



The New York State Accountability Report 2011-12

DISTRICT: HARRISON CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 660501060000
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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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	1717	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	32	—
Hispanic or Latino	✓	246	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	174	98%
White	✓	1255	100%
Multiracial	—	10	—
Students With Disabilities	✓	206	100%
Limited English Proficient	✓	104	96%
Economically Disadvantaged	✓	218	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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	1663	172	147	147
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	30	157	113	20
Hispanic or Latino	✓	235	150	125	125
Asian or Native Hawaiian/Other Pacific Islander	✓	145	177	156	156
White	✓	1243	176	161	161
Multiracial	—	10	—	—	—
Students With Disabilities	✓	237†	118†	94	94
Limited English Proficient	✓	127‡	128‡	101	101
Economically Disadvantaged	✓	211	147	126	126

✓ 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 ELA: Non-AYP Groups

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	1717	99%
Not Black or African American	1685	99%
Not Hispanic or Latino	1471	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1543	100%
Not White	462	99%
Not Multiracial	1707	99%
General Education	1511	99%
English Proficient	1613	100%
Not Economically Disadvantaged	1499	100%
Male	886	99%
Female	831	100%
Migrant	0	—
Not Migrant	1717	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	1663	172
Not Black or African American	1633	172
Not Hispanic or Latino	1428	175
Not Asian or Native Hawaiian/Other Pacific Islander	1518	171
Not White	420	160
Not Multiracial	1653	172
General Education	1457	180
English Proficient	1594	175
Not Economically Disadvantaged	1452	175
Male	866	168
Female	797	177
Migrant	0	—
Not Migrant	1663	172

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

Elementary/Middle-Level Math: AYP

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	1716	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	32	—
Hispanic or Latino	✓	246	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	174	100%
White	✓	1254	100%
Multiracial	—	10	—
Students With Disabilities	✓	206	100%
Limited English Proficient	✓	105	100%
Economically Disadvantaged	✓	218	100%

✓ 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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1683	184	161	161
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	30	163	125	20
Hispanic or Latino	✓	236	175	143	143
Asian or Native Hawaiian/Other Pacific Islander	✓	163	197	177	177
White	✓	1244	185	171	171
Multiracial	—	10	—	—	—
Students With Disabilities	✓	237†	142†	115	115
Limited English Proficient	✓	147‡	173‡	131	131
Economically Disadvantaged	✓	213	168	143	143

✓ 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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	1716	100%
Not Black or African American	1684	100%
Not Hispanic or Latino	1470	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1542	100%
Not White	462	100%
Not Multiracial	1706	100%
General Education	1510	100%
English Proficient	1611	100%
Not Economically Disadvantaged	1498	100%
Male	886	100%
Female	830	100%
Migrant	0	—
Not Migrant	1716	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	1683	184
Not Black or African American	1653	185
Not Hispanic or Latino	1447	186
Not Asian or Native Hawaiian/Other Pacific Islander	1520	183
Not White	439	182
Not Multiracial	1673	185
General Education	1477	191
English Proficient	1594	185
Not Economically Disadvantaged	1470	187
Male	875	184
Female	808	185
Migrant	0	—
Not Migrant	1683	184

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

Elementary/Middle-Level Science: AYP

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	556	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	11	—
Hispanic or Latino	✓	78	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	58	100%
White	✓	405	100%
Multiracial	—	4	—
Students With Disabilities	✓	77	100%
Limited English Proficient	—	34	—
Economically Disadvantaged	✓	78	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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	545	193	174	174
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	✓	77	191	154	154
Asian or Native Hawaiian/Other Pacific Islander	✓	53	196	174	174
White	✓	400	193	186	186
Multiracial	—	4	—	—	—
Students With Disabilities	✓	86†	166†	143	143
Limited English Proficient	—	28	—	—	—
Economically Disadvantaged	✓	78	181	157	157

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

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

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

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

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

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

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

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

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	556	100%
Not Black or African American	545	100%
Not Hispanic or Latino	478	100%
Not Asian or Native Hawaiian/Other Pacific Islander	498	100%
Not White	151	100%
Not Multiracial	552	100%
General Education	479	100%
English Proficient	522	100%
Not Economically Disadvantaged	478	100%
Male	287	100%
Female	269	100%
Migrant	0	—
Not Migrant	556	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	545	193
Not Black or African American	534	193
Not Hispanic or Latino	468	193
Not Asian or Native Hawaiian/Other Pacific Islander	492	192
Not White	145	192
Not Multiracial	541	193
General Education	468	198
English Proficient	517	194
Not Economically Disadvantaged	467	195
Male	284	192
Female	261	194
Migrant	0	—
Not Migrant	545	193

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

Secondary-Level ELA: AYP

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	262	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	✓	42	100%
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
White	✓	200	100%
Multiracial	—	0	—
Students With Disabilities	—	29	—
Limited English Proficient	—	7	—
Economically Disadvantaged	—	38	—

- ✓ 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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	251	178	152	152
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	✓	38	161	121	121
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
White	✓	194	182	166	166
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	—	9	—	—	—
Economically Disadvantaged	✓	39	149	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 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: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	262	100%
Not Black or African American	258	100%
Not Hispanic or Latino	220	100%
Not Asian or Native Hawaiian/Other Pacific Islander	246	100%
Not White	62	100%
Not Multiracial	262	100%
General Education	233	100%
English Proficient	255	100%
Not Economically Disadvantaged	224	100%
Male	123	100%
Female	139	100%
Migrant	0	—
Not Migrant	262	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	251	178
Not Black or African American	248	178
Not Hispanic or Latino	213	181
Not Asian or Native Hawaiian/Other Pacific Islander	235	178
Not White	57	163
Not Multiracial	251	178
General Education	222	186
English Proficient	242	180
Not Economically Disadvantaged	212	183
Male	115	172
Female	136	182
Migrant	0	—
Not Migrant	251	178

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	262	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	✓	42	100%
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
White	✓	200	100%
Multiracial	—	0	—
Students With Disabilities	—	29	—
Limited English Proficient	—	7	—
Economically Disadvantaged	—	38	—

✓ 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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	251	154	129	129
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	✓	38	134	92	92
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
White	✓	194	158	146	146
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	—	9	—	—	—
Economically Disadvantaged	✓	39	121	99	99

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

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	262	100%
Not Black or African American	258	100%
Not Hispanic or Latino	220	100%
Not Asian or Native Hawaiian/Other Pacific Islander	246	100%
Not White	62	100%
Not Multiracial	262	100%
General Education	233	100%
English Proficient	255	100%
Not Economically Disadvantaged	224	100%
Male	123	100%
Female	139	99%
Migrant	0	—
Not Migrant	262	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	251	154
Not Black or African American	248	154
Not Hispanic or Latino	213	157
Not Asian or Native Hawaiian/Other Pacific Islander	235	154
Not White	57	140
Not Multiracial	251	154
General Education	222	164
English Proficient	242	154
Not Economically Disadvantaged	212	160
Male	115	151
Female	136	156
Migrant	0	—
Not Migrant	251	154

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	172	184	178	154	172
American Indian or Alaska Native	—	—	—	—	—
Black or African American	157	163	—	—	160
Hispanic or Latino	150	175	161	134	155
Asian or Native Hawaiian/Other Pacific Islander	177	197	—	—	187
White	176	185	182	158	175
Multiracial	—	—	—	—	—
Students With Disabilities	118	142	—	—	130
Limited English Proficient	128	173	—	—	151
Economically Disadvantaged	147	168	149	121	146

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

Graduation Rate: AYP

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	249	90%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	✓	52	87%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—
White	✓	180	91%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	32	53%	80%	80%
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	51	84%	80%	80%

✓ 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:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	✓	241	93%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	✓	30	83%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
White	✓	194	94%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	37	81%	80%	80%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✓	35	89%	80%	80%

✓ 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: HARRISON CENTRAL SCHOOL DISTRICT

DISTRICT ID: 660501060000

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	249	90%	241	93%
Not Black or African American	243	90%	238	93%
Not Hispanic or Latino	197	90%	211	95%
Not Asian or Native Hawaiian/Other Pacific Islander	238	89%	228	93%
Not White	69	86%	47	89%
Not Multiracial	249	90%	240	93%
General Education	217	95%	204	96%
English Proficient	245	90%	239	93%
Not Economically Disadvantaged	198	91%	206	94%
Male	127	87%	122	93%
Female	122	92%	119	94%
Migrant	0	—	0	—
Not Migrant	249	90%	241	93%

— 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 49%, 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 2%, which did not exceed the State average of 3%.