



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **SACHEM CENTRAL SCHOOL
DISTRICT**

District ID **580205060000**

Superintendent **CHARLES MURPHY**

Telephone **(631) 471-1336**

Grades **K-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **SACHEM CENTRAL SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	996	1116	1139
Grade 1	1060	1108	1108
Grade 2	1136	1033	1092
Grade 3	1085	1133	1026
Grade 4	1128	1078	1115
Grade 5	1135	1124	1091
Grade 6	1044	1132	1099
Ungraded Elementary	478	496	449
Grade 7	1199	1059	1128
Grade 8	1238	1185	1057
Grade 9	1206	1223	1195
Grade 10	1181	1199	1210
Grade 11	1065	1159	1203
Grade 12	1018	1047	1119
Ungraded Secondary	409	436	592
Total K-12	15378	15528	15623

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	24
Grade 8			
English	23	21	22
Mathematics	23	21	23
Science	24	22	24
Social Studies	25	24	25
Grade 10			
English	23	23	25
Mathematics	21	22	23
Science	24	21	21
Social Studies	25	27	27

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **SACHEM CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	763	5%	817	5%	723	5%
Reduced-Price Lunch	621	4%	600	4%	516	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	229	1%	222	1%	215	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	24	0%	23	0%	26	0%
Black or African American	159	1%	186	1%	217	1%
Hispanic or Latino	775	5%	796	5%	863	6%
Asian or Native Hawaiian/Other Pacific Islander	539	4%	606	4%	621	4%
White	13881	90%	13917	90%	13896	89%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	351	N/A	629	4%	346	2%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **SACHEM CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	3260	3680	4579
Percent Not Taught by Highly Qualified Teachers	2%	2%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	7	7	6
Percent with No Valid Teaching Certificate	1%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	23	18	14
Percentage of Total	2%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	51%	53%	55%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	1198	1254	1181
Total Other Professional Staff	122	126	122
Total Paraprofessionals*	276	323	261
Assistant Principals	11	13	12
Principals	16	18	18

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

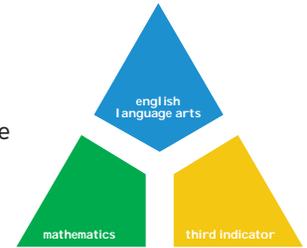
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index 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) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **SACHEM CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	–	–	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	✓	✓	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓	✓	–	✓	✓	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **SACHEM CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (7048:6948)			100%		168	121	
Ethnicity							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (102:97)			100%		151	112	
Hispanic or Latino (412:392)			100%		161	116	
Asian or Native Hawaiian/Other Pacific Islander (307:294)			99%		176	116	
White (6218:6156)			100%		168	121	
Other Groups							
Students with Disabilities ⁴ (955:938)			99%		103	118	108 113
Limited English Proficient (86:68)			99%		162	110	
Economically Disadvantaged (794:759)			99%		152	118	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (7037:6927)			100%		184	85	
Ethnicity							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (100:95)			100%		167	76	
Hispanic or Latino (421:393)			100%		173	80	
Asian or Native Hawaiian/Other Pacific Islander (303:296)			100%		192	80	
White (6204:6134)			100%		184	85	
Other Groups							
Students with Disabilities ⁴ (952:931)			99%		141	82	
Limited English Proficient (81:68)			99%		163	74	
Economically Disadvantaged (792:757)			100%		172	82	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (2346:2272)		Qualified		98%		194	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (36:32)	–	–	–	–		197	100	
Hispanic or Latino (134:124)		Qualified		100%		189	100	
Asian or Native Hawaiian/Other Pacific Islander (102:96)		Qualified		98%		193	100	
White (2073:2019)		Qualified		98%		194	100	
Other Groups								
Students with Disabilities (309:302)		Qualified		99%		178	100	
Limited English Proficient (22:18)	–	–	–	–	–	–	–	–
Economically Disadvantaged (272:254)		Qualified		97%		188	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 6 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (1192:1163)			99%		189	151		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (15:13)	–	–	–	–	–	–	–	–
Hispanic or Latino (57:54)			100%		180	141		
Asian or Native Hawaiian/Other Pacific Islander (39:33)		–	–		191	137		
White (1079:1062)			99%		189	151		
Other Groups								
Students with Disabilities (143:116)			98%		145	144		
Limited English Proficient (12:11)	–	–	–	–	–	–	–	–
Economically Disadvantaged (96:91)			97%		181	144		
Final AYP Determination		6 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 6 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1192:1163)			99%		179	143	
Ethnicity							
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–
Black or African American (15:13)	–	–	–	–	–	–	–
Hispanic or Latino (57:54)			98%		174	133	
Asian or Native Hawaiian/Other Pacific Islander (39:33)		–	–		200	129	
White (1079:1062)			100%		179	143	
Other Groups							
Students with Disabilities (143:116)			97%		157	136	
Limited English Proficient (12:11)	–	–	–	–	–	–	–
Economically Disadvantaged (96:91)			97%		184	136	
Final AYP Determination		6 of 6					

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
- ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2005–06	2006–07
All Students (1059)			90%	55%		
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–	–	–
Black or African American (11)	–	–	–	–	–	–
Hispanic or Latino (57)			84%	55%		
Asian or Native Hawaiian/Other Pacific Islander (43)			93%	55%		
White (947)			90%	55%		
Other Groups						
Students with Disabilities (83)			61%	55%		
Limited English Proficient (13)	–	–	–	–	–	–
Economically Disadvantaged (81)			80%	55%		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

18 schools identified 100% of total

CAYUGA SCHOOL
CHIPPEWA ELEMENTARY SCHOOL
GATELOT AVENUE SCHOOL
GRUNDY AVENUE SCHOOL
HIAWATHA SCHOOL
LYNWOOD AVENUE SCHOOL
MERRIMAC SCHOOL
NOKOMIS SCHOOL
SACHEM HIGH SCHOOL EAST
SACHEM HIGH SCHOOL NORTH
SAGAMORE MIDDLE SCHOOL
SAMOSET MIDDLE SCHOOL
SENECA MIDDLE SCHOOL
SEQUOYA MIDDLE SCHOOL
TAMARAC ELEMENTARY SCHOOL
TECUMSEH ELEMENTARY SCHOOL
WAVERLY AVENUE SCHOOL
WENONAH SCHOOL

District **SACHEM CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	75%			1088
Grade 4	77%			1183
Grade 5	77%			1142
Grade 6	73%			1185
Grade 7	68%			1197
Grade 8	58%			1122

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	95%			1093
Grade 4	93%			1190
Grade 5	86%			1158
Grade 6	84%			1198
Grade 7	79%			1201
Grade 8	78%			1131

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	99%			1170
Grade 8	83%			774

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	86%			1225
Mathematics	81%			1225

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	88%			1225

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

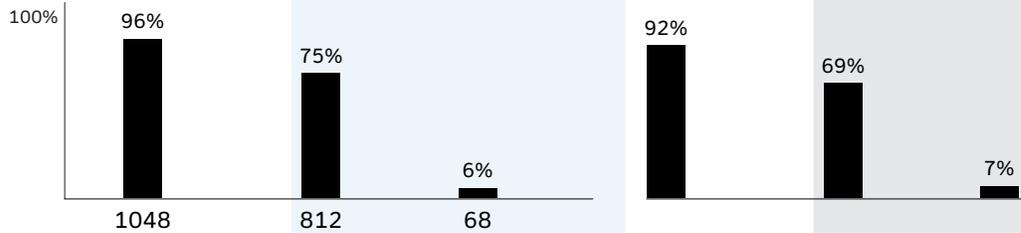
Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1048	812	68	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1088	96%	75%	6%				
Female	529	96%	79%	7%				
Male	559	96%	70%	6%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	-	-	-				
Hispanic or Latino	67	99%	78%	9%				
Asian or Native Hawaiian/Other Pacific Islander	46	98%	74%	9%				
White	961	96%	75%	6%	This test was not given in 2004-05.			
Small Group Totals	14	79%	43%	0%				
General-Education Students	935	99%	81%	7%				
Students with Disabilities	153	82%	35%	0%				
English Proficient	1084	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	122	94%	67%	6%				
Not Disadvantaged	966	97%	76%	6%				
Migrant								
Not Migrant	1088	96%	75%	6%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

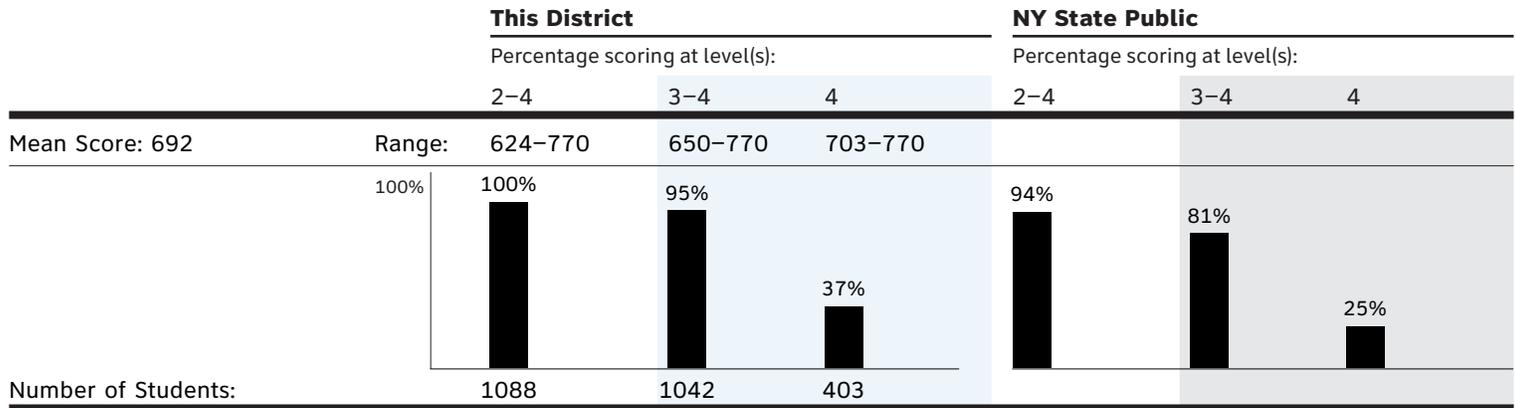
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	9	8	7	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	11	8	6	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1093	100%	95%	37%				
Female	532	100%	95%	37%				
Male	561	99%	96%	37%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	13	-	-	-				
Hispanic or Latino	72	100%	94%	43%				
Asian or Native Hawaiian/Other Pacific Islander	47	100%	98%	49%				
White	960	100%	96%	36%	This test was not given in 2004-05.			
Small Group Totals	14	93%	79%	7%				
General-Education Students	937	100%	97%	41%				
Students with Disabilities	156	97%	85%	13%				
English Proficient	1080	100%	95%	37%				
Limited English Proficient	13	100%	92%	38%				
Economically Disadvantaged	125	99%	93%	34%				
Not Disadvantaged	968	100%	96%	37%				
Migrant								
Not Migrant	1093	100%	95%	37%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

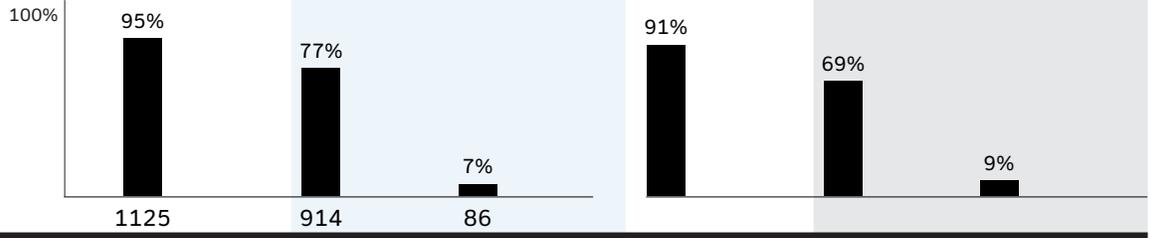
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	9	9	8	7	This test was not given in 2004-05.			

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1125	914	86	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1183	95%	77%	7%				
Female	568	96%	78%	10%				
Male	615	94%	77%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	10	-	-	-				
Hispanic or Latino	61	97%	75%	5%				
Asian or Native Hawaiian/Other Pacific Islander	48	98%	90%	13%				
White	1063	95%	77%	7%				
Small Group Totals	11	100%	64%	0%				
General-Education Students	1021	99%	84%	8%				
Students with Disabilities	162	73%	33%	1%				
English Proficient	1179	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	133	90%	67%	2%				
Not Disadvantaged	1050	96%	79%	8%				
Migrant								
Not Migrant	1183	95%	77%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

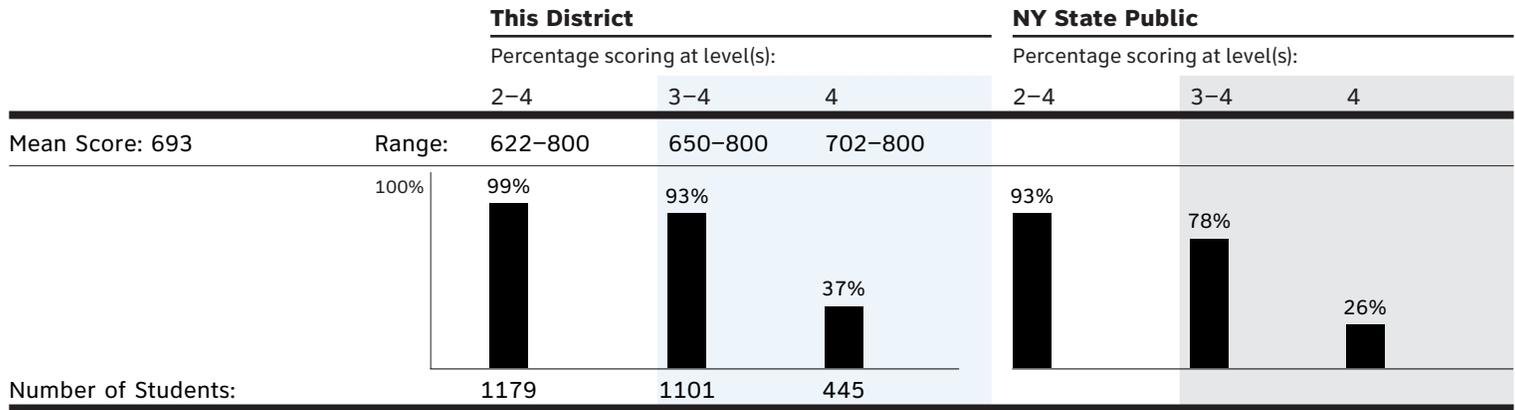
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	6	5	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	10	10	10	N/A	20	20	18	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1190	99%	93%	37%				
Female	572	99%	91%	34%				
Male	618	99%	94%	40%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	10	-	-	-				
Hispanic or Latino	69	99%	88%	32%				
Asian or Native Hawaiian/Other Pacific Islander	51	100%	98%	51%				
White	1059	99%	93%	37%				
Small Group Totals	11	100%	91%	18%				
General-Education Students	1028	100%	95%	41%				
Students with Disabilities	162	94%	76%	12%				
English Proficient	1177	99%	93%	38%				
Limited English Proficient	13	100%	85%	0%				
Economically Disadvantaged	141	99%	87%	27%				
Not Disadvantaged	1049	99%	93%	39%				
Migrant								
Not Migrant	1190	99%	93%	37%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

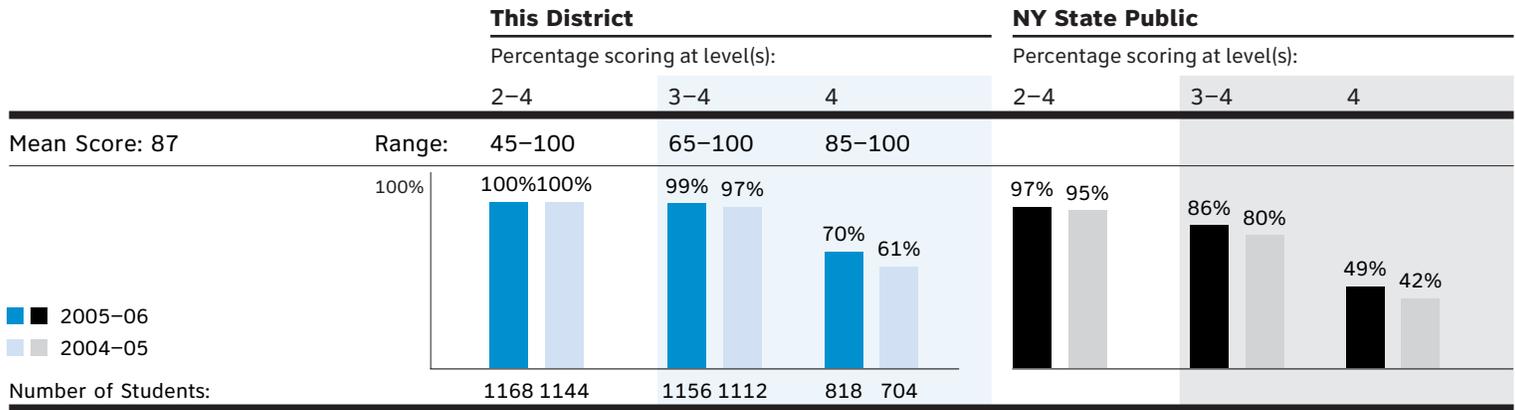
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	6	6	5	5	5	2

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1170	100%	99%	70%	1147	100%	97%	61%
Female	562	100%	99%	68%	561	100%	97%	58%
Male	608	100%	99%	72%	586	100%	97%	64%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	9	-	-	-	21	-	-	-
Hispanic or Latino	70	100%	100%	61%	54	100%	94%	48%
Asian or Native Hawaiian/Other Pacific Islander	49	100%	100%	82%	49	100%	98%	73%
White	1041	100%	99%	70%	1021	100%	97%	62%
Small Group Totals	10	100%	100%	60%	23	100%	96%	43%
General-Education Students	1011	100%	100%	73%	1000	100%	98%	65%
Students with Disabilities	159	99%	94%	47%	147	99%	93%	39%
English Proficient	1156	100%	99%	70%	1126	100%	97%	62%
Limited English Proficient	14	100%	100%	57%	21	100%	86%	38%
Economically Disadvantaged	137	100%	99%	59%	119	100%	95%	50%
Not Disadvantaged	1033	100%	99%	71%	1028	100%	97%	63%
Migrant					1	-	-	-
Not Migrant	1170	100%	99%	70%	1146	-	-	-

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	6	4	6	6	4	3

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 670	608-795	650-795	711-795			
Number of Students:	1114	878	152			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1142	98%	77%	13%				
Female	563	98%	77%	13%				
Male	579	97%	77%	14%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	17	-	-	-				
Hispanic or Latino	55	91%	62%	5%				
Asian or Native Hawaiian/Other Pacific Islander	50	98%	76%	18%				
White	1017	98%	78%	14%	This test was not given in 2004-05.			
Small Group Totals	20	100%	85%	5%				
General-Education Students	1006	100%	83%	15%				
Students with Disabilities	136	82%	30%	1%				
English Proficient	1131	98%	77%	13%				
Limited English Proficient	11	100%	36%	9%				
Economically Disadvantaged	108	98%	67%	10%				
Not Disadvantaged	1034	97%	78%	14%				
Migrant								
Not Migrant	1142	98%	77%	13%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

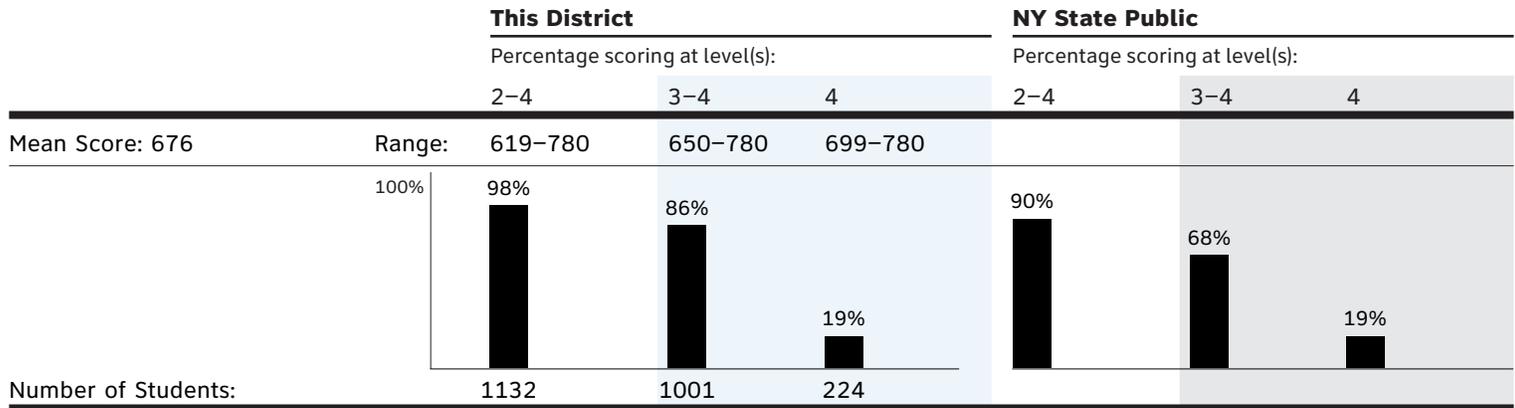
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	13	12	11	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1158	98%	86%	19%				
Female	575	97%	83%	18%				
Male	583	98%	90%	21%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	16	-	-	-				
Hispanic or Latino	66	97%	80%	6%				
Asian or Native Hawaiian/Other Pacific Islander	52	100%	90%	33%				
White	1021	98%	87%	20%	This test was not given in 2004-05.			
Small Group Totals	19	100%	74%	0%				
General-Education Students	1022	99%	89%	21%				
Students with Disabilities	136	86%	65%	7%				
English Proficient	1135	98%	87%	20%				
Limited English Proficient	23	100%	74%	0%				
Economically Disadvantaged	117	97%	77%	15%				
Not Disadvantaged	1041	98%	88%	20%				
Migrant								
Not Migrant	1158	98%	86%	19%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	5	4	This test was not given in 2004-05.			

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 665	598-785	650-785	705-785			
Number of Students:	1154	868	149			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1185	97%	73%	13%				
Female	569	98%	78%	14%				
Male	616	97%	69%	12%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	16	-	-	-				
Hispanic or Latino	74	95%	58%	4%				
Asian or Native Hawaiian/Other Pacific Islander	48	100%	77%	25%				
White	1045	98%	74%	13%	This test was not given in 2004-05.			
Small Group Totals	18	89%	61%	11%				
General-Education Students	1027	100%	82%	14%				
Students with Disabilities	158	81%	16%	1%				
English Proficient	1180	97%	73%	13%				
Limited English Proficient	5	100%	40%	0%				
Economically Disadvantaged	130	98%	57%	6%				
Not Disadvantaged	1055	97%	75%	13%				
Migrant								
Not Migrant	1185	97%	73%	13%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

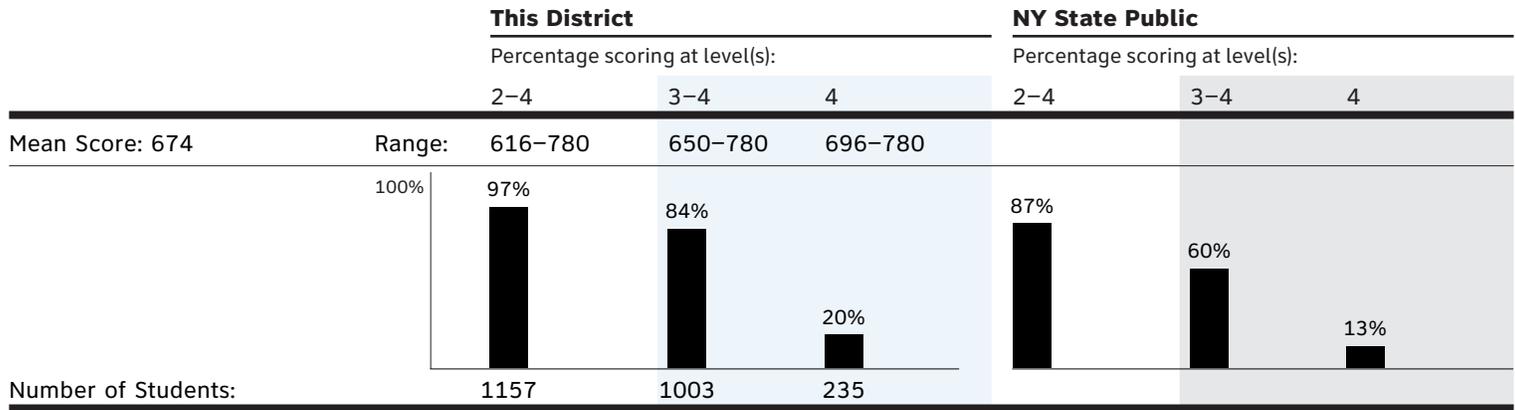
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	9	8	6	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1198	97%	84%	20%				
Female	575	98%	85%	19%				
Male	623	96%	83%	20%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	16	-	-	-				
Hispanic or Latino	80	89%	71%	11%				
Asian or Native Hawaiian/Other Pacific Islander	53	100%	85%	32%				
White	1047	97%	85%	20%	This test was not given in 2004-05.			
Small Group Totals	18	89%	72%	6%				
General-Education Students	1037	100%	91%	22%				
Students with Disabilities	161	75%	37%	2%				
English Proficient	1183	97%	84%	20%				
Limited English Proficient	15	100%	40%	0%				
Economically Disadvantaged	138	94%	70%	7%				
Not Disadvantaged	1060	97%	86%	21%				
Migrant								
Not Migrant	1198	97%	84%	20%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

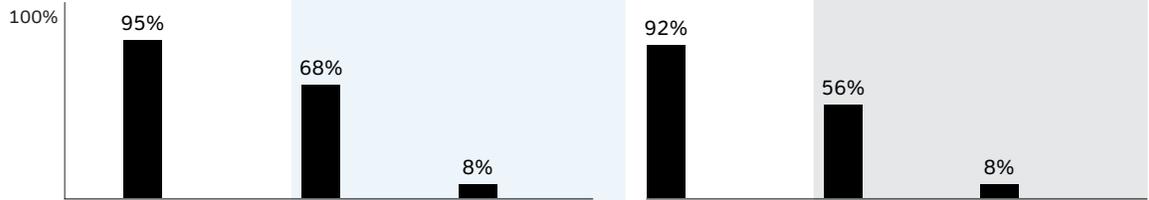
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 660	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1143	808	94	1143	808	94



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1197	95%	68%	8%				
Female	619	97%	69%	10%				
Male	578	94%	66%	6%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	18	-	-	-				
Hispanic or Latino	64	97%	59%	9%				
Asian or Native Hawaiian/Other Pacific Islander	48	100%	75%	15%				
White	1065	95%	68%	8%	This test was not given in 2004-05.			
Small Group Totals	20	100%	45%	0%				
General-Education Students	1032	99%	76%	9%				
Students with Disabilities	165	71%	15%	1%				
English Proficient	1196	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	135	93%	54%	4%				
Not Disadvantaged	1062	96%	69%	8%				
Migrant								
Not Migrant	1197	95%	68%	8%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

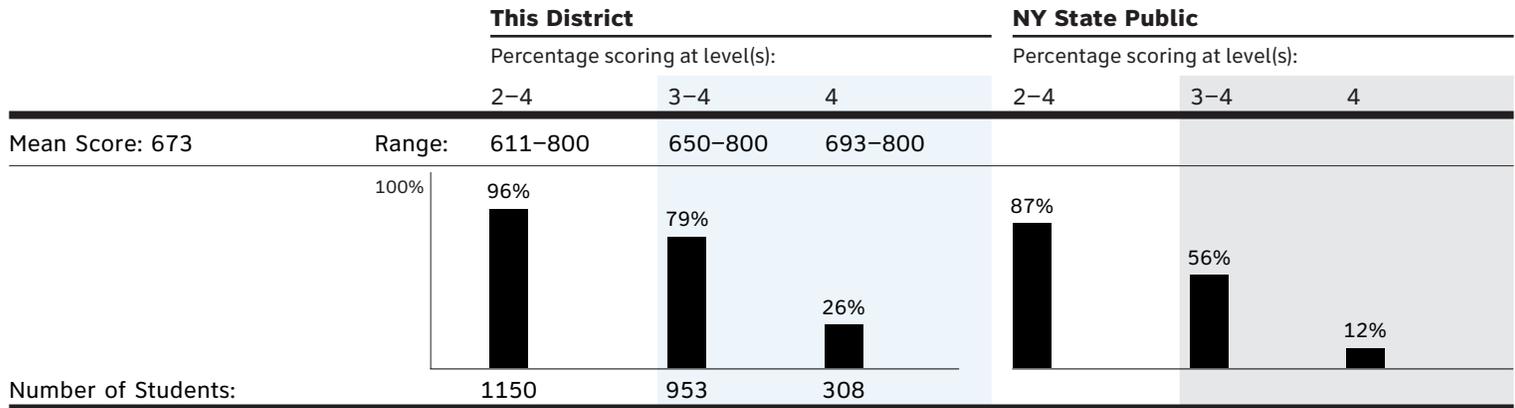
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	8	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	8	8	7	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1201	96%	79%	26%				
Female	619	97%	81%	27%				
Male	582	95%	78%	24%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	18	-	-	-				
Hispanic or Latino	67	99%	64%	16%				
Asian or Native Hawaiian/Other Pacific Islander	49	100%	94%	49%				
White	1065	95%	80%	26%	This test was not given in 2004-05.			
Small Group Totals	20	95%	65%	5%				
General-Education Students	1040	100%	87%	30%				
Students with Disabilities	161	71%	27%	1%				
English Proficient	1193	96%	80%	26%				
Limited English Proficient	8	88%	38%	13%				
Economically Disadvantaged	136	93%	72%	15%				
Not Disadvantaged	1065	96%	80%	27%				
Migrant								
Not Migrant	1201	96%	79%	26%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	7	6	5	This test was not given in 2004-05.			

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 657	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1076	653	39			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1122	96%	58%	3%				
Female	550	97%	64%	5%				
Male	572	94%	53%	2%				
American Indian or Alaska Native								
Black or African American	26	100%	46%	0%				
Hispanic or Latino	56	96%	52%	2%				
Asian or Native Hawaiian/Other Pacific Islander	47	96%	70%	9%				
White	993	96%	58%	3%				
Small Group Totals								
General-Education Students	986	99%	65%	4%				
Students with Disabilities	136	72%	11%	0%				
English Proficient	1122	96%	58%	3%				
Limited English Proficient								
Economically Disadvantaged	120	93%	35%	2%				
Not Disadvantaged	1002	96%	61%	4%				
Migrant								
Not Migrant	1122	96%	58%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

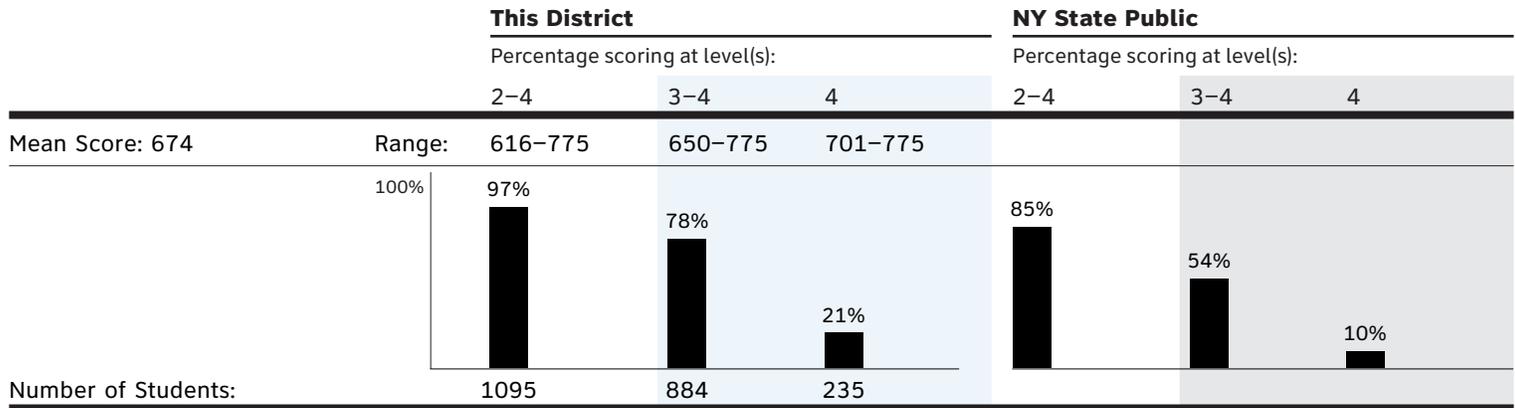
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	3	9	8	8	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	9	9	9	N/A	5	2	1	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1131	97%	78%	21%				
Female	556	97%	77%	20%				
Male	575	97%	79%	22%				
American Indian or Alaska Native								
Black or African American	25	96%	68%	0%				
Hispanic or Latino	62	92%	52%	8%				
Asian or Native Hawaiian/Other Pacific Islander	51	96%	88%	33%				
White	993	97%	80%	21%				
Small Group Totals								
General-Education Students	994	98%	84%	23%				
Students with Disabilities	137	85%	36%	2%				
English Proficient	1123	97%	78%	21%				
Limited English Proficient	8	63%	38%	0%				
Economically Disadvantaged	128	89%	57%	10%				
Not Disadvantaged	1003	98%	81%	22%				
Migrant								
Not Migrant	1131	97%	78%	21%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

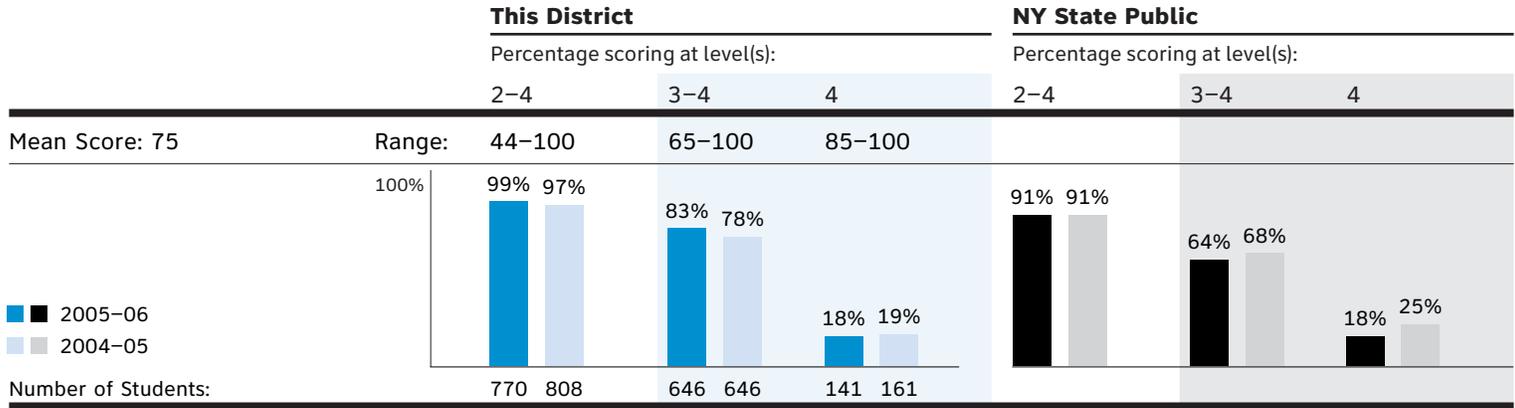
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	3	9	9	8	5

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	774	99%	83%	18%	831	97%	78%	19%
Female	368	99%	81%	13%	366	98%	72%	12%
Male	406	100%	86%	23%	465	97%	82%	25%
American Indian or Alaska Native					1	-	-	-
Black or African American	21	100%	90%	10%	15	-	-	-
Hispanic or Latino	54	100%	72%	15%	59	95%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	27	93%	81%	11%	20	95%	75%	15%
White	672	100%	84%	19%	736	98%	79%	20%
Small Group Totals					16	94%	63%	19%
General-Education Students	638	100%	89%	21%	665	99%	84%	22%
Students with Disabilities	136	99%	59%	7%	166	91%	54%	8%
English Proficient	766	100%	84%	18%	822	97%	78%	20%
Limited English Proficient	8	75%	50%	0%	9	89%	22%	0%
Economically Disadvantaged	111	98%	75%	11%	120	94%	68%	14%
Not Disadvantaged	663	100%	85%	19%	711	98%	79%	20%
Migrant					1	-	-	-
Not Migrant	774	99%	83%	18%	830	-	-	-

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	2	9	8	8	7
Regents Science	351	351	351	219	418	418	417	265

District **SACHEM CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

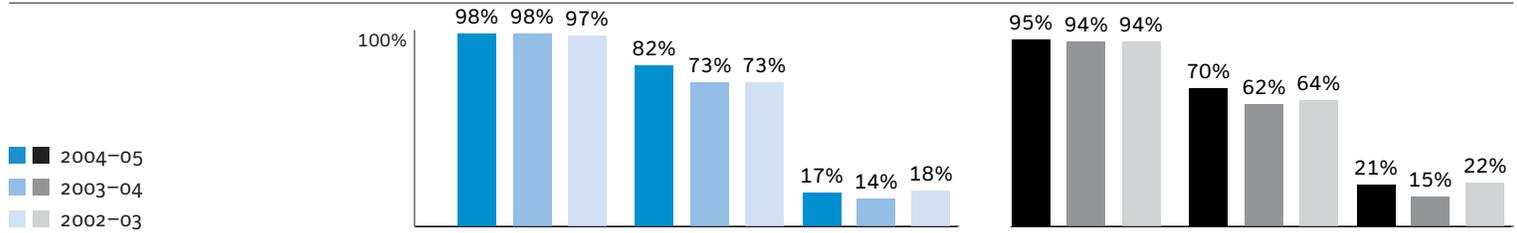
Percentage scoring at level(s):

2-4 3-4 4
Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	17	182	737	195	1131	669
Feb 2004	22	298	695	172	1187	662
Feb 2003	31	293	650	218	1192	663

Grade 8

This School

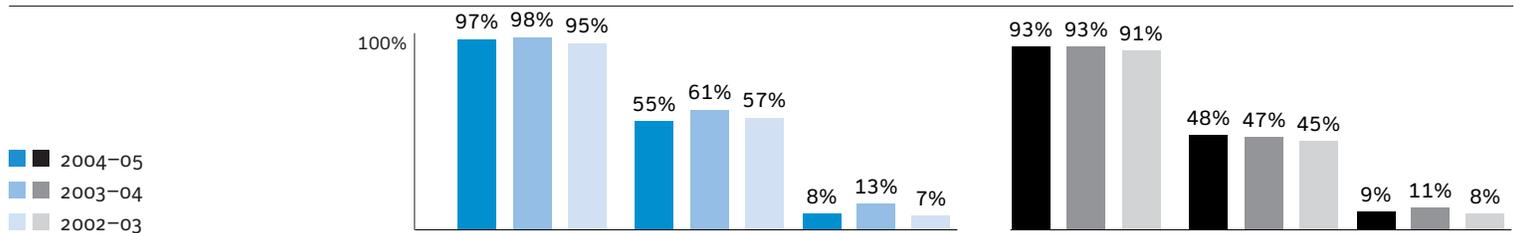
Percentage scoring at level(s):

2-4 3-4 4
Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	41	526	601	95	1263	702
Jan 2004	32	478	617	175	1302	707
Jan 2003	69	468	640	86	1263	698

District **SACHEM CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

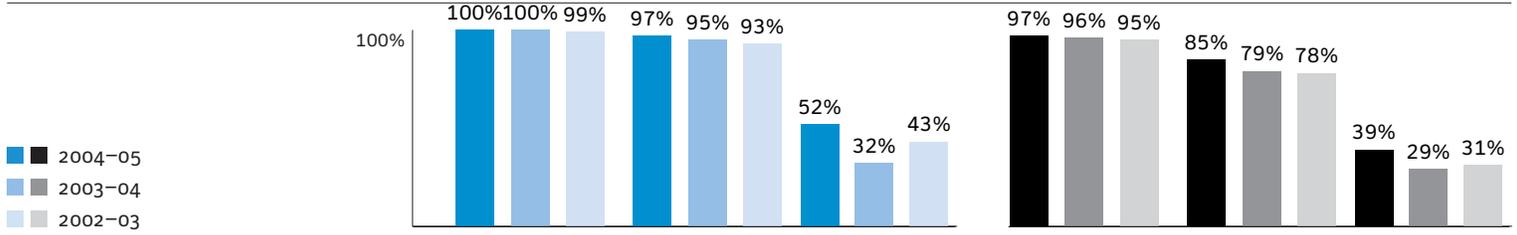
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	3	32	524	594	1153	682
May 2004	4	54	762	383	1203	671
May 2003	10	77	601	517	1205	673

Grade 8

This School

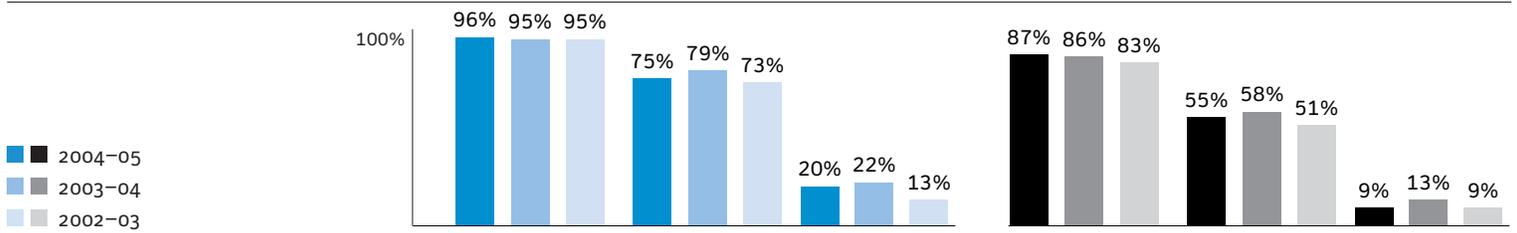
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	55	260	698	249	1262	736
May 2004	61	208	738	290	1297	737
May 2003	68	267	755	166	1256	730

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

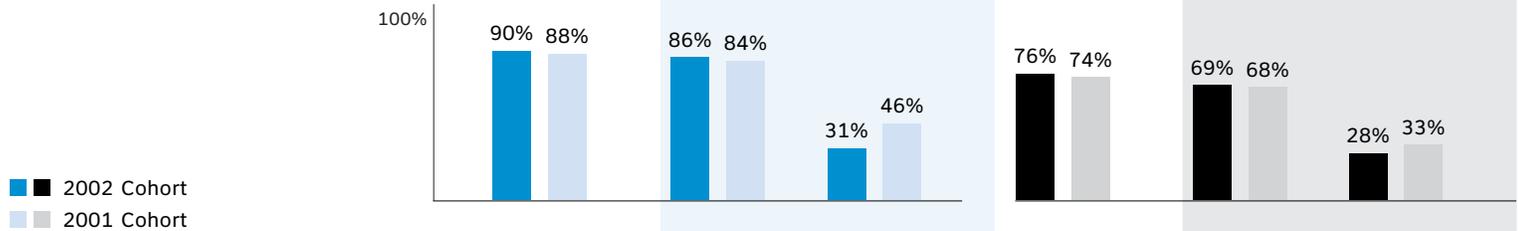
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1225	90%	86%	31%	1099	88%	84%	46%
Female	617	93%	89%	37%	554	92%	89%	53%
Male	608	88%	82%	25%	545	84%	78%	38%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	19	–	–	–	12	–	–	–
Hispanic or Latino	56	88%	79%	21%	63	78%	71%	24%
Asian or Native Hawaiian/Other Pacific Islander	34	94%	91%	53%	48	92%	90%	63%
White	1115	90%	86%	31%	975	88%	84%	46%
Small Group Totals	20	80%	75%	25%	13	92%	92%	31%
General-Education Students	1101	94%	91%	35%	1020	92%	88%	49%
Students with Disabilities	124	56%	41%	2%	79	37%	28%	1%
English Proficient	1213	90%	86%	31%	1084	88%	84%	46%
Limited English Proficient	12	92%	83%	0%	15	67%	67%	0%
Economically Disadvantaged	98	82%	74%	12%				
Not Disadvantaged	1127	91%	87%	33%				
Migrant								
Not Migrant	1225	90%	86%	31%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	8	6

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **SACHEM CENTRAL SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

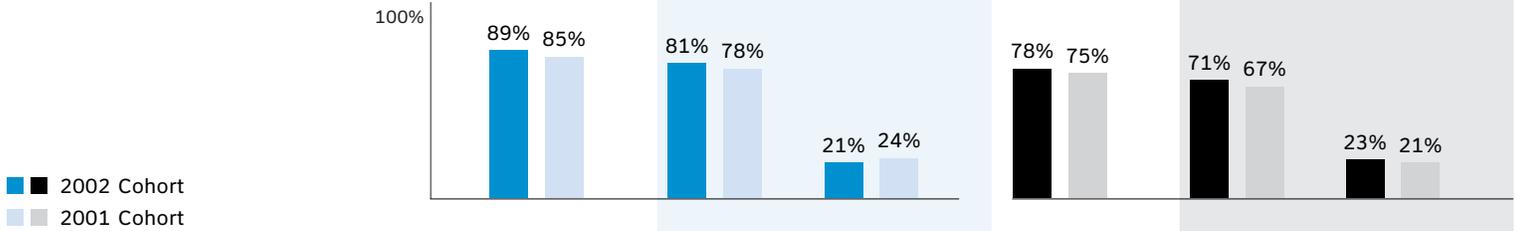
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1225	89%	81%	21%	1099	85%	78%	24%
Female	617	90%	82%	20%	554	88%	82%	24%
Male	608	88%	81%	22%	545	82%	75%	23%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	19	–	–	–	12	–	–	–
Hispanic or Latino	56	84%	80%	11%	63	73%	65%	11%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	100%	50%	48	90%	90%	50%
White	1115	89%	81%	21%	975	85%	78%	23%
Small Group Totals	20	80%	60%	10%	13	92%	85%	8%
General-Education Students	1101	92%	85%	23%	1020	89%	82%	26%
Students with Disabilities	124	65%	52%	2%	79	37%	24%	0%
English Proficient	1213	89%	81%	21%	1084	85%	79%	24%
Limited English Proficient	12	83%	75%	8%	15	53%	53%	7%
Economically Disadvantaged	98	87%	77%	9%				
Not Disadvantaged	1127	89%	82%	22%				
Migrant								
Not Migrant	1225	89%	81%	21%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	9	6

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

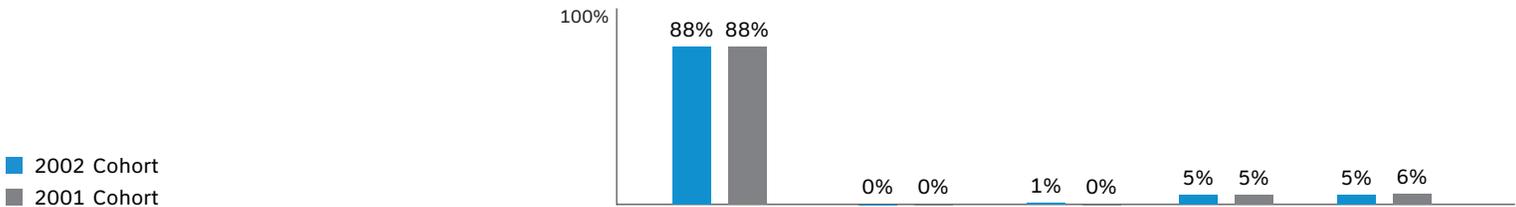
District **SACHEM CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	1225	88%	0%	1%	5%	5%
	2001	1099	88%	0%	0%	5%	6%
Female	2002	617	91%	0%	1%	3%	5%
	2001	554	92%	1%	0%	2%	5%
Male	2002	608	85%	0%	2%	7%	5%
	2001	545	84%	0%	0%	8%	8%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	19	–	–	–	–	–
	2001	12	–	–	–	–	–
Hispanic or Latino	2002	56	77%	2%	2%	13%	7%
	2001	63	78%	0%	0%	6%	16%
Asian or Native Hawaiian/Other Pacific Islander	2002	34	91%	0%	0%	3%	6%
	2001	48	85%	2%	0%	6%	6%
White	2002	1115	89%	0%	1%	5%	5%
	2001	975	89%	0%	0%	5%	6%
Small Group Totals	2002	20	75%	5%	0%	5%	15%
	2001	13	92%	0%	0%	0%	8%
General-Education Students	2002	1101	91%	0%	1%	3%	5%
	2001	1020	90%	0%	0%	3%	7%
Students with Disabilities	2002	124	68%	2%	1%	22%	7%
	2001	79	63%	6%	0%	29%	1%
English Proficient	2002	1213	88%	0%	1%	5%	5%
	2001	1084	88%	0%	0%	5%	6%
Limited English Proficient	2002	12	67%	0%	0%	25%	8%
	2001	15	67%	0%	0%	0%	33%
Economically Disadvantaged	2002	98	81%	2%	2%	10%	5%
Not Disadvantaged	2002	1127	89%	0%	1%	5%	5%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1225	88%	0%	1%	5%	5%

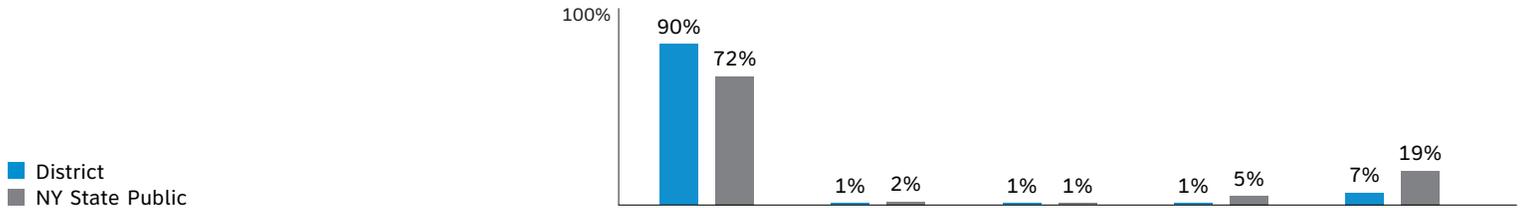
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **SACHEM CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	1100	90%	1%	1%	1%	7%
Female	553	93%	1%	0%	1%	6%
Male	547	87%	1%	1%	2%	9%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	12	–	–	–	–	–
Hispanic or Latino	63	81%	0%	2%	0%	17%
Asian or Native Hawaiian/Other Pacific Islander	47	91%	2%	0%	0%	6%
White	977	90%	1%	1%	1%	7%
Small Group Totals	13	92%	0%	0%	0%	8%
General-Education Students	1016	92%	0%	1%	0%	7%
Students with Disabilities	84	70%	7%	2%	13%	7%
English Proficient	1085	90%	1%	1%	1%	7%
Limited English Proficient	15	67%	0%	0%	0%	33%
Economically Disadvantaged	84	85%	2%	0%	1%	12%
Not Disadvantaged	1016	90%	0%	1%	1%	7%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1100	90%	1%	1%	1%	7%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.