



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **RIVERHEAD CENTRAL SCHOOL
DISTRICT**

District ID **580602040000**

Superintendent **JOSEPH SINGLETON**

Telephone **(631) 369-6717**

Grades **K-12**

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 **RIVERHEAD 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	379	370	405
Grade 1	378	411	412
Grade 2	368	369	376
Grade 3	368	355	350
Grade 4	389	377	350
Grade 5	370	389	357
Grade 6	378	363	392
Ungraded Elementary	0	20	0
Grade 7	412	379	353
Grade 8	358	391	378
Grade 9	508	453	494
Grade 10	347	346	379
Grade 11	298	282	280
Grade 12	309	296	328
Ungraded Secondary	0	0	0
Total K-12	4862	4801	4854

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	21	21
Grade 8			
English	25	24	26
Mathematics	25	24	23
Science	22	19	20
Social Studies	25	23	25
Grade 10			
English	24	20	21
Mathematics	22	21	20
Science	22	23	20
Social Studies	25	23	26

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 RIVERHEAD CENTRAL SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1009	21%	1190	25%	1106	23%
Reduced-Price Lunch	394	8%	351	7%	364	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	280	6%	301	6%	310	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	27	1%	21	0%	16	0%
Black or African American	1211	25%	1181	25%	1218	25%
Hispanic or Latino	536	11%	587	12%	725	15%
Asian or Native Hawaiian/Other Pacific Islander	67	1%	57	1%	4	0%
White	3021	62%	2955	62%	2891	60%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		93%
Student Suspensions	420	N/A	399	8%	228	5%

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 **RIVERHEAD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	836	854	1435
Percent Not Taught by Highly Qualified Teachers	1%	5%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	2	2	2
Percent with No Valid Teaching Certificate	1%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	4	7	4
Percentage of Total	1%	2%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	56%	56%	53%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	336	359	383
Total Other Professional Staff	33	33	33
Total Paraprofessionals*	95	105	107
Assistant Principals	4	4	5
Principals	7	7	7

* 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 **RIVERHEAD 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

2005–06

2006–07

YES

YES

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	✓	✓	–	✗	✓ ^{SH}	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✗ 4 of 5	✓ 5 of 5	✓ 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 **RIVERHEAD CENTRAL SCHOOL DISTRICT**























Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 7 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 (2205:2144)			99%		150	120	
Ethnicity							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (544:527)			99%		118	117	
Hispanic or Latino (320:302)			98%		144	116	
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–
White (1312:1287)			99%		164	119	
Other Groups							
Students with Disabilities ⁴ (261:243)			95%		88	115	106 99
Limited English Proficient (124:107)			96%		152	112	
Economically Disadvantaged (785:759)			99%		125	118	
Final AYP Determination	 7 of 7						

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 **RIVERHEAD CENTRAL SCHOOL DISTRICT**























Elementary/Middle-Level Mathematics

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

Accountability Measures 7 of 7 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 (2187:2126)			99%		163	84	
Ethnicity							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (534:518)			99%		133	81	
Hispanic or Latino (315:301)			98%		151	80	
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–
White (1309:1279)			99%		177	83	
Other Groups							
Students with Disabilities ⁴ (259:244)			98%		95	79	
Limited English Proficient (118:110)			98%		131	76	
Economically Disadvantaged (767:748)			99%		146	82	
Final AYP Determination	 7 of 7						

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 **RIVERHEAD 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 (720:682)		Qualified		98%		180	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (168:154)		Qualified		96%		163	100	
Hispanic or Latino (104:98)		Qualified		97%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–	–	–
White (439:421)		Qualified		98%		192	100	
Other Groups								
Students with Disabilities (76:62)		Qualified		89%		161	100	
Limited English Proficient (45:40)		Qualified		96%		130	100	
Economically Disadvantaged (276:258)		Qualified		95%		163	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 **RIVERHEAD CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts
















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

Accountability Measures 4 of 5 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




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 (316:305)			97%		178	148		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	
Black or African American (135:70)			96%		156	143		
Hispanic or Latino (24:26)	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–	
White (217:207)			98%		187	146		
Other Groups								
Students with Disabilities (36:32)		–	–		113	137	132 122	
Limited English Proficient (11:13)	–	–	–	–	–	–	–	
Economically Disadvantaged (65:64)			95%		161	142		
Final AYP Determination		4 of 5						

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 **RIVERHEAD CENTRAL SCHOOL DISTRICT**
















Secondary-Level Mathematics

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

Accountability Measures 5 of 5 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	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
(12th Graders: 2002 Cohort) ¹							
All Students (316:305)			98%		183	140	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (72:70)			97%		156	135	
Hispanic or Latino (24:26)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:0)	–	–	–	–	–	–	–
White (217:207)			99%		193	138	
Other Groups							
Students with Disabilities (36:32)	 SH	–	–	 SH	128	129	128 135
Limited English Proficient (11:13)	–	–	–	–	–	–	–
Economically Disadvantaged (65:64)			100%		170	134	
Final AYP Determination	 5 of 5						

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 **RIVERHEAD 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		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (324)			78%	55%	
Ethnicity					
American Indian or Alaska Native (3)		–	–	–	–
Black or African American (71)			62%	55%	
Hispanic or Latino (22)		–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–	–
White (224)			84%	55%	
Other Groups					
Students with Disabilities (49)			55%	55%	
Limited English Proficient (14)		–	–	–	–
Economically Disadvantaged (53)			60%	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 **RIVERHEAD 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

5 schools identified 71% of total

AQUEBOGUE ELEMENTARY SCHOOL

PHILLIPS AVENUE SCHOOL

PULASKI STREET ELEMENTARY SCHOOL

RILEY AVENUE SCHOOL

ROANOKE AVENUE SCHOOL

Requiring Academic Progress (Year 1)

1 school identified 14% of total

RIVERHEAD SENIOR HIGH SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 14% of total

RIVERHEAD MIDDLE SCHOOL

District **RIVERHEAD 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	59%			338
Grade 4	66%			325
Grade 5	62%			337
Grade 6	56%			384
Grade 7	48%			336
Grade 8	48%			351
Mathematics				
Grade 3	73%			346
Grade 4	77%			343
Grade 5	70%			343
Grade 6	59%			402
Grade 7	71%			339
Grade 8	71%			364
Science				
Grade 4	87%			332
Grade 8	67%			259

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	77%			349
Mathematics	80%			349

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	75%			349

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:

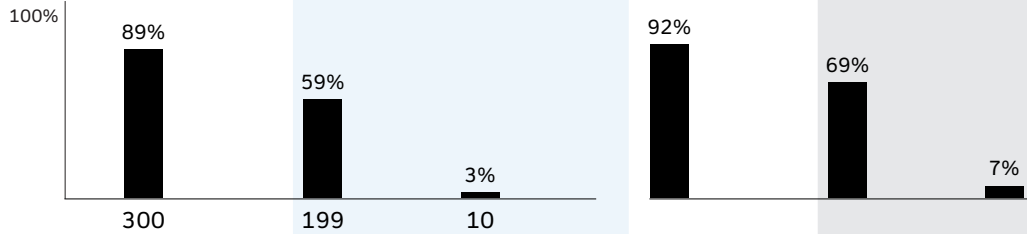
Average Need Districts

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

District **RIVERHEAD 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: 658	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	300	199	10	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	338	89%	59%	3%				
Female	162	94%	68%	4%				
Male	176	84%	51%	2%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	76	78%	36%	0%				
Hispanic or Latino	46	89%	52%	4%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	210	93%	68%	4%	This test was not given in 2004-05.			
Small Group Totals	6	83%	83%	0%				
General-Education Students	302	94%	64%	3%				
Students with Disabilities	36	47%	17%	0%				
English Proficient	332	89%	59%	3%				
Limited English Proficient	6	83%	33%	0%				
Economically Disadvantaged	127	82%	31%	2%				
Not Disadvantaged	211	93%	75%	4%				
Migrant	5	60%	20%	20%				
Not Migrant	333	89%	59%	3%				

NOTES

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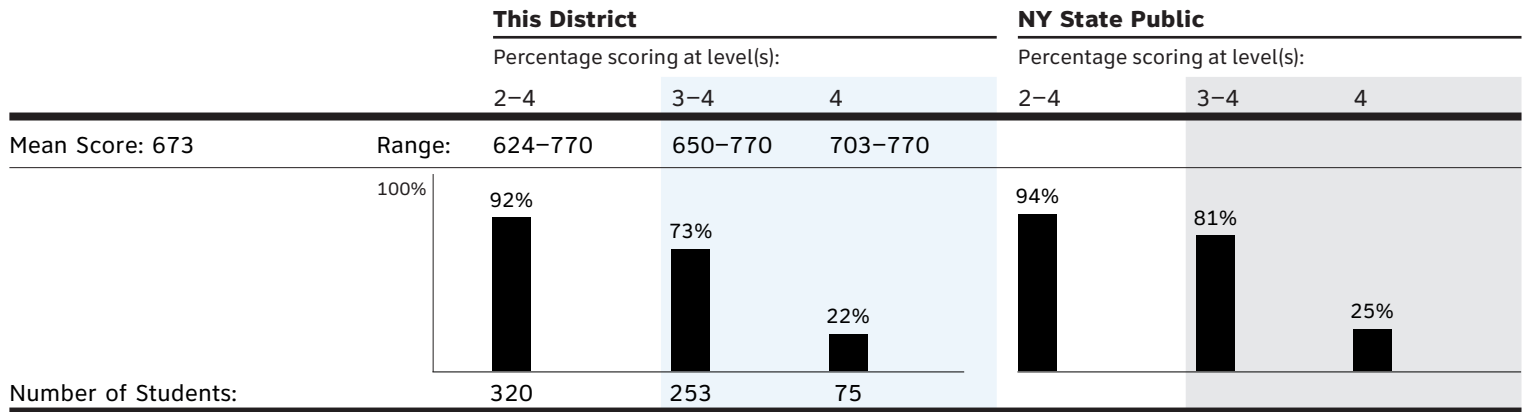
Other Assessments

	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	5	5	5	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	12	9	8	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 **RIVERHEAD 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	346	92%	73%	22%				
Female	164	95%	80%	21%				
Male	182	91%	67%	22%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	75	83%	48%	8%				
Hispanic or Latino	54	89%	67%	15%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	211	97%	83%	28%	This test was not given in 2004-05.			
Small Group Totals	6	100%	100%	33%				
General-Education Students	310	95%	78%	23%				
Students with Disabilities	36	72%	28%	8%				
English Proficient	328	93%	75%	23%				
Limited English Proficient	18	78%	33%	6%				
Economically Disadvantaged	131	89%	59%	9%				
Not Disadvantaged	215	95%	82%	29%				
Migrant	6	67%	33%	17%				
Not Migrant	340	93%	74%	22%				

NOTES

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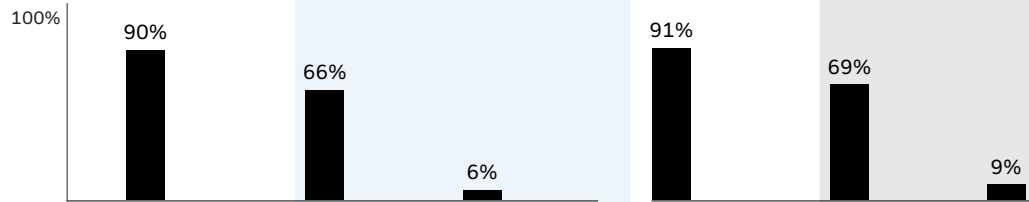
Other Assessments

	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	5	5	4	4	This test was not given in 2004-05.			

District **RIVERHEAD 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: 662	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	293	216	20			



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	325	90%	66%	6%				
Female	160	89%	70%	8%				
Male	165	91%	63%	4%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	75	83%	44%	0%				
Hispanic or Latino	46	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	200	95%	76%	10%				
Small Group Totals	50	84%	62%	2%				
General-Education Students	296	94%	71%	7%				
Students with Disabilities	29	55%	21%	0%				
English Proficient	316	90%	67%	6%				
Limited English Proficient	9	89%	44%	0%				
Economically Disadvantaged	137	80%	46%	1%				
Not Disadvantaged	188	98%	81%	10%				
Migrant	3	-	-	-				
Not Migrant	322	-	-	-				

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

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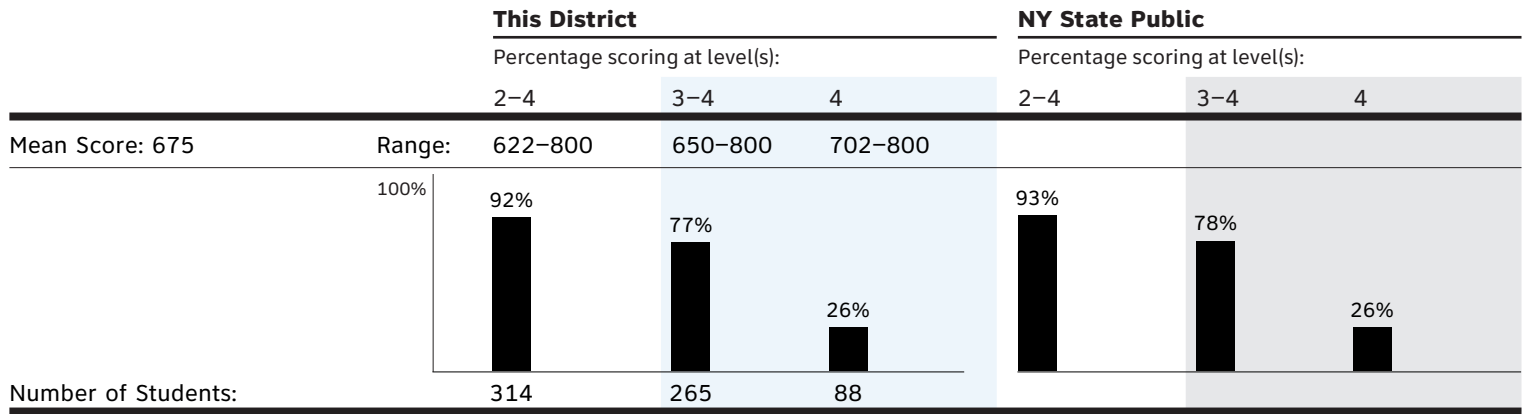
Other Assessments

	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	9	9	7	5	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	17	13	11	N/A	11	9	9	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 **RIVERHEAD 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	343	92%	77%	26%				
Female	169	89%	75%	25%				
Male	174	94%	80%	26%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	76	86%	57%	7%				
Hispanic or Latino	57	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	206	94%	89%	36%				
Small Group Totals	61	90%	62%	15%				
General-Education Students	313	95%	81%	27%				
Students with Disabilities	30	57%	37%	7%				
English Proficient	319	92%	80%	27%				
Limited English Proficient	24	92%	46%	4%				
Economically Disadvantaged	148	86%	64%	9%				
Not Disadvantaged	195	96%	88%	38%				
Migrant	3	-	-	-				
Not Migrant	340	-	-	-				

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

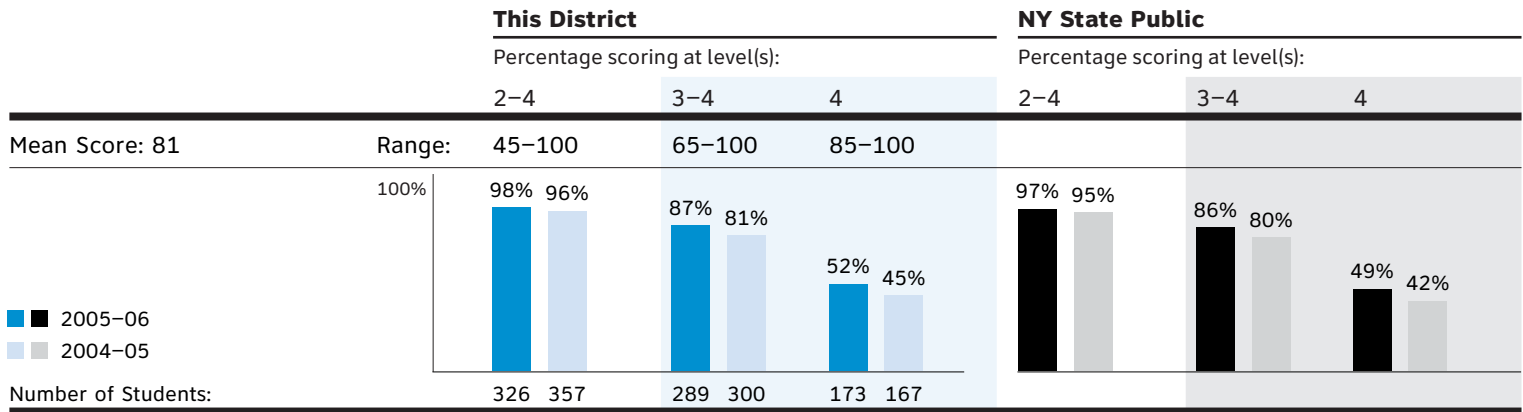
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Other Assessments

	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	8	8	7	7	6	6	6	4

District **RIVERHEAD 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	332	98%	87%	52%	372	96%	81%	45%
Female	165	98%	84%	52%	186	98%	81%	39%
Male	167	99%	90%	53%	186	94%	80%	51%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	73	97%	81%	21%	96	92%	61%	21%
Hispanic or Latino	55	-	-	-	53	96%	75%	21%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	-	-	-
White	200	99%	94%	69%	216	98%	90%	63%
Small Group Totals	59	97%	73%	36%	7	100%	86%	14%
General-Education Students	308	99%	89%	55%	344	97%	83%	48%
Students with Disabilities	24	83%	58%	13%	28	79%	46%	4%
English Proficient	310	98%	89%	55%	354	96%	83%	47%
Limited English Proficient	22	95%	55%	14%	18	89%	39%	11%
Economically Disadvantaged	141	98%	74%	29%	130	92%	65%	18%
Not Disadvantaged	191	98%	96%	69%	242	98%	89%	60%
Migrant	3	-	-	-	9	89%	33%	0%
Not Migrant	329	-	-	-	363	96%	82%	46%

NOTES

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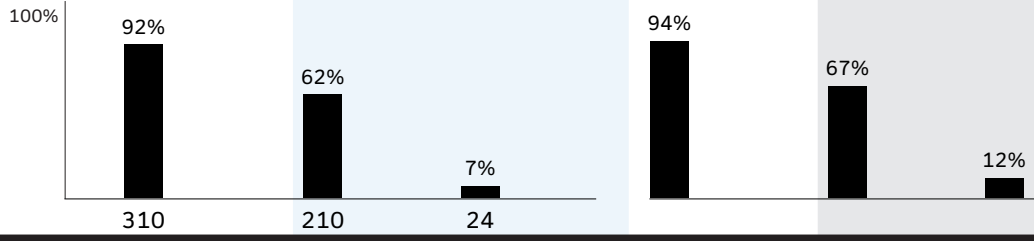
Other Assessments

	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	9	9	8	6	4	-	-	-

District **RIVERHEAD 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: 655	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	310	210	24	94%	67%	12%



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	337	92%	62%	7%				
Female	170	93%	65%	6%				
Male	167	91%	60%	8%				
American Indian or Alaska Native								
Black or African American	93	84%	42%	3%				
Hispanic or Latino	41	93%	46%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	0%				
White	198	95%	76%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	299	97%	68%	8%				
Students with Disabilities	38	55%	21%	0%				
English Proficient	331	92%	63%	7%				
Limited English Proficient	6	67%	33%	0%				
Economically Disadvantaged	116	90%	42%	3%				
Not Disadvantaged	221	93%	73%	10%				
Migrant	2	-	-	-				
Not Migrant	335	-	-	-				

NOTES

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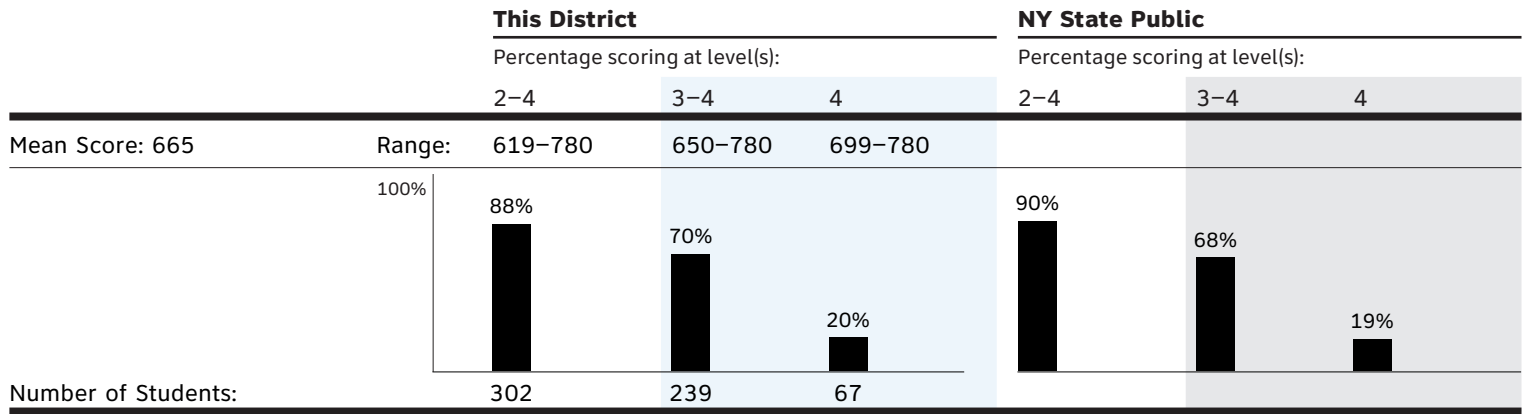
Other Assessments

	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	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	10	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 **RIVERHEAD 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	343	88%	70%	20%				
Female	174	91%	72%	20%				
Male	169	85%	67%	20%				
American Indian or Alaska Native								
Black or African American	92	76%	43%	4%				
Hispanic or Latino	49	90%	65%	12%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%				
White	197	93%	83%	28%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	303	95%	77%	22%				
Students with Disabilities	40	33%	13%	3%				
English Proficient	329	88%	70%	20%				
Limited English Proficient	14	79%	57%	7%				
Economically Disadvantaged	121	82%	52%	9%				
Not Disadvantaged	222	91%	79%	25%				
Migrant	3	-	-	-				
Not Migrant	340	-	-	-				

NOTES

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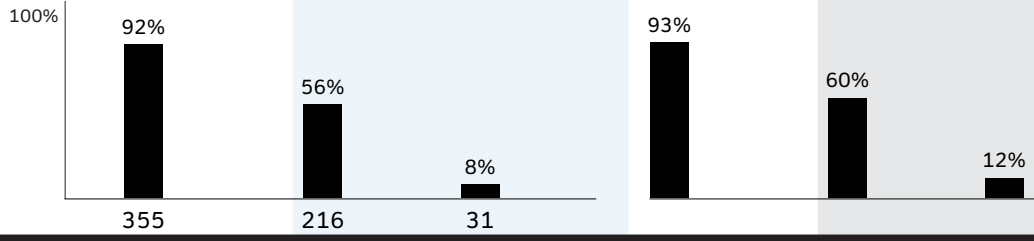
Other Assessments

	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	7	6	6	5	This test was not given in 2004-05.			

District **RIVERHEAD 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: 651	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	355	216	31	93%	60%	12%



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	384	92%	56%	8%				
Female	191	95%	62%	9%				
Male	193	90%	51%	7%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	107	83%	28%	3%				
Hispanic or Latino	46	93%	48%	9%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	226	97%	71%	11%	This test was not given in 2004-05.			
Small Group Totals	5	80%	60%	0%				
General-Education Students	337	98%	63%	9%				
Students with Disabilities	47	55%	6%	0%				
English Proficient	375	92%	57%	8%				
Limited English Proficient	9	100%	33%	0%				
Economically Disadvantaged	112	90%	38%	4%				
Not Disadvantaged	272	93%	64%	10%				
Migrant								
Not Migrant	384	92%	56%	8%				

NOTES

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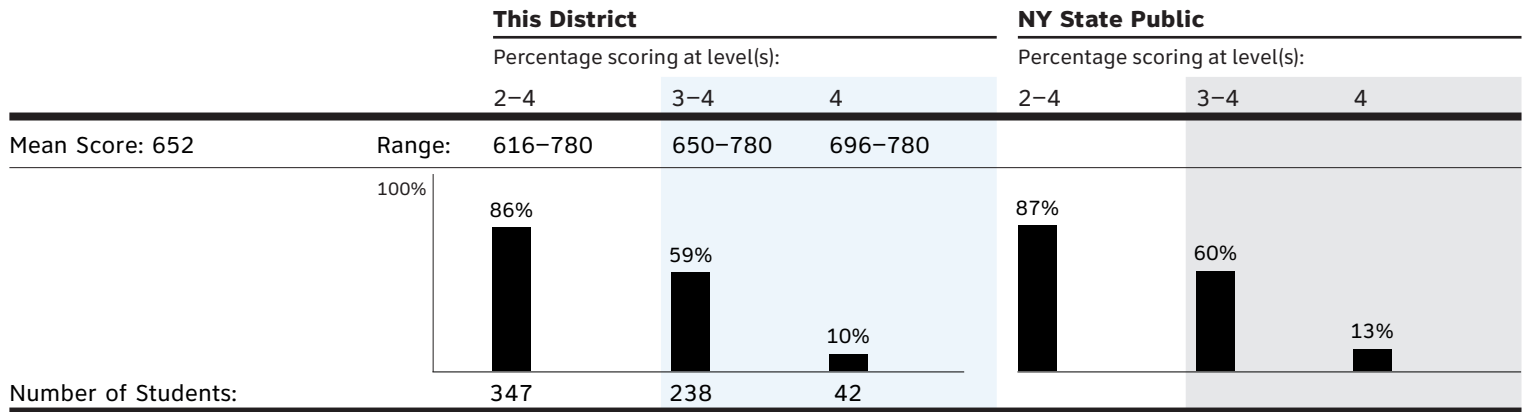
Other Assessments

	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	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	19	14	14	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 **RIVERHEAD 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	402	86%	59%	10%				
Female	195	89%	59%	9%				
Male	207	84%	59%	12%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	107	75%	41%	4%				
Hispanic or Latino	60	78%	52%	7%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	230	94%	70%	15%	This test was not given in 2004-05.			
Small Group Totals	5	80%	60%	0%				
General-Education Students	351	93%	67%	12%				
Students with Disabilities	51	43%	8%	2%				
English Proficient	375	88%	61%	11%				
Limited English Proficient	27	63%	37%	0%				
Economically Disadvantaged	117	84%	53%	5%				
Not Disadvantaged	285	87%	62%	13%				
Migrant								
Not Migrant	402	86%	59%	10%				

NOTES

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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	2	-	-	-	This test was not given in 2004-05.			

District **RIVERHEAD 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: 649	Range: 600-790			650-790 712-790		
Number of Students:	317	162	15			

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	336	94%	48%	4%				
Female	162	94%	48%	5%				
Male	174	95%	48%	4%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	91	87%	27%	0%				
Hispanic or Latino	30	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	211	98%	59%	6%	This test was not given in 2004-05.			
Small Group Totals	34	91%	38%	6%				
General-Education Students	304	96%	52%	5%				
Students with Disabilities	32	75%	13%	0%				
English Proficient	335	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	111	89%	32%	2%				
Not Disadvantaged	225	97%	56%	6%				
Migrant								
Not Migrant	336	94%	48%	4%				

NOTES

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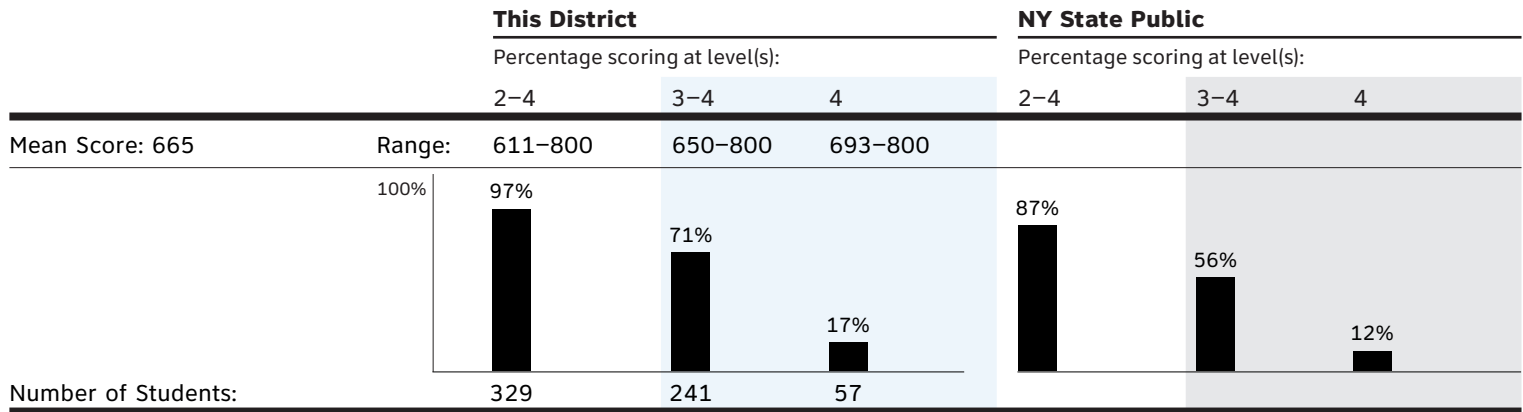
Other Assessments

	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	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	8	6	5	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 **RIVERHEAD 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	339	97%	71%	17%				
Female	159	99%	67%	15%				
Male	180	95%	74%	18%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	87	95%	52%	3%				
Hispanic or Latino	41	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	207	97%	82%	24%				
Small Group Totals	45	100%	60%	11%				
General-Education Students	307	99%	75%	18%				
Students with Disabilities	32	81%	38%	3%				
English Proficient	328	97%	72%	17%				
Limited English Proficient	11	100%	45%	9%				
Economically Disadvantaged	114	96%	54%	8%				
Not Disadvantaged	225	98%	80%	21%				
Migrant								
Not Migrant	339	97%	71%	17%				

This test was not given in 2004-05.

NOTES

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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	5	5	5	4				

This test was not given in 2004-05.

District **RIVERHEAD 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: 651	602-790	650-790	715-790			
Number of Students:	335	167	14			

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	351	95%	48%	4%				
Female	145	97%	48%	6%				
Male	206	95%	48%	3%				
American Indian or Alaska Native								
Black or African American	89	89%	22%	0%				
Hispanic or Latino	34	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	225	97%	59%	6%				
Small Group Totals	37	100%	41%	0%				
General-Education Students	317	97%	51%	4%				
Students with Disabilities	34	79%	12%	0%				
English Proficient	348	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	117	90%	22%	0%				
Not Disadvantaged	234	98%	60%	6%				
Migrant								
Not Migrant	351	95%	48%	4%				

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

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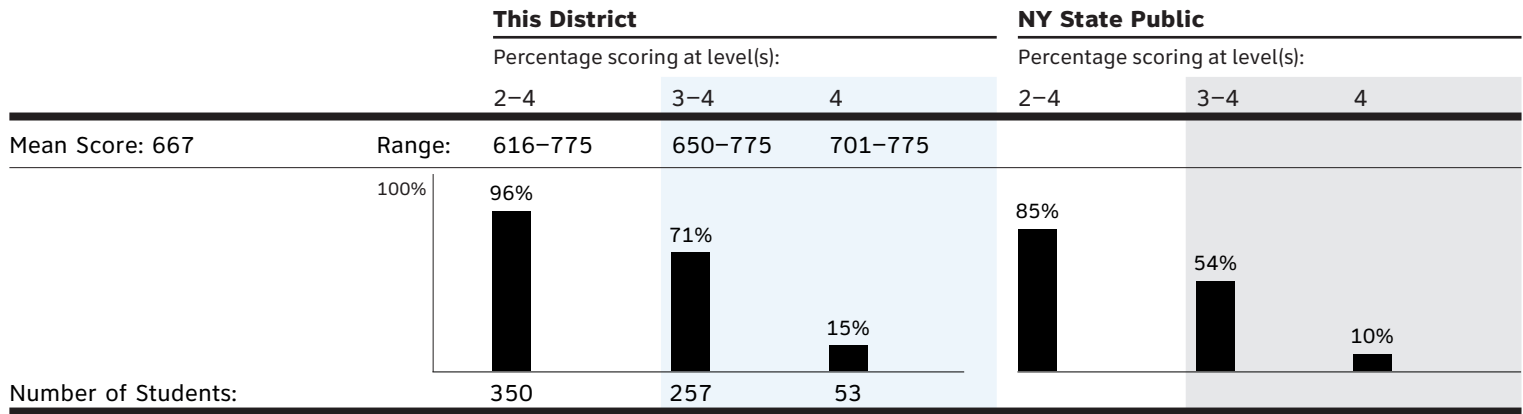
Other Assessments

	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	3	-	-	-	5	5	5	2
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	18	18	16	N/A	20	17	15	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 **RIVERHEAD 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	364	96%	71%	15%				
Female	150	96%	66%	14%				
Male	214	96%	74%	15%				
American Indian or Alaska Native								
Black or African American	86	91%	45%	6%				
Hispanic or Latino	47	-	-	-				
Asian or Native Hawaiian/Other	4	-	-	-				
Pacific Islander								
White	227	99%	84%	20%				
Small Group Totals	51	94%	55%	6%				
General-Education Students	330	97%	74%	16%				
Students with Disabilities	34	85%	38%	0%				
English Proficient	344	96%	72%	15%				
Limited English Proficient	20	95%	50%	5%				
Economically Disadvantaged	122	95%	56%	4%				
Not Disadvantaged	242	97%	78%	20%				
Migrant								
Not Migrant	364	96%	71%	15%				

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

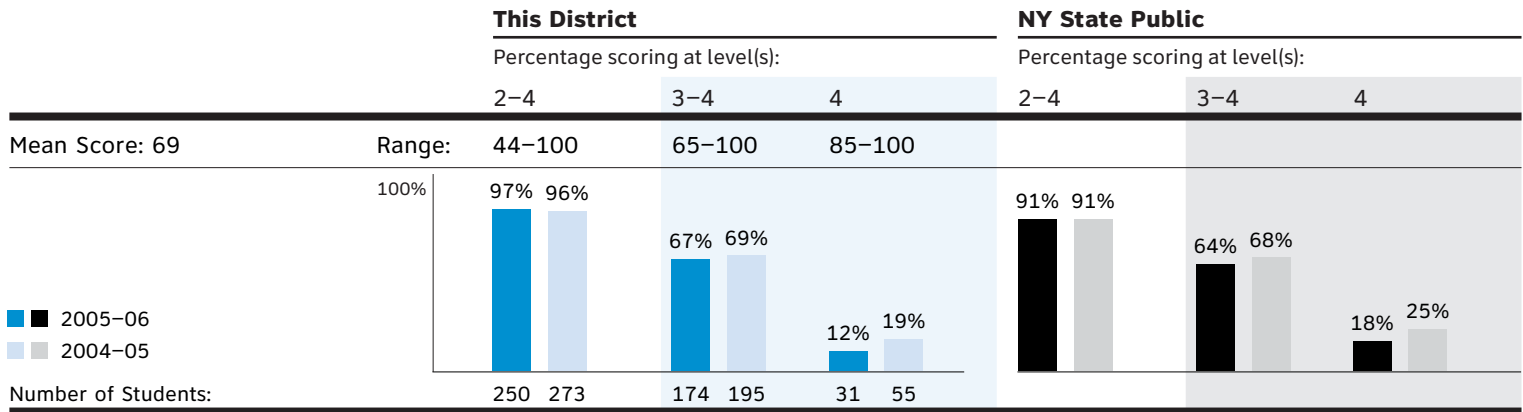
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Other Assessments

	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	3	-	-	-	5	5	4	3

District **RIVERHEAD 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	259	97%	67%	12%	283	96%	69%	19%
Female	104	97%	58%	7%	126	97%	59%	15%
Male	155	96%	74%	15%	157	96%	77%	23%
American Indian or Alaska Native								
Black or African American	76	96%	43%	5%	91	93%	51%	3%
Hispanic or Latino	42	-	-	-	29	90%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	100%	83%	17%
White	138	99%	88%	19%	157	99%	85%	32%
Small Group Totals	45	89%	44%	2%				
General-Education Students	227	96%	68%	14%	236	97%	75%	22%
Students with Disabilities	32	100%	63%	0%	47	91%	40%	6%
English Proficient	238	98%	71%	13%	266	97%	72%	20%
Limited English Proficient	21	76%	19%	5%	17	82%	18%	6%
Economically Disadvantaged	108	97%	48%	6%	92	96%	55%	9%
Not Disadvantaged	151	96%	81%	17%	191	97%	75%	25%
Migrant					5	60%	20%	0%
Not Migrant	259	97%	67%	12%	278	97%	70%	20%

NOTES

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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	3	-	-	-	5	5	4	2
Regents Science	99	99	99	48	90	89	88	57

District **RIVERHEAD 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

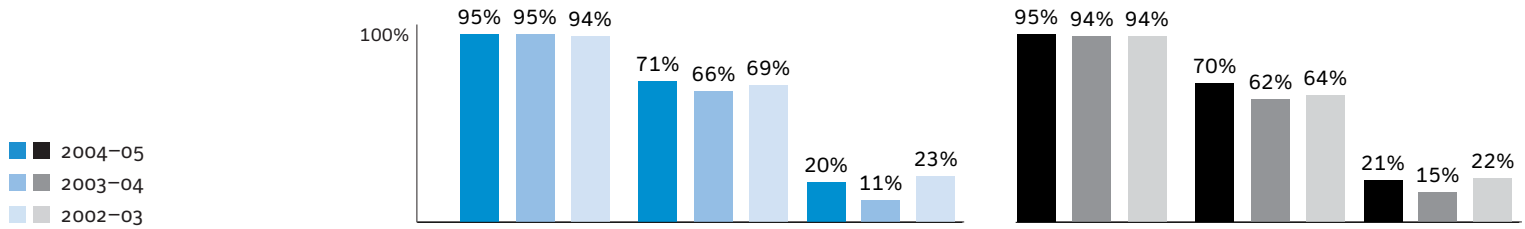
Percentage scoring at level(s):

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	87	182	70	356	665
Feb 2004	19	106	206	41	372	656
Feb 2003	20	89	164	81	354	662

Grade 8

This School

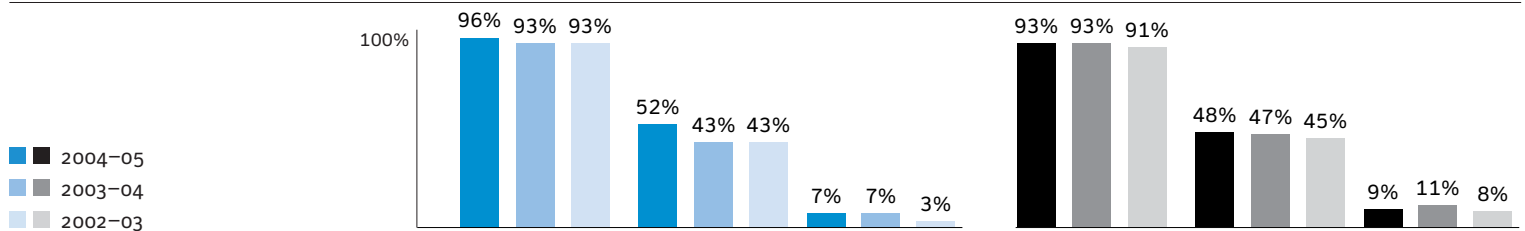
Percentage scoring at level(s):

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	13	164	163	26	366	699
Jan 2004	23	176	127	26	352	696
Jan 2003	22	163	131	11	327	693

District **RIVERHEAD 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

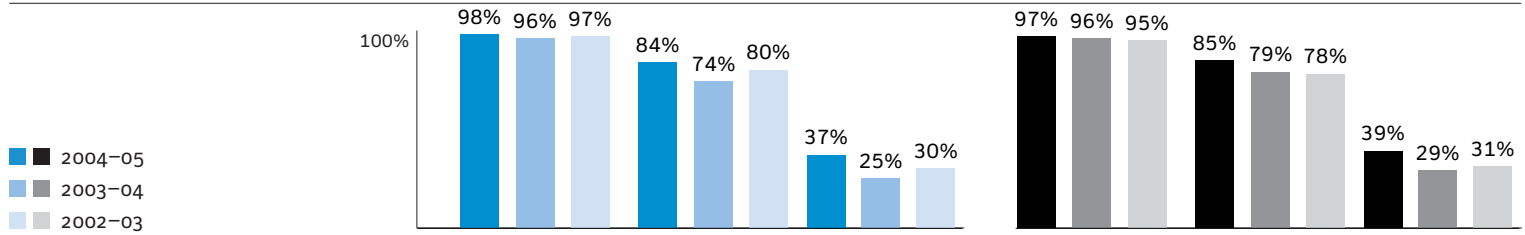
Percentage scoring at level(s):

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	9	50	176	137	372	668
May 2004	16	84	193	97	390	658
May 2003	11	62	179	110	362	661

Grade 8

This School

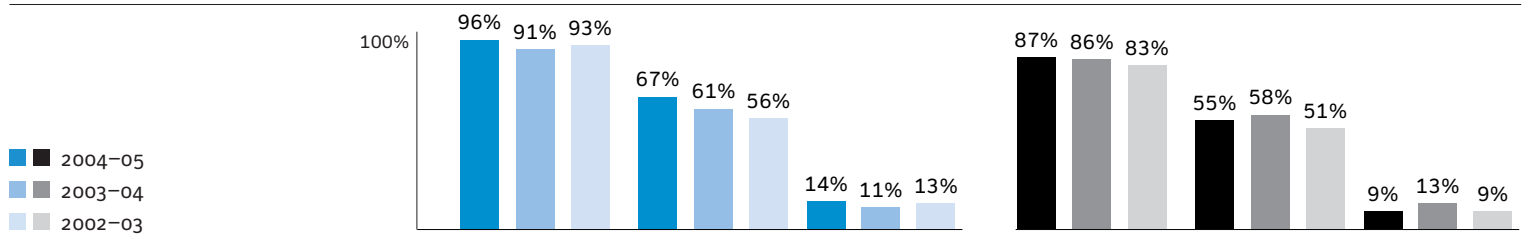
Percentage scoring at level(s):

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	15	111	203	52	381	727
May 2004	30	106	177	39	352	723
May 2003	25	123	146	42	336	721

District **RIVERHEAD 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

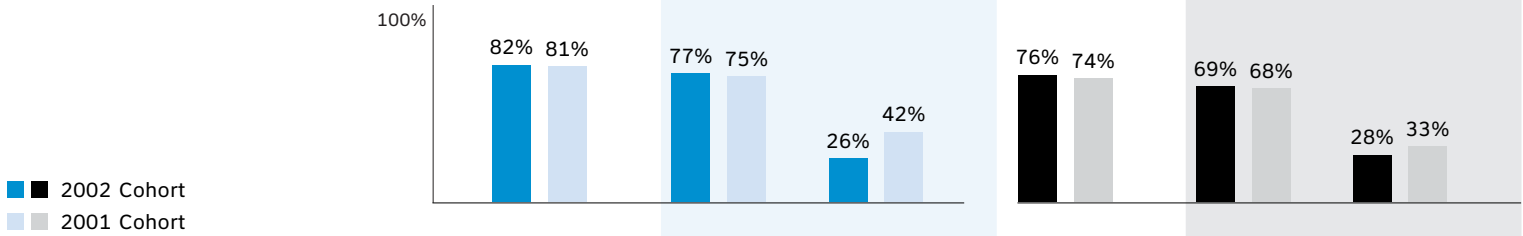
NY State Public

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	349	82%	77%	26%	359	81%	75%	42%
Female	172	86%	83%	34%	186	82%	77%	51%
Male	177	77%	72%	17%	173	79%	73%	31%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	84	69%	62%	12%	84	67%	57%	12%
Hispanic or Latino	38	–	–	–	31	61%	52%	16%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	–	–	–
White	224	90%	88%	35%	236	88%	85%	55%
Small Group Totals	41	61%	54%	2%	8	88%	75%	50%
General-Education Students	308	87%	83%	29%	292	87%	84%	48%
Students with Disabilities	41	44%	32%	0%	67	52%	39%	13%
English Proficient	325	85%	80%	27%	338	83%	78%	44%
Limited English Proficient	24	42%	38%	4%	21	43%	33%	0%
Economically Disadvantaged	75	73%	64%	17%				
Not Disadvantaged	274	84%	81%	28%				
Migrant								
Not Migrant	349	82%	77%	26%				

NOTES

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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	0	0

* 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 **RIVERHEAD 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

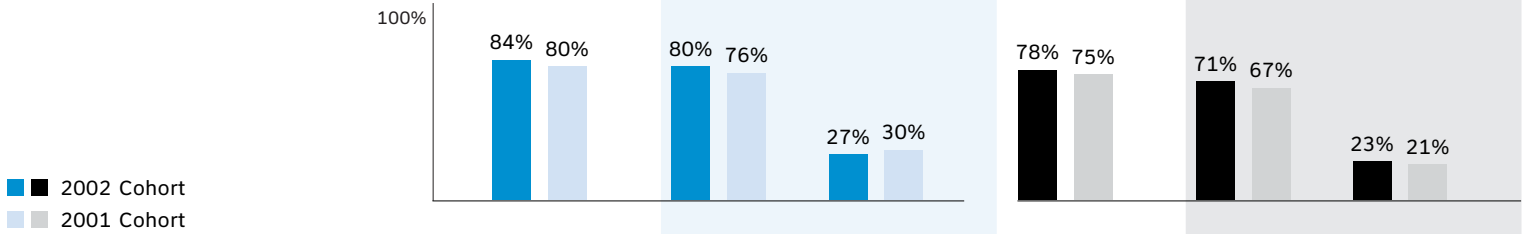
NY State Public

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	349	84%	80%	27%	359	80%	76%	30%
Female	172	87%	82%	29%	186	84%	81%	33%
Male	177	81%	79%	25%	173	76%	71%	28%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	84	70%	62%	12%	84	64%	56%	8%
Hispanic or Latino	38	-	-	-	31	55%	52%	16%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	-	-	-
White	224	92%	91%	36%	236	89%	86%	40%
Small Group Totals	41	66%	61%	12%	8	75%	75%	25%
General-Education Students	308	89%	86%	30%	292	88%	85%	35%
Students with Disabilities	41	46%	37%	5%	67	46%	37%	10%
English Proficient	325	86%	82%	28%	338	82%	78%	32%
Limited English Proficient	24	58%	54%	13%	21	43%	38%	10%
Economically Disadvantaged	75	76%	68%	19%				
Not Disadvantaged	274	86%	84%	30%				
Migrant								
Not Migrant	349	84%	80%	27%				

NOTES

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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	0	0

* 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.

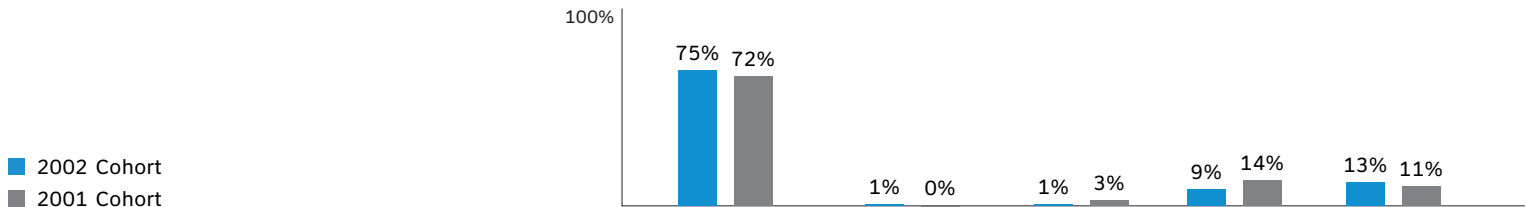
District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

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	349	75%	1%	1%	9%	13%
	2001	359	72%	0%	3%	14%	11%
Female	2002	172	80%	0%	1%	6%	12%
	2001	186	77%	0%	3%	10%	10%
Male	2002	177	70%	3%	1%	12%	14%
	2001	173	66%	1%	2%	19%	12%
American Indian or Alaska Native	2002	2	–	–	–	–	–
	2001	3	–	–	–	–	–
Black or African American	2002	84	64%	4%	1%	10%	21%
	2001	84	57%	1%	2%	20%	19%
Hispanic or Latino	2002	38	–	–	–	–	–
	2001	31	48%	0%	0%	29%	23%
Asian or Native Hawaiian/Other Pacific Islander	2002	1	–	–	–	–	–
White	2002	224	84%	1%	1%	8%	6%
	2001	236	81%	0%	3%	10%	6%
Small Group Totals	2002	41	49%	0%	0%	17%	34%
	2001	8	63%	0%	0%	25%	13%
General-Education Students	2002	308	79%	0%	1%	9%	10%
	2001	292	78%	0%	2%	12%	8%
Students with Disabilities	2002	41	44%	12%	0%	10%	34%
	2001	67	43%	1%	6%	27%	22%
English Proficient	2002	325	78%	2%	1%	8%	11%
	2001	338	74%	0%	3%	14%	9%
Limited English Proficient	2002	24	29%	0%	0%	29%	42%
	2001	21	38%	0%	0%	29%	33%
Economically Disadvantaged	2002	75	64%	3%	0%	15%	19%
	2001	75	64%	3%	0%	15%	19%
Not Disadvantaged	2002	274	78%	1%	1%	8%	12%
	2001	284	78%	1%	1%	8%	12%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	349	75%	1%	1%	9%	13%
	2001	359	72%	0%	3%	14%	11%

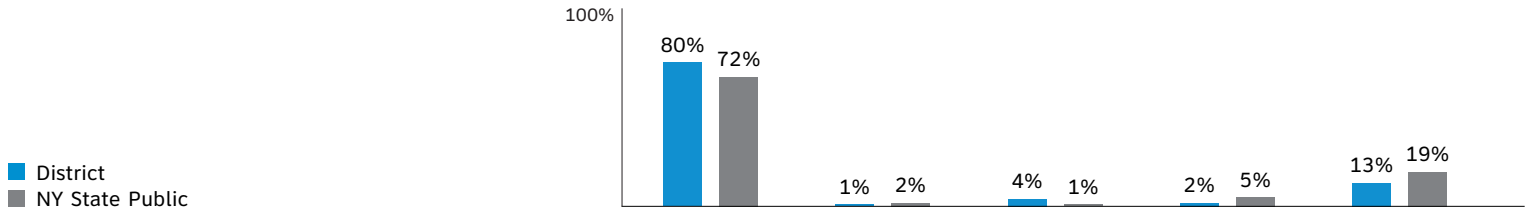
NOTES

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 **RIVERHEAD 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	357	80%	1%	4%	2%	13%
Female	184	84%	1%	4%	1%	10%
Male	173	76%	1%	4%	3%	16%
American Indian or Alaska Native	3	–	–	–	–	–
Black or African American	85	66%	2%	4%	6%	22%
Hispanic or Latino	31	58%	3%	0%	3%	35%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–
White	233	88%	0%	5%	0%	7%
Small Group Totals	8	88%	0%	0%	0%	13%
General-Education Students	294	84%	0%	4%	2%	10%
Students with Disabilities	63	59%	6%	5%	2%	29%
English Proficient	336	82%	1%	4%	2%	12%
Limited English Proficient	21	52%	5%	5%	5%	33%
Economically Disadvantaged	64	67%	3%	5%	5%	20%
Not Disadvantaged	293	83%	1%	4%	1%	12%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	357	80%	1%	4%	2%	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.