migrant	34	91
Not Migrant	2104	145

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

Elementary/Middle-Level Math: AYP

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓
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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	2212	99%
American Indian or Alaska Native	—	12	—
Black or African American	✓	401	98%
Hispanic or Latino	✓	575	99%
Asian or Native Hawaiian/Other Pacific Islander	—	26	—
White	✓	1179	100%
Multiracial	—	19	—
Students With Disabilities	✓	244	98%
Limited English Proficient	✓	200	100%
Economically Disadvantaged	✓	955	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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	2140	163	162	162
American Indian or Alaska Native	—	12	—	—	—
Black or African American	✓	375	140	136	136
Hispanic or Latino	✓	551	147	145	145
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—
White	✓	1162	179	171	171
Multiracial	—	14	—	—	—
Students With Disabilities	✗	240†	103†	115	112
Limited English Proficient	✗	292‡	128‡	134	134
Economically Disadvantaged	✗	929	143	147	147

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	2200	99%
Not Black or African American	1811	99%
Not Hispanic or Latino	1637	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2186	99%
Not White	1033	99%
Not Multiracial	2193	99%
General Education	1968	99%
English Proficient	2012	99%
Not Economically Disadvantaged	1257	99%
Male	1114	99%
Female	1098	99%
Migrant	38	—
Not Migrant	2174	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	2128	164
Not Black or African American	1765	168
Not Hispanic or Latino	1589	169
Not Asian or Native Hawaiian/Other Pacific Islander	2114	163
Not White	978	145
Not Multiracial	2126	163
General Education	1903	171
English Proficient	1946	169
Not Economically Disadvantaged	1211	179
Male	1074	161
Female	1066	166
Migrant	34	129
Not Migrant	2106	164

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

Elementary/Middle-Level Science: AYP

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	764	99%
American Indian or Alaska Native	—	4	—
Black or African American	✓	150	99%
Hispanic or Latino	✓	201	99%
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✓	388	98%
Multiracial	—	9	—
Students With Disabilities	✓	96	97%
Limited English Proficient	✓	75	97%
Economically Disadvantaged	✓	340	99%

- ✓ 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	X	741	172	175	175
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	146	153	152	152
Hispanic or Latino	X	193	149	157	157
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—	—
White	✓	379	190	185	185
Multiracial	—	7	—	—	—
Students With Disabilities	X	92	130	144	144
Limited English Proficient	X	94‡	120‡	140	140
Economically Disadvantaged	X	332	152	162	162

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

X 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 limited English proficient students because the number of limited English proficient students 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: $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$

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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	760	99%
Not Black or African American	614	99%
Not Hispanic or Latino	563	99%
Not Asian or Native Hawaiian/Other Pacific Islander	752	99%
Not White	376	99%
Not Multiracial	755	99%
General Education	668	99%
English Proficient	689	99%
Not Economically Disadvantaged	424	98%
Male	383	98%
Female	381	99%
Migrant	15	—
Not Migrant	749	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	737	172
Not Black or African American	595	176
Not Hispanic or Latino	548	180
Not Asian or Native Hawaiian/Other Pacific Islander	729	171
Not White	362	152
Not Multiracial	734	171
General Education	649	177
English Proficient	669	179
Not Economically Disadvantaged	409	188
Male	364	171
Female	377	172
Migrant	14	—
Not Migrant	727	172

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

Secondary-Level ELA: AYP

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	387	99%
American Indian or Alaska Native	—	3	—
Black or African American	✓	84	96%
Hispanic or Latino	✓	79	97%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✓	217	100%
Multiracial	—	1	—
Students With Disabilities	✓	44	95%
Limited English Proficient	—	19	—
Economically Disadvantaged	✓	132	98%

✓ 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	374	157	153	153
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	78	133	123	123
Hispanic or Latino	✓	68	134	125	125
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	221	172	167	167
Multiracial	—	1	—	—	—
Students With Disabilities	✓	49†	86†	83	83
Limited English Proficient	—	21	—	—	—
Economically Disadvantaged	✓	121	141	132	132

✓ 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	384	99%
Not Black or African American	303	99%
Not Hispanic or Latino	308	99%
Not Asian or Native Hawaiian/Other Pacific Islander	384	99%
Not White	170	97%
Not Multiracial	386	99%
General Education	343	99%
English Proficient	368	99%
Not Economically Disadvantaged	255	99%
Male	193	98%
Female	194	99%
Migrant	2	—
Not Migrant	385	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	372	157
Not Black or African American	296	164
Not Hispanic or Latino	306	162
Not Asian or Native Hawaiian/Other Pacific Islander	370	157
Not White	153	135
Not Multiracial	373	157
General Education	326	168
English Proficient	353	161
Not Economically Disadvantaged	253	165
Male	191	147
Female	183	168
Migrant	3	—
Not Migrant	371	158

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	387	99%
American Indian or Alaska Native	—	3	—
Black or African American	✓	84	98%
Hispanic or Latino	✓	79	100%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✓	217	100%
Multiracial	—	1	—
Students With Disabilities	✓	44	95%
Limited English Proficient	—	19	—
Economically Disadvantaged	✓	132	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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	374	131	130	130
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	78	97	92	92
Hispanic or Latino	✓	68	112	96	96
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	221	148	147	147
Multiracial	—	1	—	—	—
Students With Disabilities	✓	49†	69†	68	68
Limited English Proficient	—	21	—	—	—
Economically Disadvantaged	✓	121	112	106	106

✓ 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	384	99%
Not Black or African American	303	100%
Not Hispanic or Latino	308	99%
Not Asian or Native Hawaiian/Other Pacific Islander	384	99%
Not White	170	99%
Not Multiracial	386	99%
General Education	343	100%
English Proficient	368	99%
Not Economically Disadvantaged	255	99%
Male	193	99%
Female	194	99%
Migrant	2	—
Not Migrant	385	99%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	372	131
Not Black or African American	296	140
Not Hispanic or Latino	306	135
Not Asian or Native Hawaiian/Other Pacific Islander	370	131
Not White	153	107
Not Multiracial	373	131
General Education	326	140
English Proficient	353	134
Not Economically Disadvantaged	253	140
Male	191	127
Female	183	136
Migrant	3	—
Not Migrant	371	132

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	144	163	157	131	149
American Indian or Alaska Native	—	—	—	—	—
Black or African American	114	140	133	97	121
Hispanic or Latino	121	147	134	112	129
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	166	179	172	148	166
Multiracial	—	—	—	—	—
Students With Disabilities	80	103	86	69	85
Limited English Proficient	90	128	—	—	109
Economically Disadvantaged	118	143	141	112	129

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

Graduation Rate: AYP

DISTRICT: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	384	77%	80%	79%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	98	68%	80%	67%
Hispanic or Latino	✓	62	56%	80%	56%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	218	87%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✓	58†	48%†	80%	48%
Limited English Proficient	—	20	—	—	—
Economically Disadvantaged	X	132	67%	80%	69%

✓ 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	✓	388	82%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	86	67%	80%	72%
Hispanic or Latino	✓	60	72%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	237	90%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	51†	51%†	80%	59%
Limited English Proficient	—	20	—	—	—
Economically Disadvantaged	✓	108	81%	80%	78%

✓ 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: RIVERHEAD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580602040000

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	383	77%	387	82%
Not Black or African American	286	80%	302	86%
Not Hispanic or Latino	322	81%	328	84%
Not Asian or Native Hawaiian/Other Pacific Islander	381	77%	384	82%
Not White	166	65%	151	70%
Not Multiracial	382	77%	388	82%
General Education	327	83%	340	87%
English Proficient	364	80%	368	83%
Not Economically Disadvantaged	252	83%	280	83%
Male	211	76%	222	78%
Female	173	79%	166	88%
Migrant	2	—	1	—
Not Migrant	382	77%	387	82%

— 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 37%, 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 0%, which did not exceed the State average of 3%.