



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **SACHEM CENTRAL SCHOOL
DISTRICT**

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

Superintendent **CHARLES MURPHY**

Telephone **(631) 471-1336**

Grades **PK-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

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 the district's accountability status.

3 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

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

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

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2006-07	2007-08	2008-09
Pre-K	0	0	332
Kindergarten	1087	1054	1083
Grade 1	1185	1098	1063
Grade 2	1164	1167	1098
Grade 3	1180	1162	1174
Grade 4	1087	1180	1177
Grade 5	1190	1080	1181
Grade 6	1145	1196	1084
Ungraded Elementary	0	0	0
Grade 7	1196	1148	1192
Grade 8	1217	1208	1143
Grade 9	1145	1247	1231
Grade 10	1254	1128	1229
Grade 11	1277	1248	1110
Grade 12	1260	1266	1249
Ungraded Secondary	0	0	0
Total K-12	15387	15182	15014

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	23	23	23
Grade 8			
English	23	24	23
Mathematics	23	24	23
Science	25	24	24
Social Studies	24	25	23
Grade 10			
English	25	25	25
Mathematics	21	22	21
Science	22	24	21
Social Studies	26	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 **SACHEM CENTRAL SCHOOL DISTRICT**District ID **58-02-05-06-0000**

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	806	5%	913	6%	917	6%
Reduced-Price Lunch	518	3%	599	4%	586	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	247	2%	194	1%	172	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	23	0%	23	0%	21	0%
Black or African American	213	1%	261	2%	296	2%
Hispanic or Latino	958	6%	1214	8%	1030	7%
Asian or Native Hawaiian/Other Pacific Islander	654	4%	678	4%	687	5%
White	13539	88%	12884	85%	12980	86%
Multiracial	0	0%	122	1%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	469	3%	381	2%	428	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

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

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	1068	1150	1143
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	56%	58%
Total Number of Core Classes	3135	3486	3422
Percent Not Taught by Highly Qualified Teachers	1%	1%	2%
Total Number of Classes	4190	4190	4107
Percent Taught by Teachers Without Appropriate Certification	1%	1%	2%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	14%	18%
Turnover Rate of All Teachers	17%	16%	15%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	133	132	130
Total Paraprofessionals*	255	257	176
Assistant Principals	12	12	12
Principals	18	19	18

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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:

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

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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
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	8 of 8	8 of 8	1 of 1	6 of 6	6 of 6	1 of 1

AYP Status

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

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2009–10)

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 2010-11. [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 2008–09 2009–10
All Students (6974:6901)			100%		187	143	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (133:128)			99%		169	135	
Hispanic or Latino (473:461)			100%		179	139	
Asian or Native Hawaiian/Other Pacific Islander (319:313)			100%		189	138	
White (6039:5989)			100%		188	143	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (876:863)			99%		144	140	
Limited English Proficient ⁵ (69:117)			100%		156	134	
Economically Disadvantaged (959:928)			99%		176	140	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (6967:6888)			100%		197	118	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (129:125)			99%		187	110	
Hispanic or Latino (470:458)			99%		195	114	
Asian or Native Hawaiian/Other Pacific Islander (319:313)			100%		197	113	
White (6039:5982)			100%		197	118	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (871:859)			99%		178	115	
Limited English Proficient ⁵ (74:121)			97%		192	110	
Economically Disadvantaged (949:916)			100%		194	115	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (2324:2293)		Qualified		100%		194	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (48:47)		Qualified		100%		189	100	
Hispanic or Latino (148:143)		Qualified		99%		190	100	
Asian or Native Hawaiian/Other Pacific Islander (106:104)		Qualified		100%		192	100	
White (2019:1996)		Qualified		100%		194	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (282:277)		Qualified		99%		173	100	
Limited English Proficient ⁴ (21:20)	—	—	—	—	—	—	—	—
Economically Disadvantaged (314:306)		Qualified		100%		187	100	
Final AYP Determination		1 of 1						

NOTES




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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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
(2009–10)

Accountability Measures 6 of 6 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1224:1216)			100%		193	168	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (22:20)	–	–	–	–	–	–	–
Hispanic or Latino (69:69)			100%		190	159	
Asian or Native Hawaiian/Other Pacific Islander (45:46)			98%		180	157	
White (1087:1080)			100%		194	168	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (110:112)			96%		170	161	
Limited English Proficient ⁵ (4:6)	–	–	–	–	–	–	–
Economically Disadvantaged (109:105)			99%		187	161	
Final AYP Determination		6 of 6					

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1224:1216)			99%		194	163	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (22:20)	–	–	–	–	–	–	–
Hispanic or Latino (69:69)			100%		196	154	
Asian or Native Hawaiian/Other Pacific Islander (45:46)			98%		193	152	
White (1087:1080)			99%		194	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (110:112)			97%		168	156	
Limited English Proficient ⁵ (4:6)	–	–	–	–	–	–	–
Economically Disadvantaged (109:105)			100%		191	156	
Final AYP Determination	 6 of 6						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (1284)			90%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (13)		–	–	–		
Hispanic or Latino (81)			89%	55%		
Asian or Native Hawaiian/Other Pacific Islander (52)			100%	55%		
White (1137)			90%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (120)			75%	55%		
Limited English Proficient ² (10)		–	–	–		
Economically Disadvantaged (108)			78%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

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

Summary of 2008–09 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	85%			1166
Grade 4	87%			1171
Grade 5	90%			1168
Grade 6	88%			1071
Grade 7	91%			1181
Grade 8	83%			1126
Mathematics				
Grade 3	99%			1164
Grade 4	97%			1167
Grade 5	97%			1165
Grade 6	96%			1081
Grade 7	97%			1184
Grade 8	97%			1127
Science				
Grade 4	97%			1168
Grade 8	85%			686

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	91%			1272
Mathematics	92%			1272

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.

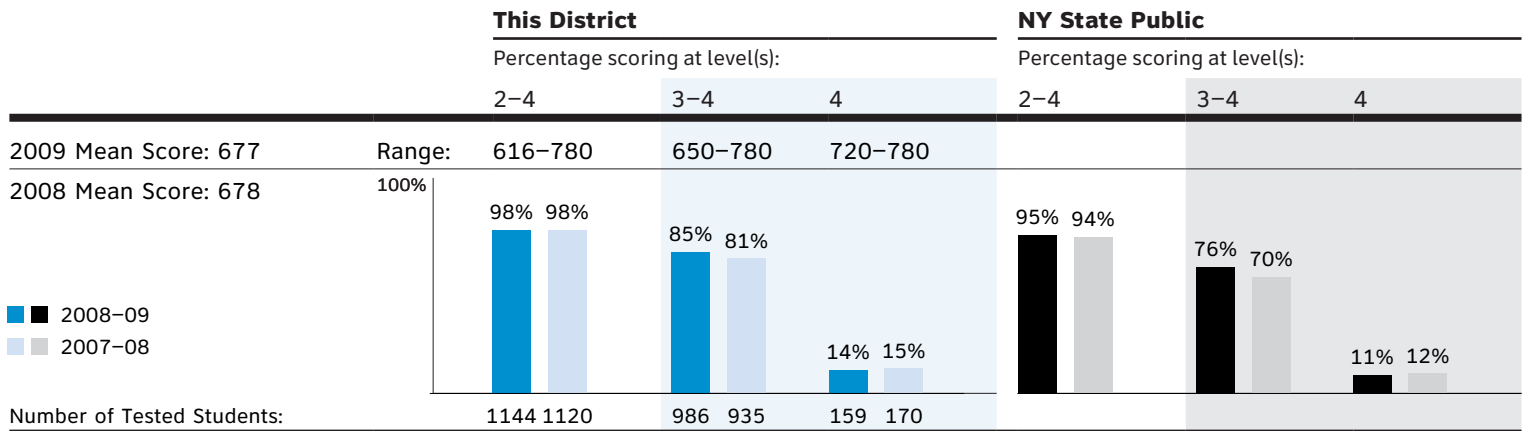
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	1166	98%	85%	14%	1148	98%	81%	15%
Female	601	99%	88%	16%	579	98%	85%	14%
Male	565	97%	81%	11%	569	97%	78%	15%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	23	-	-	-	20	-	-	-
Hispanic or Latino	89	96%	66%	6%	73	95%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	92%	19%	47	98%	74%	9%
White	999	98%	86%	14%	1007	98%	83%	16%
Multiracial								
Small Group Totals	25	92%	68%	4%	21	95%	81%	14%
General-Education Students	1048	100%	90%	15%	1015	99%	87%	16%
Students with Disabilities	118	85%	40%	3%	133	83%	39%	4%
English Proficient	1145	98%	85%	14%	1129	98%	82%	15%
Limited English Proficient	21	90%	48%	0%	19	89%	26%	0%
Economically Disadvantaged	137	96%	66%	7%	136	94%	63%	9%
Not Disadvantaged	1029	98%	87%	14%	1012	98%	84%	16%
Migrant								
Not Migrant	1166	98%	85%	14%	1148	98%	81%	15%

NOTES

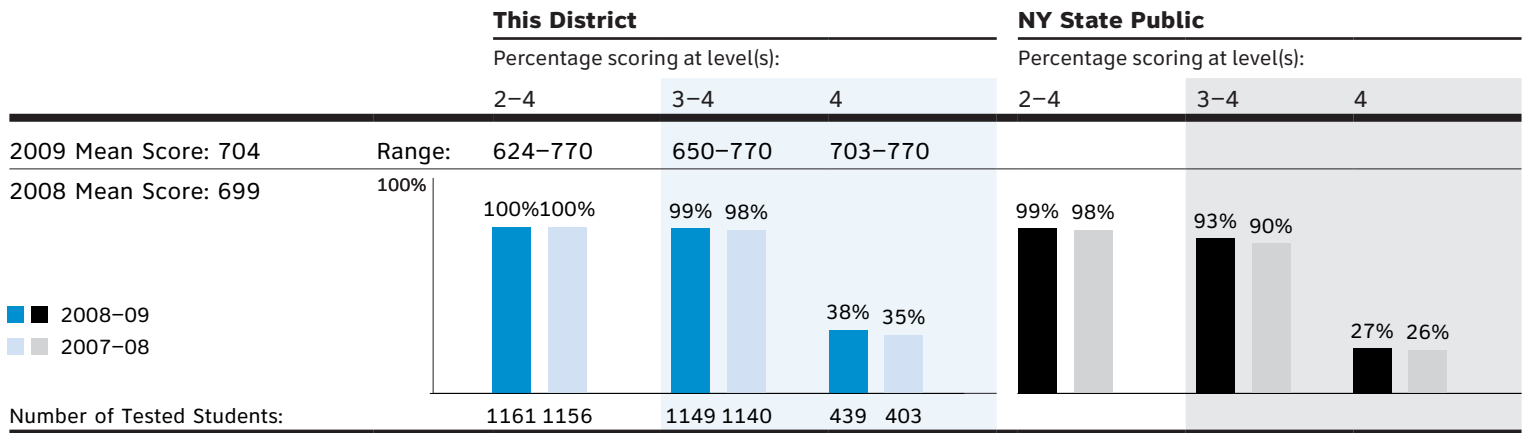
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	7	6	6	6	11	10	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 3 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	1164	100%	99%	38%	1160	100%	98%	35%
Female	601	100%	99%	42%	581	99%	99%	37%
Male	563	99%	98%	33%	579	100%	98%	32%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	21	-	-	-	21	-	-	-
Hispanic or Latino	88	100%	100%	22%	76	100%	100%	21%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	100%	49%	49	98%	96%	39%
White	1000	100%	99%	39%	1013	100%	98%	36%
Multiracial								
Small Group Totals	23	96%	91%	22%	22	100%	95%	23%
General-Education Students	1048	100%	100%	40%	1026	100%	100%	38%
Students with Disabilities	116	98%	88%	16%	134	97%	87%	10%
English Proficient	1143	100%	99%	38%	1137	100%	98%	35%
Limited English Proficient	21	100%	100%	10%	23	96%	96%	9%
Economically Disadvantaged	134	100%	99%	26%	140	100%	96%	21%
Not Disadvantaged	1030	100%	99%	39%	1020	100%	99%	37%
Migrant								
Not Migrant	1164	100%	99%	38%	1160	100%	98%	35%

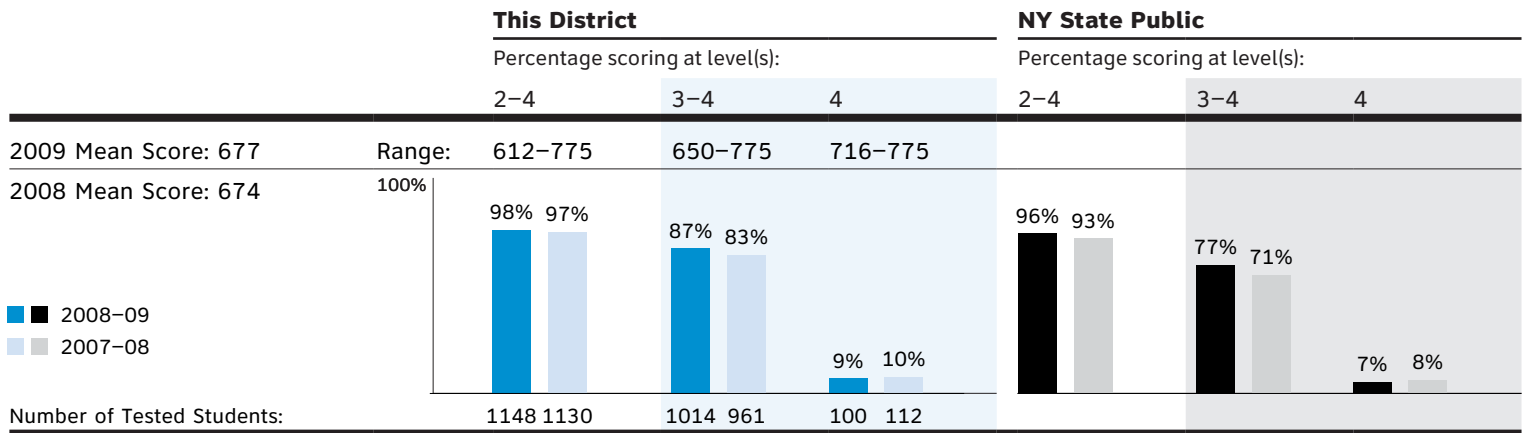
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	7	7	7	5	11	11	9	5

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	1171	98%	87%	9%	1164	97%	83%	10%
Female	583	99%	91%	11%	583	98%	85%	12%
Male	588	97%	83%	6%	581	96%	80%	7%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	24	-	-	-	18	-	-	-
Hispanic or Latino	81	96%	81%	5%	65	97%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	47	98%	83%	13%	51	96%	90%	16%
White	1018	98%	88%	9%	1026	97%	83%	10%
Multiracial								
Small Group Totals	25	88%	72%	8%	22	100%	82%	9%
General-Education Students	1034	100%	92%	10%	1018	99%	89%	11%
Students with Disabilities	137	84%	43%	0%	146	82%	36%	0%
English Proficient	1157	98%	87%	9%	1149	97%	83%	10%
Limited English Proficient	14	86%	36%	0%	15	80%	47%	0%
Economically Disadvantaged	179	96%	74%	1%	150	92%	69%	2%
Not Disadvantaged	992	98%	89%	10%	1014	98%	85%	11%
Migrant								
Not Migrant	1171	98%	87%	9%	1164	97%	83%	10%

NOTES

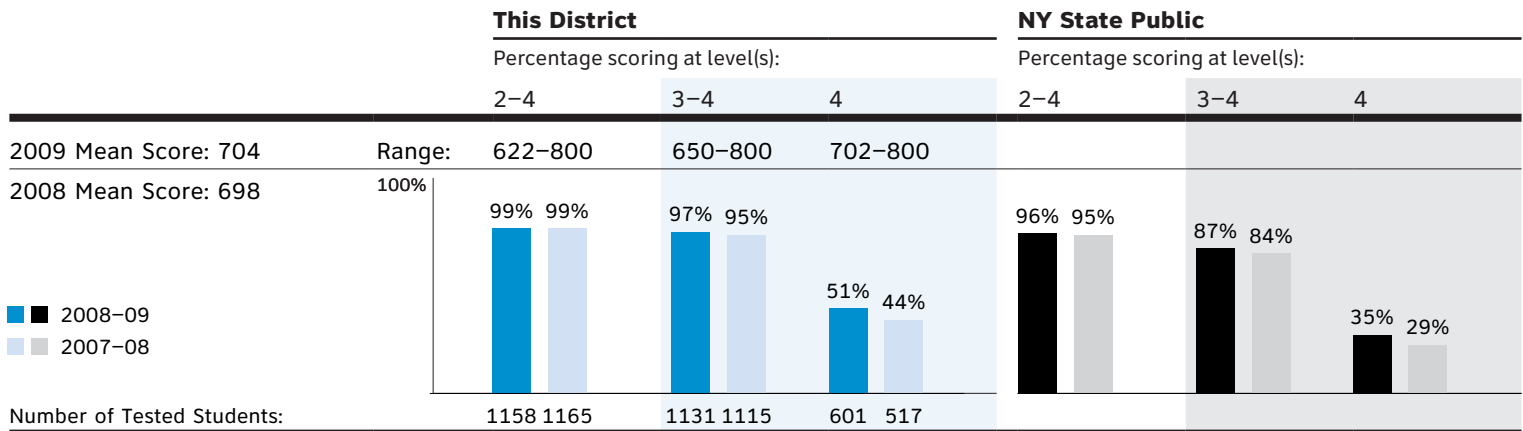
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Other Assessments

	2008-09 School Year				2007-08 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	11	10	9	7	15	14	13	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	1	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

	2008-09 School Year				2007-08 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	1167	99%	97%	51%	1171	99%	95%	44%
Female	583	99%	97%	53%	586	100%	95%	42%
Male	584	99%	96%	50%	585	99%	95%	46%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	24	-	-	-	19	-	-	-
Hispanic or Latino	78	100%	95%	35%	67	100%	93%	24%
Asian or Native Hawaiian/Other Pacific Islander	47	98%	98%	68%	52	100%	98%	62%
White	1017	99%	97%	53%	1029	99%	95%	45%
Multiracial								
Small Group Totals	25	96%	92%	32%	23	100%	91%	30%
General-Education Students	1031	100%	99%	56%	1022	100%	98%	49%
Students with Disabilities	136	95%	80%	18%	149	96%	74%	10%
English Proficient	1153	99%	97%	52%	1154	99%	95%	44%
Limited English Proficient	14	93%	86%	14%	17	100%	94%	24%
Economically Disadvantaged	175	99%	94%	31%	151	99%	92%	27%
Not Disadvantaged	992	99%	97%	55%	1020	100%	96%	47%
Migrant								
Not Migrant	1167	99%	97%	51%	1171	99%	95%	44%

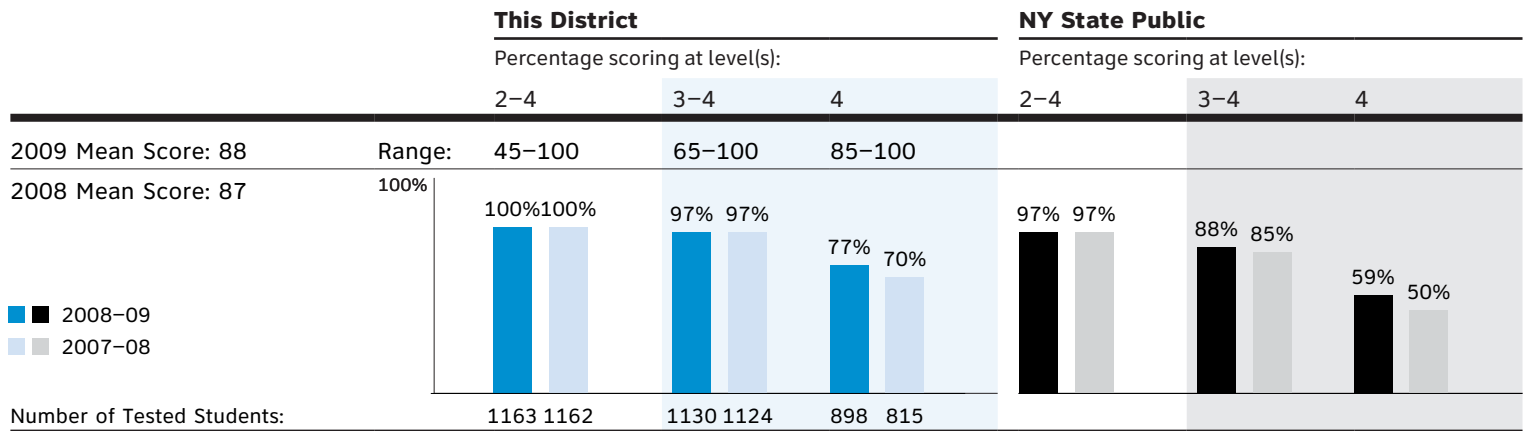
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	11	11	10	8	15	15	14	10

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	1168	100%	97%	77%	1164	100%	97%	70%
Female	584	100%	97%	77%	583	100%	95%	69%
Male	584	99%	97%	77%	581	100%	98%	71%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	24	-	-	-	19	-	-	-
Hispanic or Latino	78	100%	97%	58%	66	100%	98%	61%
Asian or Native Hawaiian/Other Pacific Islander	47	100%	96%	74%	51	100%	94%	76%
White	1018	100%	97%	78%	1024	100%	97%	71%
Multiracial								
Small Group Totals	25	100%	92%	76%	23	100%	91%	52%
General-Education Students	1033	100%	99%	81%	1018	100%	98%	75%
Students with Disabilities	135	96%	83%	49%	146	99%	87%	33%
English Proficient	1154	100%	97%	78%	1148	100%	97%	70%
Limited English Proficient	14	100%	71%	7%	16	100%	88%	38%
Economically Disadvantaged	174	99%	93%	60%	147	100%	94%	54%
Not Disadvantaged	994	100%	97%	80%	1017	100%	97%	72%
Migrant								
Not Migrant	1168	100%	97%	77%	1164	100%	97%	70%

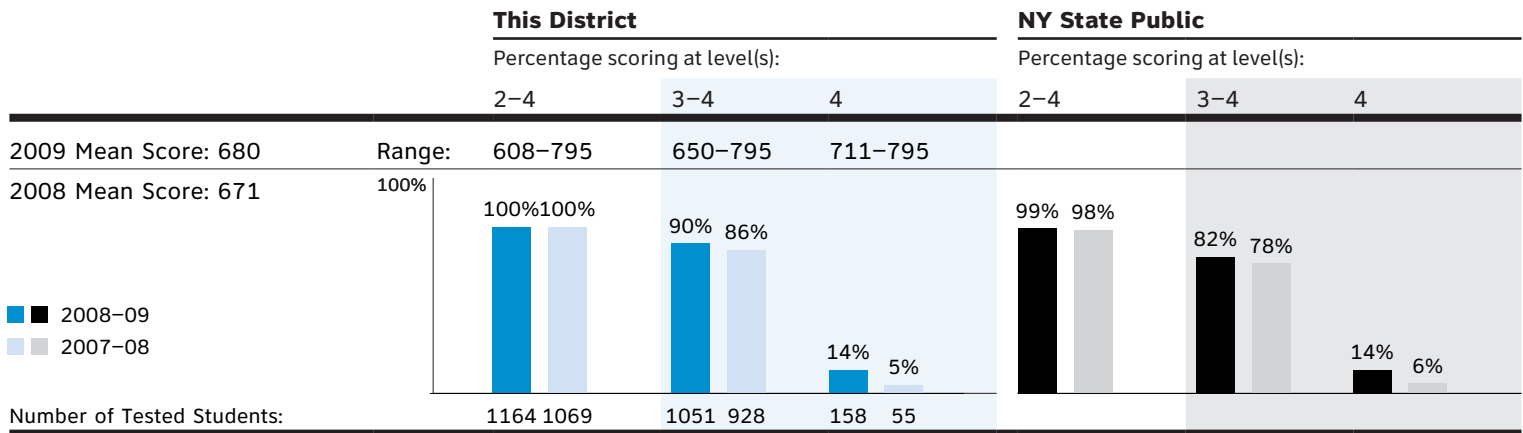
NOTES

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

Other Assessments

	2008-09 School Year				2007-08 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	11	11	10	10	15	15	15	14

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	1168	100%	90%	14%	1074	100%	86%	5%
Female	588	100%	92%	14%	521	100%	88%	6%
Male	580	100%	88%	13%	553	99%	85%	4%
American Indian or Alaska Native	4	-	-	-				
Black or African American	24	-	-	-	20	100%	65%	10%
Hispanic or Latino	63	100%	83%	10%	76	99%	86%	8%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	96%	23%	47	96%	81%	13%
White	1024	100%	90%	14%	931	100%	87%	4%
Multiracial								
Small Group Totals	28	100%	86%	4%				
General-Education Students	1028	100%	95%	15%	932	100%	93%	6%
Students with Disabilities	140	98%	51%	1%	142	96%	44%	0%
English Proficient	1159	100%	90%	14%	1066	100%	87%	5%
Limited English Proficient	9	89%	33%	0%	8	100%	63%	0%
Economically Disadvantaged	165	100%	78%	9%	142	99%	75%	5%
Not Disadvantaged	1003	100%	92%	14%	932	100%	88%	5%
Migrant								
Not Migrant	1168	100%	90%	14%	1074	100%	86%	5%

NOTES

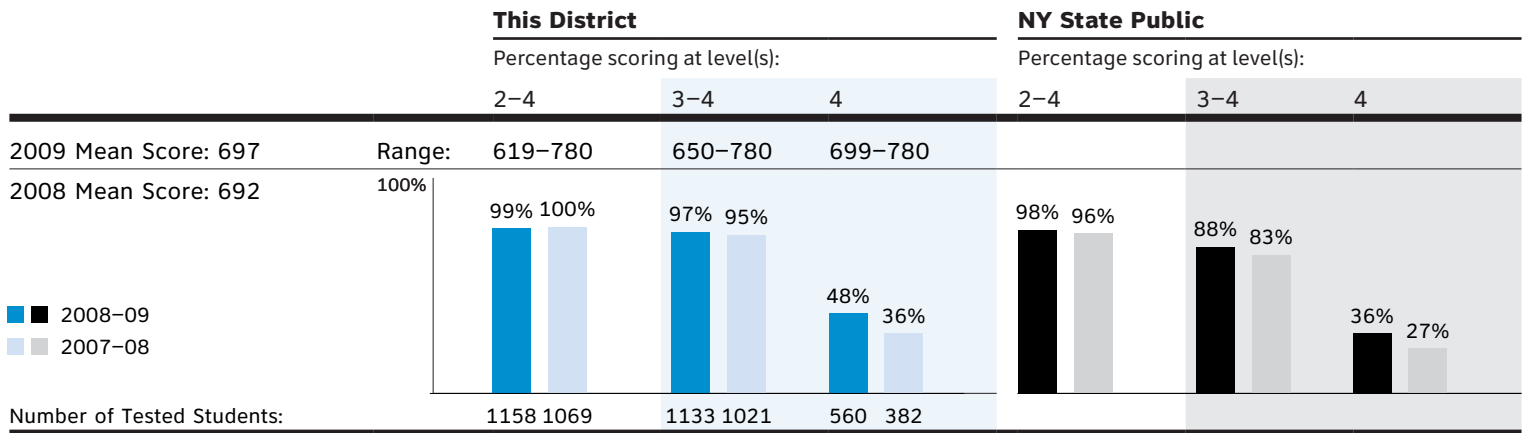
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	17	17	17	11	9	9	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	1165	99%	97%	48%	1074	100%	95%	36%
Female	589	100%	97%	48%	521	100%	95%	33%
Male	576	99%	97%	48%	553	99%	95%	38%
American Indian or Alaska Native	4	-	-	-				
Black or African American	23	-	-	-	21	86%	71%	5%
Hispanic or Latino	63	98%	94%	24%	77	99%	94%	23%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	98%	68%	47	98%	96%	43%
White	1022	99%	97%	49%	929	100%	96%	37%
Multiracial								
Small Group Totals	27	100%	96%	30%				
General-Education Students	1025	100%	99%	53%	933	100%	98%	39%
Students with Disabilities	140	95%	83%	9%	141	96%	77%	11%
English Proficient	1156	99%	97%	48%	1063	100%	95%	36%
Limited English Proficient	9	100%	78%	11%	11	100%	91%	18%
Economically Disadvantaged	161	99%	95%	33%	141	99%	91%	23%
Not Disadvantaged	1004	100%	98%	50%	933	100%	96%	38%
Migrant								
Not Migrant	1165	99%	97%	48%	1074	100%	95%	36%

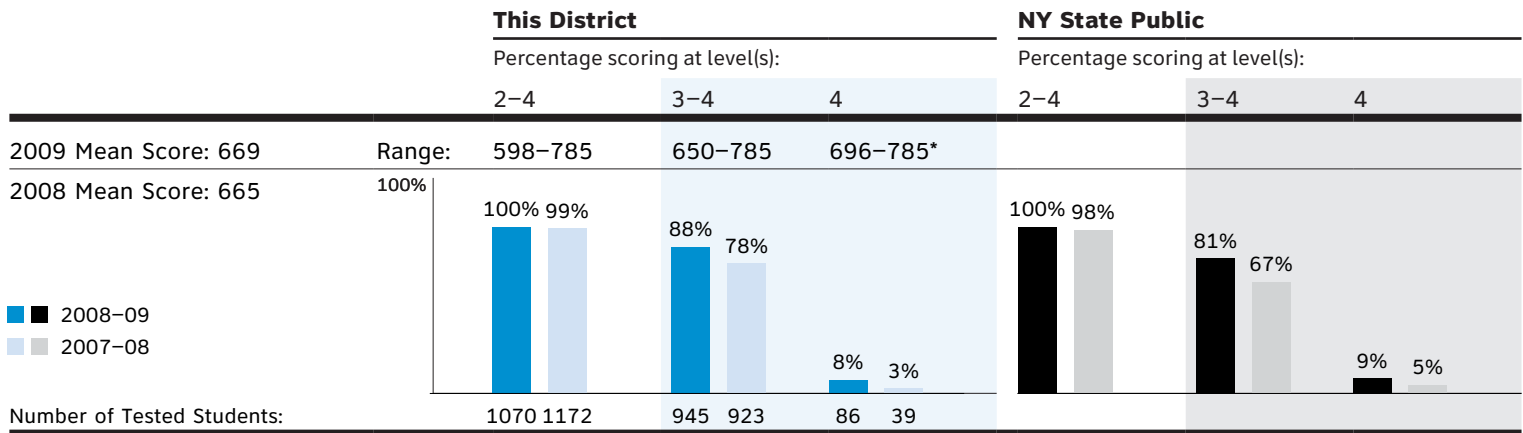
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	17	17	16	14	9	9	9	4

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	1071	100%	88%	8%	1182	99%	78%	3%
Female	521	100%	90%	9%	582	100%	80%	5%
Male	550	100%	86%	7%	600	99%	77%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	21	95%	62%	5%	14	-	-	-
Hispanic or Latino	82	100%	88%	5%	79	100%	70%	1%
Asian or Native Hawaiian/Other Pacific Islander	46	100%	87%	20%	56	100%	91%	9%
White	922	100%	89%	8%	1032	99%	78%	3%
Multiracial								
Small Group Totals					15	100%	67%	0%
General-Education Students	935	100%	94%	9%	1024	100%	86%	4%
Students with Disabilities	136	99%	50%	0%	158	94%	25%	0%
English Proficient	1065	100%	88%	8%	1176	99%	78%	3%
Limited English Proficient	6	100%	67%	0%	6	83%	0%	0%
Economically Disadvantaged	162	100%	84%	4%	159	98%	65%	1%
Not Disadvantaged	909	100%	89%	9%	1023	99%	80%	4%
Migrant								
Not Migrant	1071	100%	88%	8%	1182	99%	78%	3%

NOTES

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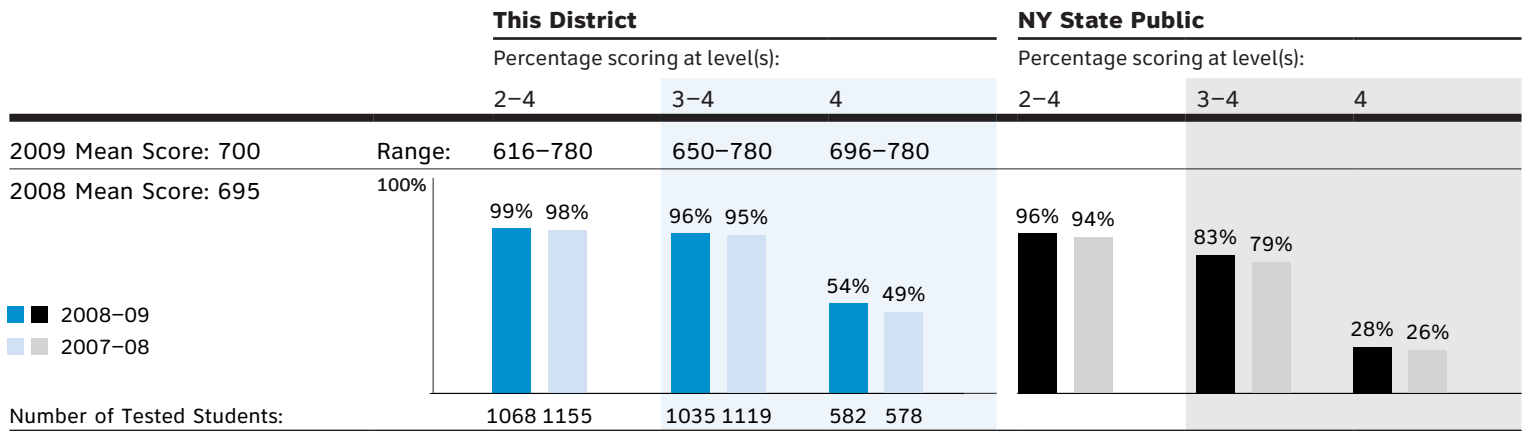
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	8	6	7	6	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	1081	99%	96%	54%	1182	98%	95%	49%
Female	525	99%	96%	55%	581	97%	93%	48%
Male	556	99%	95%	53%	601	98%	96%	50%
American Indian or Alaska Native					1	-	-	-
Black or African American	22	91%	82%	14%	14	-	-	-
Hispanic or Latino	83	99%	94%	46%	82	99%	91%	38%
Asian or Native Hawaiian/Other Pacific Islander	47	96%	94%	74%	55	100%	100%	75%
White	929	99%	96%	54%	1030	98%	95%	49%
Multiracial								
Small Group Totals					15	93%	80%	27%
General-Education Students	947	100%	98%	60%	1024	100%	99%	55%
Students with Disabilities	134	91%	77%	11%	158	84%	67%	9%
English Proficient	1068	99%	96%	54%	1174	98%	95%	49%
Limited English Proficient	13	92%	62%	8%	8	100%	63%	0%
Economically Disadvantaged	169	98%	93%	40%	160	94%	86%	32%
Not Disadvantaged	912	99%	96%	56%	1022	98%	96%	52%
Migrant								
Not Migrant	1081	99%	96%	54%	1182	98%	95%	49%

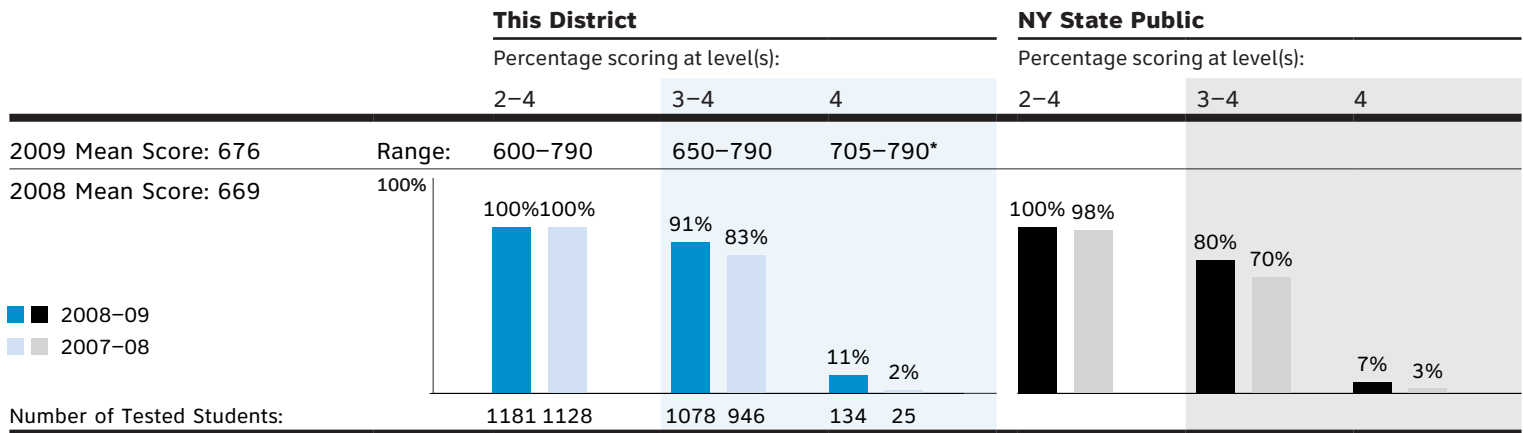
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	8	6	7	6	5	3

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	1181	100%	91%	11%	1133	100%	83%	2%
Female	576	100%	92%	14%	556	100%	87%	3%
Male	605	100%	91%	9%	577	99%	81%	2%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	15	-	-	-	24	-	-	-
Hispanic or Latino	83	100%	88%	8%	67	97%	73%	1%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	97%	21%	54	100%	83%	4%
White	1024	100%	92%	11%	986	100%	84%	2%
Multiracial								
Small Group Totals	16	100%	75%	0%	26	100%	81%	4%
General-Education Students	1027	100%	97%	13%	998	100%	90%	3%
Students with Disabilities	154	100%	55%	1%	135	98%	36%	0%
English Proficient	1174	100%	92%	11%	1123	100%	84%	2%
Limited English Proficient	7	100%	14%	0%	10	80%	30%	0%
Economically Disadvantaged	165	100%	86%	7%	129	98%	68%	2%
Not Disadvantaged	1016	100%	92%	12%	1004	100%	85%	2%
Migrant								
Not Migrant	1181	100%	91%	11%	1133	100%	83%	2%

NOTES

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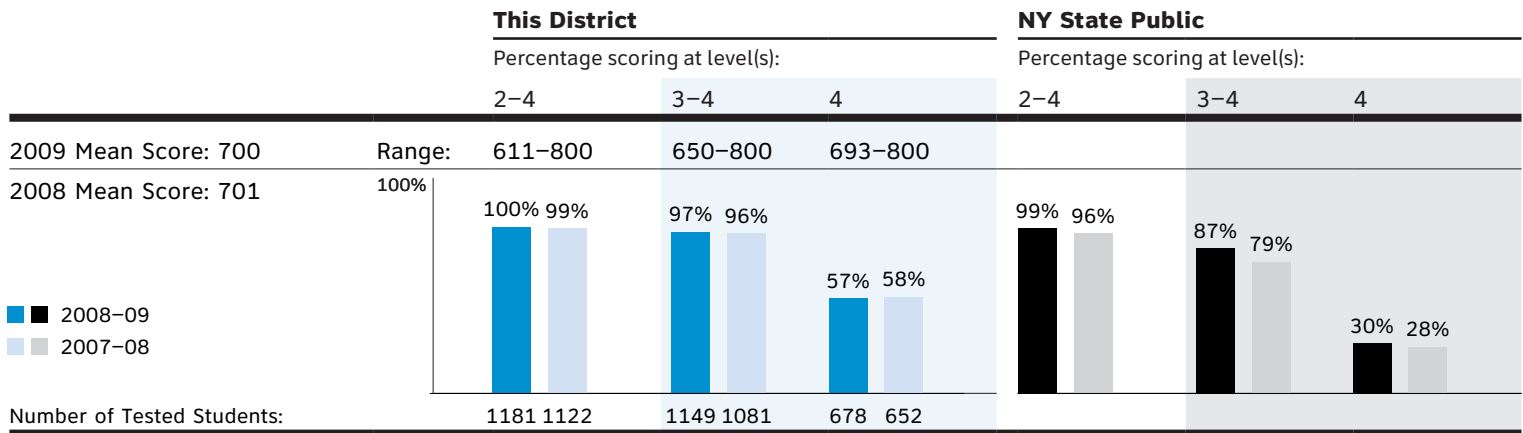
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	6	4	12	12	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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	1184	100%	97%	57%	1128	99%	96%	58%
Female	578	100%	97%	55%	555	100%	96%	56%
Male	606	100%	98%	59%	573	99%	95%	60%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	14	-	-	-	23	-	-	-
Hispanic or Latino	83	100%	96%	41%	67	100%	90%	39%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	100%	78%	55	100%	98%	73%
White	1028	100%	97%	58%	981	99%	96%	59%
Multiracial								
Small Group Totals	15	93%	80%	27%	25	100%	92%	40%
General-Education Students	1029	100%	100%	64%	992	100%	99%	64%
Students with Disabilities	155	98%	81%	15%	136	96%	75%	16%
English Proficient	1175	100%	97%	58%	1118	99%	96%	58%
Limited English Proficient	9	100%	78%	11%	10	100%	90%	30%
Economically Disadvantaged	165	99%	93%	38%	126	99%	92%	44%
Not Disadvantaged	1019	100%	98%	60%	1002	100%	96%	59%
Migrant								
Not Migrant	1184	100%	97%	57%	1128	99%	96%	58%

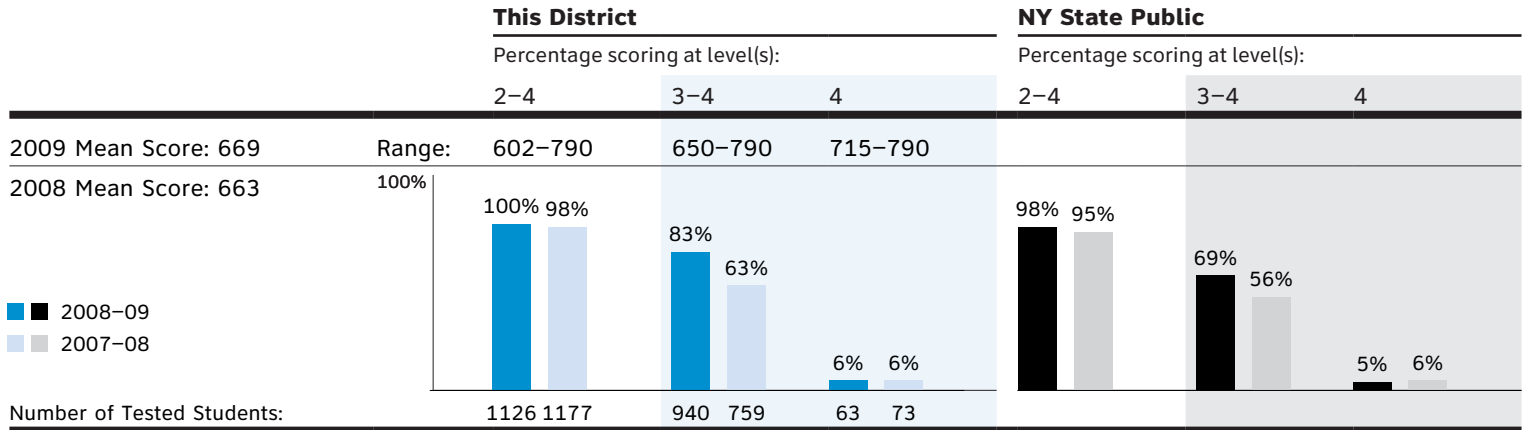
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	4	12	12	10	6

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	1126	100%	83%	6%	1205	98%	63%	6%
Female	547	100%	87%	6%	589	99%	71%	8%
Male	579	100%	80%	5%	616	97%	56%	4%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	22	-	-	-	20	-	-	-
Hispanic or Latino	68	100%	74%	0%	87	98%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	81%	12%	54	94%	69%	15%
White	976	100%	84%	6%	1043	98%	64%	6%
Multiracial								
Small Group Totals	24	100%	83%	4%	21	90%	62%	10%
General-Education Students	1007	100%	89%	6%	1055	100%	70%	7%
Students with Disabilities	119	100%	35%	0%	150	83%	11%	0%
English Proficient	1120	100%	84%	6%	1194	98%	64%	6%
Limited English Proficient	6	100%	17%	0%	11	73%	0%	0%
Economically Disadvantaged	135	100%	73%	3%	152	96%	45%	3%
Not Disadvantaged	991	100%	85%	6%	1053	98%	66%	7%
Migrant								
Not Migrant	1126	100%	83%	6%	1205	98%	63%	6%

NOTES

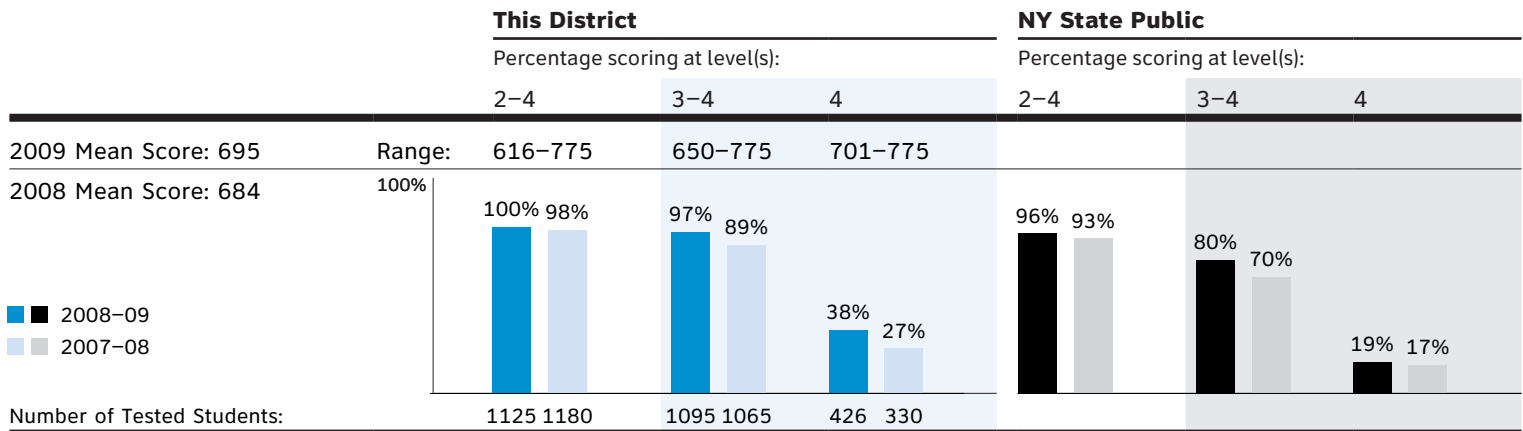
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Other Assessments

	2008-09 School Year				2007-08 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	14	14	13	11	8	8	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	5	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

	2008-09 School Year				2007-08 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	1127	100%	97%	38%	1202	98%	89%	27%
Female	548	100%	97%	40%	588	99%	91%	31%
Male	579	100%	98%	36%	614	97%	86%	24%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	22	-	-	-	20	-	-	-
Hispanic or Latino	68	100%	93%	26%	90	97%	77%	18%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	98%	62%	55	100%	93%	45%
White	977	100%	97%	37%	1036	98%	90%	27%
Multiracial								
Small Group Totals	24	100%	96%	25%	21	90%	62%	29%
General-Education Students	1008	100%	99%	42%	1055	100%	94%	31%
Students with Disabilities	119	99%	79%	6%	147	88%	52%	2%
English Proficient	1121	100%	97%	38%	1187	98%	89%	28%
Limited English Proficient	6	100%	100%	0%	15	93%	67%	13%
Economically Disadvantaged	134	100%	95%	23%	147	98%	78%	18%
Not Disadvantaged	993	100%	97%	40%	1055	98%	90%	29%
Migrant								
Not Migrant	1127	100%	97%	38%	1202	98%	89%	27%

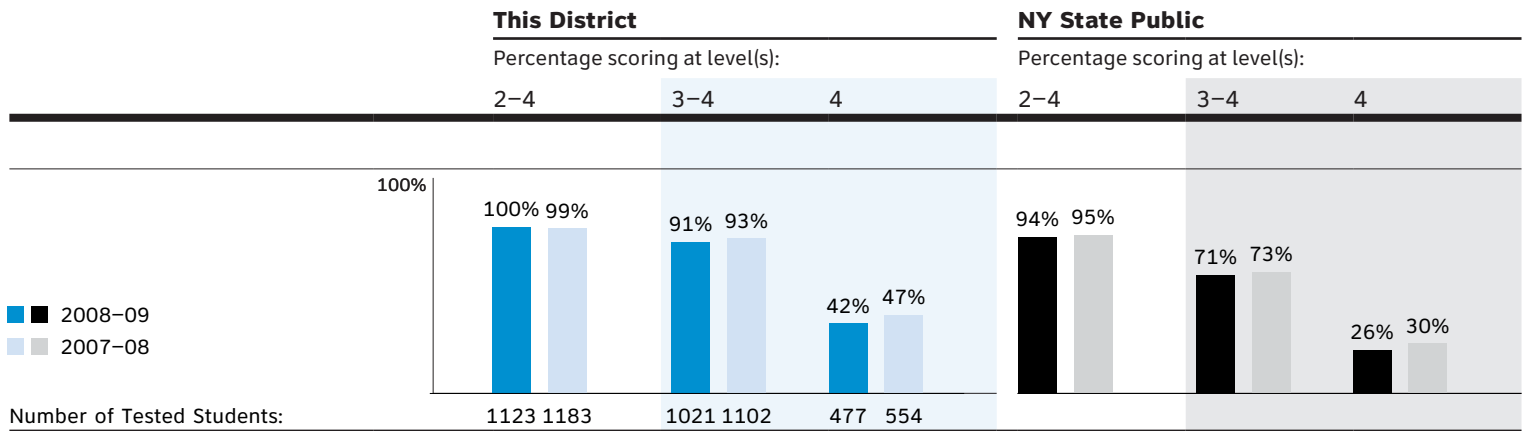
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	14	13	13	9	8	8	7	5

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	686	100%	85%	17%	831	99%	89%	34%
Female	325	100%	85%	12%	378	100%	89%	30%
Male	361	100%	85%	22%	453	98%	89%	37%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	16	-	-	-	15	-	-	-
Hispanic or Latino	53	100%	75%	8%	80	100%	85%	31%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	81%	13%	29	100%	79%	31%
White	584	100%	86%	18%	706	99%	90%	34%
Multiracial								
Small Group Totals	17	100%	76%	12%	16	94%	81%	31%
General-Education Students	569	100%	90%	19%	686	100%	94%	39%
Students with Disabilities	117	100%	60%	6%	145	94%	68%	8%
English Proficient	680	100%	85%	17%	815	99%	90%	34%
Limited English Proficient	6	100%	50%	0%	16	100%	38%	6%
Economically Disadvantaged	107	100%	73%	17%	125	98%	87%	23%
Not Disadvantaged	579	100%	87%	17%	706	99%	90%	36%
Migrant								
Not Migrant	686	100%	85%	17%	831	99%	89%	34%

NOTES

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Other Assessments

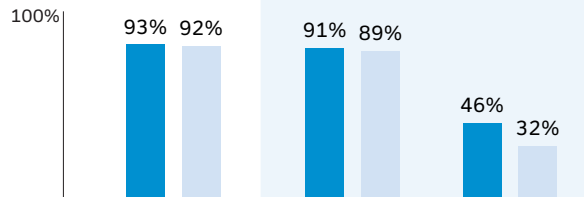
	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	13	12	8	8	7	6
Regents Science	438	438	438	361	360	360	360	274

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

This District

Percentage scoring at level(s):

2-4 3-4 4

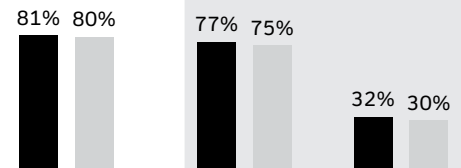


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1272	93%	91%	46%	1284	92%	89%	32%
Female	635	94%	94%	57%	618	94%	91%	38%
Male	637	91%	88%	35%	666	90%	86%	26%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	23	-	-	-	13	-	-	-
Hispanic or Latino	77	87%	86%	31%	81	86%	81%	22%
Asian or Native Hawaiian/Other Pacific Islander	48	88%	83%	52%	52	100%	98%	58%
White	1123	94%	92%	47%	1137	92%	89%	31%
Multiracial								
Small Group Totals	24	79%	79%	25%	14	64%	64%	7%
General-Education Students	1149	95%	94%	50%	1164	95%	92%	35%
Students with Disabilities	123	72%	64%	8%	120	60%	54%	2%
English Proficient	1263	93%	92%	46%	1274	92%	89%	32%
Limited English Proficient	9	33%	22%	11%	10	80%	60%	0%
Economically Disadvantaged	118	85%	81%	22%	108	83%	77%	15%
Not Disadvantaged	1154	94%	92%	48%	1176	93%	90%	33%
Migrant								
Not Migrant	1272	93%	91%	46%	1284	92%	89%	32%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *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

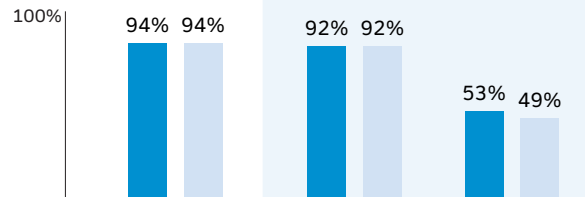
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

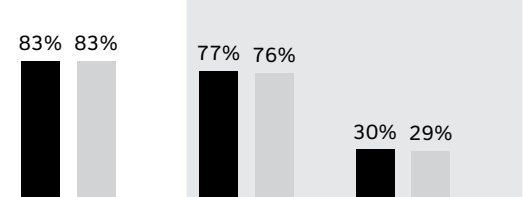
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1272	94%	92%	53%	1284	94%	92%	49%
Female	635	96%	94%	54%	618	96%	94%	52%
Male	637	92%	90%	51%	666	93%	89%	46%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	23	-	-	-	13	-	-	-
Hispanic or Latino	77	88%	88%	25%	81	93%	88%	43%
Asian or Native Hawaiian/Other Pacific Islander	48	98%	96%	69%	52	100%	98%	67%
White	1123	94%	93%	54%	1137	94%	92%	50%
Multiracial								
Small Group Totals	24	79%	79%	46%	14	64%	57%	0%
General-Education Students	1149	96%	95%	56%	1164	96%	94%	53%
Students with Disabilities	123	72%	64%	19%	120	73%	63%	14%
English Proficient	1263	94%	93%	53%	1274	94%	92%	50%
Limited English Proficient	9	56%	56%	33%	10	80%	60%	0%
Economically Disadvantaged	118	87%	85%	39%	108	86%	81%	31%
Not Disadvantaged	1154	94%	93%	54%	1176	95%	93%	51%
Migrant								
Not Migrant	1272	94%	92%	53%	1284	94%	92%	49%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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