



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **MIDDLE COUNTRY CENTRAL
SCHOOL DISTRICT**

District ID **58-02-11-06-0000**

Superintendent **ROBERTA GEROLD**

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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 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	537	524	511
Kindergarten	769	768	797
Grade 1	795	786	783
Grade 2	813	794	782
Grade 3	862	819	769
Grade 4	771	860	821
Grade 5	863	771	861
Grade 6	847	855	651
Ungraded Elementary	76	8	115
Grade 7	835	843	734
Grade 8	877	845	753
Grade 9	997	970	908
Grade 10	874	895	917
Grade 11	826	790	827
Grade 12	756	807	810
Ungraded Secondary	22	52	197
Total K-12	10983	10863	10725

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	23	22	23
Grade 8			
English	23	22	21
Mathematics	24	22	22
Science	23	22	22
Social Studies	23	22	22
Grade 10			
English	25	25	24
Mathematics	22	23	22
Science	21	20	23
Social Studies	24	26	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 **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**District ID **58-02-11-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1054	10%	991	9%	1008	9%
Reduced-Price Lunch	690	6%	581	5%	690	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	347	3%	364	3%	311	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	53	0%	9	0%
Black or African American	313	3%	304	3%	322	3%
Hispanic or Latino	940	9%	976	9%	1048	10%
Asian or Native Hawaiian/Other Pacific Islander	432	4%	435	4%	516	5%
White	9287	85%	9095	84%	8830	82%
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	95%		95%		95%	
Student Suspensions	507	5%	541	5%	344	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 **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**District ID **58-02-11-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	738	742	703
Percent with No Valid Teaching Certificate	3%	2%	1%
Percent Teaching Out of Certification	5%	5%	1%
Percent with Fewer Than Three Years of Experience	4%	7%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	63%	65%	70%
Total Number of Core Classes*	N/A	2936	2029
Percent Not Taught by Highly Qualified Teachers	N/A	6%	1%
Total Number of Classes	2479	2527	2606
Percent Taught by Teachers Without Appropriate Certification	5%	5%	2%

* 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	19%	19%	24%
Turnover Rate of All Teachers	17%	15%	13%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	88	110	97
Total Paraprofessionals*	239	238	263
Assistant Principals	11	11	11
Principals	14	14	14

* 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:

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

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 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 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						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	5 of 6	5 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

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [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	
							2006–07	2007–08
All Students (4942:4872)	✓	✓	100%	✓	171	120		
Ethnicity								
American Indian or Alaska Native (6:6)	—	—	—	—	—	—		—
Black or African American (170:164)	✓	✓	99%	✓	167	114		
Hispanic or Latino (508:485)	✓	✓	100%	✓	153	117		
Asian or Native Hawaiian/Other Pacific Islander (235:232)	✓	✓	100%	✓	175	115		
White (4023:3985)	✓	✓	100%	✓	173	120		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (810:793)	✓	✓	99%	✗	108	118	109	117
Limited English Proficient ⁵ (84:105)	✓	✓	100%	✓	112	112		
Economically Disadvantaged (922:887)	✓	✓	99%	✓	151	118		
Final AYP Determination	✓ 8 of 8							

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 for This Subject (2007–08)



Good Standing

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 (4941:4855)	✓	✓	100%	✓	179	84	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (173:163)	✓	✓	100%	✓	171	78	
Hispanic or Latino (513:493)	✓	✓	100%	✓	163	81	
Asian or Native Hawaiian/Other Pacific Islander (238:232)	✓	✓	100%	✓	186	79	
White (4011:3961)	✓	✓	100%	✓	180	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (800:784)	✓	✓	99%	✓	121	82	
Limited English Proficient ⁵ (86:116)	✓	✓	100%	✓	126	76	
Economically Disadvantaged (910:882)	✓	✓	100%	✓	162	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 for This Subject (2007–08)



Good Standing

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 (1665:1616)	✓	Qualified	✓	99%	✓	189	100	
Ethnicity								
American Indian or Alaska Native (3:3)		–	–	–	–	–	–	–
Black or African American (72:67)		Qualified	✓	99%	✓	185	100	
Hispanic or Latino (179:161)		Qualified	✓	97%	✓	175	100	
Asian or Native Hawaiian/Other Pacific Islander (71:68)		Qualified	✓	100%	✓	182	100	
White (1340:1317)		Qualified	✓	99%	✓	191	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (242:232)		Qualified	✓	98%	✓	157	100	
Limited English Proficient ⁴ (36:37)		–	–	–	✓	116	100	
Economically Disadvantaged (314:301)		Qualified	✓	99%	✓	177	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 for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 6

Student groups making AYP in English Language Arts



Did not make 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 English Language Arts accountability measures?

Student Group (12th Graders: 2003 Cohort) 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 (816:784)	✓	✓	100%	✓	185	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (15:15)	–	–	–	–	–	–	–
Hispanic or Latino (61:56)	✓	✓	100%	✓	171	146	
Asian or Native Hawaiian/Other Pacific Islander (40:38)	✓	✓	100%	✓	195	143	
White (700:675)	✓	✓	100%	✓	186	155	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (50:54)	✗	✓	100%	✗	102	146	120 112
Limited English Proficient ⁴ (8:7)	–	–	–	–	–	–	–
Economically Disadvantaged (104:97)	✓	✓	100%	✓	177	149	
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 for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 6

Student groups making AYP in Mathematics



Did not make 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 (12th Graders: 2003 Cohort) 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 (816:784)	✓	✓	100%	✓	188	148	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (15:15)	–	–	–	–	–	–	–
Hispanic or Latino (61:56)	✓	✓	100%	✓	170	139	
Asian or Native Hawaiian/Other Pacific Islander (40:38)	✓	✓	100%	✓	200	136	
White (700:675)	✓	✓	100%	✓	189	148	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (50:54)	✗	✓	100%	✗	113	139	118 122
Limited English Proficient ⁴ (8:7)	–	–	–	–	–	–	–
Economically Disadvantaged (104:97)	✓	✓	100%	✓	181	142	
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









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		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08
All Students (831)			90%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (30)			90%	55%	
Hispanic or Latino (52)			85%	55%	
Asian or Native Hawaiian/Other Pacific Islander (21)	–	–	–	–	
White (728)			91%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (100)			61%	55%	
Limited English Proficient ³ (12)	–	–	–	–	
Economically Disadvantaged (91)			82%	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 **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

District ID **58-02-11-06-0000**

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

5 schools identified 36% of total

HAWKINS PATH SCHOOL
NORTH COLEMAN ROAD SCHOOL
OXHEAD ROAD SCHOOL
SELDEN MIDDLE SCHOOL
STAGECOACH SCHOOL

New York State Status

Good Standing

9 schools identified 64% of total







BICYCLE PATH PRE-K CENTER
CENTEREACH HIGH SCHOOL
DAWNWOOD MIDDLE SCHOOL
EUGENE AUER MEMORIAL SCHOOL
HOLBROOK ROAD SCHOOL
JERICO ELEMENTARY SCHOOL
NEW LANE MEMORIAL ELEMENTARY SCHOOL
NEWFIELD HIGH SCHOOL
UNITY DRIVE PRE-K CENTER

District MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT







District ID 58-02-11-06-0000

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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	73%			761
Grade 4	77%			808
Grade 5	77%			851
Grade 6	77%			766
Grade 7	64%			851
Grade 8	82%			834

Mathematics

Grade 3	89%			754
Grade 4	86%			816
Grade 5	81%			854
Grade 6	82%			774
Grade 7	78%			857
Grade 8	78%			835

Science

Grade 4	93%			813
Grade 8	85%			664

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	82%			910
Mathematics	84%			910

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.

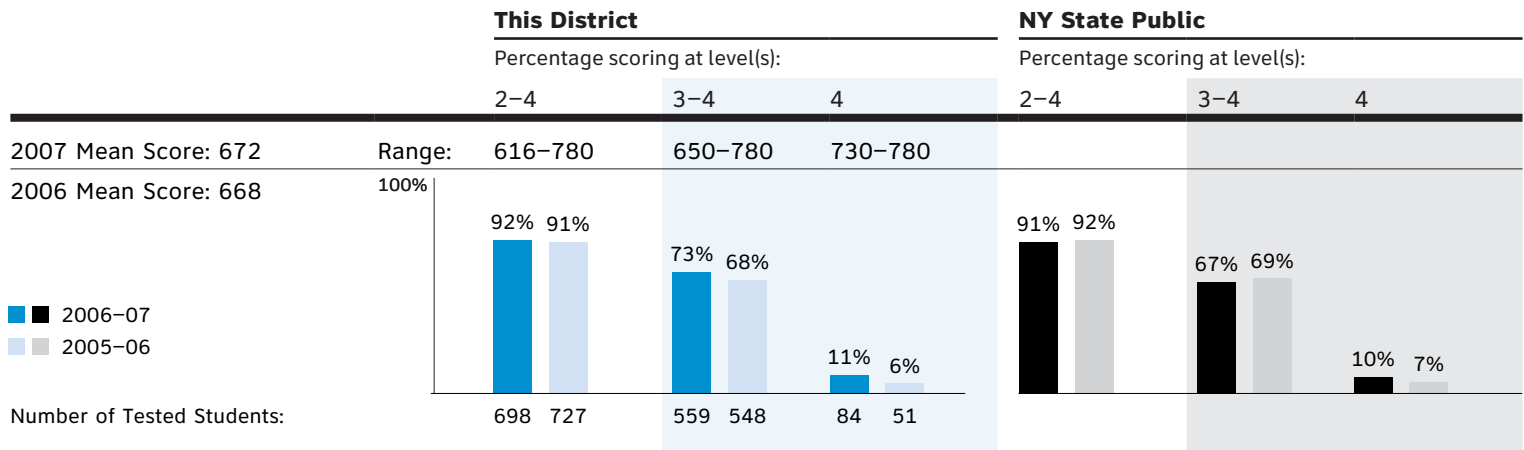
In this section, this district's performance is compared with that of public schools statewide.

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	761	92%	73%	11%	801	91%	68%	6%
Female	341	94%	79%	12%	377	94%	75%	10%
Male	420	90%	69%	10%	424	88%	62%	3%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	15	—	—	—	29	—	—	—
Hispanic or Latino	70	86%	66%	7%	62	82%	63%	2%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	88%	12%	31	94%	74%	6%
White	649	92%	73%	11%	678	92%	69%	7%
Multiracial								
Small Group Totals	16	94%	81%	25%	30	83%	60%	10%
General-Education Students	635	98%	83%	13%	670	97%	78%	8%
Students with Disabilities	126	61%	26%	1%	131	60%	19%	0%
English Proficient	752	92%	74%	11%	800	—	—	—
Limited English Proficient	9	67%	22%	0%	1	—	—	—
Economically Disadvantaged	133	83%	55%	5%	151	82%	58%	3%
Not Disadvantaged	628	93%	77%	12%	650	93%	71%	7%
Migrant								
Not Migrant	761	92%	73%	11%	801	91%	68%	6%

NOTES

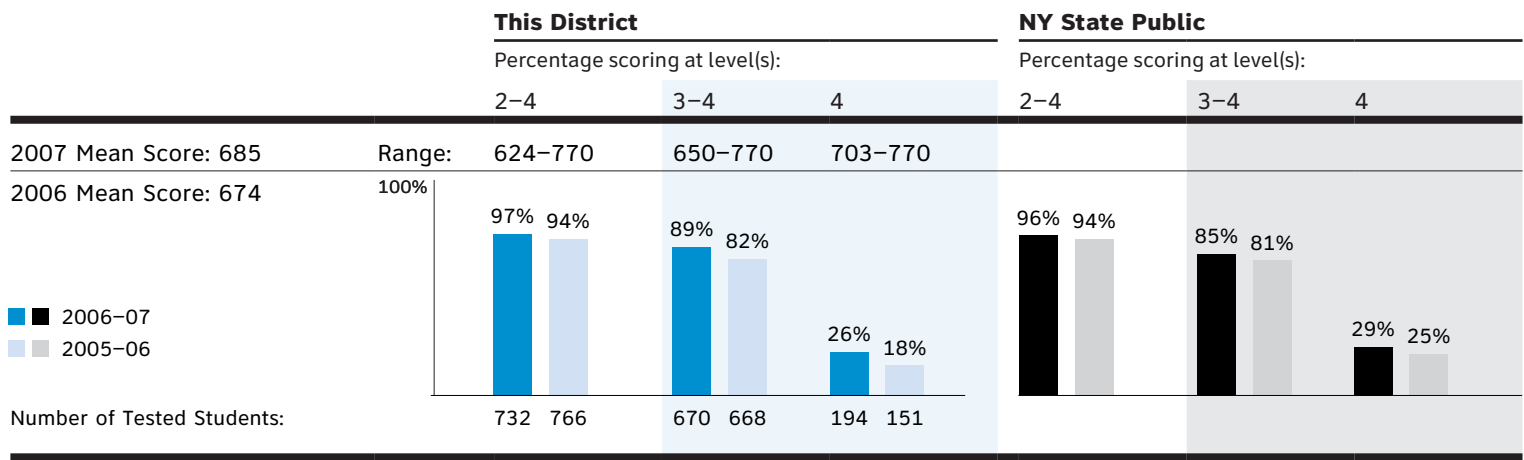
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	3	—	—	—	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	754	97%	89%	26%	817	94%	82%	18%
Female	338	99%	89%	24%	380	94%	82%	18%
Male	416	96%	89%	27%	437	94%	82%	19%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	16	—	—	—	28	—	—	—
Hispanic or Latino	72	93%	81%	14%	78	87%	67%	12%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	92%	29%	34	91%	88%	26%
White	641	97%	90%	27%	676	95%	83%	19%
Multiracial								
Small Group Totals	17	100%	82%	24%	29	90%	76%	14%
General-Education Students	631	99%	95%	30%	680	96%	88%	22%
Students with Disabilities	123	85%	59%	5%	137	80%	51%	2%
English Proficient	744	97%	89%	26%	793	95%	84%	19%
Limited English Proficient	10	80%	60%	10%	24	63%	17%	4%
Economically Disadvantaged	128	96%	81%	13%	156	88%	69%	15%
Not Disadvantaged	626	97%	90%	28%	661	95%	85%	19%
Migrant								
Not Migrant	754	97%	89%	26%	817	94%	82%	18%

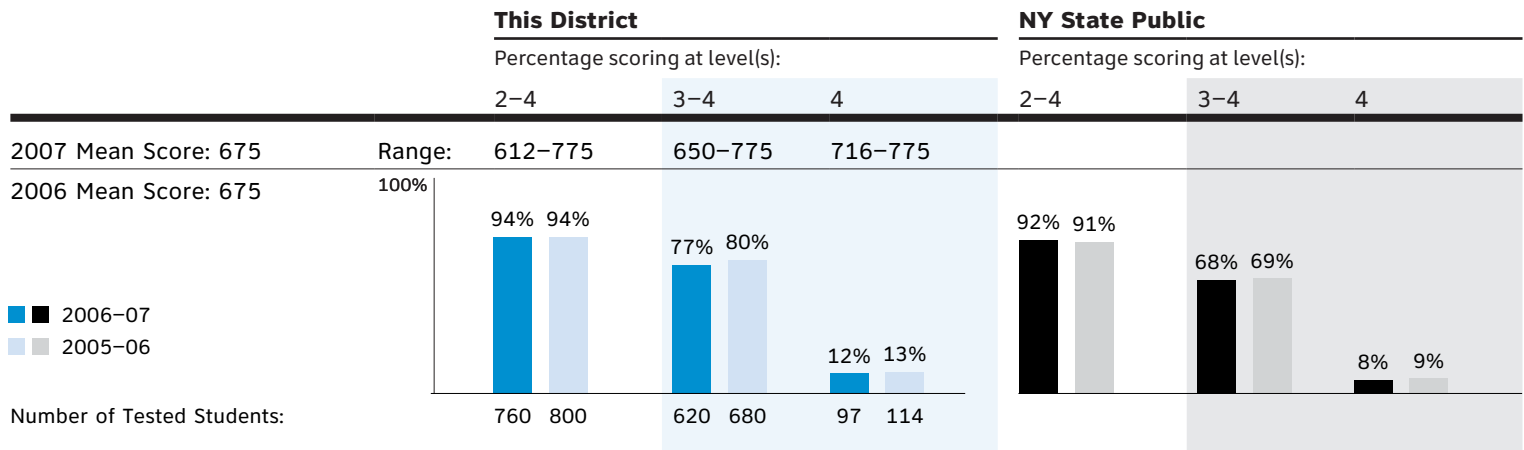
NOTES

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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 3 Equivalent	3	—	—	—	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	808	94%	77%	12%	853	94%	80%	13%
Female	375	97%	83%	16%	422	95%	83%	16%
Male	433	92%	72%	9%	431	93%	77%	11%
American Indian or Alaska Native								
Black or African American	34	97%	71%	6%	19	100%	79%	16%
Hispanic or Latino	80	83%	64%	3%	75	85%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	79%	30%	56	96%	80%	21%
White	661	95%	79%	13%	703	94%	81%	13%
Multiracial								
Small Group Totals								
General-Education Students	672	98%	85%	14%	702	100%	91%	16%
Students with Disabilities	136	73%	35%	0%	151	67%	28%	0%
English Proficient	792	95%	78%	12%	852	—	—	—
Limited English Proficient	16	50%	25%	0%	1	—	—	—
Economically Disadvantaged	165	88%	61%	10%	136	88%	68%	9%
Not Disadvantaged	643	96%	81%	13%	717	95%	82%	14%
Migrant								
Not Migrant	808	94%	77%	12%	853	94%	80%	13%

NOTES

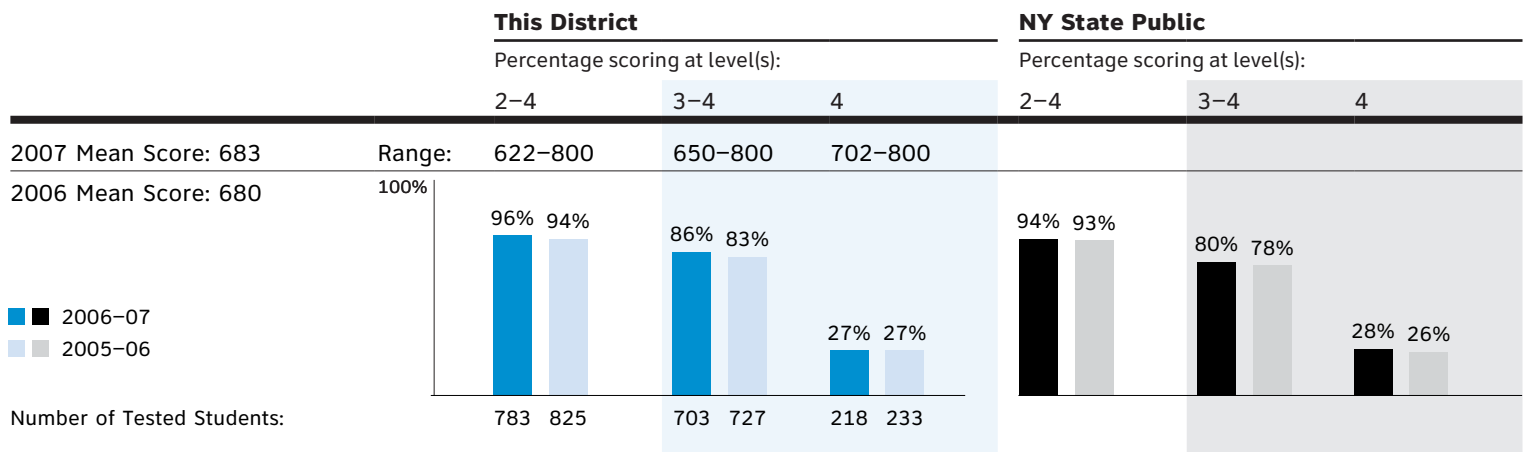
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Other Assessments

	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 4 Equivalent	5	5	2	0	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	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 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	816	96%	86%	27%	878	94%	83%	27%
Female	379	97%	88%	24%	434	93%	82%	25%
Male	437	95%	85%	29%	444	95%	84%	28%
American Indian or Alaska Native								
Black or African American	35	97%	83%	31%	18	89%	78%	17%
Hispanic or Latino	84	89%	73%	17%	88	88%	72%	19%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	92%	43%	64	97%	86%	39%
White	660	97%	88%	27%	708	95%	84%	27%
Multiracial								
Small Group Totals								
General-Education Students	681	99%	93%	31%	718	99%	92%	32%
Students with Disabilities	135	82%	51%	6%	160	71%	42%	4%
English Proficient	794	97%	88%	27%	845	94%	84%	27%
Limited English Proficient	22	73%	36%	18%	33	82%	55%	15%
Economically Disadvantaged	167	92%	78%	19%	147	86%	62%	18%
Not Disadvantaged	649	97%	88%	29%	731	95%	87%	28%
Migrant								
Not Migrant	816	96%	86%	27%	878	94%	83%	27%

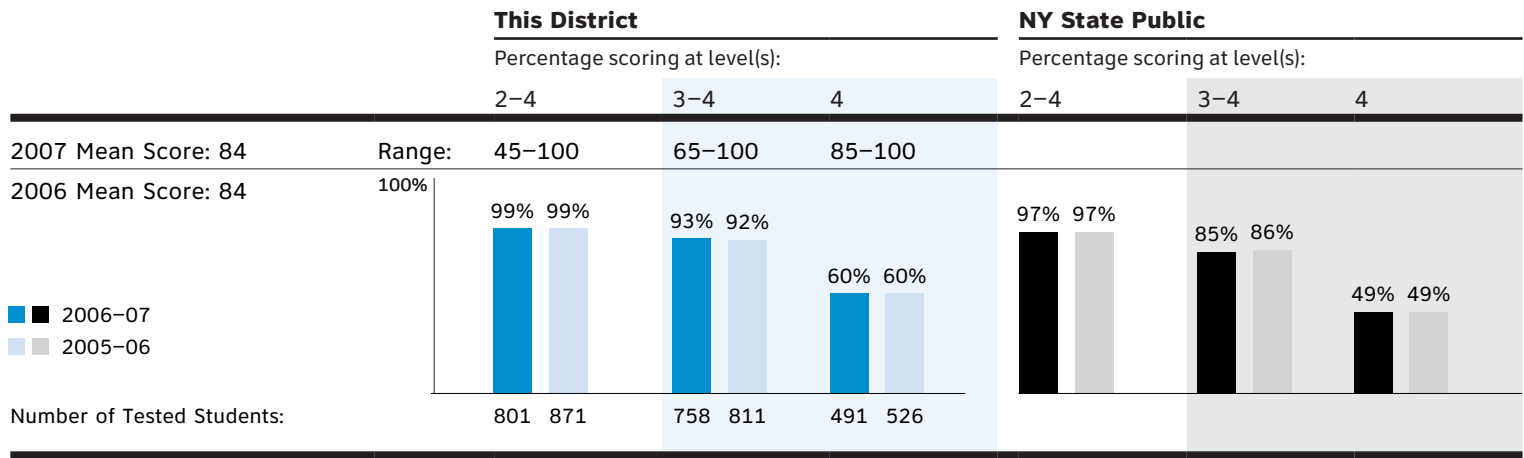
NOTES

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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	5	5	5	3	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	813	99%	93%	60%	877	99%	92%	60%
Female	379	99%	93%	61%	430	99%	93%	63%
Male	434	98%	93%	59%	447	100%	92%	57%
American Indian or Alaska Native								
Black or African American	34	100%	91%	44%	18	100%	94%	61%
Hispanic or Latino	86	93%	78%	40%	89	99%	87%	47%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	92%	68%	64	100%	91%	55%
White	656	99%	95%	64%	706	99%	93%	62%
Multiracial								
Small Group Totals								
General-Education Students	678	99%	96%	67%	718	100%	96%	68%
Students with Disabilities	135	94%	79%	29%	159	96%	75%	22%
English Proficient	790	99%	95%	62%	843	99%	94%	61%
Limited English Proficient	23	74%	35%	22%	34	100%	65%	24%
Economically Disadvantaged	164	97%	89%	52%	143	99%	86%	40%
Not Disadvantaged	649	99%	94%	63%	734	99%	94%	64%
Migrant								
Not Migrant	813	99%	93%	60%	877	99%	92%	60%

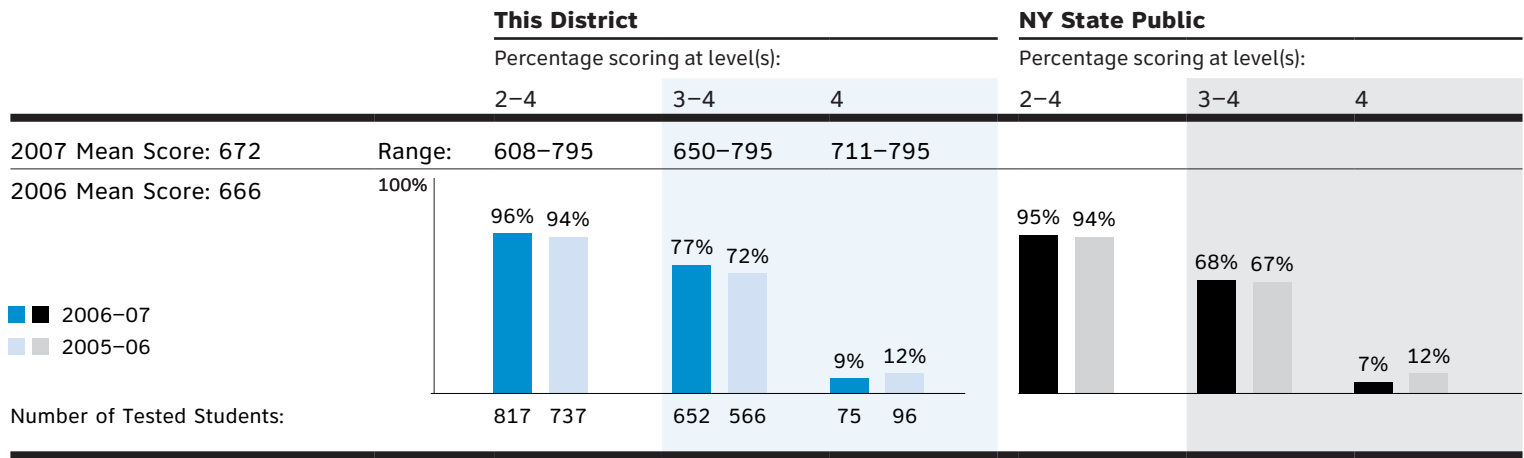
NOTES

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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	5	5	4	3	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	851	96%	77%	9%	784	94%	72%	12%
Female	413	97%	78%	10%	379	97%	77%	14%
Male	438	95%	75%	7%	405	91%	68%	11%
American Indian or Alaska Native					1	—	—	—
Black or African American	21	100%	67%	0%	25	—	—	—
Hispanic or Latino	94	88%	57%	4%	79	90%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	57	95%	79%	12%	39	95%	79%	13%
White	679	97%	79%	9%	640	94%	73%	14%
Multiracial								
Small Group Totals					26	96%	65%	0%
General-Education Students	704	100%	87%	11%	617	100%	86%	15%
Students with Disabilities	147	78%	27%	1%	167	72%	22%	2%
English Proficient	837	96%	78%	9%	782	—	—	—
Limited English Proficient	14	86%	14%	0%	2	—	—	—
Economically Disadvantaged	141	89%	61%	4%	146	88%	52%	8%
Not Disadvantaged	710	97%	80%	10%	638	95%	77%	13%
Migrant								
Not Migrant	851	96%	77%	9%	784	94%	72%	12%

NOTES

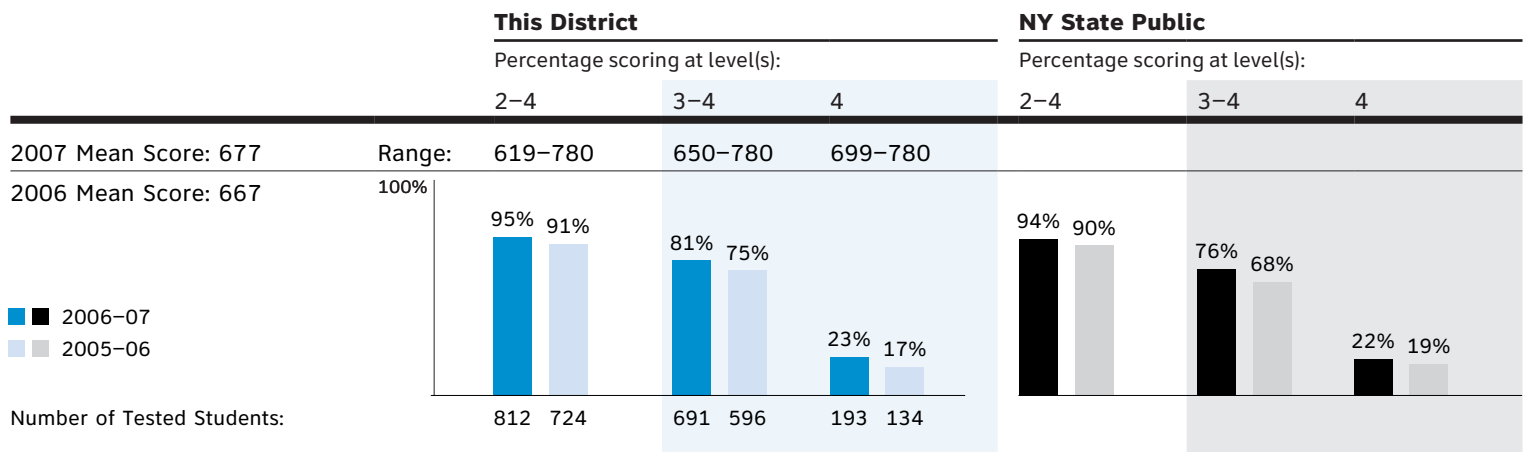
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Other Assessments

	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	7	7	7	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 5	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 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	854	95%	81%	23%	797	91%	75%	17%
Female	418	95%	80%	22%	381	91%	72%	14%
Male	436	95%	82%	23%	416	90%	77%	19%
American Indian or Alaska Native					1	-	-	-
Black or African American	22	100%	68%	23%	27	-	-	-
Hispanic or Latino	98	88%	67%	17%	89	88%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	57	96%	88%	30%	40	90%	83%	25%
White	677	96%	83%	23%	640	92%	76%	18%
Multiracial								
Small Group Totals					28	79%	64%	7%
General-Education Students	708	99%	89%	27%	627	98%	86%	21%
Students with Disabilities	146	76%	40%	3%	170	64%	34%	0%
English Proficient	836	96%	82%	23%	782	91%	75%	17%
Limited English Proficient	18	72%	22%	0%	15	67%	53%	13%
Economically Disadvantaged	145	91%	66%	12%	154	79%	55%	8%
Not Disadvantaged	709	96%	84%	25%	643	94%	79%	19%
Migrant								
Not Migrant	854	95%	81%	23%	797	91%	75%	17%

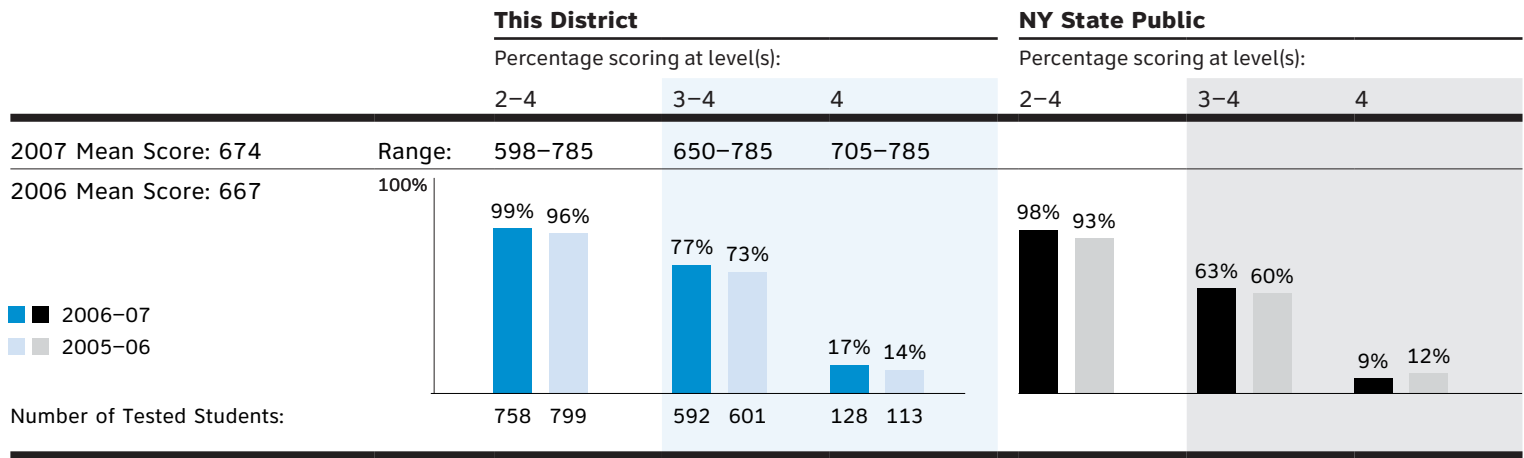
NOTES

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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	7	7	6	4	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	766	99%	77%	17%	828	96%	73%	14%
Female	370	99%	82%	22%	408	98%	73%	18%
Male	396	99%	73%	11%	420	95%	72%	9%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	26	—	—	—	30	—	—	—
Hispanic or Latino	79	96%	63%	8%	65	95%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander	40	98%	83%	40%	39	95%	82%	23%
White	620	100%	80%	16%	693	97%	73%	14%
Multiracial								
Small Group Totals	27	96%	56%	15%	31	90%	48%	6%
General-Education Students	632	100%	89%	20%	706	99%	82%	16%
Students with Disabilities	134	95%	23%	0%	122	80%	20%	2%
English Proficient	758	99%	78%	17%	828	96%	73%	14%
Limited English Proficient	8	88%	0%	0%				
Economically Disadvantaged	146	97%	57%	8%	166	95%	61%	8%
Not Disadvantaged	620	99%	82%	19%	662	97%	75%	15%
Migrant								
Not Migrant	766	99%	77%	17%	828	96%	73%	14%

NOTES

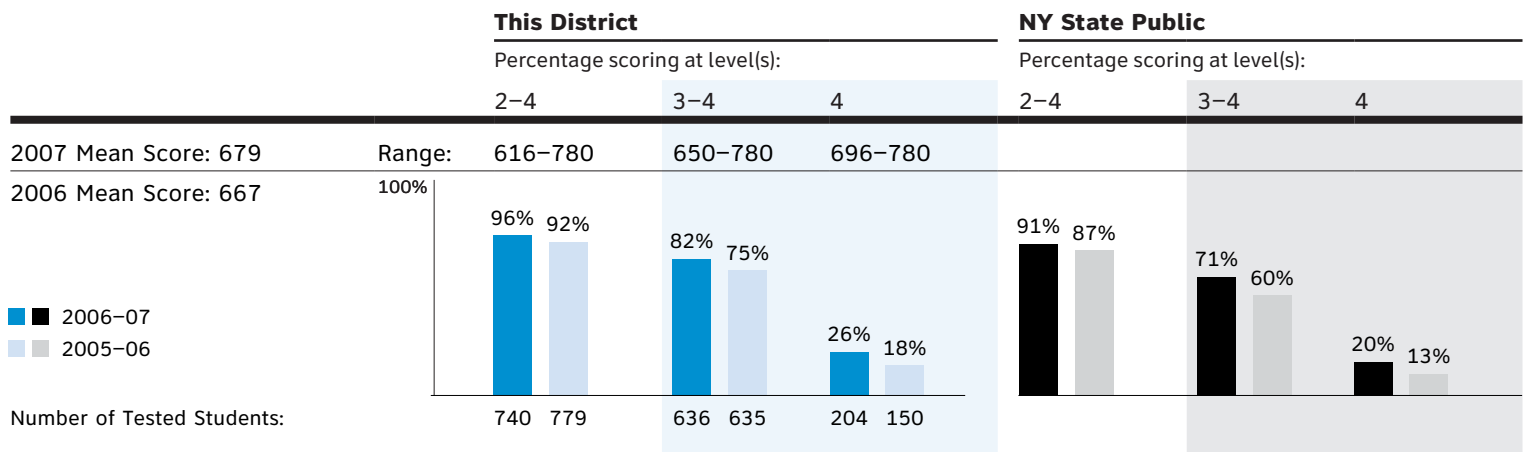
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Other Assessments

	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	8	8	8	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 6	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 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	774	96%	82%	26%	850	92%	75%	18%
Female	380	98%	84%	23%	417	91%	74%	17%
Male	394	94%	80%	29%	433	92%	76%	19%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	25	—	—	—	30	—	—	—
Hispanic or Latino	82	93%	68%	17%	78	86%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	88%	50%	42	93%	83%	38%
White	624	96%	84%	26%	699	93%	76%	18%
Multiracial								
Small Group Totals	26	92%	73%	23%	31	81%	55%	6%
General-Education Students	641	100%	92%	32%	717	98%	84%	21%
Students with Disabilities	133	77%	37%	1%	133	59%	23%	0%
English Proficient	763	96%	83%	27%	839	92%	76%	18%
Limited English Proficient	11	82%	36%	0%	11	36%	9%	0%
Economically Disadvantaged	146	91%	65%	17%	178	84%	66%	13%
Not Disadvantaged	628	97%	86%	29%	672	94%	77%	19%
Migrant								
Not Migrant	774	96%	82%	26%	850	92%	75%	18%

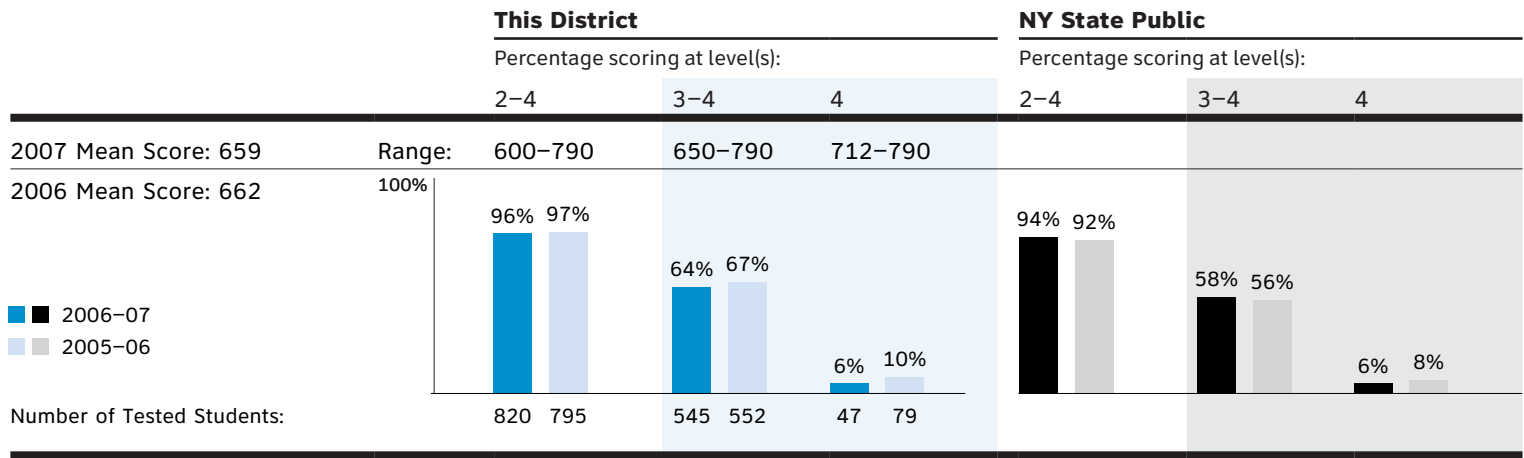
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Other Assessments

	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	8	8	6	5	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	851	96%	64%	6%	822	97%	67%	10%
Female	413	97%	70%	8%	377	97%	71%	11%
Male	438	95%	58%	3%	445	96%	64%	9%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	33	—	—	—	31	90%	58%	0%
Hispanic or Latino	79	91%	47%	1%	72	99%	68%	10%
Asian or Native Hawaiian/Other Pacific Islander	40	95%	70%	10%	28	—	—	—
White	698	97%	66%	6%	688	97%	67%	10%
Multiracial								
Small Group Totals	34	97%	53%	3%	31	100%	81%	10%
General-Education Students	725	99%	74%	6%	721	99%	74%	11%
Students with Disabilities	126	80%	7%	0%	101	79%	15%	0%
English Proficient	842	97%	65%	6%	822	97%	67%	10%
Limited English Proficient	9	33%	0%	0%				
Economically Disadvantaged	162	94%	52%	2%	140	94%	50%	3%
Not Disadvantaged	689	97%	67%	6%	682	97%	71%	11%
Migrant								
Not Migrant	851	96%	64%	6%	822	97%	67%	10%

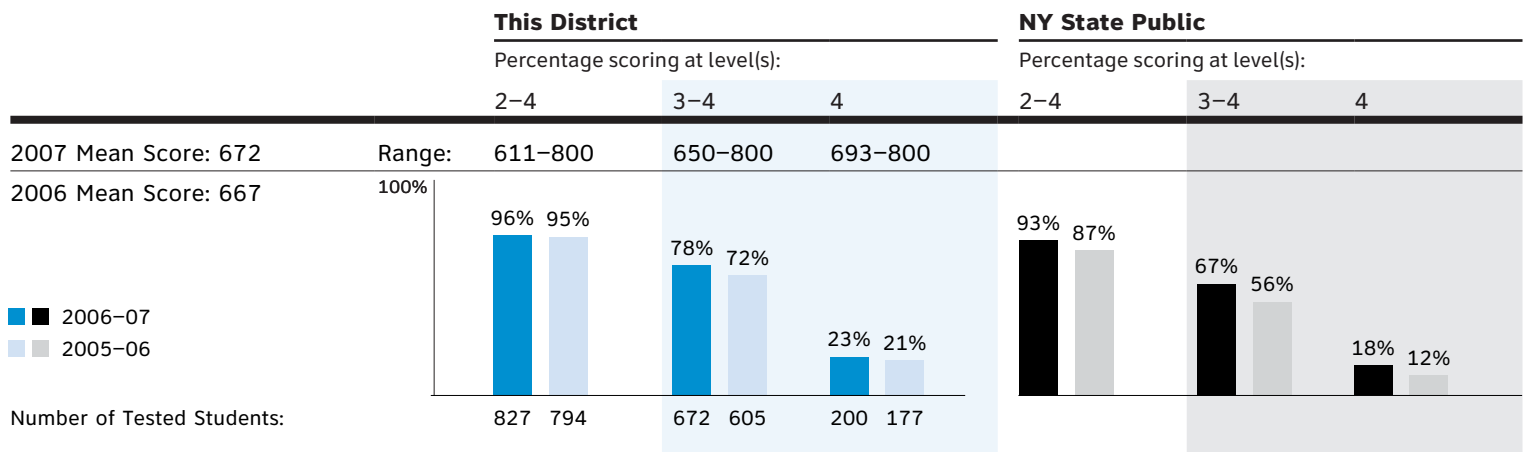
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Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	8	4	New 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 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	857	96%	78%	23%	837	95%	72%	21%
Female	415	98%	80%	24%	383	96%	73%	21%
Male	442	95%	77%	23%	454	94%	72%	21%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	34	—	—	—	33	91%	61%	12%
Hispanic or Latino	82	93%	71%	13%	84	88%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	42	100%	93%	45%	30	—	—	—
White	698	97%	79%	23%	687	96%	74%	22%
Multiracial								
Small Group Totals	35	97%	63%	17%	33	97%	82%	33%
General-Education Students	733	99%	88%	27%	733	98%	80%	24%
Students with Disabilities	124	81%	24%	0%	104	72%	14%	0%
English Proficient	844	97%	79%	24%	823	96%	73%	22%
Limited English Proficient	13	69%	38%	0%	14	50%	14%	0%
Economically Disadvantaged	164	95%	70%	16%	157	87%	54%	8%
Not Disadvantaged	693	97%	81%	25%	680	97%	76%	24%
Migrant								
Not Migrant	857	96%	78%	23%	837	95%	72%	21%

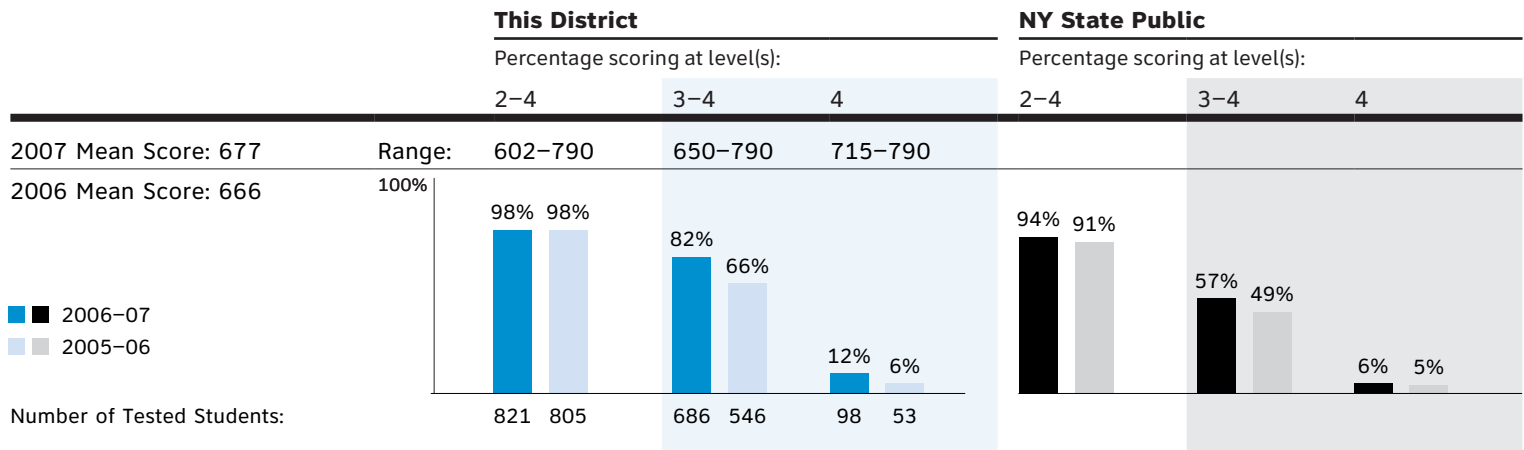
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Other Assessments

	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	9	8	7	5	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	834	98%	82%	12%	823	98%	66%	6%
Female	391	99%	86%	16%	422	99%	74%	8%
Male	443	98%	79%	8%	401	97%	58%	4%
American Indian or Alaska Native	3	—	—	—				
Black or African American	35	97%	83%	6%	28	96%	57%	4%
Hispanic or Latino	85	99%	76%	8%	70	96%	57%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	27	100%	89%	11%
White	678	99%	83%	12%	698	98%	67%	7%
Multiracial								
Small Group Totals	36	97%	83%	14%				
General-Education Students	740	100%	89%	13%	713	100%	74%	7%
Students with Disabilities	94	88%	32%	1%	110	85%	15%	1%
English Proficient	823	99%	83%	12%	822	—	—	—
Limited English Proficient	11	91%	18%	0%	1	—	—	—
Economically Disadvantaged	153	96%	68%	7%	145	95%	59%	3%
Not Disadvantaged	681	99%	85%	13%	678	98%	68%	7%
Migrant								
Not Migrant	834	98%	82%	12%	823	98%	66%	6%

NOTES

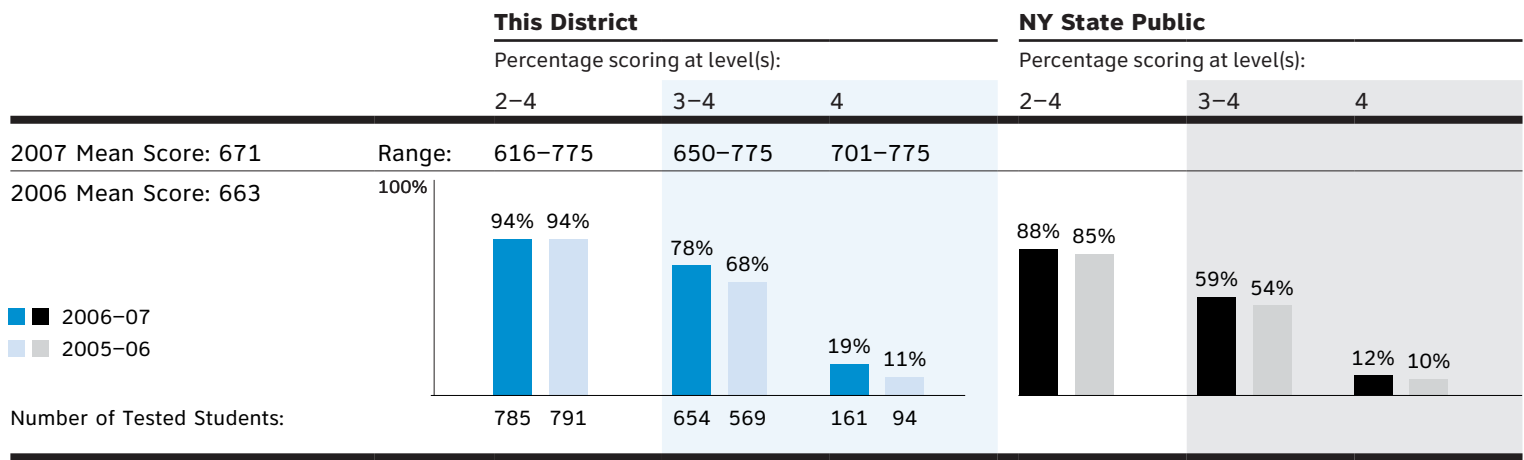
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Other Assessments

	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	9	9	7	3	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	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 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	835	94%	78%	19%	839	94%	68%	11%
Female	394	94%	79%	21%	432	94%	70%	12%
Male	441	94%	78%	18%	407	95%	66%	10%
American Indian or Alaska Native	3	—	—	—				
Black or African American	36	89%	67%	8%	30	93%	50%	0%
Hispanic or Latino	89	91%	67%	11%	74	89%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	33	97%	79%	21%
White	674	95%	80%	20%	702	95%	69%	12%
Multiracial								
Small Group Totals	36	94%	89%	28%				
General-Education Students	742	98%	86%	22%	728	98%	76%	13%
Students with Disabilities	93	62%	20%	1%	111	69%	13%	0%
English Proficient	823	95%	79%	20%	823	95%	69%	11%
Limited English Proficient	12	42%	0%	0%	16	75%	31%	0%
Economically Disadvantaged	152	88%	59%	11%	155	87%	54%	6%
Not Disadvantaged	683	95%	83%	21%	684	96%	71%	12%
Migrant								
Not Migrant	835	94%	78%	19%	839	94%	68%	11%

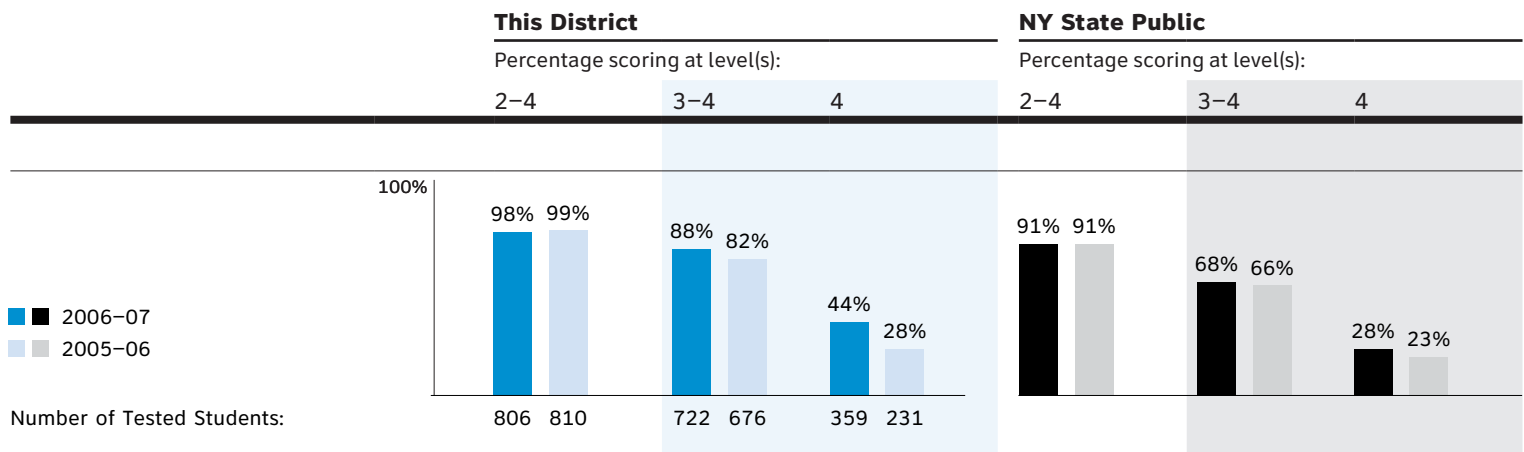
NOTES

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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	9	9	6	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	664	97%	85%	35%	696	99%	79%	21%
Female	306	97%	82%	28%	351	98%	78%	18%
Male	358	97%	87%	41%	345	99%	80%	25%
American Indian or Alaska Native	3	—	—	—				
Black or African American	35	100%	74%	29%	28	96%	61%	11%
Hispanic or Latino	78	95%	74%	26%	68	96%	71%	12%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	26	96%	92%	38%
White	523	98%	87%	37%	574	99%	81%	22%
Multiracial								
Small Group Totals	28	93%	82%	46%				
General-Education Students	576	99%	90%	40%	591	100%	87%	24%
Students with Disabilities	88	83%	47%	7%	105	91%	37%	6%
English Proficient	651	98%	86%	36%	681	99%	80%	22%
Limited English Proficient	13	77%	15%	0%	15	93%	67%	0%
Economically Disadvantaged	134	94%	69%	22%	142	96%	70%	20%
Not Disadvantaged	530	98%	89%	39%	554	99%	82%	21%
Migrant								
Not Migrant	664	97%	85%	35%	696	99%	79%	21%

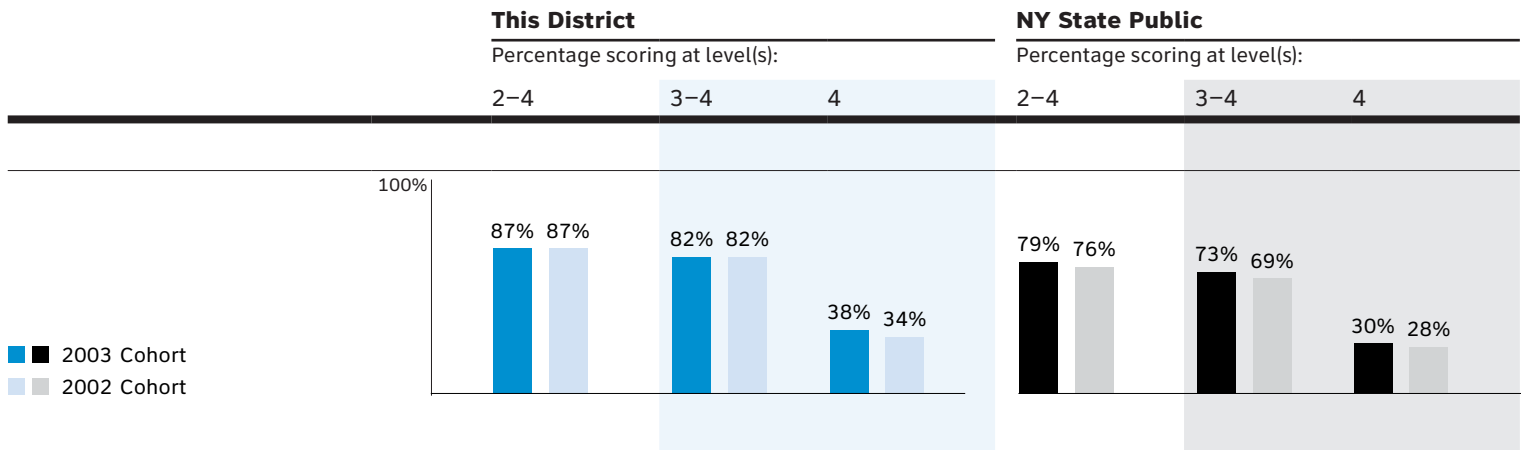
NOTES

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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	9	9	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	160	160	160	125	124	124	124	83

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



Results by Student Group

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	910	87%	82%	38%	876	87%	82%	34%
Female	444	91%	88%	44%	415	93%	88%	42%
Male	466	84%	77%	33%	461	82%	77%	27%
American Indian or Alaska Native					1	–	–	–
Black or African American	25	68%	60%	8%	35	89%	86%	17%
Hispanic or Latino	83	72%	66%	22%	65	75%	69%	18%
Asian or Native Hawaiian/Other Pacific Islander	45	91%	89%	56%	25	–	–	–
White	757	90%	84%	40%	750	88%	83%	37%
Multiracial								
Small Group Totals					26	85%	73%	35%
General-Education Students	834	93%	88%	41%	776	92%	89%	39%
Students with Disabilities	76	29%	14%	0%	100	53%	33%	2%
English Proficient	895	88%	83%	39%	861	88%	83%	35%
Limited English Proficient	15	53%	27%	7%	15	67%	47%	0%
Economically Disadvantaged	119	84%	75%	31%	97	84%	70%	24%
Not Disadvantaged	791	88%	83%	39%	779	88%	84%	36%
Migrant								
Not Migrant					876	87%	82%	34%

NOTES

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Other Assessments

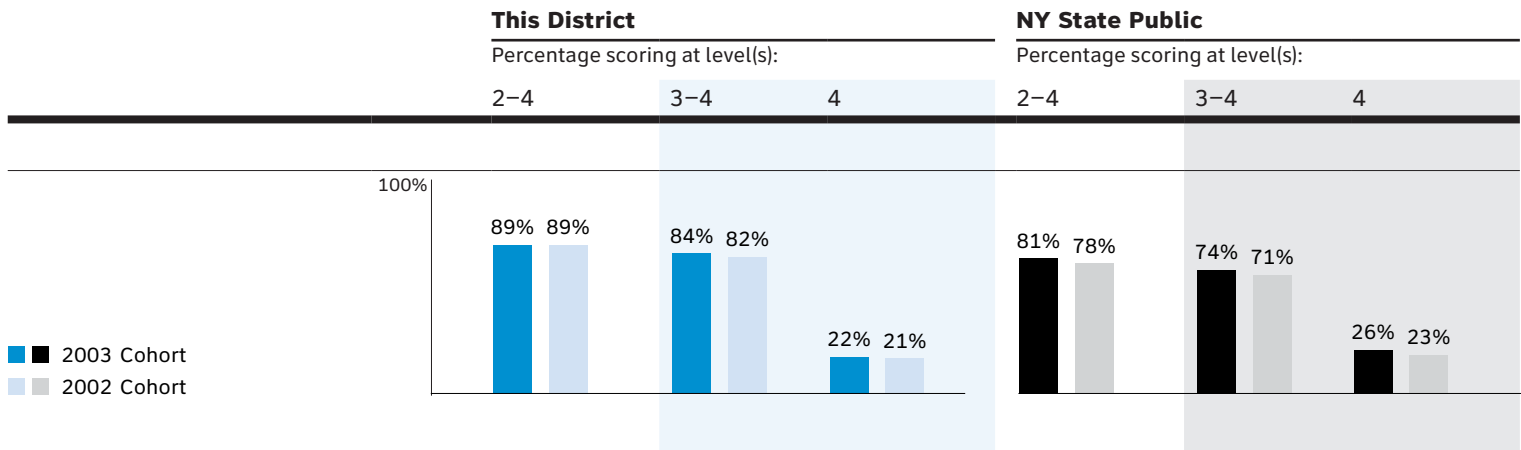
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	–	–	–

* 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	910	89%	84%	22%	876	89%	82%	21%
Female	444	93%	87%	23%	415	92%	85%	21%
Male	466	86%	80%	21%	461	85%	79%	21%
American Indian or Alaska Native					1	—	—	—
Black or African American	25	80%	56%	0%	35	80%	74%	9%
Hispanic or Latino	83	77%	70%	14%	65	80%	77%	18%
Asian or Native Hawaiian/Other Pacific Islander	45	93%	91%	60%	25	—	—	—
White	757	90%	85%	21%	750	90%	83%	21%
Multiracial								
Small Group Totals					26	77%	73%	35%
General-Education Students	834	94%	90%	24%	776	93%	89%	24%
Students with Disabilities	76	34%	14%	0%	100	53%	31%	2%
English Proficient	895	89%	84%	22%	861	89%	82%	21%
Limited English Proficient	15	73%	67%	13%	15	73%	60%	7%
Economically Disadvantaged	119	88%	80%	17%	97	90%	79%	14%
Not Disadvantaged	791	89%	84%	23%	779	89%	82%	22%
Migrant								
Not Migrant					876	89%	82%	21%

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				1	—	—	—

* 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.