The New York State Accountability Report 2011-12

DISTRICT:	**CROTON-HARMON UNION FREE SCHOOL DISTRICT**
DISTRICT ID:	**660202030000**
SUPERINTENDENT:	**EDWARD FUHRMAN**
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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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	799	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	32	—
Hispanic or Latino	✔	96	100%
Asian or Native Hawaiian/Other Pacific Islander	—	36	—
White	✔	634	100%
Multiracial	—	1	—
Students With Disabilities	✔	107	99%
Limited English Proficient	—	16	—
Economically Disadvantaged	—	0	—

✔ 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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	786	176	146	146
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✔	32	172	113	20
Hispanic or Latino	✔	95	154	122	122
Asian or Native Hawaiian/Other Pacific Islander	✔	34	188	148	148
White	✔	624	179	160	160
Multiracial	—	1	—	—	—
Students With Disabilities	✔	116†	118†	91	91
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	799	100%
Not Black or African American	767	100%
Not Hispanic or Latino	703	100%
Not Asian or Native Hawaiian/Other Pacific Islander	763	100%
Not White	165	100%
Not Multiracial	798	100%
General Education	692	100%
English Proficient	783	100%
Not Economically Disadvantaged	799	100%
Male	377	100%
Female	422	100%
Migrant	0	—
Not Migrant	799	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	786	176
Not Black or African American	754	176
Not Hispanic or Latino	691	179
Not Asian or Native Hawaiian/Other Pacific Islander	752	175
Not White	162	165
Not Multiracial	785	176
General Education	681	185
English Proficient	771	177
Not Economically Disadvantaged	786	176
Male	369	167
Female	417	183
Migrant	0	—
Not Migrant	786	176

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

Elementary/Middle-Level Math: AYP

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	800	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	32	—
Hispanic or Latino	✔	96	100%
Asian or Native Hawaiian/Other Pacific Islander	—	36	—
White	✔	635	100%
Multiracial	—	1	—
Students With Disabilities	✔	108	99%
Limited English Proficient	—	16	—
Economically Disadvantaged	—	0	—

✔ 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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	788	180	160	160
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✔	32	184	125	20
Hispanic or Latino	✔	95	162	140	140
Asian or Native Hawaiian/Other Pacific Islander	✔	34	197	168	168
White	✔	626	182	170	170
Multiracial	—	1	—	—	—
Students With Disabilities	✔	117†	138†	112	112
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	800	100%
Not Black or African American	768	100%
Not Hispanic or Latino	704	100%
Not Asian or Native Hawaiian/Other Pacific Islander	764	100%
Not White	165	100%
Not Multiracial	799	100%
General Education	692	100%
English Proficient	784	100%
Not Economically Disadvantaged	800	100%
Male	377	100%
Female	423	100%
Migrant	0	—
Not Migrant	800	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	788	180
Not Black or African American	756	180
Not Hispanic or Latino	693	183
Not Asian or Native Hawaiian/Other Pacific Islander	754	180
Not White	162	174
Not Multiracial	787	180
General Education	682	188
English Proficient	773	182
Not Economically Disadvantaged	788	180
Male	369	176
Female	419	184
Migrant	0	—
Not Migrant	788	180

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

Elementary/Middle-Level Science: AYP

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	262	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	13	—
Hispanic or Latino	—	31	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✔	206	100%
Multiracial	—	0	—
Students With Disabilities	—	38	—
Limited English Proficient	—	6	—
Economically Disadvantaged	—	0	—

✔ 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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	260	193	172	172
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	13	—	—	—
Hispanic or Latino	✔	31	165	148	1
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—
White	✔	205	197	183	183
Multiracial	—	0	—	—	—
Students With Disabilities	✔	43†	172†	139	139
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	262	100%
Not Black or African American	249	100%
Not Hispanic or Latino	231	100%
Not Asian or Native Hawaiian/Other Pacific Islander	250	100%
Not White	56	100%
Not Multiracial	262	100%
General Education	224	100%
English Proficient	256	100%
Not Economically Disadvantaged	262	100%
Male	129	99%
Female	133	100%
Migrant	0	—
Not Migrant	262	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	260	193
Not Black or African American	247	193
Not Hispanic or Latino	229	197
Not Asian or Native Hawaiian/Other Pacific Islander	249	192
Not White	55	176
Not Multiracial	260	193
General Education	222	197
English Proficient	254	194
Not Economically Disadvantaged	260	193
Male	127	191
Female	133	194
Migrant	0	—
Not Migrant	260	193

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

Secondary-Level ELA: AYP

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	140	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✔	121	99%
Multiracial	—	0	—
Students With Disabilities	—	12	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	0	—

✔ 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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	137	196	150	150
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✔	120	198	165	165
Multiracial	—	0	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 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 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level ELA: Non-AYP Groups

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	140	99%
Not Black or African American	138	99%
Not Hispanic or Latino	127	99%
Not Asian or Native Hawaiian/Other Pacific Islander	136	99%
Not White	19	—
Not Multiracial	140	99%
General Education	128	100%
English Proficient	140	99%
Not Economically Disadvantaged	140	99%
Male	71	99%
Female	69	100%
Migrant	0	—
Not Migrant	140	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	137	196
Not Black or African American	136	196
Not Hispanic or Latino	124	198
Not Asian or Native Hawaiian/Other Pacific Islander	134	196
Not White	17	—
Not Multiracial	137	196
General Education	127	196
English Proficient	137	196
Not Economically Disadvantaged	137	196
Male	70	194
Female	67	197
Migrant	0	—
Not Migrant	137	196

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	140	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	✔	121	99%
Multiracial	—	0	—
Students With Disabilities	—	12	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	0	—

✔ 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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	137	172	127	127
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✔	120	173	145	145
Multiracial	—	0	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 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 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level Math: Non-AYP Groups

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	140	99%
Not Black or African American	138	99%
Not Hispanic or Latino	127	99%
Not Asian or Native Hawaiian/Other Pacific Islander	136	99%
Not White	19	—
Not Multiracial	140	99%
General Education	128	100%
English Proficient	140	99%
Not Economically Disadvantaged	140	99%
Male	71	99%
Female	69	100%
Migrant	0	—
Not Migrant	140	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	137	172
Not Black or African American	136	172
Not Hispanic or Latino	124	173
Not Asian or Native Hawaiian/Other Pacific Islander	134	171
Not White	17	—
Not Multiracial	137	172
General Education	127	176
English Proficient	137	172
Not Economically Disadvantaged	137	172
Male	70	171
Female	67	172
Migrant	0	—
Not Migrant	137	172

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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) ÷ 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	176	180	196	172	181
American Indian or Alaska Native	—	—	—	—	—
Black or African American	172	184	—	—	178
Hispanic or Latino	154	162	—	—	158
Asian or Native Hawaiian/Other Pacific Islander	188	197	—	—	193
White	179	182	198	173	183
Multiracial	—	—	—	—	—
Students With Disabilities	118	138	—	—	128
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

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

Graduation Rate: AYP

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	155	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	10	—	—	—
Hispanic or Latino	—	21	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✔	117	96%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	10	—	—	—
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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.

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 - the graduation rate of the 2006 four-year graduation-rate total cohort) x 0.1] + the graduation rate of the 2006 four-year graduation-rate total cohort

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	✔	128	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✔	111	97%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	0	—	—	—

✔ 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 - the graduation rate of the 2005 five-year graduation-rate total cohort) x 0.2] + the graduation rate of the 2005 five-year graduation-rate total cohort

Graduation Rate: Non-AYP

DISTRICT: CROTON-HARMON UNION FREE SCHOOL DISTRICT **DISTRICT ID: 660202030000**

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	155	94%	128	97%
Not Black or African American	145	94%	126	97%
Not Hispanic or Latino	134	96%	114	97%
Not Asian or Native Hawaiian/Other Pacific Islander	148	93%	127	97%
Not White	38	87%	17	—
Not Multiracial	155	94%	128	97%
General Education	145	94%	108	98%
English Proficient	153	95%	127	98%
Not Economically Disadvantaged	155	94%	128	97%
Male	72	90%	64	94%
Female	83	96%	64	100%
Migrant	0	—	0	—
Not Migrant	155	94%	128	97%

— 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 57%, 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%.