



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **SACHEM CENTRAL SCHOOL
DISTRICT**

District ID **58-02-05-06-0000**

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 2007–08 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 ID **58-02-05-06-0000**

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

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	1116	1139	1087
Grade 1	1108	1108	1185
Grade 2	1033	1092	1164
Grade 3	1133	1026	1180
Grade 4	1078	1115	1087
Grade 5	1124	1091	1190
Grade 6	1132	1099	1145
Ungraded Elementary	496	449	0
Grade 7	1059	1128	1196
Grade 8	1185	1057	1217
Grade 9	1223	1195	1145
Grade 10	1199	1210	1254
Grade 11	1159	1203	1277
Grade 12	1047	1119	1260
Ungraded Secondary	436	592	0
Total K-12	15528	15623	15387

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	24	23
Grade 8			
English	21	22	23
Mathematics	21	23	23
Science	22	24	25
Social Studies	24	25	24
Grade 10			
English	23	25	25
Mathematics	22	23	21
Science	21	21	22
Social Studies	27	27	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 **SACHEM CENTRAL SCHOOL DISTRICT**District ID **58-02-05-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	817	5%	723	5%	806	5%
Reduced-Price Lunch	600	4%	516	3%	518	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	222	1%	215	1%	247	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	23	0%	26	0%	23	0%
Black or African American	186	1%	217	1%	213	1%
Hispanic or Latino	796	5%	863	6%	958	6%
Asian or Native Hawaiian/Other Pacific Islander	606	4%	621	4%	654	4%
White	13917	90%	13896	89%	13539	88%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	629	4%	346	2%	469	3%

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**District ID **58-02-05-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	1254	1177	1068
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	11%	7%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	55%	55%
Total Number of Core Classes*	N/A	4579	3135
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	4501	4164	4190
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	43%	16%	14%
Turnover Rate of All Teachers	41%	17%	17%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	126	122	133
Total Paraprofessionals*	323	261	255
Assistant Principals	13	12	12
Principals	18	18	18

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007-08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
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			English		
	Language Arts	Mathematics	Science	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			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	7 of 8	8 of 8	1 of 1	5 of 6	6 of 6	1 of 1

AYP Status


- Made AYP
- 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts


























Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 7 of 8 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 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 2006-07 2007-08	
All Students (7050:6942)			100%		175	121		
Ethnicity								
American Indian or Alaska Native (12:11)	—	—	—	—	—	—	—	
Black or African American (102:93)			100%		159	112		
Hispanic or Latino (424:397)			99%		164	116		
Asian or Native Hawaiian/Other Pacific Islander (301:292)			99%		179	116		
White (6211:6149)			100%		176	121		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (1001:970)			99%		125	118		
Limited English Proficient ⁵ (154:58)			95%		103	109	109 113	
Economically Disadvantaged (843:813)			100%		159	118		
Final AYP Determination		7 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (7050:6917)			100%		189	85	
Ethnicity							
American Indian or Alaska Native (12:11)	—	—	—	—	—	—	—
Black or African American (102:90)			99%		174	76	
Hispanic or Latino (428:399)			100%		182	80	
Asian or Native Hawaiian/Other Pacific Islander (302:294)			100%		197	80	
White (6206:6123)			100%		189	85	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (1002:962)			99%		152	82	
Limited English Proficient ⁵ (66:69)			100%		161	74	
Economically Disadvantaged (855:812)			100%		179	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (2310:2246)		Qualified		99%		192	100	
Ethnicity								
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—	—
Black or African American (39:31)	—	—	—	—		177	100	
Hispanic or Latino (143:133)	—	Qualified		99%		189	100	
Asian or Native Hawaiian/Other Pacific Islander (91:87)	—	Qualified		98%		195	100	
White (2034:1993)	—	Qualified		99%		192	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (343:323)	—	Qualified		97%		168	100	
Limited English Proficient ⁴ (17:15)	—	—	—	—	—	—	—	—
Economically Disadvantaged (289:268)	—	Qualified		98%		187	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts




















Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 5 of 6 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 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

How did students in each accountability group perform on secondary-level English Language Arts 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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1182:1238)			100%		186	156	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (17:17)	—	—	—	—	—	—	—
Hispanic or Latino (53:54)			100%		176	146	
Asian or Native Hawaiian/Other Pacific Islander (49:51)			100%		196	146	
White (1058:1111)			100%		186	156	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (87:105)			95%		130	149	149 137
Limited English Proficient ⁴ (9:6)	—	—	—	—	—	—	—
Economically Disadvantaged (79:89)			100%		175	148	
Final AYP Determination	 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (1182:1238)			99%		191	149	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (17:17)	—	—	—	—	—	—	—
Hispanic or Latino (53:54)			100%		172	139	
Asian or Native Hawaiian/Other Pacific Islander (49:51)			100%		196	139	
White (1058:1111)			99%		192	149	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (87:105)			97%		147	142	
Limited English Proficient ⁴ (9:6)	—	—	—	—	—	—	—
Economically Disadvantaged (79:89)			100%		185	141	
Final AYP Determination		6 of 6					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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	2006–07	2007–08
All Students (1165)			93%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (13)		–	–	–		
Hispanic or Latino (56)			82%	55%		
Asian or Native Hawaiian/Other Pacific Islander (33)			94%	55%		
White (1062)			93%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (125)			78%	55%		
Limited English Proficient ³ (4)		–	–	–		
Economically Disadvantaged (89)			89%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

District ID **58-02-05-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

10 schools identified 56% of total

GATELOT AVENUE SCHOOL
GRUNDY AVENUE SCHOOL
HIAWATHA SCHOOL
LYNWOOD AVENUE SCHOOL
NOKOMIS SCHOOL
SACHEM HIGH SCHOOL NORTH
SAGAMORE MIDDLE SCHOOL
SAMOSET MIDDLE SCHOOL
SENECA MIDDLE SCHOOL
TECUMSEH ELEMENTARY SCHOOL

New York State Status

Good Standing

8 schools identified 44% of total

CAYUGA SCHOOL
CHIPPEWA ELEMENTARY SCHOOL
MERRIMAC SCHOOL
SACHEM HIGH SCHOOL EAST
SEQUOYA MIDDLE SCHOOL
TAMARAC ELEMENTARY SCHOOL
WAVERLY AVENUE SCHOOL
WENONAH SCHOOL

District **SACHEM CENTRAL SCHOOL DISTRICT**District ID **58-02-05-06-0000**

Summary of 2006–07 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	78%			1157
Grade 4	81%			1079
Grade 5	81%			1179
Grade 6	77%			1142
Grade 7	71%			1189
Grade 8	71%			1208
Mathematics				
Grade 3	95%			1162
Grade 4	94%			1078
Grade 5	87%			1183
Grade 6	92%			1135
Grade 7	92%			1199
Grade 8	82%			1208
Science				
Grade 4	98%			1070
Grade 8	84%			872

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	87%			1300
Mathematics	91%			1300

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.

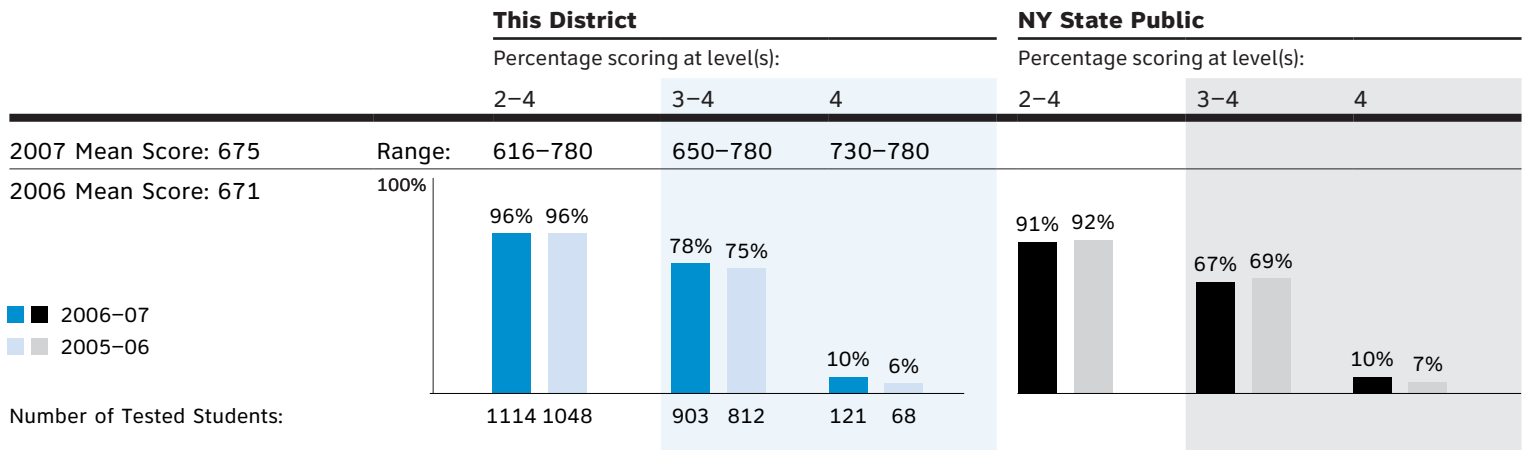
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1157	96%	78%	10%	1088	96%	75%	6%
Female	573	97%	81%	12%	529	96%	79%	7%
Male	584	96%	75%	9%	559	96%	70%	6%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	17	-	-	-	13	-	-	-
Hispanic or Latino	57	95%	68%	7%	67	99%	78%	9%
Asian or Native Hawaiian/Other Pacific Islander	45	98%	84%	16%	46	98%	74%	9%
White	1034	96%	79%	11%	961	96%	75%	6%
Multiracial								
Small Group Totals	21	90%	62%	0%	14	79%	43%	0%
General-Education Students	1004	98%	85%	12%	935	99%	81%	7%
Students with Disabilities	153	82%	35%	1%	153	82%	35%	0%
English Proficient	1147	96%	79%	11%	1084	-	-	-
Limited English Proficient	10	90%	20%	0%	4	-	-	-
Economically Disadvantaged	135	92%	61%	7%	122	94%	67%	6%
Not Disadvantaged	1022	97%	80%	11%	966	97%	76%	6%
Migrant								
Not Migrant	1157	96%	78%	10%	1088	96%	75%	6%

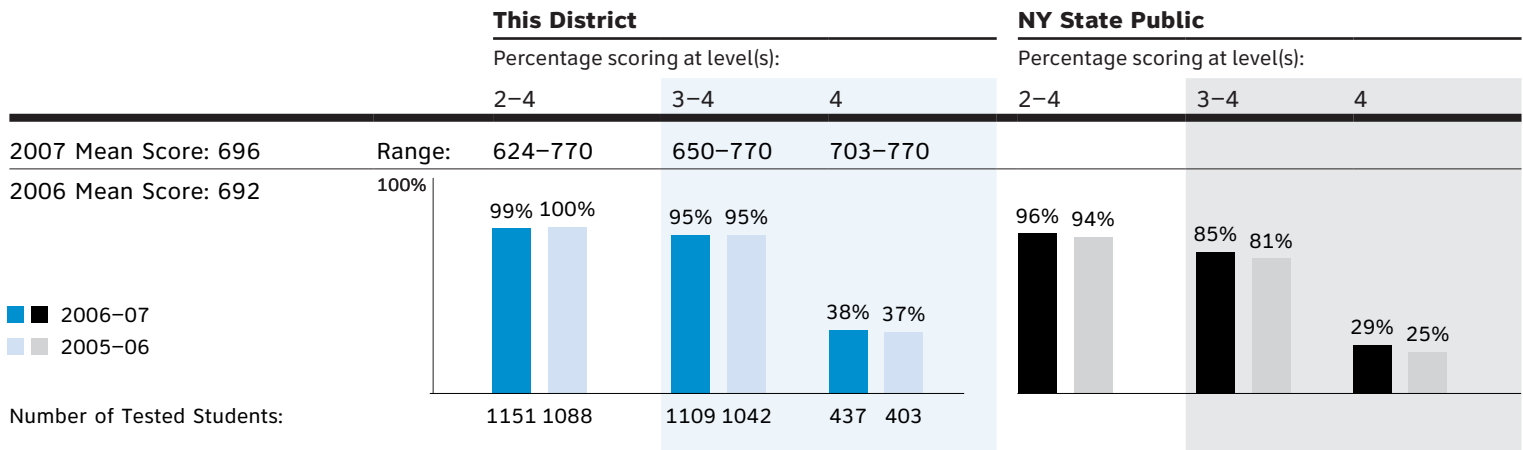
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	14	13	13	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	1162	99%	95%	38%	1093	100%	95%	37%
Female	575	99%	96%	37%	532	100%	95%	37%
Male	587	99%	95%	38%	561	99%	96%	37%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	16	-	-	-	13	-	-	-
Hispanic or Latino	59	97%	92%	27%	72	100%	94%	43%
Asian or Native Hawaiian/Other Pacific Islander	48	100%	100%	35%	47	100%	98%	49%
White	1035	99%	96%	39%	960	100%	96%	36%
Multiracial								
Small Group Totals	20	100%	80%	20%	14	93%	79%	7%
General-Education Students	1009	100%	98%	41%	937	100%	97%	41%
Students with Disabilities	153	94%	77%	13%	156	97%	85%	13%
English Proficient	1146	99%	95%	38%	1080	100%	95%	37%
Limited English Proficient	16	94%	94%	6%	13	100%	92%	38%
Economically Disadvantaged	140	99%	90%	21%	125	99%	93%	34%
Not Disadvantaged	1022	99%	96%	40%	968	100%	96%	37%
Migrant								
Not Migrant	1162	99%	95%	38%	1093	100%	95%	37%

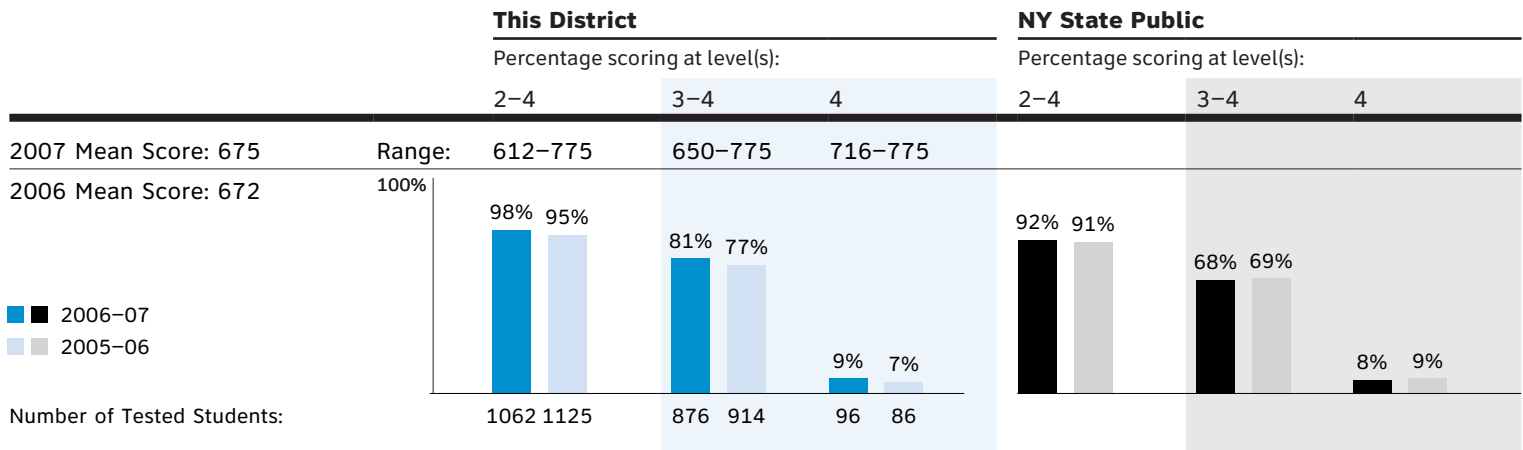
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	14	13	13	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1079	98%	81%	9%	1183	95%	77%	7%
Female	523	98%	83%	11%	568	96%	78%	10%
Male	556	98%	79%	7%	615	94%	77%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	14	86%	50%	0%	10	-	-	-
Hispanic or Latino	71	99%	79%	11%	61	97%	75%	5%
Asian or Native Hawaiian/Other Pacific Islander	44	100%	80%	18%	48	98%	90%	13%
White	950	99%	82%	8%	1063	95%	77%	7%
Multiracial								
Small Group Totals					11	100%	64%	0%
General-Education Students	923	100%	87%	10%	1021	99%	84%	8%
Students with Disabilities	156	89%	45%	1%	162	73%	33%	1%
English Proficient	1069	99%	82%	9%	1179	-	-	-
Limited English Proficient	10	90%	10%	0%	4	-	-	-
Economically Disadvantaged	140	97%	71%	6%	133	90%	67%	2%
Not Disadvantaged	939	99%	83%	9%	1050	96%	79%	8%
Migrant								
Not Migrant	1079	98%	81%	9%	1183	95%	77%	7%

NOTES

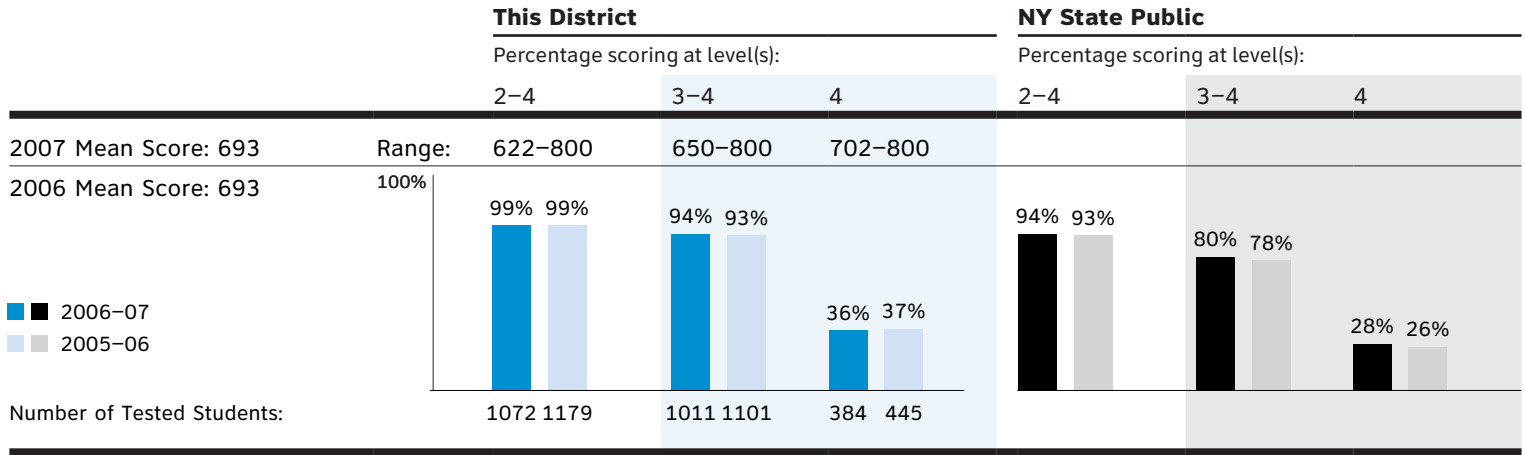
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Other Assessments

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

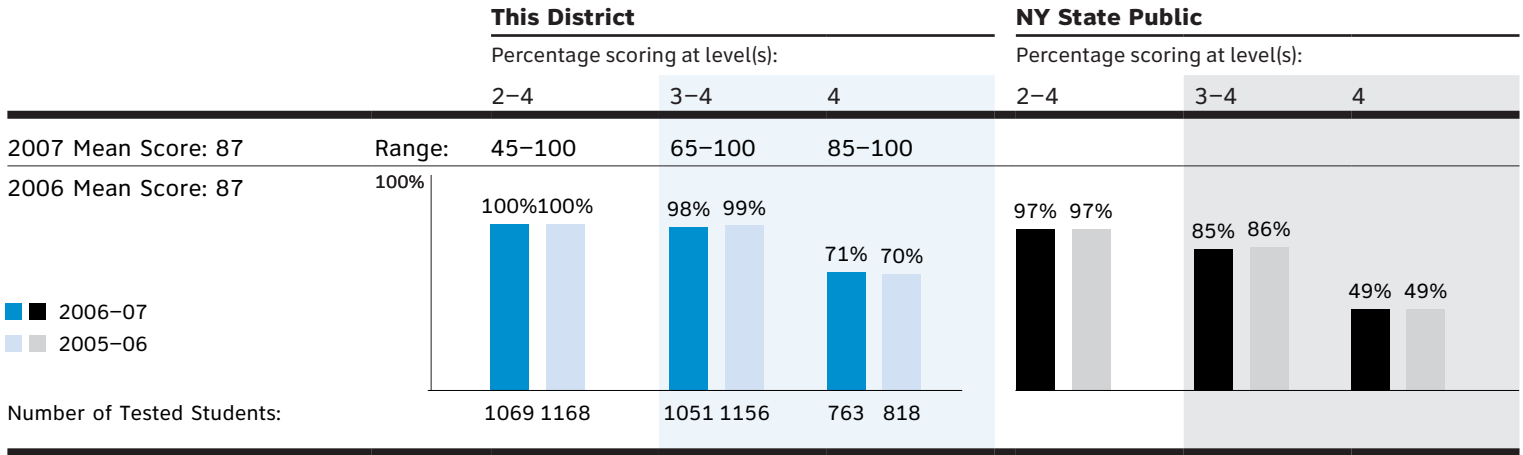
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1078	99%	94%	36%	1190	99%	93%	37%
Female	519	99%	93%	34%	572	99%	91%	34%
Male	559	99%	95%	37%	618	99%	94%	40%
American Indian or Alaska Native					1	-	-	-
Black or African American	15	87%	60%	0%	10	-	-	-
Hispanic or Latino	70	100%	93%	37%	69	99%	88%	32%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	100%	53%	51	100%	98%	51%
White	948	100%	94%	35%	1059	99%	93%	37%
Multiracial								
Small Group Totals					11	100%	91%	18%
General-Education Students	919	100%	96%	40%	1028	100%	95%	41%
Students with Disabilities	159	96%	79%	11%	162	94%	76%	12%
English Proficient	1069	99%	94%	36%	1177	99%	93%	38%
Limited English Proficient	9	100%	89%	11%	13	100%	85%	0%
Economically Disadvantaged	142	99%	92%	25%	141	99%	87%	27%
Not Disadvantaged	936	99%	94%	37%	1049	99%	93%	39%
Migrant								
Not Migrant	1078	99%	94%	36%	1190	99%	93%	37%

NOTES
The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	9	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

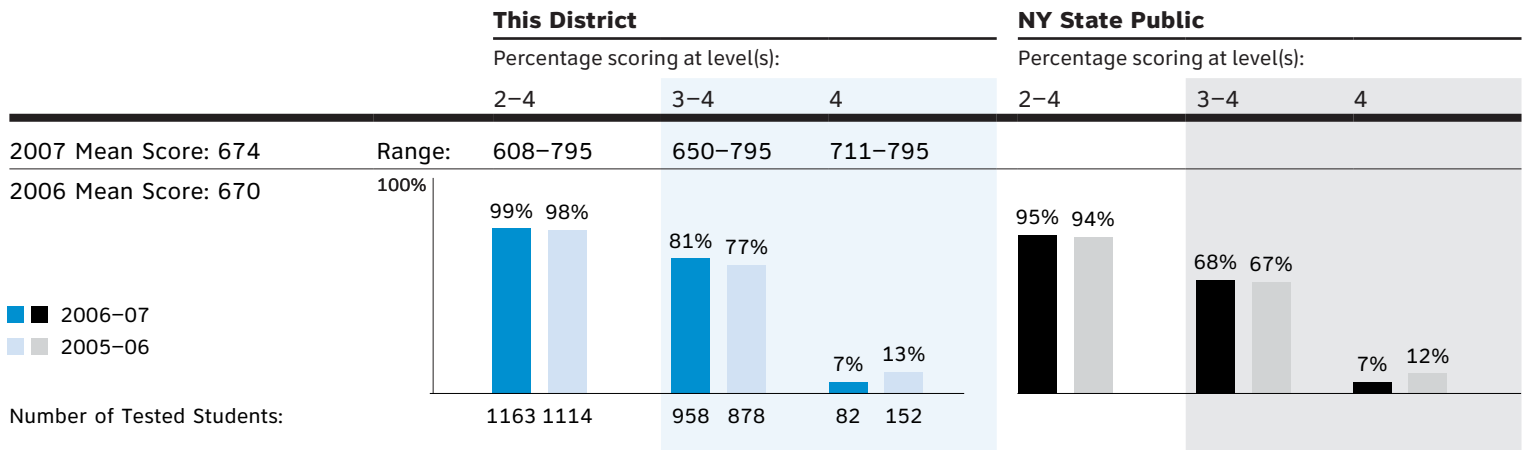
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1070	100%	98%	71%	1170	100%	99%	70%
Female	518	100%	98%	69%	562	100%	99%	68%
Male	552	100%	98%	74%	608	100%	99%	72%
American Indian or Alaska Native					1	-	-	-
Black or African American	15	93%	87%	33%	9	-	-	-
Hispanic or Latino	68	100%	96%	66%	70	100%	100%	61%
Asian or Native Hawaiian/Other Pacific Islander	44	100%	95%	77%	49	100%	100%	82%
White	943	100%	99%	72%	1041	100%	99%	70%
Multiracial								
Small Group Totals					10	100%	100%	60%
General-Education Students	915	100%	99%	75%	1011	100%	100%	73%
Students with Disabilities	155	99%	95%	51%	159	99%	94%	47%
English Proficient	1061	100%	98%	71%	1156	100%	99%	70%
Limited English Proficient	9	100%	78%	56%	14	100%	100%	57%
Economically Disadvantaged	141	100%	97%	57%	137	100%	99%	59%
Not Disadvantaged	929	100%	98%	74%	1033	100%	99%	71%
Migrant								
Not Migrant	1070	100%	98%	71%	1170	100%	99%	70%

NOTES
The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1179	99%	81%	7%	1142	98%	77%	13%
Female	570	99%	82%	8%	563	98%	77%	13%
Male	609	98%	81%	6%	579	97%	77%	14%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	12	-	-	-	17	-	-	-
Hispanic or Latino	71	100%	70%	1%	55	91%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	90%	4%	50	98%	76%	18%
White	1044	98%	82%	8%	1017	98%	78%	14%
Multiracial								
Small Group Totals	13	100%	69%	0%	20	100%	85%	5%
General-Education Students	1021	100%	87%	8%	1006	100%	83%	15%
Students with Disabilities	158	91%	41%	1%	136	82%	30%	1%
English Proficient	1173	99%	82%	7%	1131	98%	77%	13%
Limited English Proficient	6	83%	17%	0%	11	100%	36%	9%
Economically Disadvantaged	150	95%	71%	3%	108	98%	67%	10%
Not Disadvantaged	1029	99%	83%	7%	1034	97%	78%	14%
Migrant								
Not Migrant	1179	99%	81%	7%	1142	98%	77%	13%

NOTES

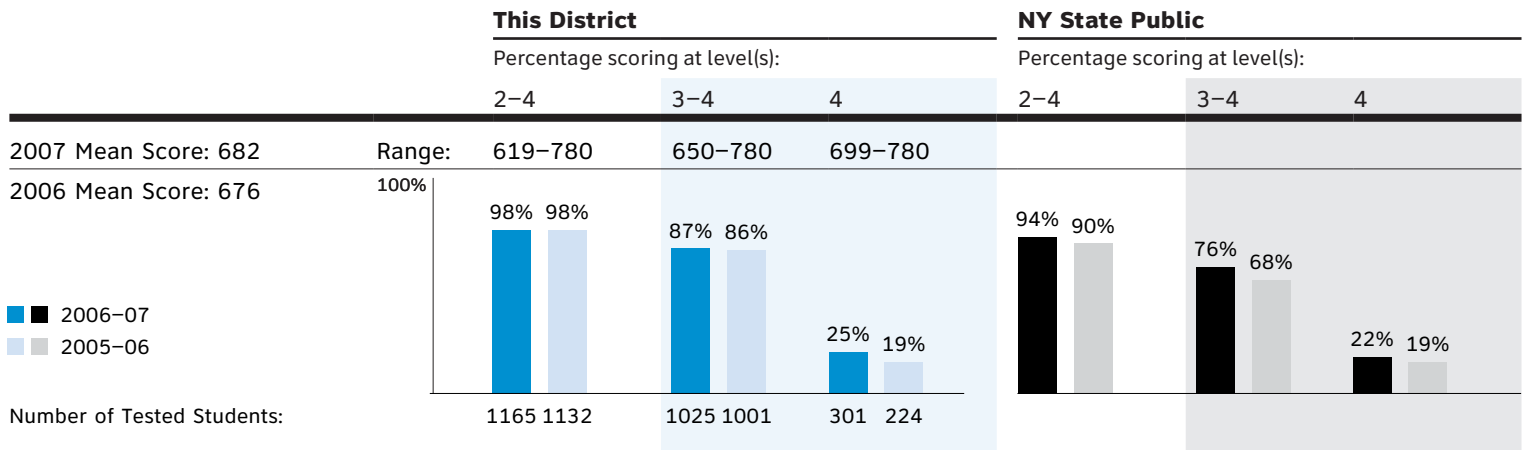
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	8	8	8	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

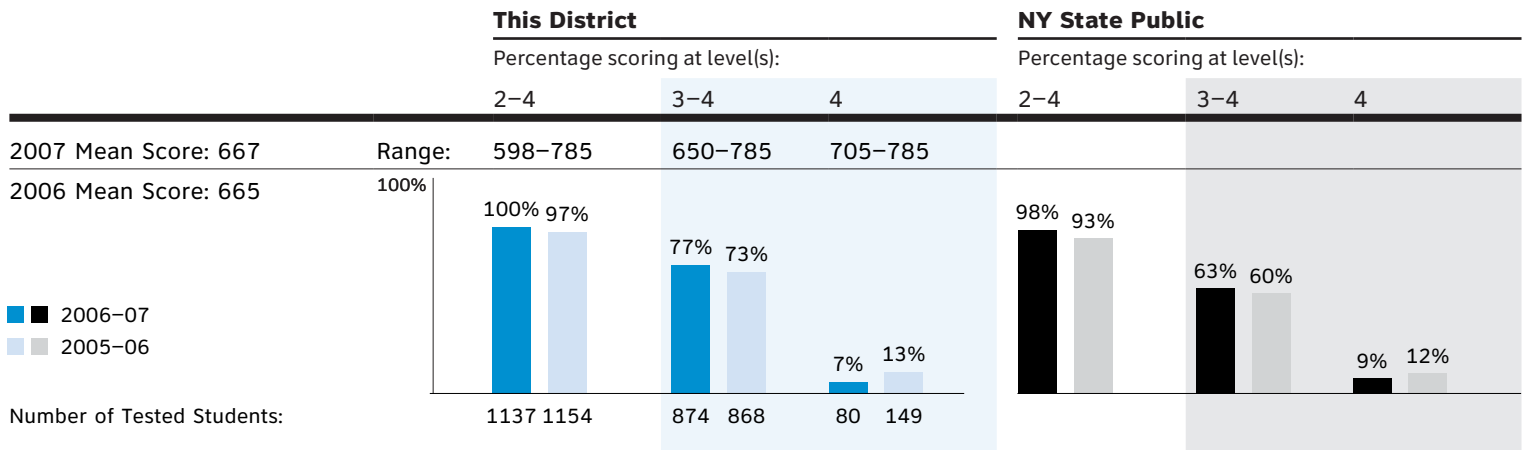
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1183	98%	87%	25%	1158	98%	86%	19%
Female	572	98%	84%	23%	575	97%	83%	18%
Male	611	99%	89%	27%	583	98%	90%	21%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	11	-	-	-	16	-	-	-
Hispanic or Latino	73	99%	86%	18%	66	97%	80%	6%
Asian or Native Hawaiian/Other Pacific Islander	51	100%	96%	37%	52	100%	90%	33%
White	1047	98%	86%	26%	1021	98%	87%	20%
Multiracial								
Small Group Totals	12	92%	67%	8%	19	100%	74%	0%
General-Education Students	1021	100%	91%	29%	1022	99%	89%	21%
Students with Disabilities	162	91%	58%	6%	136	86%	65%	7%
English Proficient	1177	98%	87%	26%	1135	98%	87%	20%
Limited English Proficient	6	100%	83%	0%	23	100%	74%	0%
Economically Disadvantaged	150	97%	74%	13%	117	97%	77%	15%
Not Disadvantaged	1033	99%	88%	27%	1041	98%	88%	20%
Migrant								
Not Migrant	1183	98%	87%	25%	1158	98%	86%	19%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	8	8	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	100%	77%	7%	1185	97%	73%	13%
Female	562	99%	77%	9%	569	98%	78%	14%
Male	580	100%	76%	5%	616	97%	69%	12%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	19	-	-	-	16	-	-	-
Hispanic or Latino	64	100%	61%	5%	74	95%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	55	98%	75%	5%	48	100%	77%	25%
White	1002	100%	78%	7%	1045	98%	74%	13%
Multiracial								
Small Group Totals	21	95%	67%	5%	18	89%	61%	11%
General-Education Students	1001	100%	83%	8%	1027	100%	82%	14%
Students with Disabilities	141	97%	29%	0%	158	81%	16%	1%
English Proficient	1130	100%	77%	7%	1180	97%	73%	13%
Limited English Proficient	12	92%	0%	0%	5	100%	40%	0%
Economically Disadvantaged	124	98%	63%	6%	130	98%	57%	6%
Not Disadvantaged	1018	100%	78%	7%	1055	97%	75%	13%
Migrant								
Not Migrant	1142	100%	77%	7%	1185	97%	73%	13%

NOTES

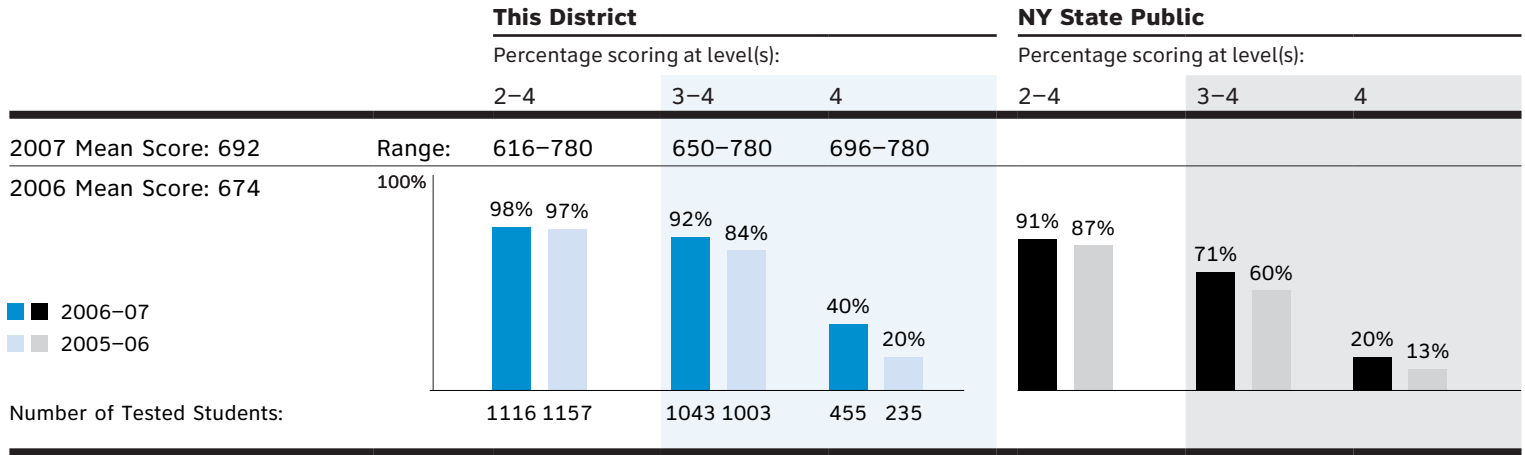
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Other Assessments

	2006-07 School Year				2005-06 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	11	11	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

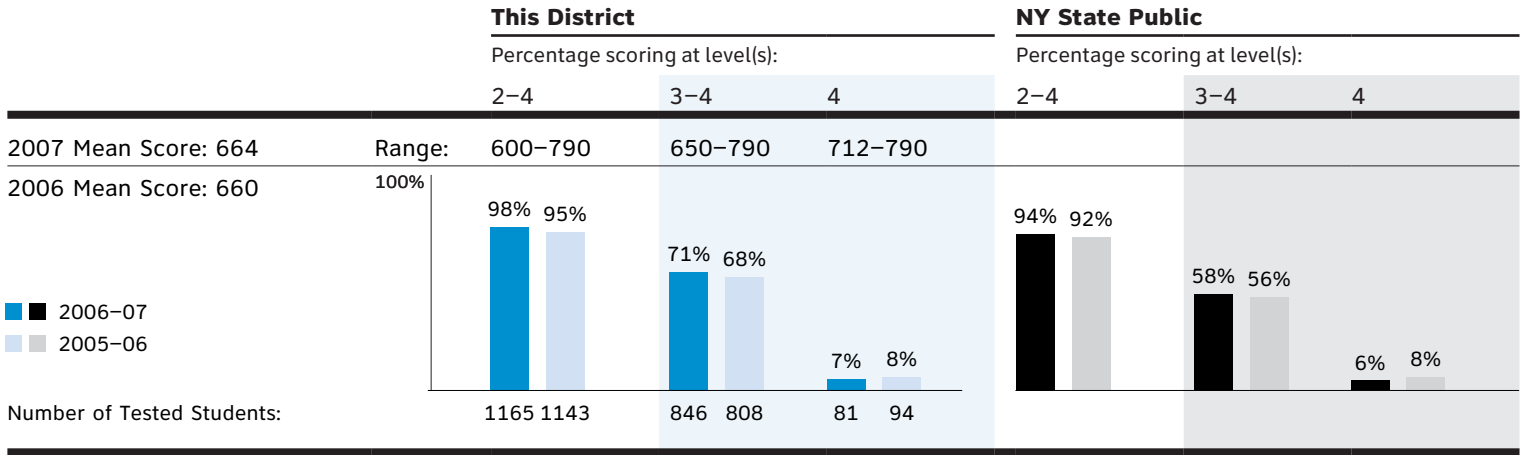
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1135	98%	92%	40%	1198	97%	84%	20%
Female	561	98%	91%	38%	575	98%	85%	19%
Male	574	99%	93%	42%	623	96%	83%	20%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	20	-	-	-	16	-	-	-
Hispanic or Latino	64	92%	84%	25%	80	89%	71%	11%
Asian or Native Hawaiian/Other Pacific Islander	56	98%	96%	55%	53	100%	85%	32%
White	993	99%	92%	41%	1047	97%	85%	20%
Multiracial								
Small Group Totals	22	95%	82%	23%	18	89%	72%	6%
General-Education Students	997	99%	96%	45%	1037	100%	91%	22%
Students with Disabilities	138	91%	60%	7%	161	75%	37%	2%
English Proficient	1122	99%	92%	40%	1183	97%	84%	20%
Limited English Proficient	13	77%	54%	15%	15	100%	40%	0%
Economically Disadvantaged	126	95%	79%	33%	138	94%	70%	7%
Not Disadvantaged	1009	99%	93%	41%	1060	97%	86%	21%
Migrant								
Not Migrant	1135	98%	92%	40%	1198	97%	84%	20%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	11	11	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1189	98%	71%	7%	1197	95%	68%	8%
Female	577	98%	76%	9%	619	97%	69%	10%
Male	612	98%	67%	5%	578	94%	66%	6%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	17	-	-	-	18	-	-	-
Hispanic or Latino	81	96%	54%	0%	64	97%	59%	9%
Asian or Native Hawaiian/Other Pacific Islander	54	96%	69%	6%	48	100%	75%	15%
White	1035	98%	73%	8%	1065	95%	68%	8%
Multiracial								
Small Group Totals	19	95%	58%	0%	20	100%	45%	0%
General-Education Students	1032	100%	78%	8%	1032	99%	76%	9%
Students with Disabilities	157	87%	29%	1%	165	71%	15%	1%
English Proficient	1179	98%	72%	7%	1196	-	-	-
Limited English Proficient	10	60%	10%	0%	1	-	-	-
Economically Disadvantaged	141	97%	48%	2%	135	93%	54%	4%
Not Disadvantaged	1048	98%	74%	7%	1062	96%	69%	8%
Migrant								
Not Migrant	1189	98%	71%	7%	1197	95%	68%	8%

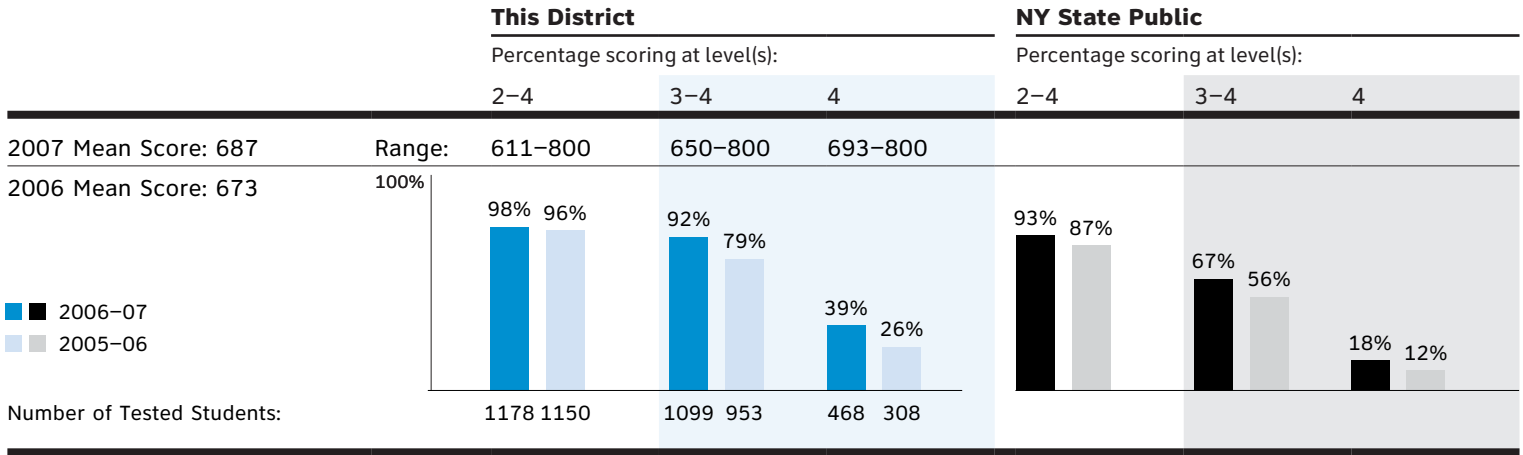
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

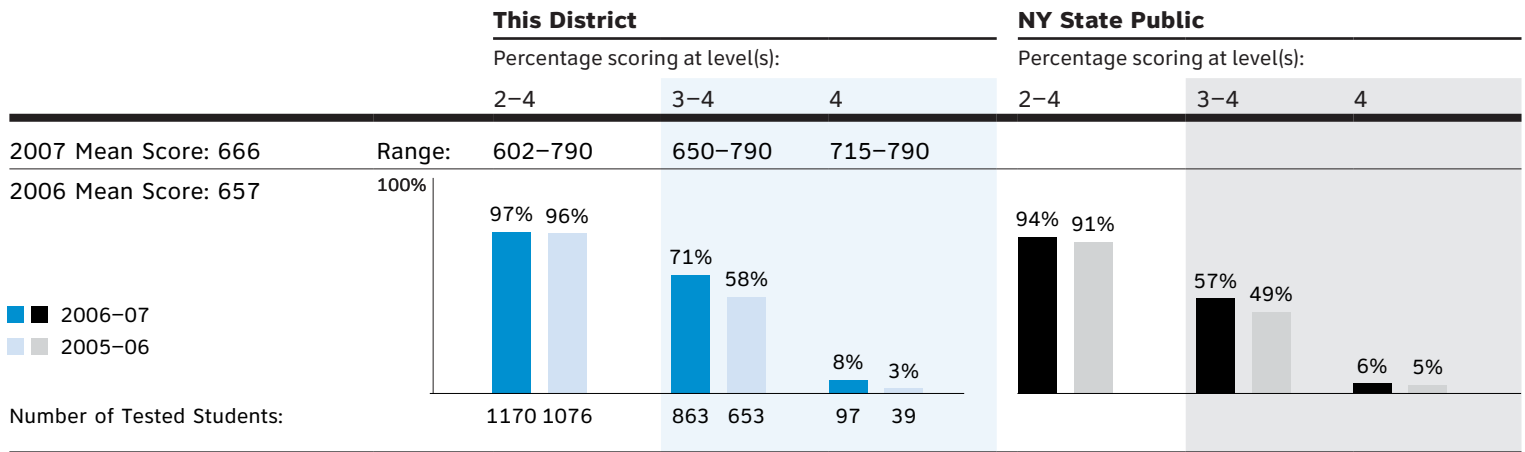
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1199	98%	92%	39%	1201	96%	79%	26%
Female	581	99%	93%	41%	619	97%	81%	27%
Male	618	97%	90%	38%	582	95%	78%	24%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	16	-	-	-	18	-	-	-
Hispanic or Latino	85	98%	81%	20%	67	99%	64%	16%
Asian or Native Hawaiian/Other Pacific Islander	55	100%	96%	53%	49	100%	94%	49%
White	1041	98%	92%	40%	1065	95%	80%	26%
Multiracial								
Small Group Totals	18	94%	83%	28%	20	95%	65%	5%
General-Education Students	1042	100%	97%	44%	1040	100%	87%	30%
Students with Disabilities	157	88%	54%	7%	161	71%	27%	1%
English Proficient	1185	98%	92%	39%	1193	96%	80%	26%
Limited English Proficient	14	93%	57%	0%	8	88%	38%	13%
Economically Disadvantaged	145	99%	86%	23%	136	93%	72%	15%
Not Disadvantaged	1054	98%	92%	41%	1065	96%	80%	27%
Migrant								
Not Migrant	1199	98%	92%	39%	1201	96%	79%	26%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	1208	97%	71%	8%	1122	96%	58%	3%
Female	630	98%	75%	11%	550	97%	64%	5%
Male	578	96%	67%	5%	572	94%	53%	2%
American Indian or Alaska Native	3	-	-	-				
Black or African American	21	-	-	-	26	100%	46%	0%
Hispanic or Latino	66	97%	64%	6%	56	96%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	100%	83%	17%	47	96%	70%	9%
White	1072	97%	72%	8%	993	96%	58%	3%
Multiracial								
Small Group Totals	24	96%	58%	0%				
General-Education Students	1039	99%	80%	9%	986	99%	65%	4%
Students with Disabilities	169	81%	18%	0%	136	72%	11%	0%
English Proficient	1205	-	-	-	1122	96%	58%	3%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	142	94%	58%	3%	120	93%	35%	2%
Not Disadvantaged	1066	97%	73%	9%	1002	96%	61%	4%
Migrant								
Not Migrant	1208	97%	71%	8%	1122	96%	58%	3%

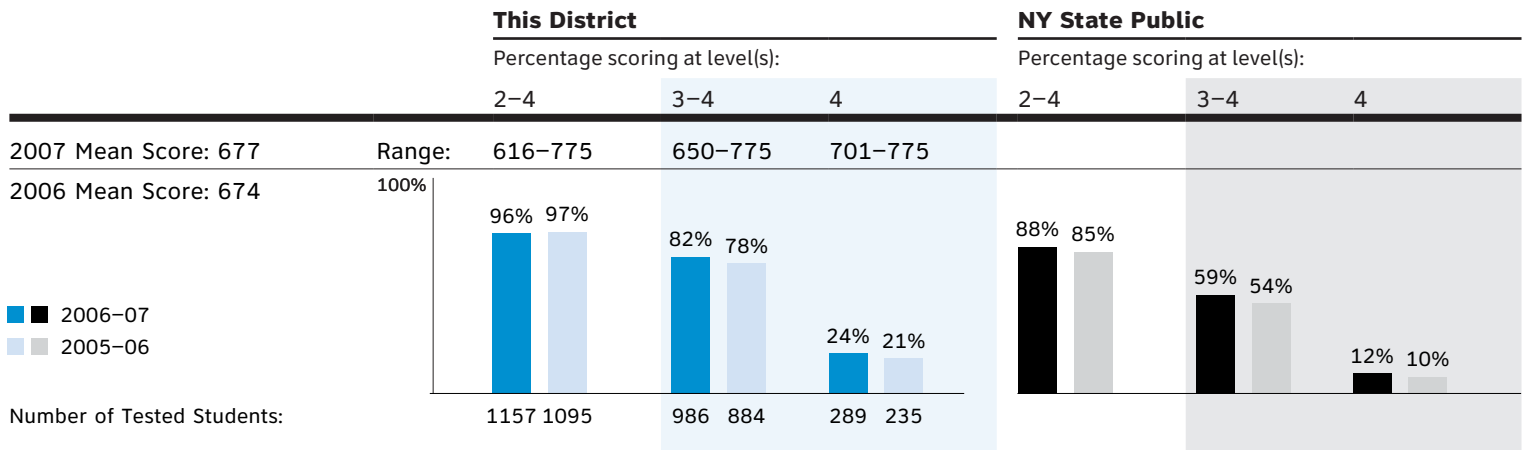
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

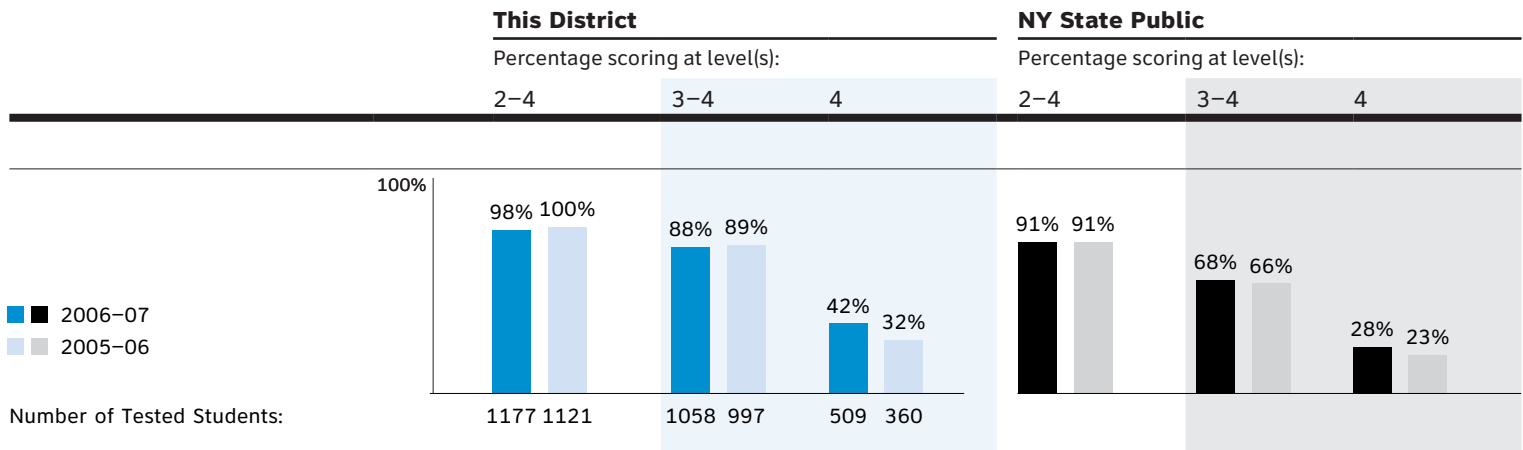
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1208	96%	82%	24%	1131	97%	78%	21%
Female	628	96%	83%	25%	556	97%	77%	20%
Male	580	95%	80%	22%	575	97%	79%	22%
American Indian or Alaska Native	3	-	-	-				
Black or African American	21	-	-	-	25	96%	68%	0%
Hispanic or Latino	73	93%	63%	19%	62	92%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	45	100%	96%	51%	51	96%	88%	33%
White	1066	96%	83%	23%	993	97%	80%	21%
Multiracial								
Small Group Totals	24	96%	63%	8%				
General-Education Students	1044	99%	89%	28%	994	98%	84%	23%
Students with Disabilities	164	76%	33%	1%	137	85%	36%	2%
English Proficient	1200	96%	82%	24%	1123	97%	78%	21%
Limited English Proficient	8	75%	25%	13%	8	63%	38%	0%
Economically Disadvantaged	144	88%	64%	18%	128	89%	57%	10%
Not Disadvantaged	1064	97%	84%	25%	1003	98%	81%	22%
Migrant								
Not Migrant	1208	96%	82%	24%	1131	97%	78%	21%

NOTES
The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	872	97%	84%	30%	774	99%	83%	18%
Female	431	97%	81%	27%	368	99%	81%	13%
Male	441	98%	87%	33%	406	100%	86%	23%
American Indian or Alaska Native	3	-	-	-				
Black or African American	22	91%	77%	14%	21	100%	90%	10%
Hispanic or Latino	59	98%	83%	22%	54	100%	72%	15%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	27	93%	81%	11%
White	768	97%	84%	31%	672	100%	84%	19%
Multiracial								
Small Group Totals	23	100%	87%	48%				
General-Education Students	709	100%	90%	35%	638	100%	89%	21%
Students with Disabilities	163	88%	55%	9%	136	99%	59%	7%
English Proficient	865	97%	84%	30%	766	100%	84%	18%
Limited English Proficient	7	100%	57%	14%	8	75%	50%	0%
Economically Disadvantaged	125	93%	78%	23%	111	98%	75%	11%
Not Disadvantaged	747	98%	85%	31%	663	100%	85%	19%
Migrant								
Not Migrant	872	97%	84%	30%	774	99%	83%	18%

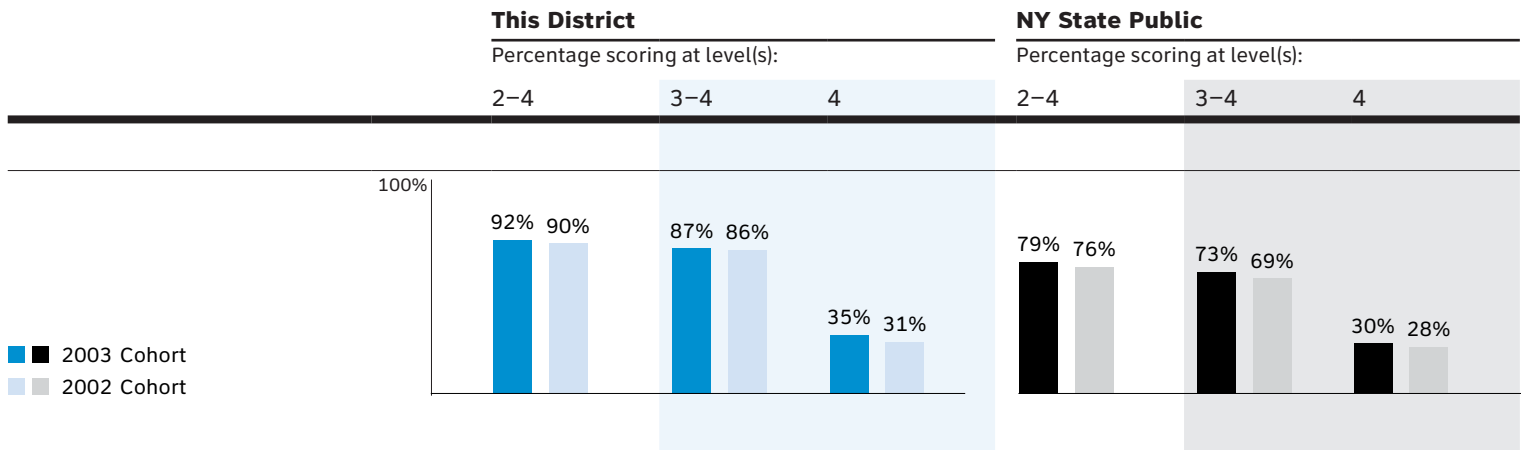
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	328	328	327	247	351	351	351	219

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1300	92%	87%	35%	1225	90%	86%	31%
Female	646	95%	91%	41%	617	93%	89%	37%
Male	654	90%	82%	28%	608	88%	82%	25%
American Indian or Alaska Native	5	100%	100%	60%	1	-	-	-
Black or African American	23	87%	78%	26%	19	-	-	-
Hispanic or Latino	60	87%	78%	17%	56	88%	79%	21%
Asian or Native Hawaiian/Other Pacific Islander	55	100%	96%	65%	34	94%	91%	53%
White	1157	92%	87%	34%	1115	90%	86%	31%
Multiracial								
Small Group Totals					20	80%	75%	25%
General-Education Students	1190	96%	91%	38%	1101	94%	91%	35%
Students with Disabilities	110	56%	39%	4%	124	56%	41%	2%
English Proficient	1292	92%	86%	35%	1213	90%	86%	31%
Limited English Proficient	8	100%	100%	0%	12	92%	83%	0%
Economically Disadvantaged	98	88%	78%	15%	98	82%	74%	12%
Not Disadvantaged	1202	93%	87%	36%	1127	91%	87%	33%
Migrant								
Not Migrant					1225	90%	86%	31%

NOTES

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Other Assessments

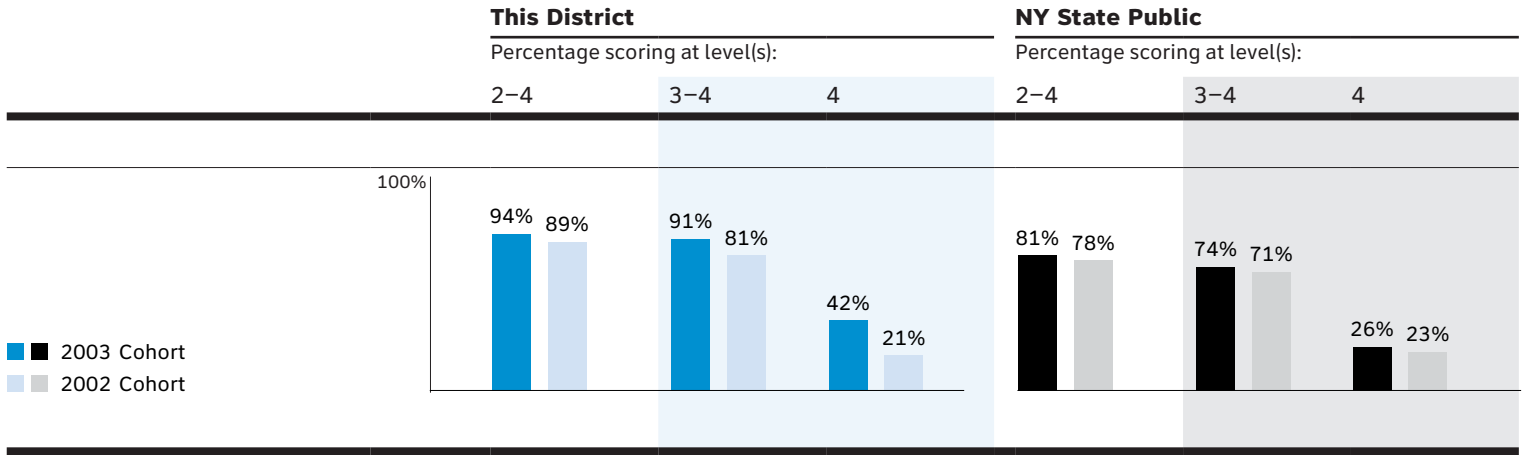
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				8	8	8	5

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

	2003 Cohort			2002 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1300	94%	91%	42%	1225	89%	81%	21%
Female	646	97%	94%	44%	617	90%	82%	20%
Male	654	92%	89%	40%	608	88%	81%	22%
American Indian or Alaska Native	5	100%	100%	80%	1	–	–	–
Black or African American	23	83%	74%	30%	19	–	–	–
Hispanic or Latino	60	87%	80%	23%	56	84%	80%	11%
Asian or Native Hawaiian/Other Pacific Islander	55	98%	96%	67%	34	100%	100%	50%
White	1157	95%	92%	42%	1115	89%	81%	21%
Multiracial								
Small Group Totals					20	80%	60%	10%
General-Education Students	1190	97%	95%	45%	1101	92%	85%	23%
Students with Disabilities	110	68%	53%	5%	124	65%	52%	2%
English Proficient	1292	94%	91%	42%	1213	89%	81%	21%
Limited English Proficient	8	100%	88%	25%	12	83%	75%	8%
Economically Disadvantaged	98	89%	85%	28%	98	87%	77%	9%
Not Disadvantaged	1202	95%	92%	43%	1127	89%	82%	22%
Migrant								
Not Migrant					1225	89%	81%	21%

NOTES

The – symbol indicates that data for a group of students have 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

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				9	8	8	7

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.