



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **RIVERHEAD CENTRAL SCHOOL
DISTRICT**

District ID **58-06-02-04-0000**

Superintendent **DIANE SCRICCA**

Telephone **(631) 369-6717**

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	0	0	0
Kindergarten	370	405	365
Grade 1	411	412	379
Grade 2	369	376	355
Grade 3	355	350	358
Grade 4	377	350	334
Grade 5	389	357	349
Grade 6	363	392	342
Ungraded Elementary	20	0	0
Grade 7	379	353	389
Grade 8	391	378	342
Grade 9	453	494	467
Grade 10	346	379	364
Grade 11	282	280	277
Grade 12	296	328	299
Ungraded Secondary	0	0	0
Total K-12	4801	4854	4620

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	21	20
Grade 8			
English	24	26	22
Mathematics	24	23	24
Science	19	20	18
Social Studies	23	25	24
Grade 10			
English	20	21	18
Mathematics	21	20	19
Science	23	20	21
Social Studies	23	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 RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1190	25%	1106	23%	1251	27%
Reduced-Price Lunch	351	7%	364	7%	406	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	301	6%	310	6%	376	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	21	0%	16	0%	12	0%
Black or African American	1181	25%	1218	25%	1031	22%
Hispanic or Latino	587	12%	725	15%	766	17%
Asian or Native Hawaiian/Other Pacific Islander	57	1%	4	0%	45	1%
White	2955	62%	2891	60%	2765	60%
Multiracial**	N/A	N/A	N/A	N/A	1	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		94%		93%		94%
Student Suspensions	399	8%	228	5%	241	5%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	356	376	358
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	8%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	53%	56%
Total Number of Core Classes*	N/A	1435	942
Percent Not Taught by Highly Qualified Teachers	N/A	1%	2%
Total Number of Classes	1139	1215	1207
Percent Taught by Teachers Without Appropriate Certification	2%	1%	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	17%	12%	15%
Turnover Rate of All Teachers	12%	14%	12%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	33	33	56
Total Paraprofessionals*	105	107	106
Assistant Principals	4	5	7
Principals	7	7	7

* 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	5 of 7	7 of 7	1 of 1	4 of 4	4 of 4	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 5 of 7 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 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 (2115:2039)			99%		158	120	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (492:471)			99%		130	117	
Hispanic or Latino (353:318)			98%		140	116	
Asian or Native Hawaiian/Other Pacific Islander (18:16)	—	—	—	—	—	—	—
White (1242:1224)			100%		173	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (249:238)			98%		95	115	99 106
Limited English Proficient ⁵ (133:122)			99%		103	113	113 113
Economically Disadvantaged (810:761)			100%		133	118	
Final AYP Determination	 5 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 7 of 7 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 (2122:2045)			100%		172	84	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (497:466)			99%		149	81	
Hispanic or Latino (354:331)			99%		160	80	
Asian or Native Hawaiian/Other Pacific Islander (16:16)	—	—	—	—	—	—	—
White (1245:1222)			100%		183	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (249:235)			98%		105	79	
Limited English Proficient ⁵ (131:137)			99%		140	77	
Economically Disadvantaged (828:779)			100%		155	82	
Final AYP Determination	 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 (679:643)		Qualified		98%		180	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (160:148)		Qualified		98%		158	100	
Hispanic or Latino (100:87)		Qualified		94%		170	100	
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—	—	—
White (412:401)		Qualified		99%		190	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (79:70)		Qualified		92%		136	100	
Limited English Proficient ⁴ (26:19)	—	—	—	—	—	—	—	—
Economically Disadvantaged (244:219)		Qualified		97%		164	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 4 of 4 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 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 (298:308)			98%		184	153	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (76:82)			97%		173	148	
Hispanic or Latino (26:25)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:2)	—	—	—	—	—	—	—
White (194:198)			98%		191	151	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (23:24)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (9:7)	—	—	—	—	—	—	—
Economically Disadvantaged (72:67)			96%		173	147	
Final AYP Determination	 4 of 4						

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 4 of 4 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 (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 (298:308)			98%		183	146	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (76:82)			96%		170	141	
Hispanic or Latino (26:25)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:2)	—	—	—	—	—	—	—
White (194:198)			99%		190	144	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (23:24)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (9:7)	—	—	—	—	—	—	—
Economically Disadvantaged (72:67)			99%		176	140	
Final AYP Determination		4 of 4					

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 (297)			85%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (69)			75%	55%		
Hispanic or Latino (26)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (201)			90%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (35)			57%	55%		
Limited English Proficient ³ (14)		–	–	–		
Economically Disadvantaged (62)			77%	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 **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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

3 schools identified 43% of total

PHILLIPS AVENUE SCHOOL

PULASKI STREET ELEMENTARY SCHOOL

ROANOKE AVENUE SCHOOL

New York State Status

Good Standing

3 schools identified 43% of total

AQUEBOGUE ELEMENTARY SCHOOL

RILEY AVENUE SCHOOL

RIVERHEAD SENIOR HIGH SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 14% of total

RIVERHEAD MIDDLE SCHOOL

District RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

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	65%			340
Grade 4	68%			330
Grade 5	65%			323
Grade 6	64%			336
Grade 7	57%			381
Grade 8	58%			332
Mathematics				
Grade 3	82%			347
Grade 4	84%			335
Grade 5	75%			331
Grade 6	75%			339
Grade 7	76%			394
Grade 8	67%			340
Science				
Grade 4	88%			334
Grade 8	64%			226

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	85%			336
Mathematics	86%			336

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 664	616-780	650-780	730-780			
2006 Mean Score: 658						
Number of Tested Students:	308	300	220	199	22	10

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	340	91%	65%	6%	338	89%	59%	3%
Female	160	92%	66%	9%	162	94%	68%	4%
Male	180	89%	64%	4%	176	84%	51%	2%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	65	82%	37%	2%	76	78%	36%	0%
Hispanic or Latino	73	81%	52%	4%	46	89%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	194	97%	79%	9%	210	93%	68%	4%
Multiracial								
Small Group Totals	8	100%	63%	0%	6	83%	83%	0%
General-Education Students	310	93%	70%	7%	302	94%	64%	3%
Students with Disabilities	30	63%	7%	0%	36	47%	17%	0%
English Proficient	307	93%	68%	7%	332	89%	59%	3%
Limited English Proficient	33	70%	33%	3%	6	83%	33%	0%
Economically Disadvantaged	140	81%	44%	3%	127	82%	31%	2%
Not Disadvantaged	200	97%	80%	9%	211	93%	75%	4%
Migrant	2	-	-	-	5	60%	20%	20%
Not Migrant	338	-	-	-	333	89%	59%	3%

NOTES

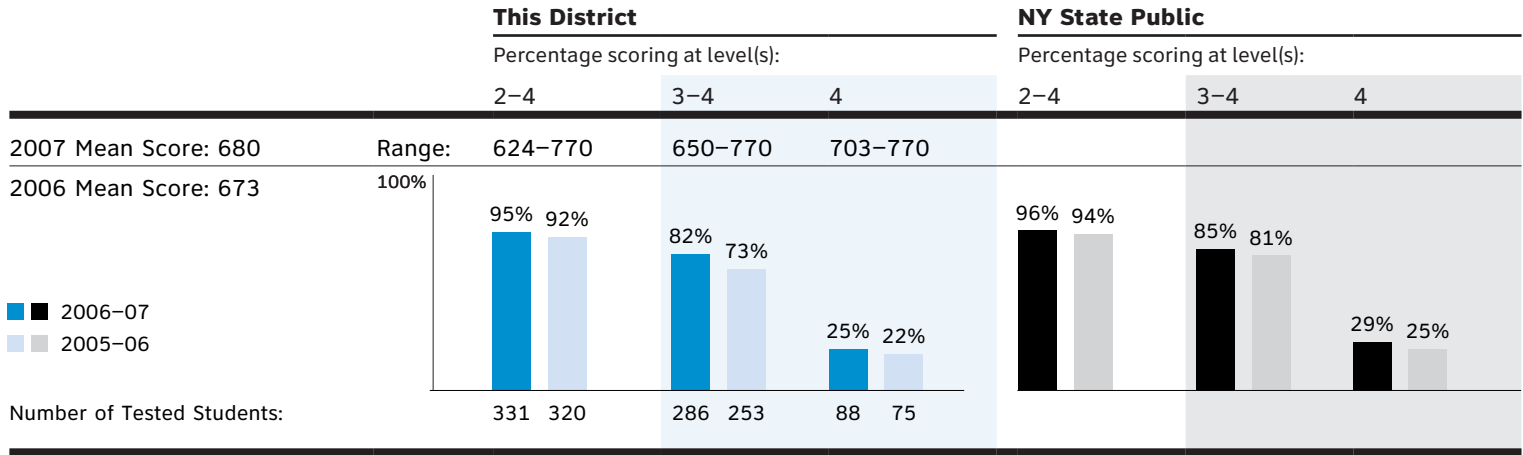
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	1	-	-	-	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	5	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	347	95%	82%	25%	346	92%	73%	22%
Female	163	94%	82%	26%	164	95%	80%	21%
Male	184	96%	83%	25%	182	91%	67%	22%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	67	93%	67%	6%	75	83%	48%	8%
Hispanic or Latino	76	91%	75%	20%	54	89%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	196	98%	90%	35%	211	97%	83%	28%
Multiracial								
Small Group Totals	8	100%	100%	13%	6	100%	100%	33%
General-Education Students	316	97%	87%	28%	310	95%	78%	23%
Students with Disabilities	31	77%	32%	3%	36	72%	28%	8%
English Proficient	308	97%	85%	28%	328	93%	75%	23%
Limited English Proficient	39	85%	62%	5%	18	78%	33%	6%
Economically Disadvantaged	147	91%	71%	13%	131	89%	59%	9%
Not Disadvantaged	200	99%	91%	35%	215	95%	82%	29%
Migrant	2	-	-	-	6	67%	33%	17%
Not Migrant	345	-	-	-	340	93%	74%	22%

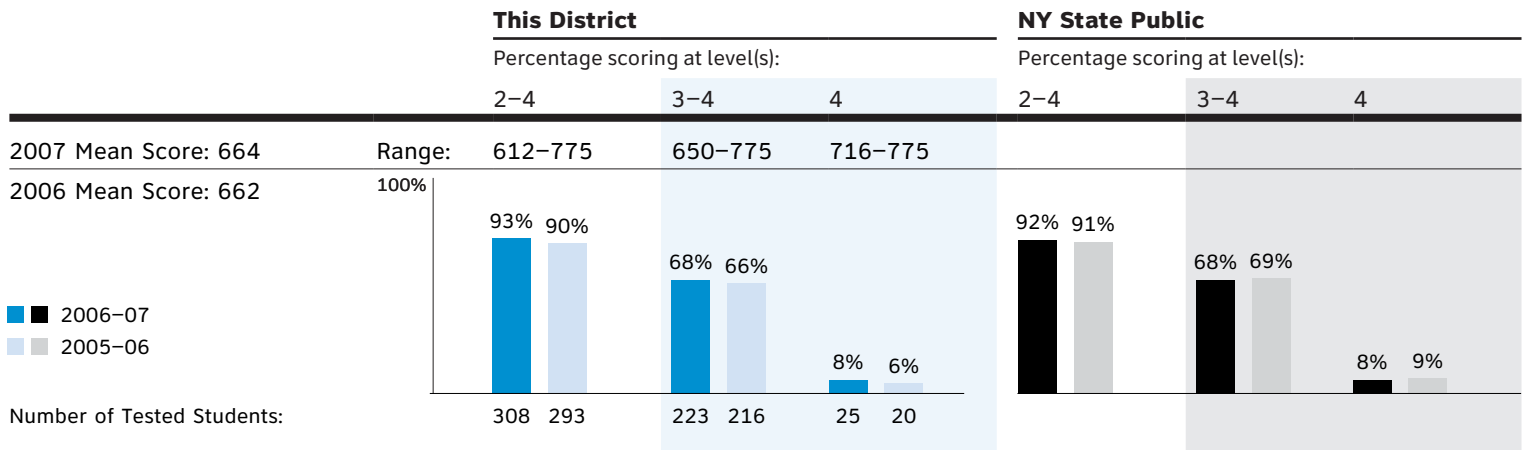
NOTES

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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	1	-	-	-	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	330	93%	68%	8%	325	90%	66%	6%
Female	155	96%	74%	9%	160	89%	70%	8%
Male	175	91%	62%	6%	165	91%	63%	4%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	71	87%	42%	0%	75	83%	44%	0%
Hispanic or Latino	50	94%	62%	4%	46	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	204	96%	77%	11%	200	95%	76%	10%
Multiracial								
Small Group Totals	5	80%	80%	0%	50	84%	62%	2%
General-Education Students	298	98%	73%	8%	296	94%	71%	7%
Students with Disabilities	32	50%	13%	0%	29	55%	21%	0%
English Proficient	319	94%	69%	8%	316	90%	67%	6%
Limited English Proficient	11	82%	18%	0%	9	89%	44%	0%
Economically Disadvantaged	115	90%	49%	1%	137	80%	46%	1%
Not Disadvantaged	215	95%	78%	11%	188	98%	81%	10%
Migrant	1	-	-	-	3	-	-	-
Not Migrant	329	-	-	-	322	-	-	-

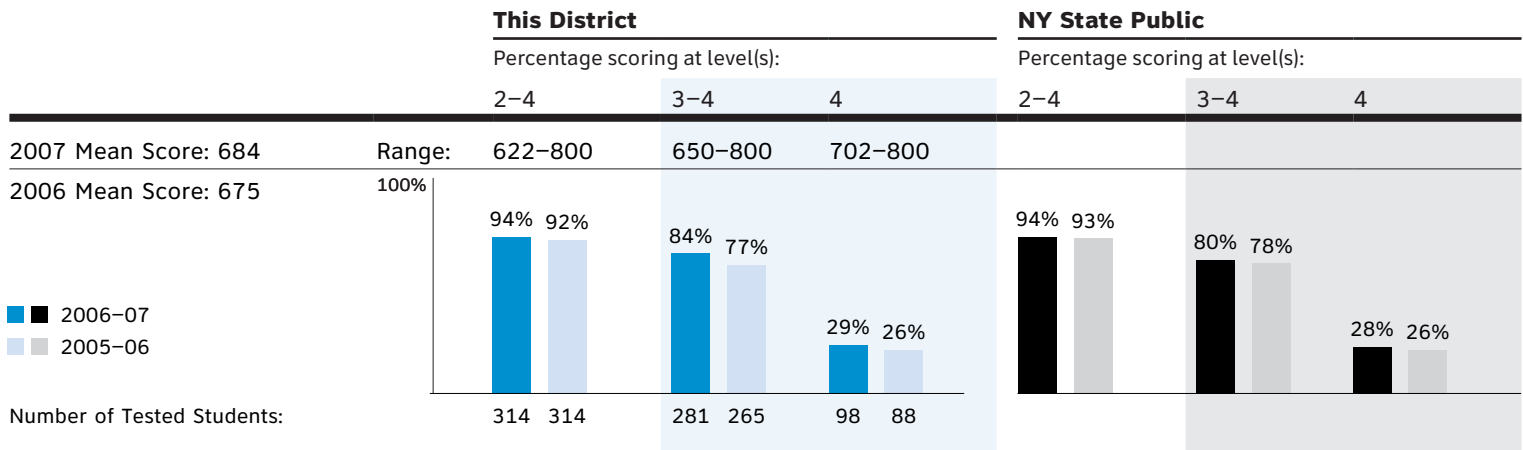
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Other Assessments

	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	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 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	335	94%	84%	29%	343	92%	77%	26%
Female	158	95%	86%	30%	169	89%	75%	25%
Male	177	93%	82%	28%	174	94%	80%	26%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	71	92%	69%	4%	76	86%	57%	7%
Hispanic or Latino	54	87%	78%	26%	57	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	205	96%	91%	39%	206	94%	89%	36%
Multiracial								
Small Group Totals	5	100%	80%	40%	61	90%	62%	15%
General-Education Students	304	97%	90%	32%	313	95%	81%	27%
Students with Disabilities	31	65%	26%	0%	30	57%	37%	7%
English Proficient	322	95%	85%	30%	319	92%	80%	27%
Limited English Proficient	13	69%	62%	8%	24	92%	46%	4%
Economically Disadvantaged	122	91%	71%	16%	148	86%	64%	9%
Not Disadvantaged	213	95%	91%	37%	195	96%	88%	38%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	333	-	-	-	340	-	-	-

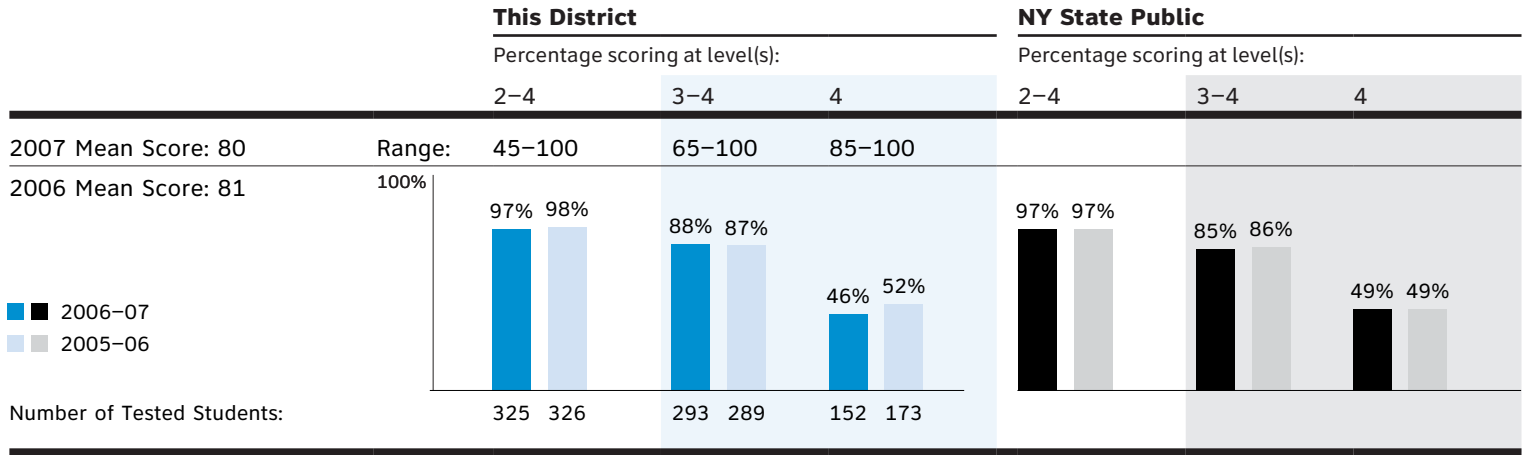
NOTES

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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	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

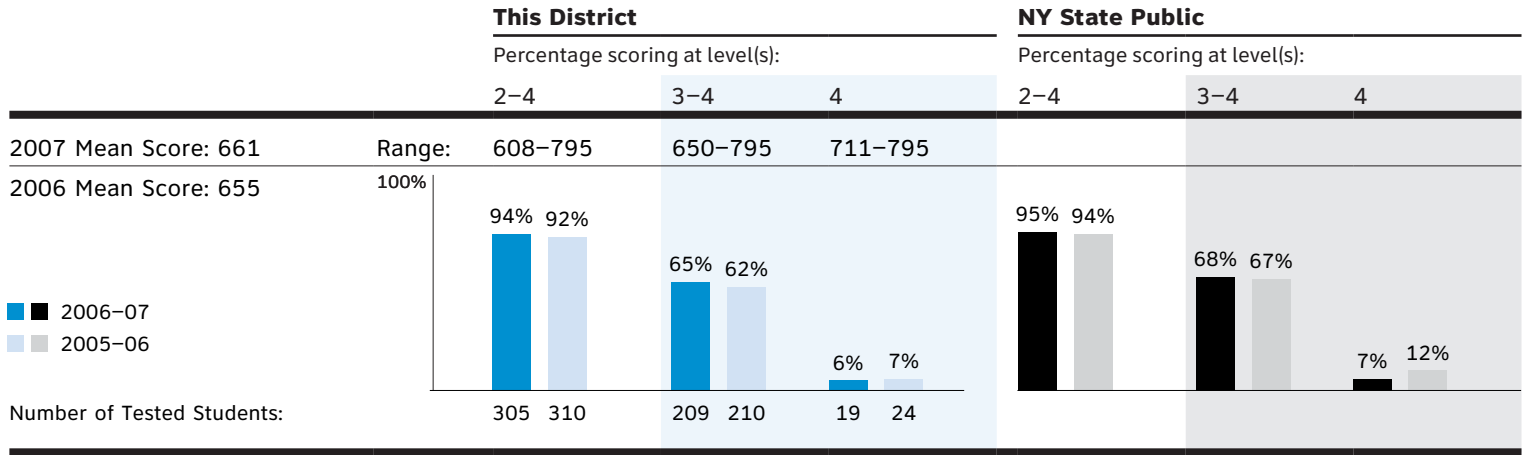
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	334	97%	88%	46%	332	98%	87%	52%
Female	156	98%	91%	50%	165	98%	84%	52%
Male	178	97%	85%	42%	167	99%	90%	53%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	69	97%	78%	19%	73	97%	81%	21%
Hispanic or Latino	55	93%	82%	35%	55	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	205	99%	93%	57%	200	99%	94%	69%
Multiracial								
Small Group Totals	5	80%	80%	80%	59	97%	73%	36%
General-Education Students	303	98%	92%	49%	308	99%	89%	55%
Students with Disabilities	31	87%	42%	10%	24	83%	58%	13%
English Proficient	320	98%	89%	48%	310	98%	89%	55%
Limited English Proficient	14	71%	50%	0%	22	95%	55%	14%
Economically Disadvantaged	123	96%	81%	24%	141	98%	74%	29%
Not Disadvantaged	211	98%	91%	58%	191	98%	96%	69%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	332	-	-	-	329	-	-	-

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	2	-	-	-	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	323	94%	65%	6%	337	92%	62%	7%
Female	158	96%	68%	7%	170	93%	65%	6%
Male	165	93%	62%	5%	167	91%	60%	8%
American Indian or Alaska Native	2	-	-	-				
Black or African American	74	92%	45%	0%	93	84%	42%	3%
Hispanic or Latino	49	-	-	-	41	93%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	100%	40%	0%
White	197	97%	77%	9%	198	95%	76%	11%
Multiracial								
Small Group Totals	52	88%	48%	2%				
General-Education Students	294	98%	70%	6%	299	97%	68%	8%
Students with Disabilities	29	59%	10%	0%	38	55%	21%	0%
English Proficient	307	96%	67%	6%	331	92%	63%	7%
Limited English Proficient	16	63%	19%	0%	6	67%	33%	0%
Economically Disadvantaged	130	88%	47%	1%	116	90%	42%	3%
Not Disadvantaged	193	98%	77%	9%	221	93%	73%	10%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	322	-	-	-	335	-	-	-

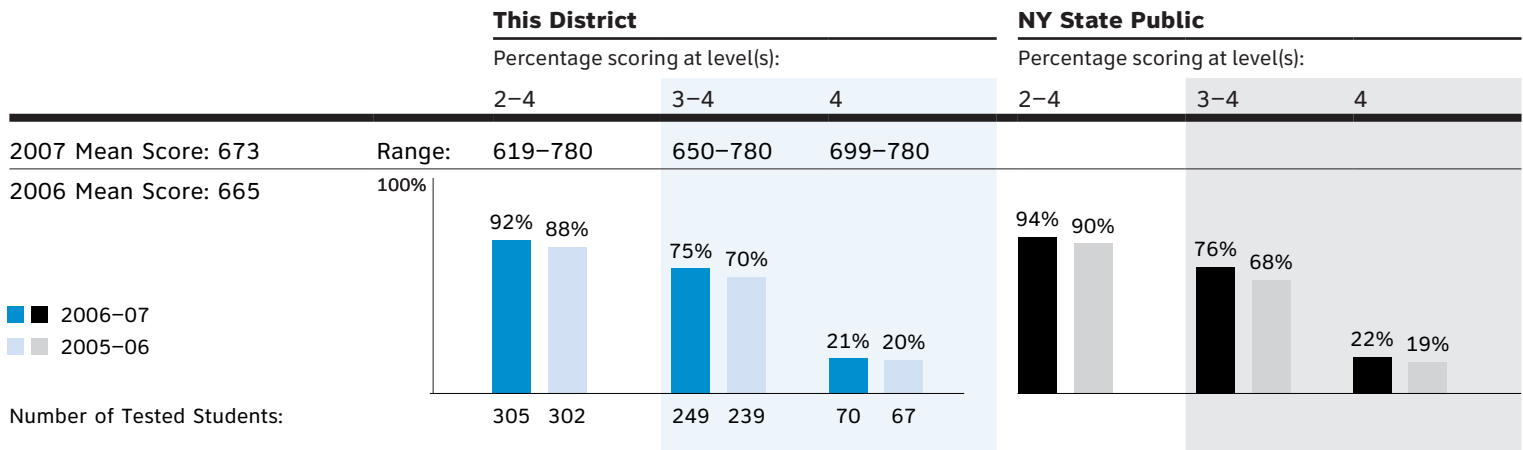
NOTES
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Other Assessments

	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	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 5	5	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	331	92%	75%	21%	343	88%	70%	20%
Female	160	94%	75%	22%	174	91%	72%	20%
Male	171	91%	75%	20%	169	85%	67%	20%
American Indian or Alaska Native	2	-	-	-				
Black or African American	73	86%	53%	4%	92	76%	43%	4%
Hispanic or Latino	56	-	-	-	49	90%	65%	12%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	100%	80%	40%
White	199	96%	86%	30%	197	93%	83%	28%
Multiracial								
Small Group Totals	59	85%	66%	14%				
General-Education Students	303	96%	80%	23%	303	95%	77%	22%
Students with Disabilities	28	50%	21%	0%	40	33%	13%	3%
English Proficient	308	94%	78%	22%	329	88%	70%	20%
Limited English Proficient	23	70%	39%	4%	14	79%	57%	7%
Economically Disadvantaged	139	86%	62%	7%	121	82%	52%	9%
Not Disadvantaged	192	97%	85%	31%	222	91%	79%	25%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	329	-	-	-	340	-	-	-

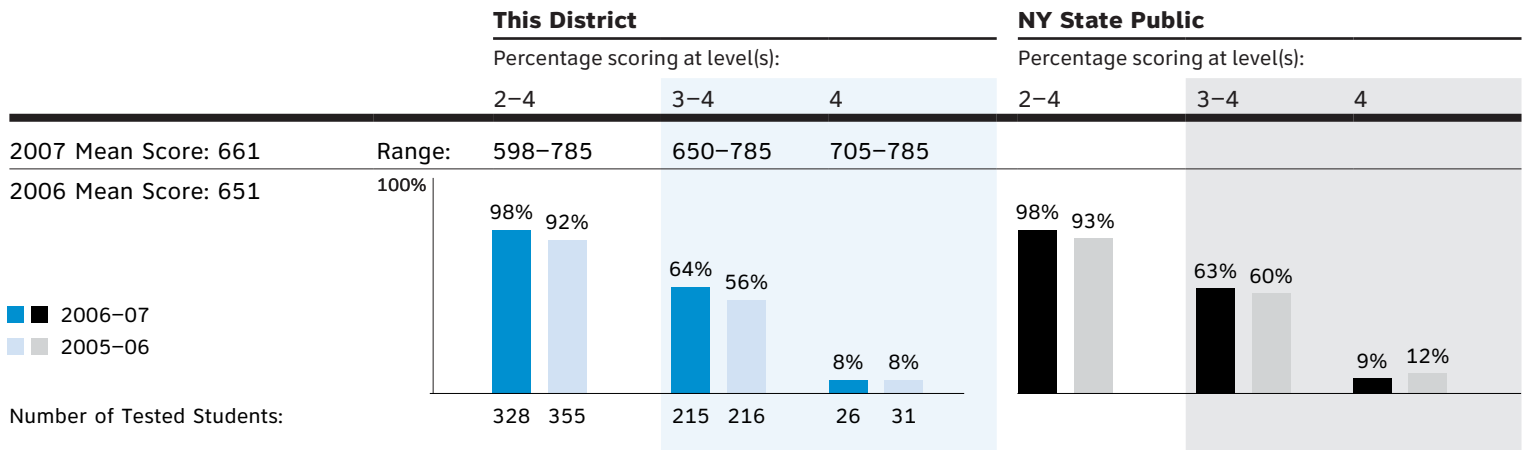
NOTES

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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	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	336	98%	64%	8%	384	92%	56%	8%
Female	170	98%	64%	7%	191	95%	62%	9%
Male	166	98%	64%	8%	193	90%	51%	7%
American Indian or Alaska Native					2	-	-	-
Black or African American	91	96%	43%	2%	107	83%	28%	3%
Hispanic or Latino	48	-	-	-	46	93%	48%	9%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	193	98%	76%	12%	226	97%	71%	11%
Multiracial								
Small Group Totals	52	98%	58%	2%	5	80%	60%	0%
General-Education Students	296	100%	70%	9%	337	98%	63%	9%
Students with Disabilities	40	83%	18%	0%	47	55%	6%	0%
English Proficient	327	98%	65%	8%	375	92%	57%	8%
Limited English Proficient	9	89%	22%	0%	9	100%	33%	0%
Economically Disadvantaged	141	97%	45%	1%	112	90%	38%	4%
Not Disadvantaged	195	98%	77%	12%	272	93%	64%	10%
Migrant	3	-	-	-				
Not Migrant	333	-	-	-	384	92%	56%	8%

NOTES

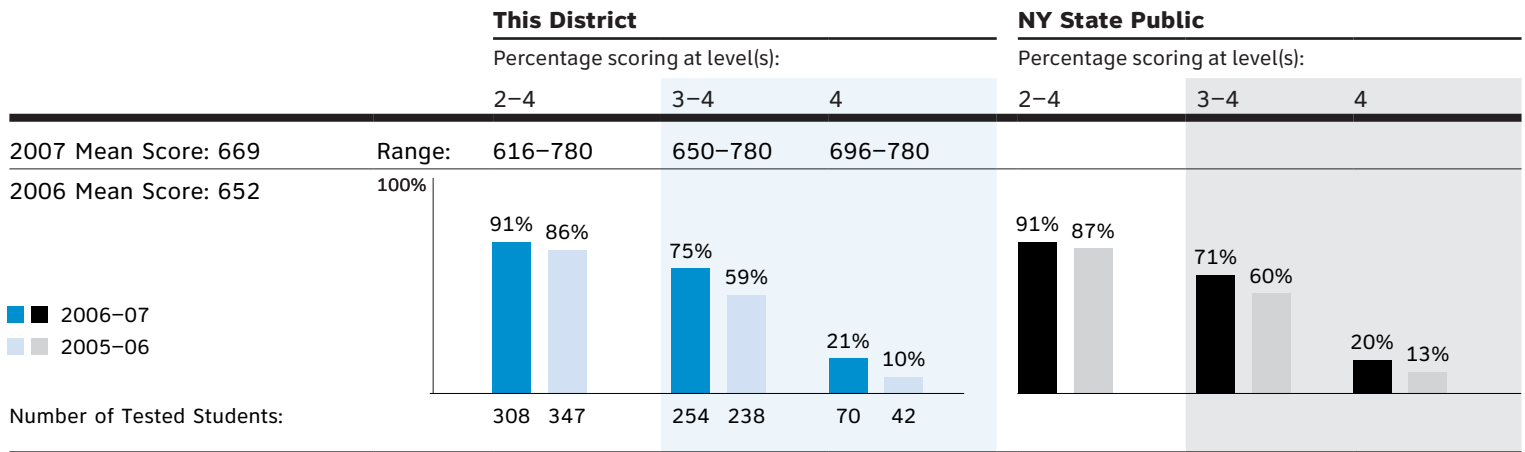
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Other Assessments

	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 6 Equivalent	10	10	10	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 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

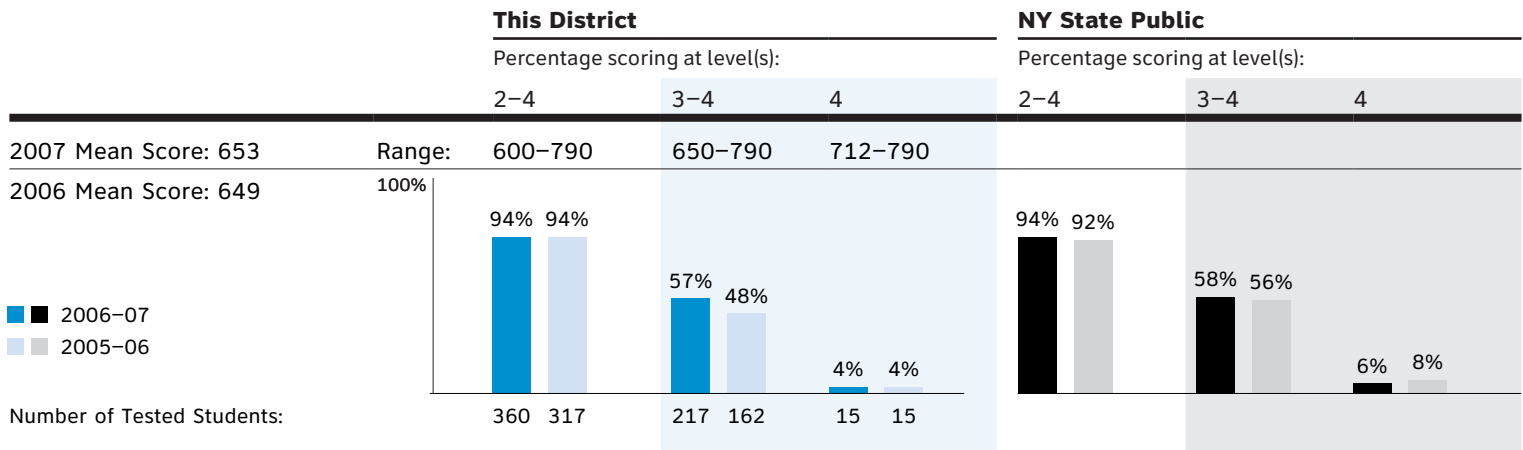
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	339	91%	75%	21%	402	86%	59%	10%
Female	171	94%	77%	18%	195	89%	59%	9%
Male	168	88%	73%	23%	207	84%	59%	12%
American Indian or Alaska Native					2	-	-	-
Black or African American	91	84%	53%	5%	107	75%	41%	4%
Hispanic or Latino	49	-	-	-	60	78%	52%	7%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	195	94%	84%	29%	230	94%	70%	15%
Multiracial								
Small Group Totals	53	92%	79%	17%	5	80%	60%	0%
General-Education Students	299	97%	83%	23%	351	93%	67%	12%
Students with Disabilities	40	45%	18%	3%	51	43%	8%	2%
English Proficient	327	92%	76%	21%	375	88%	61%	11%
Limited English Proficient	12	67%	42%	0%	27	63%	37%	0%
Economically Disadvantaged	144	84%	60%	11%	117	84%	53%	5%
Not Disadvantaged	195	96%	86%	28%	285	87%	62%	13%
Migrant	4	-	-	-				
Not Migrant	335	-	-	-	402	86%	59%	10%

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	10	10	9	6	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	381	94%	57%	4%	336	94%	48%	4%
Female	190	95%	66%	5%	162	94%	48%	5%
Male	191	94%	48%	3%	174	95%	48%	4%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	95	92%	31%	1%	91	87%	27%	0%
Hispanic or Latino	58	-	-	-	30	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	224	99%	73%	5%	211	98%	59%	6%
Multiracial								
Small Group Totals	62	82%	40%	5%	34	91%	38%	6%
General-Education Students	334	96%	63%	4%	304	96%	52%	5%
Students with Disabilities	47	85%	17%	0%	32	75%	13%	0%
English Proficient	358	96%	59%	4%	335	-	-	-
Limited English Proficient	23	65%	17%	0%	1	-	-	-
Economically Disadvantaged	133	90%	35%	0%	111	89%	32%	2%
Not Disadvantaged	248	97%	69%	6%	225	97%	56%	6%
Migrant	4	-	-	-				
Not Migrant	377	-	-	-	336	94%	48%	4%

NOTES

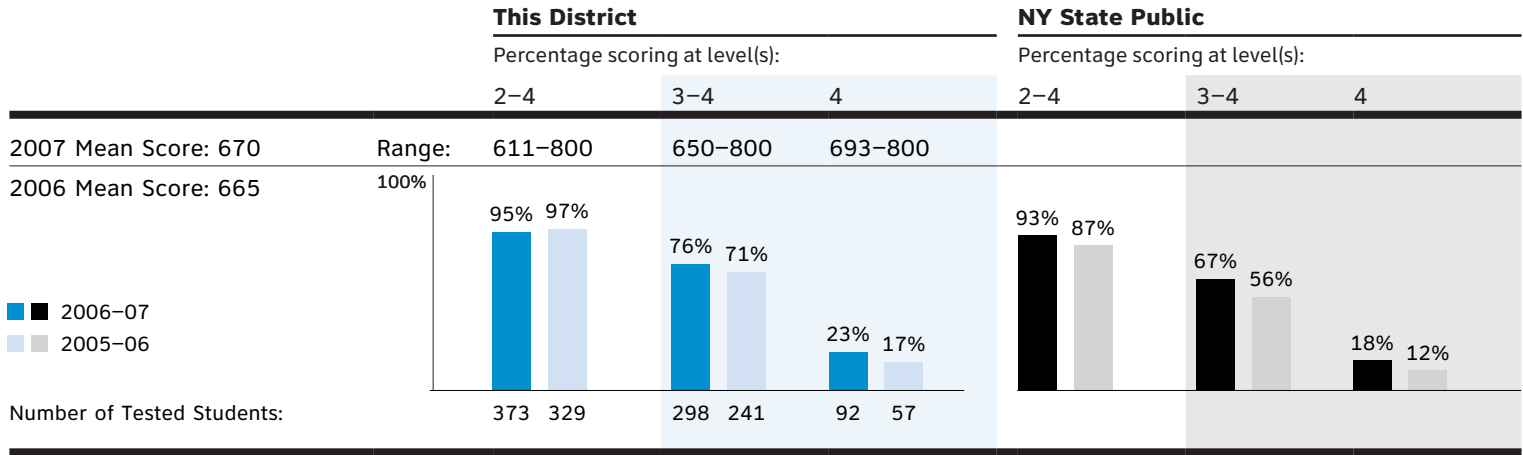
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Other Assessments

	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	8	8	8	7	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	12	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	394	95%	76%	23%	339	97%	71%	17%
Female	199	96%	77%	23%	159	99%	67%	15%
Male	195	93%	74%	24%	180	95%	74%	18%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	96	93%	59%	9%	87	95%	52%	3%
Hispanic or Latino	68	-	-	-	41	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	226	98%	89%	31%	207	97%	82%	24%
Multiracial								
Small Group Totals	72	86%	56%	18%	45	100%	60%	11%
General-Education Students	349	97%	81%	26%	307	99%	75%	18%
Students with Disabilities	45	80%	36%	2%	32	81%	38%	3%
English Proficient	363	97%	79%	24%	328	97%	72%	17%
Limited English Proficient	31	71%	39%	13%	11	100%	45%	9%
Economically Disadvantaged	144	92%	65%	11%	114	96%	54%	8%
Not Disadvantaged	250	96%	82%	30%	225	98%	80%	21%
Migrant	6	67%	17%	0%				
Not Migrant	388	95%	77%	24%	339	97%	71%	17%

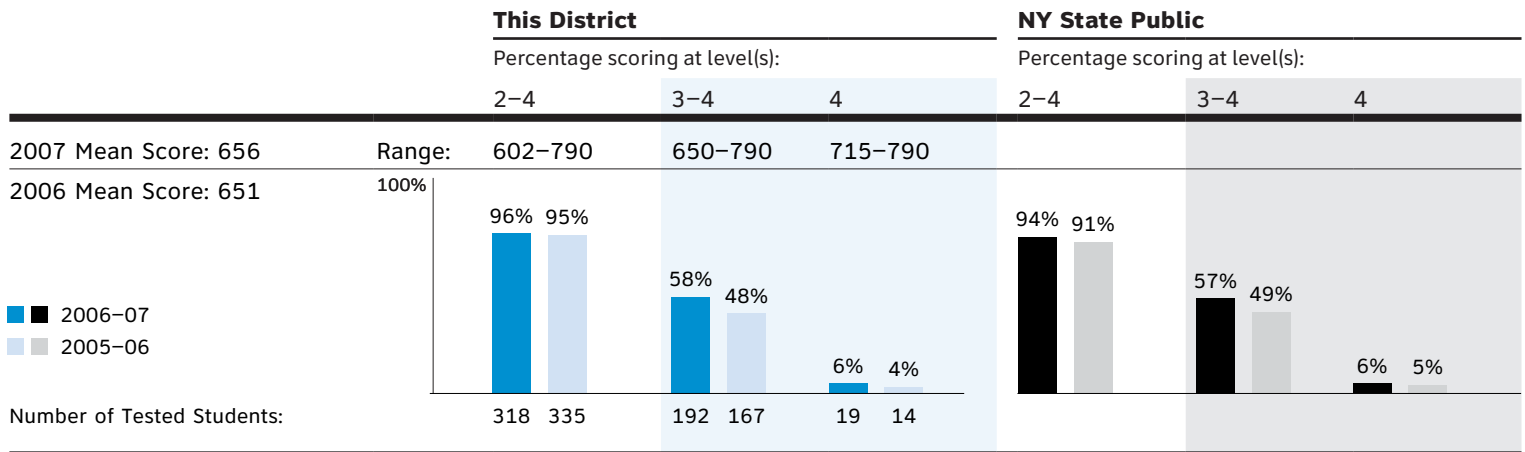
NOTES

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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 7 Equivalent	8	8	8	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	332	96%	58%	6%	351	95%	48%	4%
Female	159	96%	59%	7%	145	97%	48%	6%
Male	173	96%	57%	5%	206	95%	48%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	88	92%	34%	0%	89	89%	22%	0%
Hispanic or Latino	38	-	-	-	34	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	204	99%	69%	9%	225	97%	59%	6%
Multiracial								
Small Group Totals	40	88%	55%	3%	37	100%	41%	0%
General-Education Students	293	98%	64%	6%	317	97%	51%	4%
Students with Disabilities	39	77%	13%	0%	34	79%	12%	0%
English Proficient	325	97%	59%	6%	348	-	-	-
Limited English Proficient	7	29%	0%	0%	3	-	-	-
Economically Disadvantaged	109	90%	34%	1%	117	90%	22%	0%
Not Disadvantaged	223	99%	70%	8%	234	98%	60%	6%
Migrant	2	-	-	-				
Not Migrant	330	-	-	-	351	95%	48%	4%

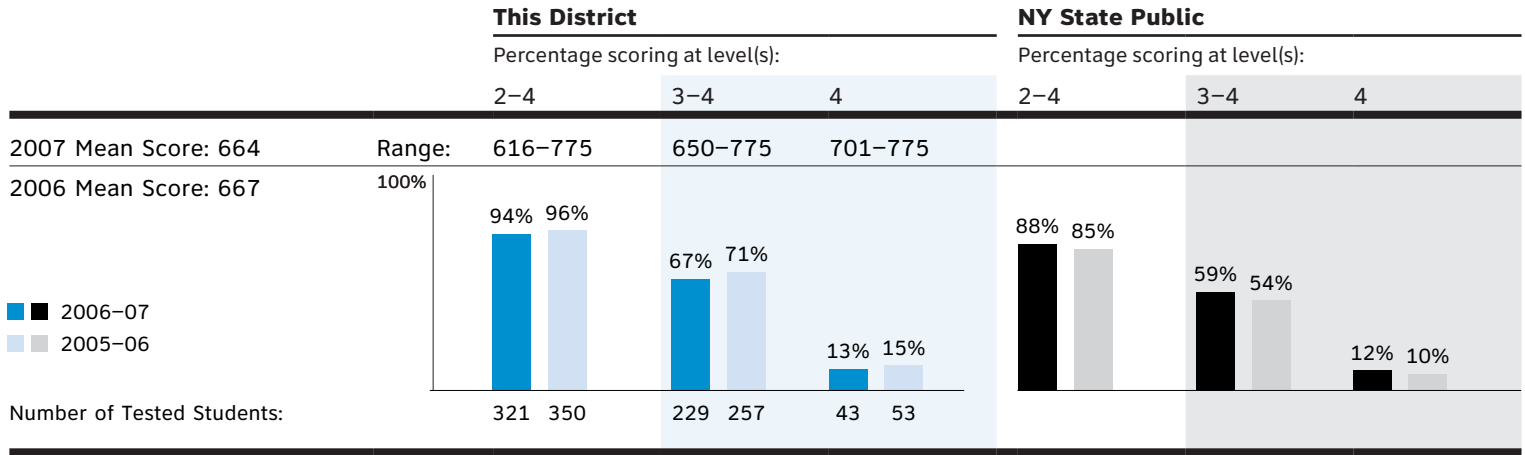
NOTES
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Other Assessments

	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	2	-	-	-	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	5	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

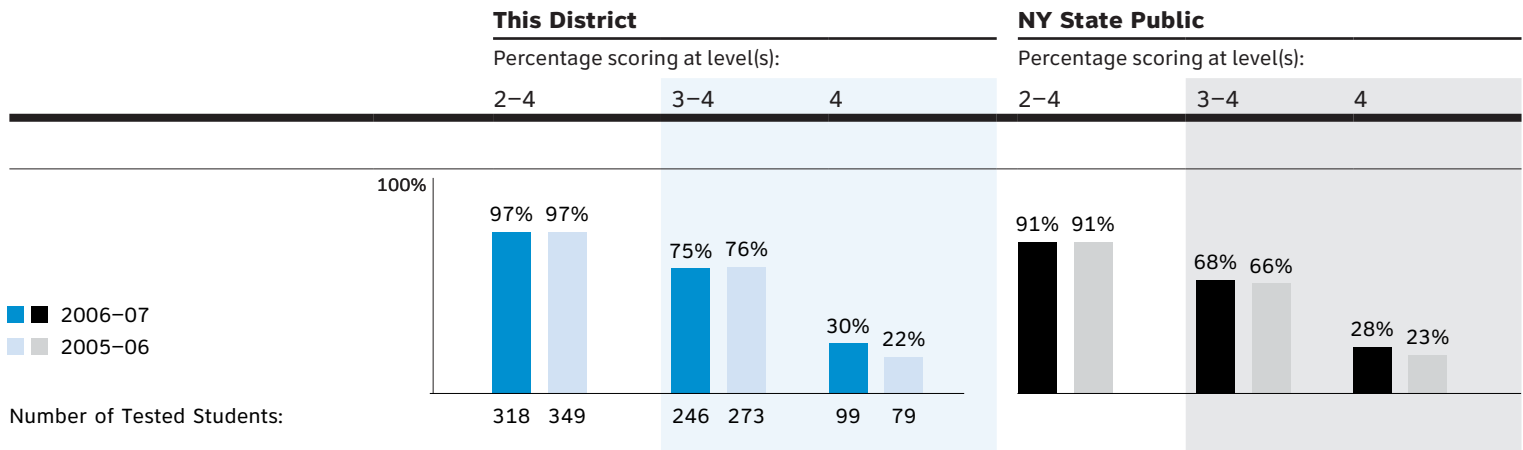
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	340	94%	67%	13%	364	96%	71%	15%
Female	160	96%	66%	12%	150	96%	66%	14%
Male	180	93%	69%	13%	214	96%	74%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	91	89%	43%	1%	86	91%	45%	6%
Hispanic or Latino	43	-	-	-	47	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	204	98%	79%	19%	227	99%	84%	20%
Multiracial								
Small Group Totals	45	89%	62%	9%	51	94%	55%	6%
General-Education Students	298	97%	71%	14%	330	97%	74%	16%
Students with Disabilities	42	79%	40%	0%	34	85%	38%	0%
English Proficient	329	95%	68%	13%	344	96%	72%	15%
Limited English Proficient	11	73%	36%	0%	20	95%	50%	5%
Economically Disadvantaged	116	91%	50%	5%	122	95%	56%	4%
Not Disadvantaged	224	96%	76%	17%	242	97%	78%	20%
Migrant	3	-	-	-				
Not Migrant	337	-	-	-	364	96%	71%	15%

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	2	-	-	-	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	226	96%	64%	16%	259	97%	67%	12%
Female	107	95%	57%	7%	104	97%	58%	7%
Male	119	96%	70%	24%	155	96%	74%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	80	91%	44%	6%	76	96%	43%	5%
Hispanic or Latino	33	-	-	-	42	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	111	99%	80%	22%	138	99%	88%	19%
Multiracial								
Small Group Totals	35	94%	57%	20%	45	89%	44%	2%
General-Education Students	190	96%	68%	17%	227	96%	68%	14%
Students with Disabilities	36	92%	42%	8%	32	100%	63%	0%
English Proficient	217	96%	66%	17%	238	98%	71%	13%
Limited English Proficient	9	78%	0%	0%	21	76%	19%	5%
Economically Disadvantaged	96	93%	47%	8%	108	97%	48%	6%
Not Disadvantaged	130	98%	76%	22%	151	96%	81%	17%
Migrant	2	-	-	-				
Not Migrant	224	-	-	-	259	97%	67%	12%

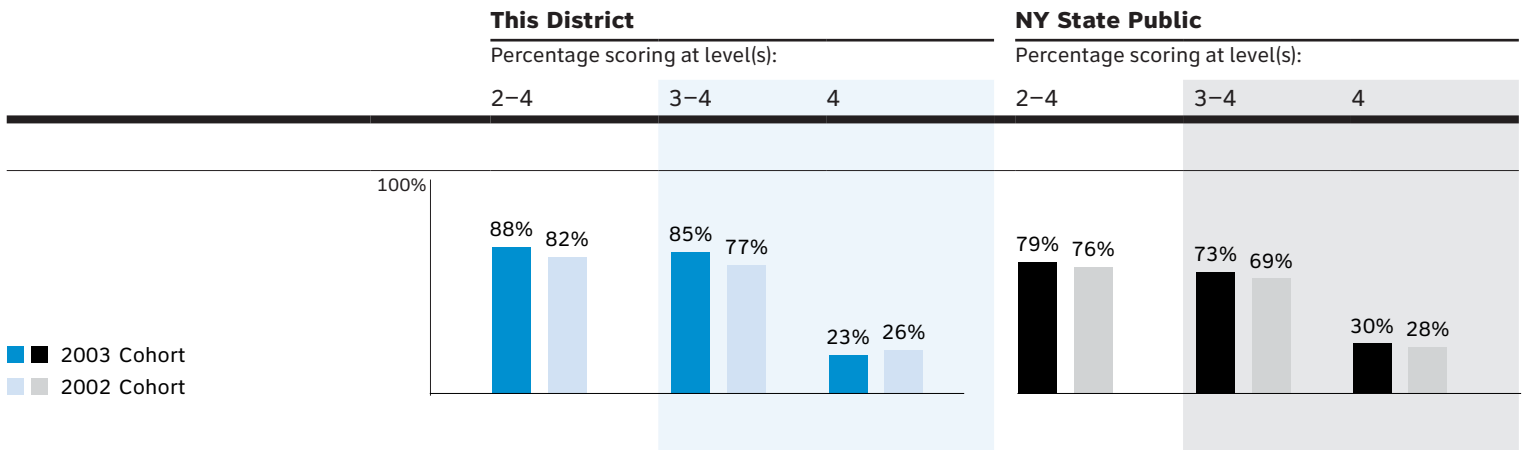
NOTES

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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 8 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	102	102	102	63	99	99	99	48

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	336	88%	85%	23%	349	82%	77%	26%
Female	158	90%	88%	30%	172	86%	83%	34%
Male	178	85%	83%	17%	177	77%	72%	17%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	89	83%	78%	6%	84	69%	62%	12%
Hispanic or Latino	30	-	-	-	38	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	213	92%	91%	32%	224	90%	88%	35%
Multiracial								
Small Group Totals	34	74%	74%	12%	41	61%	54%	2%
General-Education Students	300	92%	90%	25%	308	87%	83%	29%
Students with Disabilities	36	50%	47%	8%	41	44%	32%	0%
English Proficient	327	88%	86%	24%	325	85%	80%	27%
Limited English Proficient	9	56%	56%	0%	24	42%	38%	4%
Economically Disadvantaged	73	82%	79%	10%	75	73%	64%	17%
Not Disadvantaged	263	89%	87%	27%	274	84%	81%	28%
Migrant								
Not Migrant					349	82%	77%	26%

NOTES

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Other Assessments

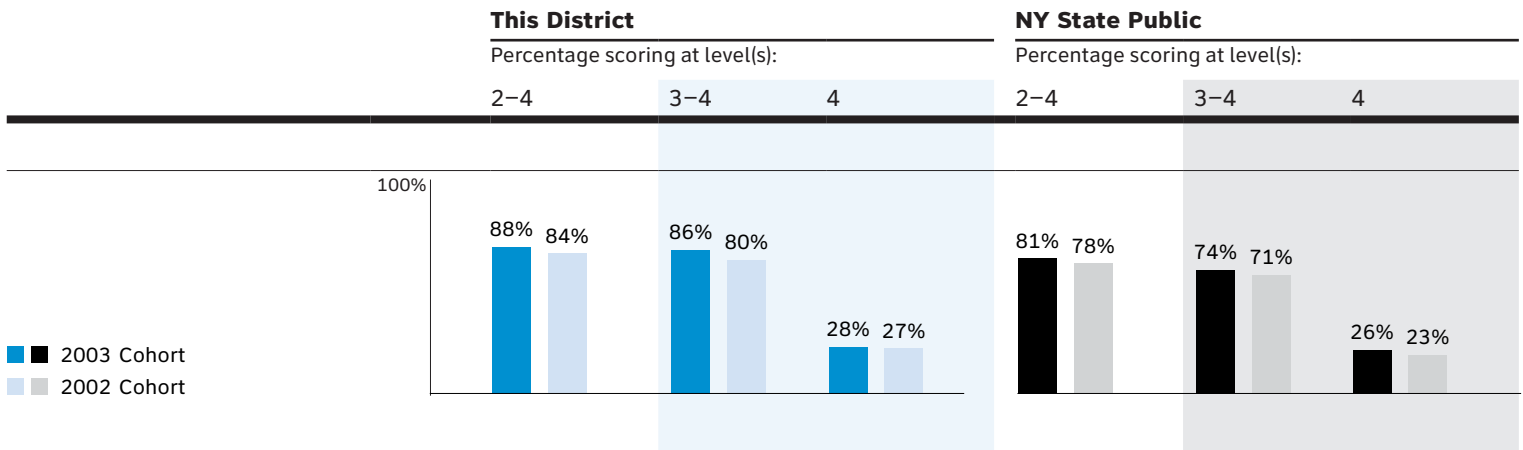
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

** 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	336	88%	86%	28%	349	84%	80%	27%
Female	158	91%	89%	30%	172	87%	82%	29%
Male	178	85%	83%	26%	177	81%	79%	25%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	89	83%	80%	15%	84	70%	62%	12%
Hispanic or Latino	30	-	-	-	38	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	213	92%	91%	36%	224	92%	91%	36%
Multiracial								
Small Group Totals	34	74%	71%	12%	41	66%	61%	12%
General-Education Students	300	93%	91%	31%	308	89%	86%	30%
Students with Disabilities	36	50%	44%	3%	41	46%	37%	5%
English Proficient	327	89%	87%	28%	325	86%	82%	28%
Limited English Proficient	9	67%	67%	11%	24	58%	54%	13%
Economically Disadvantaged	73	89%	85%	21%	75	76%	68%	19%
Not Disadvantaged	263	88%	86%	30%	274	86%	84%	30%
Migrant								
Not Migrant					349	84%	80%	27%

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				0			

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

** 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.