



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **MIDDLE COUNTRY CENTRAL
SCHOOL DISTRICT**

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

Superintendent **ROBERTA GEROLD**

Telephone **(631) 285-8005**

Grades **PK-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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	524	511	511
Kindergarten	768	797	747
Grade 1	786	783	764
Grade 2	794	782	780
Grade 3	819	769	782
Grade 4	860	821	746
Grade 5	771	861	815
Grade 6	855	651	823
Ungraded Elementary	8	115	15
Grade 7	843	734	783
Grade 8	845	753	862
Grade 9	970	908	871
Grade 10	895	917	897
Grade 11	790	827	861
Grade 12	807	810	842
Ungraded Secondary	52	197	32
Total K-12	10863	10725	10620

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	23	23
Grade 8			
English	22	21	22
Mathematics	22	22	22
Science	22	22	23
Social Studies	22	22	22
Grade 10			
English	25	24	23
Mathematics	23	22	23
Science	20	23	25
Social Studies	26	26	25

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	991	9%	1008	9%	962	9%
Reduced-Price Lunch	581	5%	690	6%	673	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	364	3%	311	3%	302	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	53	0%	9	0%	12	0%
Black or African American	304	3%	322	3%	349	3%
Hispanic or Latino	976	9%	1048	10%	1129	11%
Asian or Native Hawaiian/Other Pacific Islander	435	4%	516	5%	526	5%
White	9095	84%	8830	82%	8604	81%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		95%	
Student Suspensions	541	5%	344	3%	463	4%

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.

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	742	703	726
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	5%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	65%	70%	72%
Total Number of Core Classes	2936	2029	2095
Percent Not Taught by Highly Qualified Teachers	6%	1%	1%
Total Number of Classes	2527	2606	2523
Percent Taught by Teachers Without Appropriate Certification	5%	2%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	24%	23%
Turnover Rate of All Teachers	15%	13%	12%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	110	97	105
Total Paraprofessionals*	238	263	269
Assistant Principals	11	11	12
Principals	14	14	13

* 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 who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

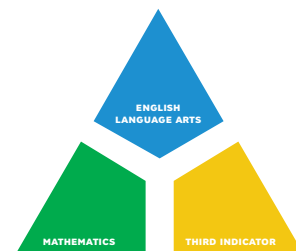
Staff Counts Information

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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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:

$$100 \times [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Continuously Enrolled Tested Students]$$

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

$$100 \times [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) \div Count of All Cohort Members]$$

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

▲ 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

2006–07

2007–08

2008–09

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	✓ ^{SH}	✓		✗	✗	
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
- ✓^{SH} 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 (2008–09)



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 2009-10. [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 2007–08 2008–09
All Students (4900:4821)	✓	✓	100%	✓	177	131	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (177:167)	✓	✓	100%	✓	169	125	
Hispanic or Latino (525:505)	✓	✓	100%	✓	163	128	
Asian or Native Hawaiian/Other Pacific Islander (246:236)	✓	✓	99%	✓	186	126	
White (3949:3910)	✓	✓	100%	✓	179	131	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (823:811)	✓ ^{SH}	✓	100%	✓ ^{SH}	120	129	117 128
Limited English Proficient ⁵ (95:116)	✓	✓	99%	✓	138	123	
Economically Disadvantaged (975:943)	✓	✓	100%	✓	164	129	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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 (2008–09)



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 2009-10. [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 2007–08 2008–09
All Students (4901:4799)	✓	✓	100%	✓	186	100	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (181:168)	✓	✓	100%	✓	180	94	
Hispanic or Latino (531:508)	✓	✓	100%	✓	173	97	
Asian or Native Hawaiian/Other Pacific Islander (246:238)	✓	✓	100%	✓	192	95	
White (3940:3882)	✓	✓	100%	✓	187	100	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (821:802)	✓	✓	99%	✓	141	98	
Limited English Proficient ⁵ (99:126)	✓	✓	100%	✓	152	93	
Economically Disadvantaged (978:941)	✓	✓	100%	✓	176	98	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

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‡ 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1630:1583)		Qualified		99%		189	100	
Ethnicity								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (55:49)		Qualified		100%		188	100	
Hispanic or Latino (169:160)		Qualified		99%		178	100	
Asian or Native Hawaiian/Other Pacific Islander (64:61)		Qualified		98%		195	100	
White (1340:1311)		Qualified		99%		191	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (260:254)		Qualified		98%		157	100	
Limited English Proficient ⁴ (25:22)		–	–	–	–	–	–	–
Economically Disadvantaged (320:303)		Qualified		99%		184	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)



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 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (890:872)	✓	✓	99%	✓	183	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (20:20)	—	—	—	—	—	—	—
Hispanic or Latino (71:61)	✓	✓	100%	✓	162	153	
Asian or Native Hawaiian/Other Pacific Islander (39:37)	✓	—	—	✓	178	149	
White (760:754)	✓	✓	99%	✓	185	161	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (81:90)	✗	✓	96%	✗	124	155	112 [‡] 132
Limited English Proficient ⁴ (15:17)	—	—	—	—	—	—	—
Economically Disadvantaged (107:97)	✓	✓	99%	✓	173	155	
Final AYP Determination	✗ 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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 (2008–09)



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 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (890:872)	✓	✓	100%	✓	186	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (20:20)	–	–	–	–	–	–	–
Hispanic or Latino (71:61)	✓	✓	100%	✓	170	147	
Asian or Native Hawaiian/Other Pacific Islander (39:37)	✓	–	–	✓	192	143	
White (760:754)	✓	✓	99%	✓	187	155	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (81:90)	✗	✓	98%	✗	126	149	122 [‡] 133
Limited English Proficient ⁴ (15:17)	–	–	–	–	–	–	–
Economically Disadvantaged (107:97)	✓	✓	99%	✓	185	149	
Final AYP Determination	✗ 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (915)			87%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (25)		–	–	–	
Hispanic or Latino (85)			67%	55%	
Asian or Native Hawaiian/Other Pacific Islander (44)			89%	55%	
White (761)			89%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (77)			53%	55%	55% 54%
Limited English Proficient ³ (15)		–	–	–	
Economically Disadvantaged (121)			80%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 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 2007–08 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	78%			770
Grade 4	79%			746
Grade 5	83%			813
Grade 6	84%			864
Grade 7	79%			777
Grade 8	77%			860

Mathematics

Grade 3	92%		770
Grade 4	88%		746
Grade 5	88%		817
Grade 6	88%		863
Grade 7	90%		785
Grade 8	84%		865

Science

Grade 4	94%		744
Grade 8	82%		604

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	82%			938
Mathematics	85%			938

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.

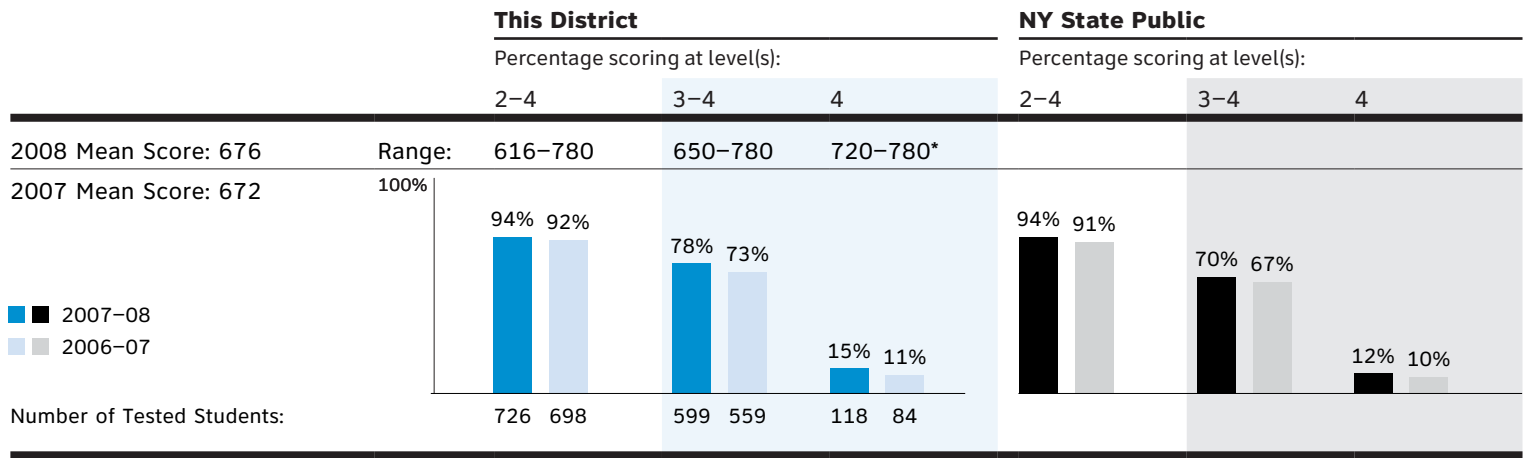
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 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	770	94%	78%	15%	761	92%	73%	11%
Female	378	96%	82%	16%	341	94%	79%	12%
Male	392	93%	73%	14%	420	90%	69%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	29	90%	72%	14%	15	-	-	-
Hispanic or Latino	79	89%	71%	9%	70	86%	66%	7%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	86%	11%	26	96%	88%	12%
White	627	95%	78%	16%	649	92%	73%	11%
Multiracial								
Small Group Totals					16	94%	81%	25%
General-Education Students	634	99%	88%	18%	635	98%	83%	13%
Students with Disabilities	136	74%	29%	3%	126	61%	26%	1%
English Proficient	748	95%	79%	16%	752	92%	74%	11%
Limited English Proficient	22	77%	45%	5%	9	67%	22%	0%
Economically Disadvantaged	157	85%	62%	10%	133	83%	55%	5%
Not Disadvantaged	613	97%	82%	17%	628	93%	77%	12%
Migrant								
Not Migrant	770	94%	78%	15%	761	92%	73%	11%

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.

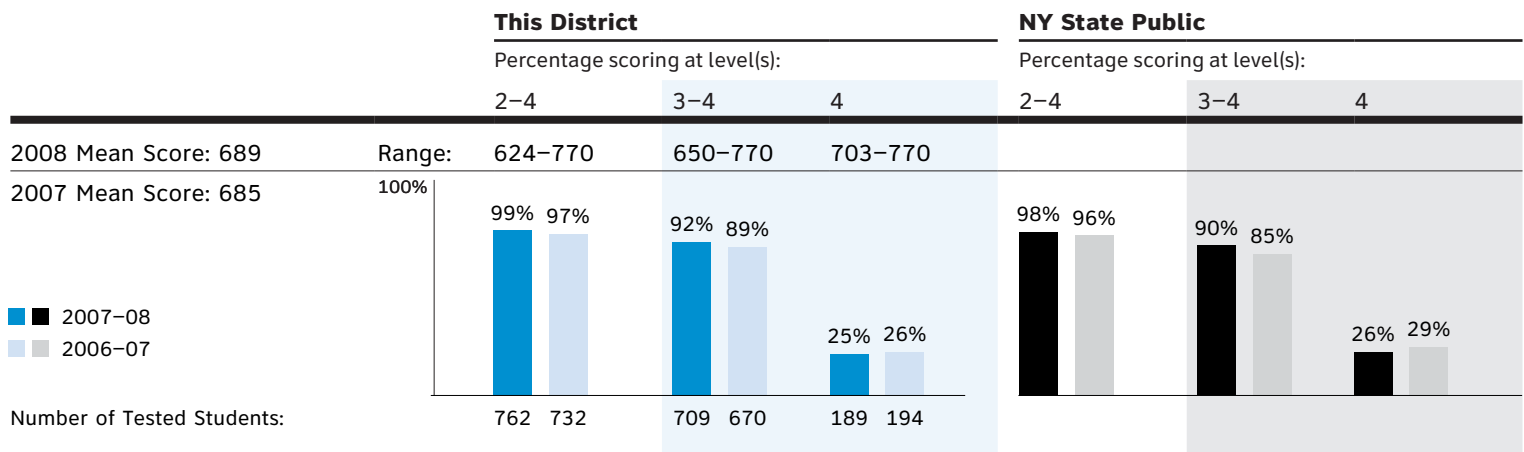
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	1	N/A	N/A	N/A	2	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

	2007-08 School Year				2006-07 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	770	99%	92%	25%	754	97%	89%	26%
Female	378	99%	93%	25%	338	99%	89%	24%
Male	392	98%	91%	24%	416	96%	89%	27%
American Indian or Alaska Native					1	—	—	—
Black or African American	29	100%	86%	10%	16	—	—	—
Hispanic or Latino	83	98%	89%	13%	72	93%	81%	14%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	97%	29%	24	100%	92%	29%
White	623	99%	92%	26%	641	97%	90%	27%
Multiracial								
Small Group Totals					17	100%	82%	24%
General-Education Students	637	100%	97%	29%	631	99%	95%	30%
Students with Disabilities	133	95%	69%	5%	123	85%	59%	5%
English Proficient	747	99%	93%	25%	744	97%	89%	26%
Limited English Proficient	23	91%	74%	0%	10	80%	60%	10%
Economically Disadvantaged	156	98%	86%	16%	128	96%	81%	13%
Not Disadvantaged	614	99%	94%	27%	626	97%	90%	28%
Migrant								
Not Migrant	770	99%	92%	25%	754	97%	89%	26%

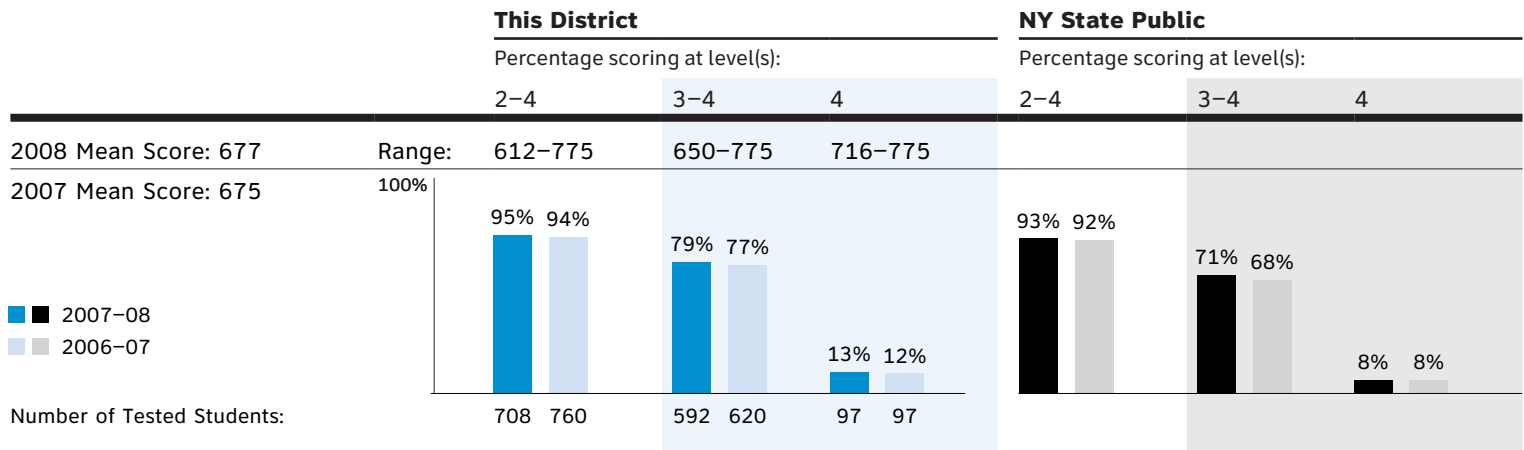
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	3	—	—	—

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	746	95%	79%	13%	808	94%	77%	12%
Female	332	97%	85%	15%	375	97%	83%	16%
Male	414	93%	75%	11%	433	92%	72%	9%
American Indian or Alaska Native	1	—	—	—				
Black or African American	18	—	—	—	34	97%	71%	6%
Hispanic or Latino	76	84%	72%	3%	80	83%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	23%	33	97%	79%	30%
White	629	96%	80%	14%	661	95%	79%	13%
Multiracial								
Small Group Totals	19	95%	74%	21%				
General-Education Students	616	99%	90%	16%	672	98%	85%	14%
Students with Disabilities	130	75%	29%	0%	136	73%	35%	0%
English Proficient	737	95%	80%	13%	792	95%	78%	12%
Limited English Proficient	9	67%	44%	0%	16	50%	25%	0%
Economically Disadvantaged	141	91%	66%	5%	165	88%	61%	10%
Not Disadvantaged	605	96%	82%	15%	643	96%	81%	13%
Migrant								
Not Migrant	746	95%	79%	13%	808	94%	77%	12%

NOTES

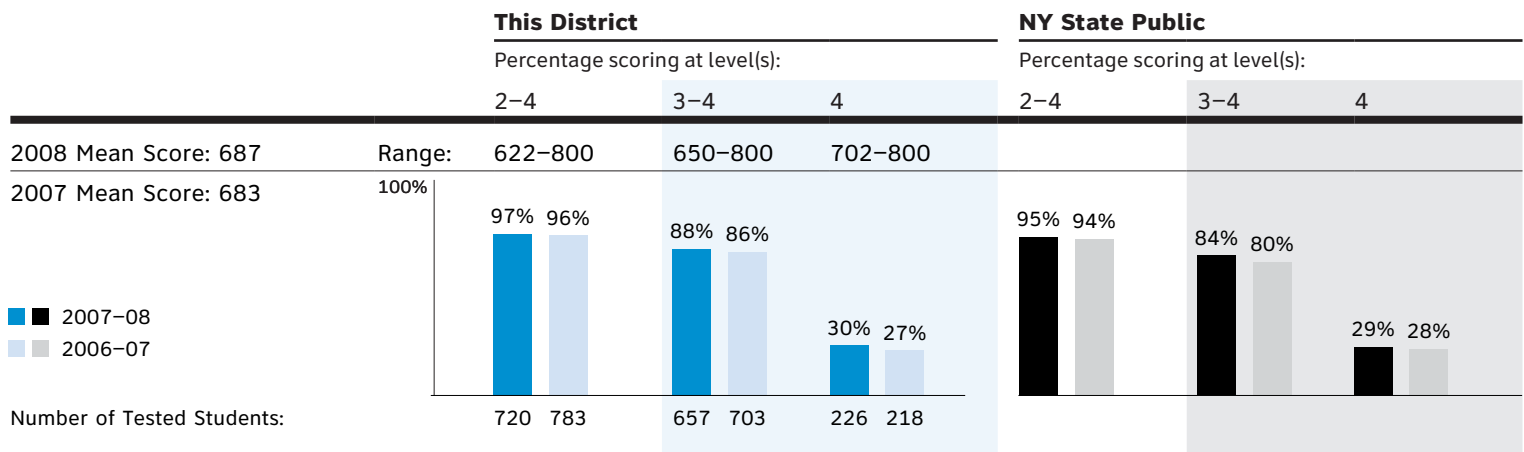
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Other Assessments

	2007-08 School Year				2006-07 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	4	2	1	5	5	2	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	2	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



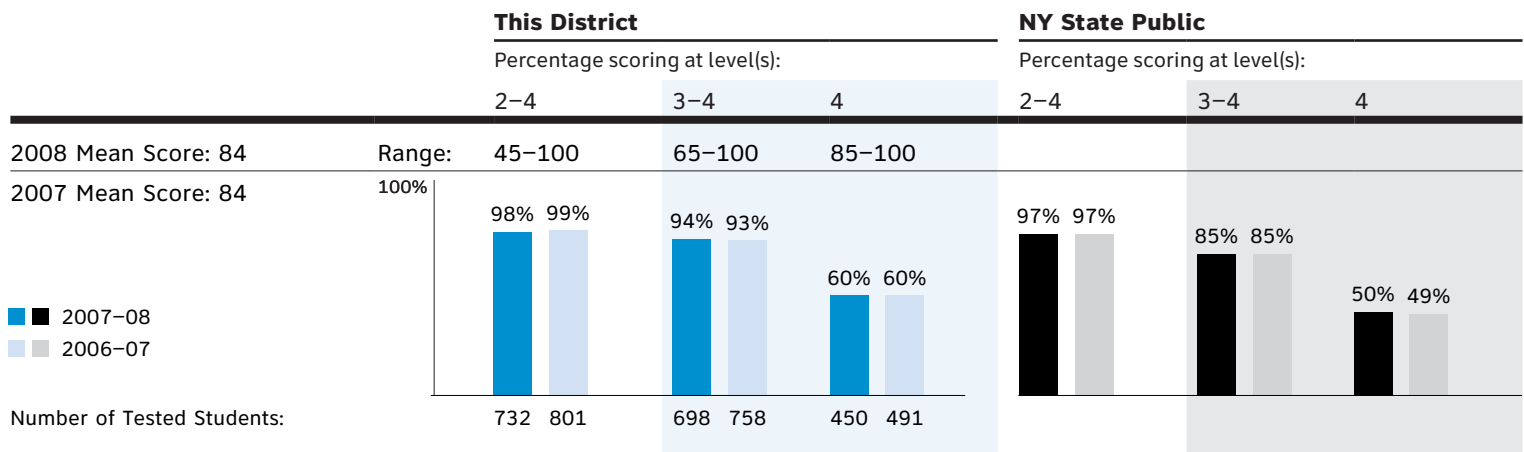
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	746	97%	88%	30%	816	96%	86%	27%
Female	333	97%	89%	26%	379	97%	88%	24%
Male	413	96%	87%	33%	437	95%	85%	29%
American Indian or Alaska Native	1	—	—	—				
Black or African American	19	—	—	—	35	97%	83%	31%
Hispanic or Latino	76	92%	75%	16%	84	89%	73%	17%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	91%	48%	37	97%	92%	43%
White	627	97%	90%	32%	660	97%	88%	27%
Multiracial								
Small Group Totals	20	95%	75%	20%				
General-Education Students	618	100%	95%	36%	681	99%	93%	31%
Students with Disabilities	128	82%	52%	4%	135	82%	51%	6%
English Proficient	737	97%	89%	31%	794	97%	88%	27%
Limited English Proficient	9	78%	33%	0%	22	73%	36%	18%
Economically Disadvantaged	143	94%	79%	16%	167	92%	78%	19%
Not Disadvantaged	603	97%	90%	34%	649	97%	88%	29%
Migrant								
Not Migrant	746	97%	88%	30%	816	96%	86%	27%

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	2007-08 School Year				2006-07 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	6	6	2	2	5	5	5	3

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	744	98%	94%	60%	813	99%	93%	60%
Female	334	99%	95%	61%	379	99%	93%	61%
Male	410	98%	93%	60%	434	98%	93%	59%
American Indian or Alaska Native	1	—	—	—				
Black or African American	20	—	—	—	34	100%	91%	44%
Hispanic or Latino	76	95%	89%	55%	86	93%	78%	40%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	96%	70%	37	97%	92%	68%
White	624	99%	94%	62%	656	99%	95%	64%
Multiracial								
Small Group Totals	21	95%	90%	38%				
General-Education Students	617	99%	97%	68%	678	99%	96%	67%
Students with Disabilities	127	94%	77%	23%	135	94%	79%	29%
English Proficient	735	99%	94%	61%	790	99%	95%	62%
Limited English Proficient	9	78%	78%	22%	23	74%	35%	22%
Economically Disadvantaged	143	98%	87%	43%	164	97%	89%	52%
Not Disadvantaged	601	99%	96%	65%	649	99%	94%	63%
Migrant								
Not Migrant	744	98%	94%	60%	813	99%	93%	60%

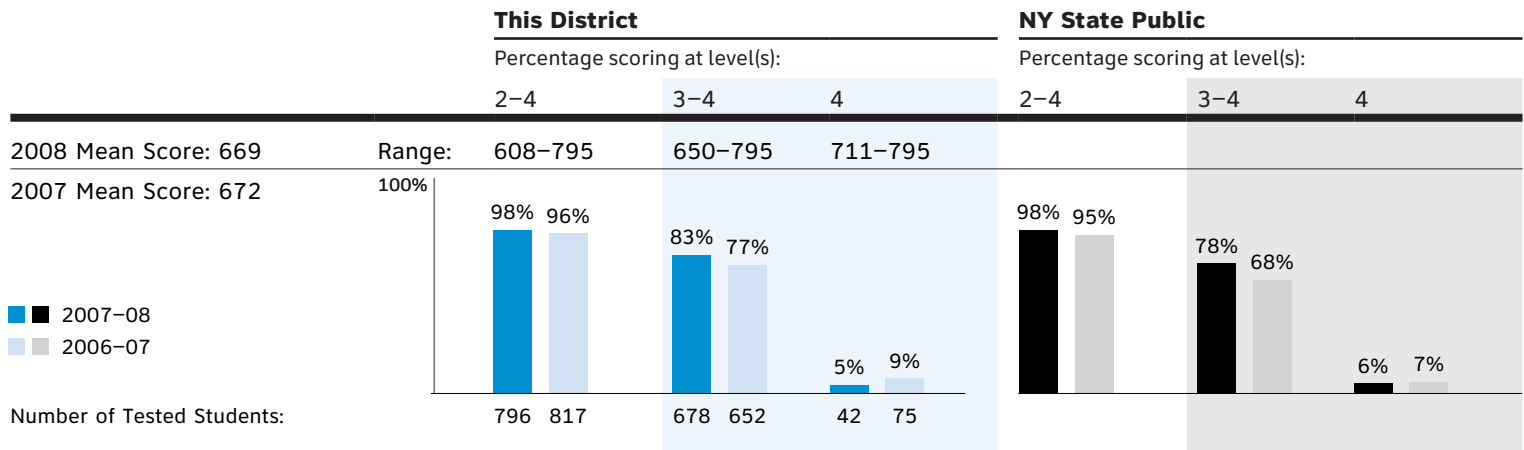
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	6	6	6	3	5	5	4	3

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	98%	83%	5%	851	96%	77%	9%
Female	380	99%	86%	6%	413	97%	78%	10%
Male	433	97%	81%	4%	438	95%	75%	7%
American Indian or Alaska Native								
Black or African American	36	97%	75%	0%	21	100%	67%	0%
Hispanic or Latino	88	92%	69%	5%	94	88%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	89%	6%	57	95%	79%	12%
White	653	99%	85%	6%	679	97%	79%	9%
Multiracial								
Small Group Totals								
General-Education Students	675	100%	91%	6%	704	100%	87%	11%
Students with Disabilities	138	90%	46%	0%	147	78%	27%	1%
English Proficient	798	98%	85%	5%	837	96%	78%	9%
Limited English Proficient	15	73%	7%	0%	14	86%	14%	0%
Economically Disadvantaged	158	96%	72%	2%	141	89%	61%	4%
Not Disadvantaged	655	98%	86%	6%	710	97%	80%	10%
Migrant								
Not Migrant	813	98%	83%	5%	851	96%	77%	9%

NOTES

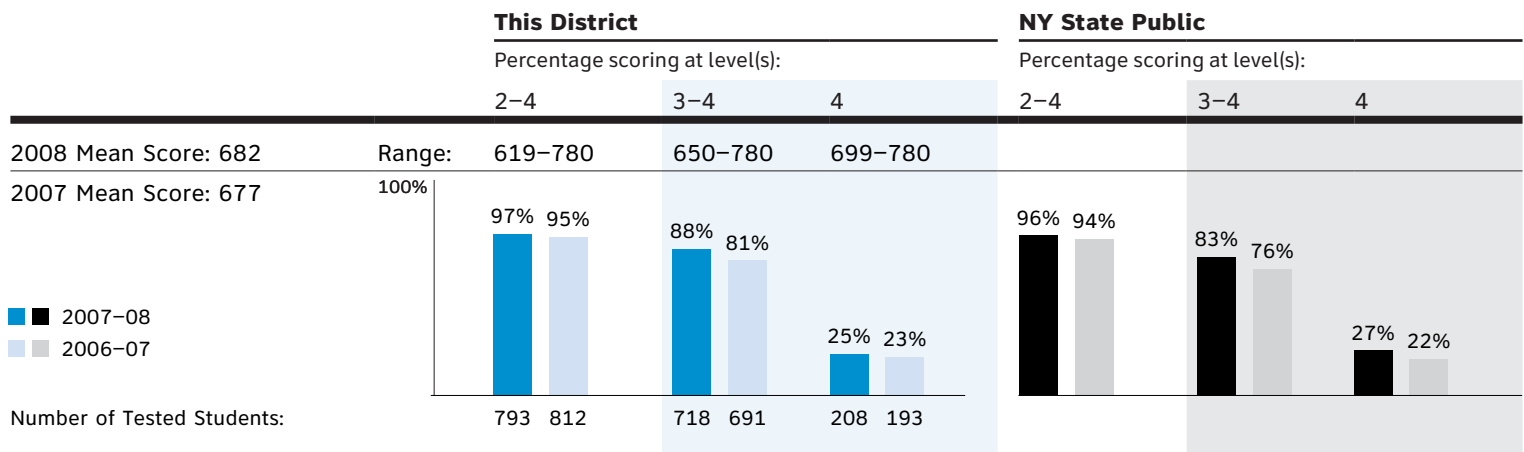
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	5	3	0	7	7	7	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	4	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

	2007-08 School Year				2006-07 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	817	97%	88%	25%	854	95%	81%	23%
Female	381	98%	89%	27%	418	95%	80%	22%
Male	436	96%	87%	24%	436	95%	82%	23%
American Indian or Alaska Native								
Black or African American	38	100%	87%	24%	22	100%	68%	23%
Hispanic or Latino	90	92%	73%	19%	98	88%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	95%	46%	57	96%	88%	30%
White	652	98%	90%	25%	677	96%	83%	23%
Multiracial								
Small Group Totals								
General-Education Students	680	99%	94%	30%	708	99%	89%	27%
Students with Disabilities	137	87%	59%	4%	146	76%	40%	3%
English Proficient	797	98%	89%	26%	836	96%	82%	23%
Limited English Proficient	20	75%	30%	0%	18	72%	22%	0%
Economically Disadvantaged	159	94%	80%	21%	145	91%	66%	12%
Not Disadvantaged	658	98%	90%	27%	709	96%	84%	25%
Migrant								
Not Migrant	817	97%	88%	25%	854	95%	81%	23%

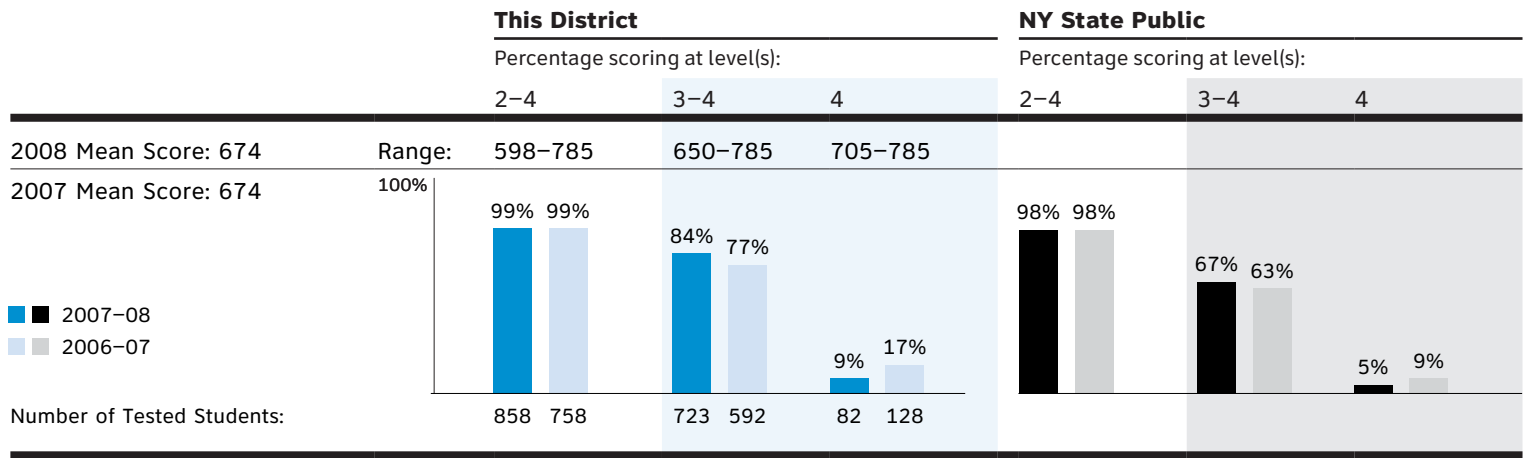
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	3	1	7	7	6	4

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	864	99%	84%	9%	766	99%	77%	17%
Female	425	99%	87%	13%	370	99%	82%	22%
Male	439	99%	80%	6%	396	99%	73%	11%
American Indian or Alaska Native					1	—	—	—
Black or African American	24	96%	79%	13%	26	—	—	—
Hispanic or Latino	97	99%	70%	9%	79	96%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	61	100%	87%	20%	40	98%	83%	40%
White	682	99%	85%	9%	620	100%	80%	16%
Multiracial								
Small Group Totals					27	96%	56%	15%
General-Education Students	727	100%	93%	11%	632	100%	89%	20%
Students with Disabilities	137	96%	36%	1%	134	95%	23%	0%
English Proficient	851	99%	84%	10%	758	99%	78%	17%
Limited English Proficient	13	100%	31%	0%	8	88%	0%	0%
Economically Disadvantaged	170	98%	74%	9%	146	97%	57%	8%
Not Disadvantaged	694	100%	86%	10%	620	99%	82%	19%
Migrant								
Not Migrant	864	99%	84%	9%	766	99%	77%	17%

NOTES

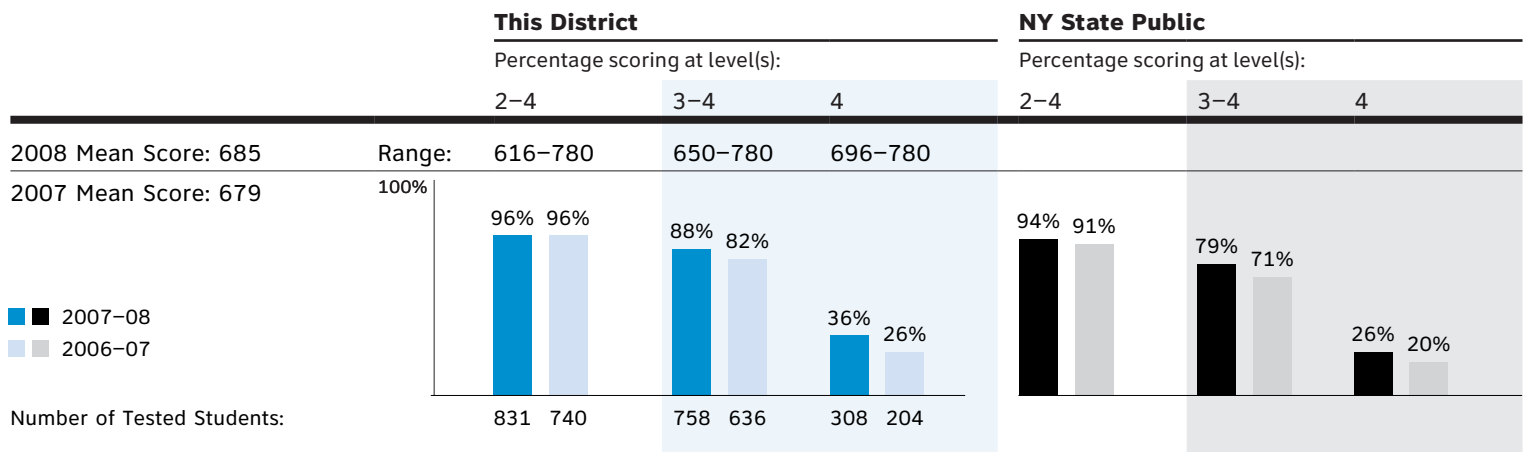
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Other Assessments

	2007-08 School Year				2006-07 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	5	2	8	8	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	4	N/A	N/A	N/A	3	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



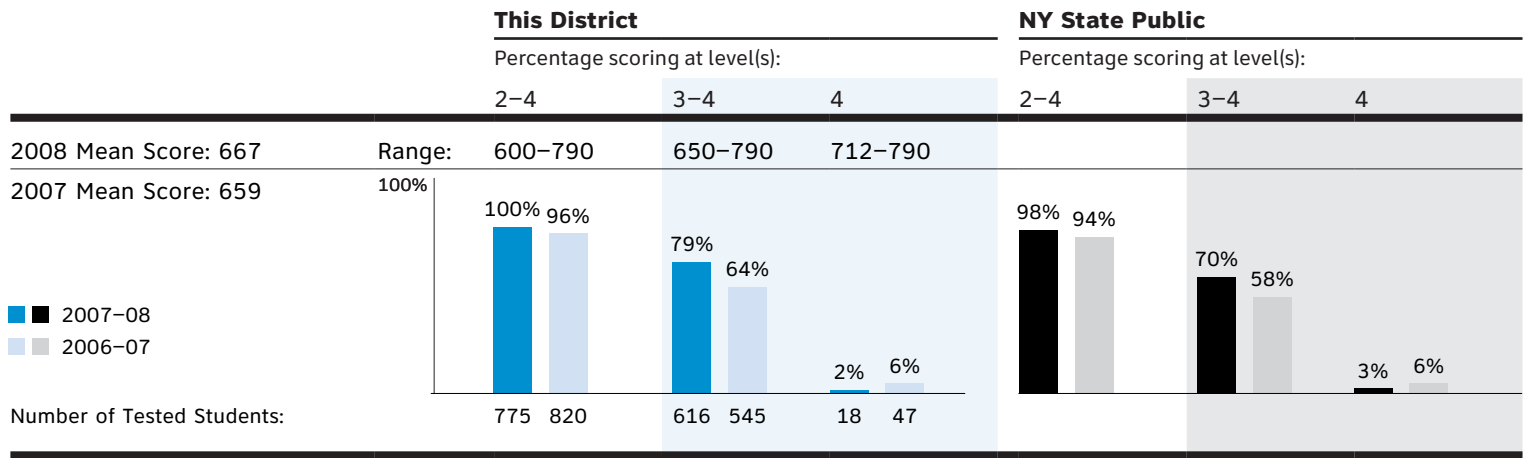
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	863	96%	88%	36%	774	96%	82%	26%
Female	425	96%	89%	36%	380	98%	84%	23%
Male	438	96%	87%	36%	394	94%	80%	29%
American Indian or Alaska Native					1	—	—	—
Black or African American	24	88%	75%	33%	25	—	—	—
Hispanic or Latino	101	92%	76%	23%	82	93%	68%	17%
Asian or Native Hawaiian/Other Pacific Islander	62	98%	94%	52%	42	95%	88%	50%
White	676	97%	89%	36%	624	96%	84%	26%
Multiracial								
Small Group Totals					26	92%	73%	23%
General-Education Students	725	100%	96%	42%	641	100%	92%	32%
Students with Disabilities	138	78%	43%	3%	133	77%	37%	1%
English Proficient	845	96%	88%	36%	763	96%	83%	27%
Limited English Proficient	18	94%	61%	11%	11	82%	36%	0%
Economically Disadvantaged	172	94%	80%	26%	146	91%	65%	17%
Not Disadvantaged	691	97%	90%	38%	628	97%	86%	29%
Migrant								
Not Migrant	863	96%	88%	36%	774	96%	82%	26%

NOTES

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Other Assessments	2007-08 School Year				2006-07 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	9	9	6	3	8	8	6	5

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	777	100%	79%	2%	851	96%	64%	6%
Female	382	100%	86%	3%	413	97%	70%	8%
Male	395	99%	73%	2%	438	95%	58%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	33	-	-	-	33	-	-	-
Hispanic or Latino	84	100%	70%	0%	79	91%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	44	98%	89%	5%	40	95%	70%	10%
White	615	100%	80%	3%	698	97%	66%	6%
Multiracial								
Small Group Totals	34	100%	74%	0%	34	97%	53%	3%
General-Education Students	656	100%	89%	3%	725	99%	74%	6%
Students with Disabilities	121	98%	25%	0%	126	80%	7%	0%
English Proficient	771	100%	80%	2%	842	97%	65%	6%
Limited English Proficient	6	100%	33%	0%	9	33%	0%	0%
Economically Disadvantaged	160	100%	71%	2%	162	94%	52%	2%
Not Disadvantaged	617	100%	82%	2%	689	97%	67%	6%
Migrant								
Not Migrant	777	100%	79%	2%	851	96%	64%	6%

NOTES

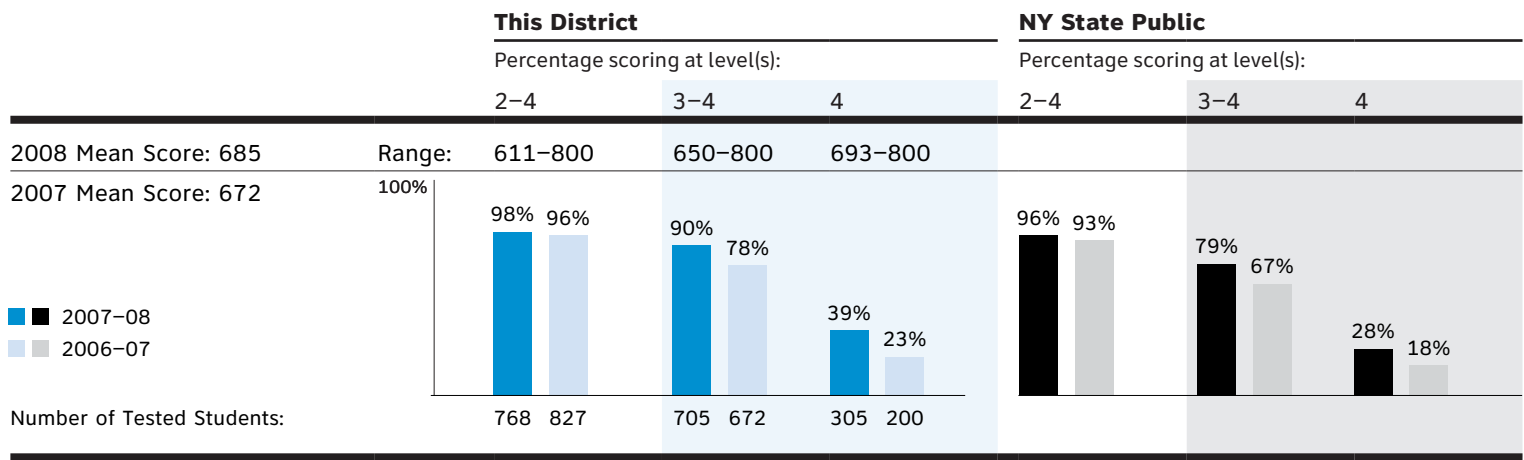
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Other Assessments

	2007-08 School Year				2006-07 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	7	7	5	2	9	9	8	4
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	6	N/A	N/A	N/A	4	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



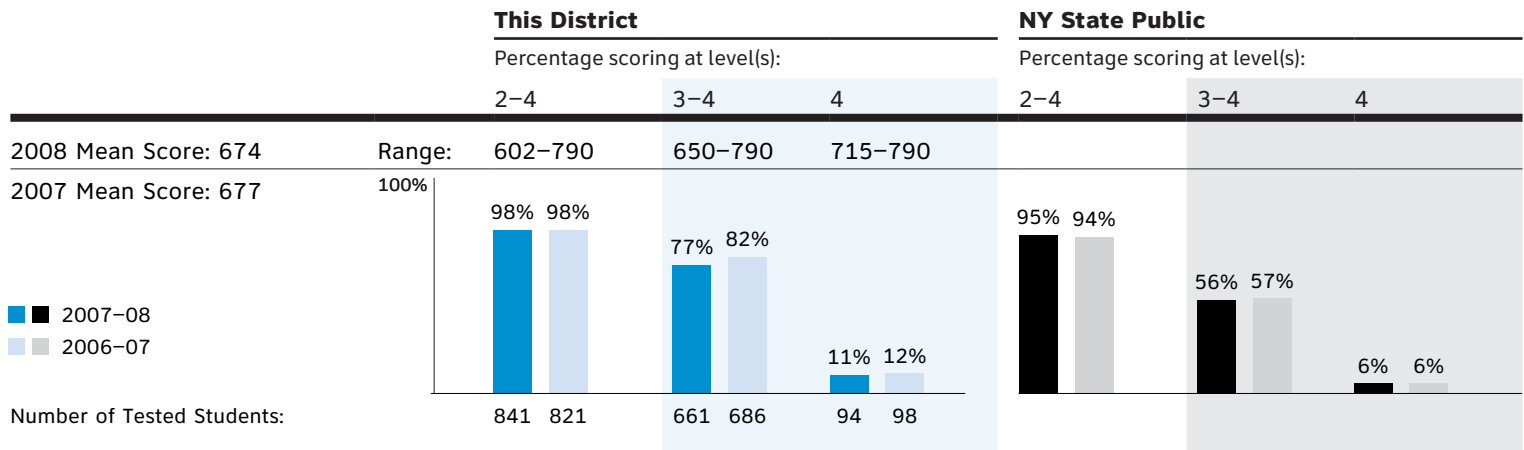
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	785	98%	90%	39%	857	96%	78%	23%
Female	385	99%	94%	37%	415	98%	80%	24%
Male	400	97%	86%	41%	442	95%	77%	23%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	33	—	—	—	34	—	—	—
Hispanic or Latino	86	95%	80%	29%	82	93%	71%	13%
Asian or Native Hawaiian/Other Pacific Islander	47	94%	87%	62%	42	100%	93%	45%
White	618	99%	92%	39%	698	97%	79%	23%
Multiracial								
Small Group Totals	34	97%	79%	24%	35	97%	63%	17%
General-Education Students	664	99%	96%	46%	733	99%	88%	27%
Students with Disabilities	121	90%	55%	1%	124	81%	24%	0%
English Proficient	773	98%	91%	39%	844	97%	79%	24%
Limited English Proficient	12	58%	25%	0%	13	69%	38%	0%
Economically Disadvantaged	163	94%	79%	29%	164	95%	70%	16%
Not Disadvantaged	622	99%	93%	41%	693	97%	81%	25%
Migrant								
Not Migrant	785	98%	90%	39%	857	96%	78%	23%

NOTES

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Other Assessments	2007-08 School Year				2006-07 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	7	5	4	1	9	8	7	5

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	860	98%	77%	11%	834	98%	82%	12%
Female	425	99%	82%	15%	391	99%	86%	16%
Male	435	97%	72%	7%	443	98%	79%	8%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	33	—	—	—	35	97%	83%	6%
Hispanic or Latino	87	93%	67%	9%	85	99%	76%	8%
Asian or Native Hawaiian/Other Pacific Islander	39	100%	85%	18%	33	—	—	—
White	700	98%	78%	11%	678	99%	83%	12%
Multiracial								
Small Group Totals	34	97%	62%	6%	36	97%	83%	14%
General-Education Students	743	100%	86%	13%	740	100%	89%	13%
Students with Disabilities	117	85%	21%	0%	94	88%	32%	1%
English Proficient	850	98%	78%	11%	823	99%	83%	12%
Limited English Proficient	10	80%	10%	0%	11	91%	18%	0%
Economically Disadvantaged	169	96%	70%	7%	153	96%	68%	7%
Not Disadvantaged	691	98%	79%	12%	681	99%	85%	13%
Migrant								
Not Migrant	860	98%	77%	11%	834	98%	82%	12%

NOTES

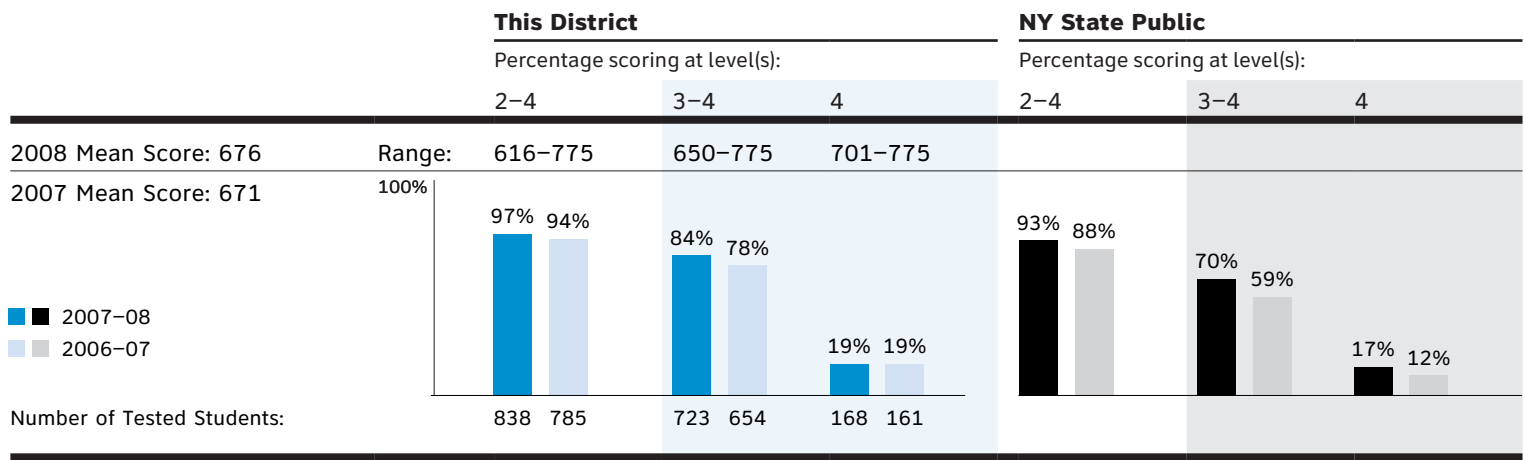
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Other Assessments

	2007-08 School Year				2006-07 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	8	8	1	9	9	7	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	2	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



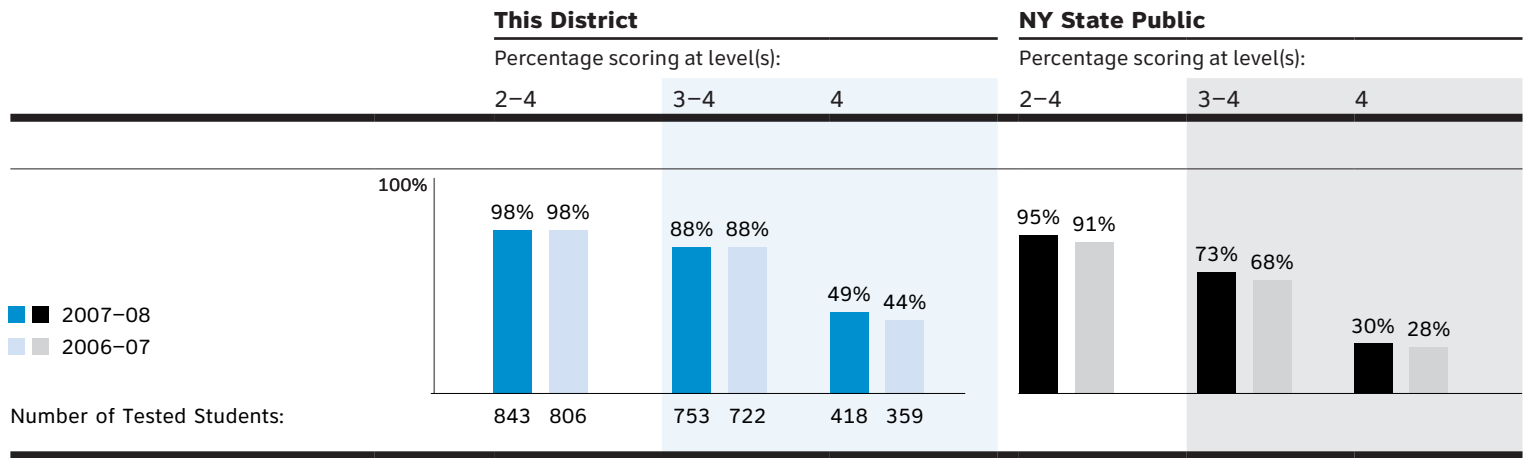
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	865	97%	84%	19%	835	94%	78%	19%
Female	426	97%	85%	21%	394	94%	79%	21%
Male	439	96%	82%	18%	441	94%	78%	18%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	35	—	—	—	36	89%	67%	8%
Hispanic or Latino	92	88%	76%	17%	89	91%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	39	100%	97%	44%	33	—	—	—
White	698	98%	84%	19%	674	95%	80%	20%
Multiracial								
Small Group Totals	36	97%	81%	8%	36	94%	89%	28%
General-Education Students	750	99%	90%	22%	742	98%	86%	22%
Students with Disabilities	115	86%	43%	0%	93	62%	20%	1%
English Proficient	848	98%	84%	20%	823	95%	79%	20%
Limited English Proficient	17	47%	41%	0%	12	42%	0%	0%
Economically Disadvantaged	175	94%	78%	15%	152	88%	59%	11%
Not Disadvantaged	690	98%	85%	20%	683	95%	83%	21%
Migrant								
Not Migrant	865	97%	84%	19%	835	94%	78%	19%

NOTES

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Other Assessments	2007-08 School Year				2006-07 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	7	7	4	9	9	6	3

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 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	604	97%	82%	36%	664	97%	85%	35%
Female	278	98%	81%	29%	306	97%	82%	28%
Male	326	97%	83%	42%	358	97%	87%	41%
American Indian or Alaska Native					3	—	—	—
Black or African American	33	97%	91%	21%	35	100%	74%	29%
Hispanic or Latino	78	91%	72%	33%	78	95%	74%	26%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	81%	44%	25	—	—	—
White	477	98%	84%	37%	523	98%	87%	37%
Multiracial								
Small Group Totals					28	93%	82%	46%
General-Education Students	490	99%	91%	43%	576	99%	90%	40%
Students with Disabilities	114	90%	47%	7%	88	83%	47%	7%
English Proficient	588	98%	84%	37%	651	98%	86%	36%
Limited English Proficient	16	69%	19%	0%	13	77%	15%	0%
Economically Disadvantaged	142	96%	80%	26%	134	94%	69%	22%
Not Disadvantaged	462	98%	83%	39%	530	98%	89%	39%
Migrant								
Not Migrant	604	97%	82%	36%	664	97%	85%	35%

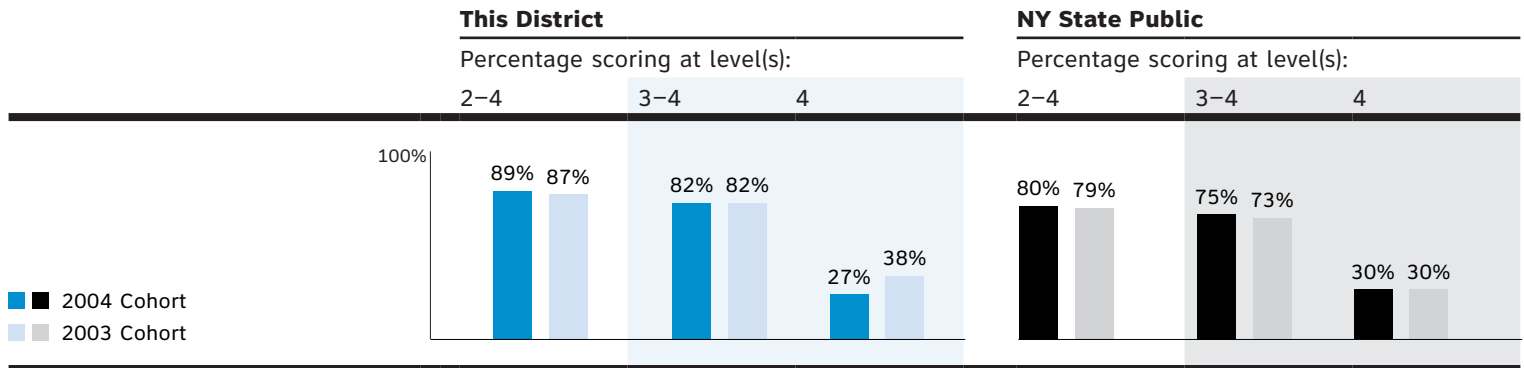
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	6	5
Regents Science	255	255	255	200	160	160	160	125

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



Results by Student Group

	2004 Cohort				2003 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	938	89%	82%	27%	910	87%	82%	38%
Female	451	94%	90%	36%	444	91%	88%	44%
Male	487	85%	75%	19%	466	84%	77%	33%
American Indian or Alaska Native								
Black or African American	24	83%	71%	25%	25	68%	60%	8%
Hispanic or Latino	75	80%	69%	25%	83	72%	66%	22%
Asian or Native Hawaiian/Other Pacific Islander	42	90%	79%	31%	45	91%	89%	56%
White	797	90%	84%	27%	757	90%	84%	40%
Multiracial								
Small Group Totals								
General-Education Students	835	94%	89%	31%	834	93%	88%	41%
Students with Disabilities	103	46%	29%	0%	76	29%	14%	0%
English Proficient	919	90%	83%	28%	895	88%	83%	39%
Limited English Proficient	19	47%	16%	0%	15	53%	27%	7%
Economically Disadvantaged	112	86%	77%	18%	119	84%	75%	31%
Not Disadvantaged	826	89%	83%	29%	791	88%	83%	39%
Migrant								
Not Migrant	938	89%	82%	27%				

NOTES

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Other Assessments

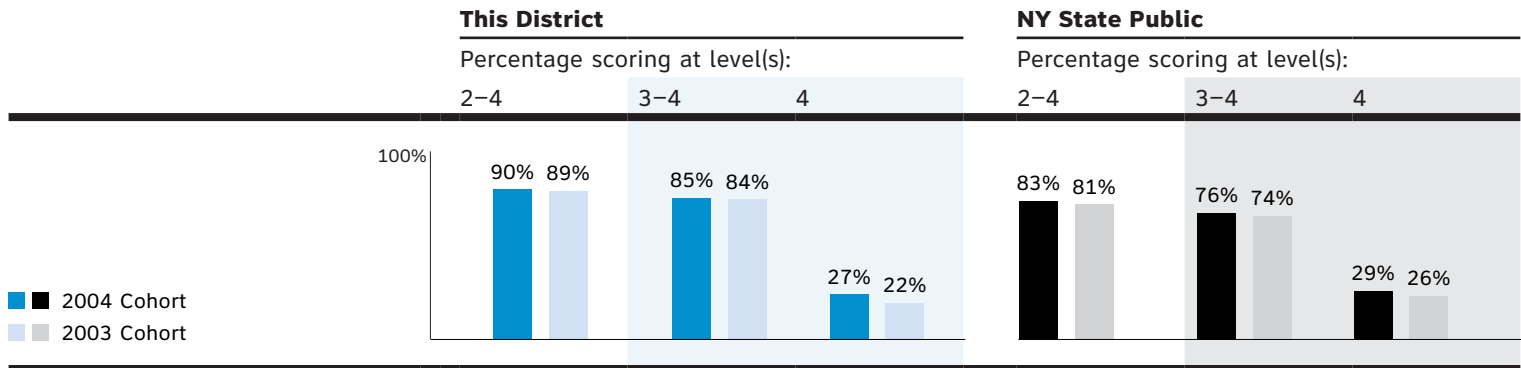
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 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

	2004 Cohort				2003 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	938	90%	85%	27%	910	89%	84%	22%
Female	451	94%	90%	33%	444	93%	87%	23%
Male	487	87%	81%	21%	466	86%	80%	21%
American Indian or Alaska Native								
Black or African American	24	88%	75%	17%	25	80%	56%	0%
Hispanic or Latino	75	83%	75%	17%	83	77%	70%	14%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	88%	36%	45	93%	91%	60%
White	797	91%	87%	27%	757	90%	85%	21%
Multiracial								
Small Group Totals								
General-Education Students	835	95%	92%	29%	834	94%	90%	24%
Students with Disabilities	103	50%	32%	3%	76	34%	14%	0%
English Proficient	919	91%	86%	27%	895	89%	84%	22%
Limited English Proficient	19	74%	47%	16%	15	73%	67%	13%
Economically Disadvantaged	112	91%	87%	17%	119	88%	80%	17%
Not Disadvantaged	826	90%	85%	28%	791	89%	84%	23%
Migrant								
Not Migrant	938	90%	85%	27%				

NOTES

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Other Assessments

Other Assessments	2004 Cohort				2003 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.

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