



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **SACHEM CENTRAL SCHOOL
DISTRICT**

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

Superintendent **JAMES NOLAN**

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 View School Accountability Status.

This section lists all schools in your district by 2010–11 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@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

	2007-08	2008-09	2009-10
Pre-K	0	332	284
Kindergarten	1054	1083	1041
Grade 1	1098	1063	1081
Grade 2	1167	1098	1062
Grade 3	1162	1174	1089
Grade 4	1180	1177	1153
Grade 5	1080	1181	1182
Grade 6	1196	1084	1163
Ungraded Elementary	0	0	0
Grade 7	1148	1192	1110
Grade 8	1208	1143	1188
Grade 9	1247	1231	1147
Grade 10	1128	1229	1217
Grade 11	1248	1110	1188
Grade 12	1266	1249	1139
Ungraded Secondary	0	0	0
Total K-12	15182	15014	14760

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	23	23
Grade 8			
English	24	23	23
Mathematics	24	23	23
Science	24	24	23
Social Studies	25	23	23
Grade 10			
English	25	25	25
Mathematics	22	21	24
Science	24	21	22
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 **SACHEM CENTRAL SCHOOL DISTRICT**District ID **58-02-05-06-0000**

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	913	6%	917	6%	1262	9%
Reduced-Price Lunch	599	4%	586	4%	611	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	194	1%	172	1%	174	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	23	0%	21	0%	17	0%
Black or African American	261	2%	296	2%	288	2%
Hispanic or Latino	1214	8%	1030	7%	1034	7%
Asian or Native Hawaiian/Other Pacific Islander	678	4%	687	5%	711	5%
White	12884	85%	12980	86%	12692	86%
Multiracial	122	1%	0	0%	18	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	381	2%	428	3%	380	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

	2007-08	2008-09	2009-10
Total Number of Teachers	1150	1143	1111
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	8%	7%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	58%	61%
Total Number of Core Classes	3486	3422	3169
Percent Not Taught by Highly Qualified Teachers in This District	1%	2%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	4190	4107	3975
Percent Taught by Teachers Without Appropriate Certification	1%	2%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	18%	23%
Turnover Rate of All Teachers	16%	15%	18%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	132	130	127
Total Paraprofessionals*	257	176	268
Assistant Principals	12	12	12
Principals	19	18	18

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

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

2008–09	2009–10	2010–11
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American				—	—	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial	—	—				
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 8	8 of 8	1 of 1	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
(2010–11)

Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (6907:6793)			100%		183	154	
Ethnicity							
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—
Black or African American (138:128)			100%		169	146	
Hispanic or Latino (487:475)			100%		176	150	
Asian or Native Hawaiian/Other Pacific Islander (320:305)			99%		187	149	
White (5938:5866)			100%		184	154	
Multiracial (16:11)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (875:940)			99%		143	151	150 111
Limited English Proficient (84:126)			99%		158	146	
Economically Disadvantaged (1099:1046)			100%		173	152	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (3442:3387)			100%		187	153	
Male (3465:3406)			100%		179	153	
Migrant (1:1)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (6905:6795)			100%		196	134	
Ethnicity							
American Indian or Alaska Native (8:8)	—	—	—	—	—	—	—
Black or African American (138:128)			100%		188	126	
Hispanic or Latino (488:474)			100%		193	130	
Asian or Native Hawaiian/Other Pacific Islander (320:308)			100%		199	129	
White (5936:5866)			100%		196	134	
Multiracial (15:11)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (874:943)			99%		178	131	
Limited English Proficient (84:132)			100%		191	126	
Economically Disadvantaged (1098:1049)			100%		193	132	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (3440:3387)			100%		197	133	
Male (3465:3408)			100%		195	133	
Migrant (1:1)			—		—	—	

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (2337:2290)		Qualified		99%		196	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (32:29)	—	—	—	—	—	—	—	—
Hispanic or Latino (167:159)		Qualified		98%		192	100	
Asian or Native Hawaiian/Other Pacific Islander (110:105)		Qualified		100%		198	100	
White (2022:1993)		Qualified		99%		196	100	
Multiracial (3:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (294:306)		Qualified		98%		179	100	
Limited English Proficient (27:26)	—	—	—	—	—	—	—	—
Economically Disadvantaged (348:328)		Qualified		99%		194	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1165:1145)				99%		196	100	
Male (1172:1145)				99%		196	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

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 2011-12. [201]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1105:1090)			100%		195	174	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (24:23)	—	—	—	—	—	—	—
Hispanic or Latino (76:70)			100%		194	166	
Asian or Native Hawaiian/Other Pacific Islander (52:52)			100%		192	164	
White (953:945)			100%		195	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (91:123)			100%		175	168	
Limited English Proficient (6:4)	—	—	—	—	—	—	—
Economically Disadvantaged (130:122)			100%		193	168	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (522:527)			100%		196	172	
Male (583:563)			100%		194	172	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1105:1090)			100%		195	170	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (24:23)	—	—	—	—	—	—	—
Hispanic or Latino (76:70)			100%		193	162	
Asian or Native Hawaiian/Other Pacific Islander (52:52)			100%		196	160	
White (953:945)			100%		195	169	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (91:123)			100%		170	164	
Limited English Proficient (6:4)	—	—	—	—	—	—	—
Economically Disadvantaged (130:122)			100%		193	164	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (522:527)			100%		196	168	
Male (583:563)			100%		194	168	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2009–10 2010–11
Accountability Groups					
All Students (1272)			90%	80%	
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (23)		—	—	—	
Hispanic or Latino (77)			84%	80%	
Asian or Native Hawaiian/Other Pacific Islander (48)			85%	80%	
White (1123)			91%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (163)			75%	80%	76% 76%
Limited English Proficient (9)		—	—	—	
Economically Disadvantaged (118)			83%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (636)			92%	80%	
Male (636)			89%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **93%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

18 schools identified 100% of total

CAYUGA SCHOOL
CHIPPEWA ELEMENTARY SCHOOL
GATELOT AVENUE SCHOOL
GRUNDY AVENUE SCHOOL
HIAWATHA SCHOOL
LYNWOOD AVENUE SCHOOL
MERRIMAC SCHOOL
NOKOMIS SCHOOL
SACHEM HIGH SCHOOL EAST
SACHEM HIGH SCHOOL NORTH
SAGAMORE MIDDLE SCHOOL
SAMOSET MIDDLE SCHOOL
SENECA MIDDLE SCHOOL
SEQUOYA MIDDLE SCHOOL
TAMARAC ELEMENTARY SCHOOL
TECUMSEH ELEMENTARY SCHOOL
WAVERLY AVENUE SCHOOL
WENONAH SCHOOL

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

Summary of 2009–10 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	64%			1074
Grade 4	68%			1144
Grade 5	58%			1173
Grade 6	76%			1156
Grade 7	63%			1096
Grade 8	69%			1170
Mathematics				
Grade 3	80%			1074
Grade 4	85%			1145
Grade 5	81%			1175
Grade 6	86%			1158
Grade 7	85%			1101
Grade 8	76%			1169
Science				
Grade 4	98%			1144
Grade 8	91%			660

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	91%			1146
Mathematics	91%			1146

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.p12.nysed.gov/irts.

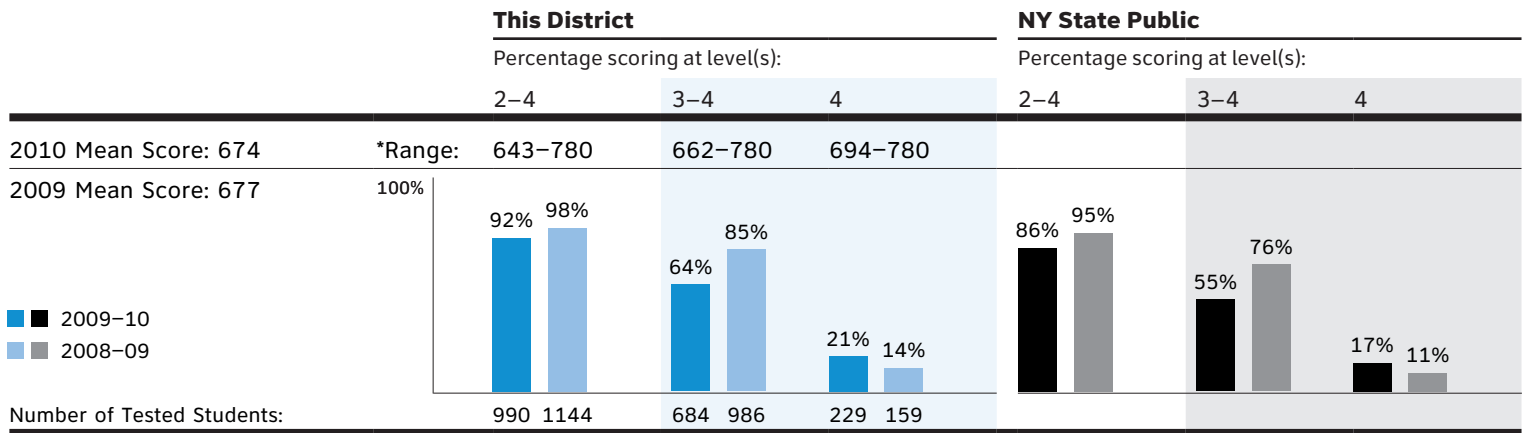
In this section, this district's performance is compared with that of public schools statewide.

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

	2009-10 School Year				2008-09 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	1074	92%	64%	21%	1166	98%	85%	14%
Female	545	95%	69%	23%	601	99%	88%	16%
Male	529	89%	58%	19%	565	97%	81%	11%
American Indian or Alaska Native					2	-	-	-
Black or African American	29	79%	31%	0%	23	-	-	-
Hispanic or Latino	79	89%	53%	13%	89	96%	66%	6%
Asian or Native Hawaiian/Other Pacific Islander	57	96%	74%	32%	53	100%	92%	19%
White	903	93%	65%	22%	999	98%	86%	14%
Multiracial	6	83%	50%	33%				
Small Group Totals					25	92%	68%	4%
General-Education Students	958	96%	69%	24%	1048	100%	90%	15%
Students with Disabilities	116	65%	21%	3%	118	85%	40%	3%
English Proficient	1053	92%	64%	22%	1145	98%	85%	14%
Limited English Proficient	21	81%	38%	10%	21	90%	48%	0%
Economically Disadvantaged	191	85%	49%	14%	137	96%	66%	7%
Not Disadvantaged	883	94%	67%	23%	1029	98%	87%	14%
Migrant								
Not Migrant	1074	92%	64%	21%	1166	98%	85%	14%

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.

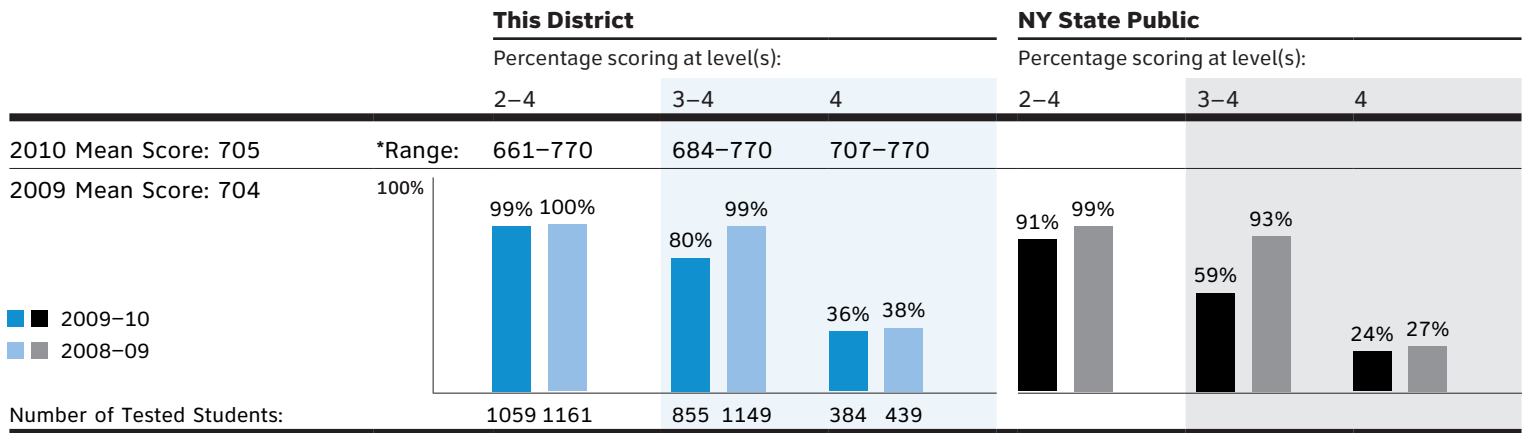
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	11	11	9	9	7	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	1074	99%	80%	36%	1164	100%	99%	38%
Female	545	99%	81%	35%	601	100%	99%	42%
Male	529	98%	78%	37%	563	99%	98%	33%
American Indian or Alaska Native					2	-	-	-
Black or African American	29	97%	55%	7%	21	-	-	-
Hispanic or Latino	80	99%	73%	28%	88	100%	100%	22%
Asian or Native Hawaiian/Other Pacific Islander	57	100%	91%	54%	53	100%	100%	49%
White	903	99%	81%	36%	1000	100%	99%	39%
Multiracial	5	100%	40%	20%				
Small Group Totals					23	96%	91%	22%
General-Education Students	958	100%	84%	39%	1048	100%	100%	40%
Students with Disabilities	116	90%	46%	6%	116	98%	88%	16%
English Proficient	1053	99%	80%	36%	1143	100%	99%	38%
Limited English Proficient	21	100%	76%	10%	21	100%	100%	10%
Economically Disadvantaged	191	97%	68%	22%	134	100%	99%	26%
Not Disadvantaged	883	99%	82%	39%	1030	100%	99%	39%
Migrant								
Not Migrant	1074	99%	80%	36%	1164	100%	99%	38%

NOTES

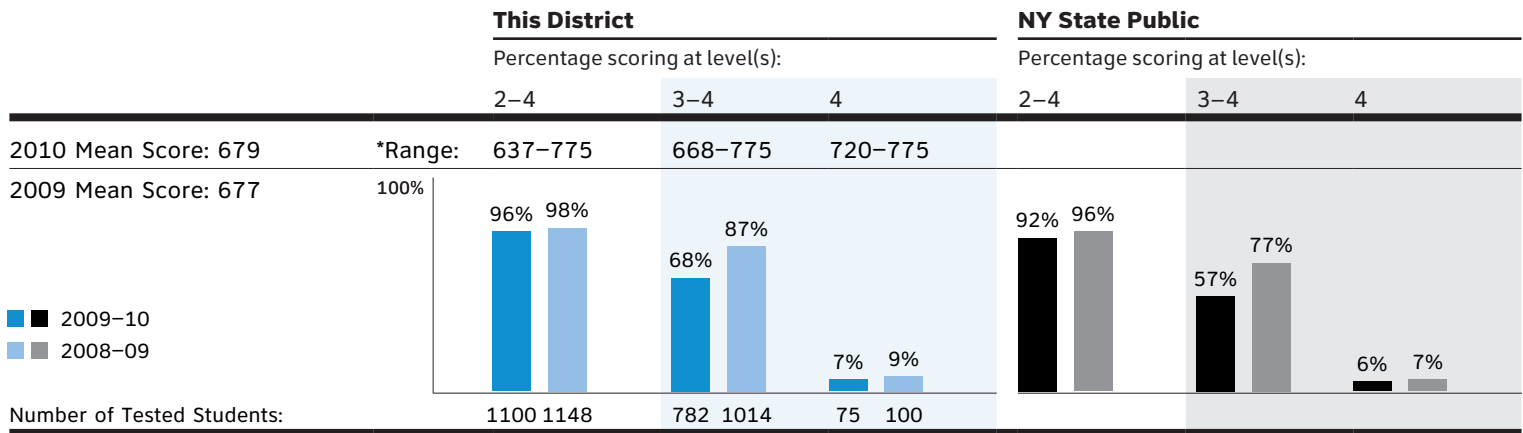
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	11	11	11	10	7	7	7	5

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	1144	96%	68%	7%	1171	98%	87%	9%
Female	588	98%	75%	8%	583	99%	91%	11%
Male	556	94%	61%	5%	588	97%	83%	6%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	18	94%	78%	0%	24	-	-	-
Hispanic or Latino	83	93%	52%	2%	81	96%	81%	5%
Asian or Native Hawaiian/Other Pacific Islander	49	98%	76%	8%	47	98%	83%	13%
White	989	96%	69%	7%	1018	98%	88%	9%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	60%	20%	25	88%	72%	8%
General-Education Students	1015	99%	75%	7%	1034	100%	92%	10%
Students with Disabilities	129	74%	18%	0%	137	84%	43%	0%
English Proficient	1128	96%	69%	7%	1157	98%	87%	9%
Limited English Proficient	16	81%	38%	0%	14	86%	36%	0%
Economically Disadvantaged	169	93%	53%	4%	179	96%	74%	1%
Not Disadvantaged	975	97%	71%	7%	992	98%	89%	10%
Migrant								
Not Migrant	1144	96%	68%	7%	1171	98%	87%	9%

NOTES

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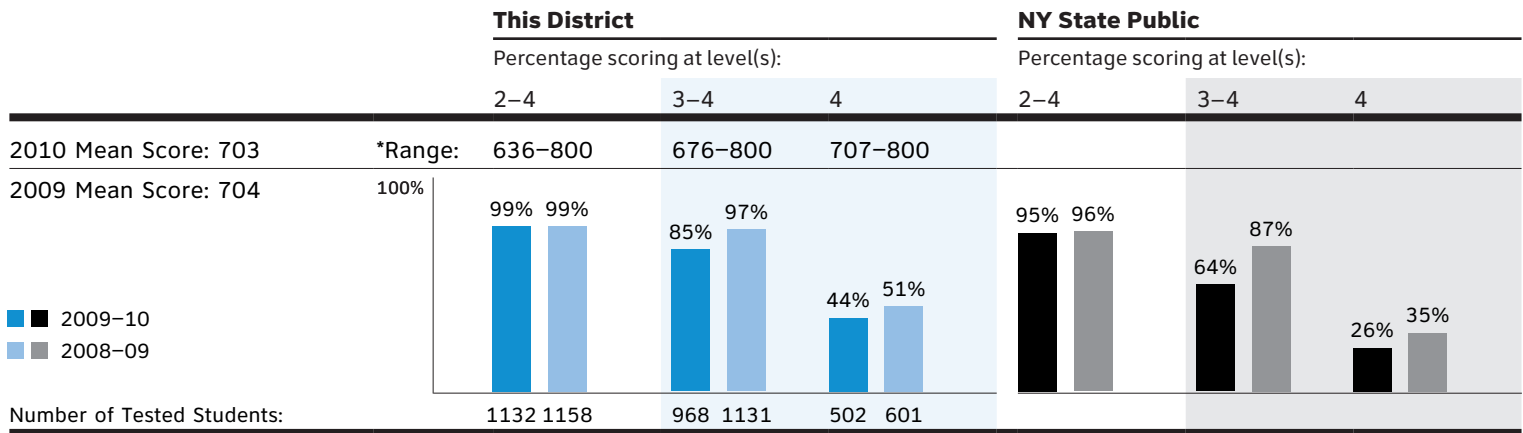
Other

Assessments

	2009-10 School Year				2008-09 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	7	7	7	4	11	10	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	1145	99%	85%	44%	1167	99%	97%	51%
Female	587	100%	86%	46%	583	99%	97%	53%
Male	558	98%	83%	42%	584	99%	96%	50%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	18	94%	83%	6%	24	-	-	-
Hispanic or Latino	83	99%	69%	27%	78	100%	95%	35%
Asian or Native Hawaiian/Other Pacific Islander	53	100%	91%	55%	47	98%	98%	68%
White	986	99%	86%	46%	1017	99%	97%	53%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	60%	20%	25	96%	92%	32%
General-Education Students	1016	100%	89%	48%	1031	100%	99%	56%
Students with Disabilities	129	90%	48%	13%	136	95%	80%	18%
English Proficient	1125	99%	85%	44%	1153	99%	97%	52%
Limited English Proficient	20	90%	55%	25%	14	93%	86%	14%
Economically Disadvantaged	171	99%	75%	25%	175	99%	94%	31%
Not Disadvantaged	974	99%	86%	47%	992	99%	97%	55%
Migrant								
Not Migrant	1145	99%	85%	44%	1167	99%	97%	51%

NOTES

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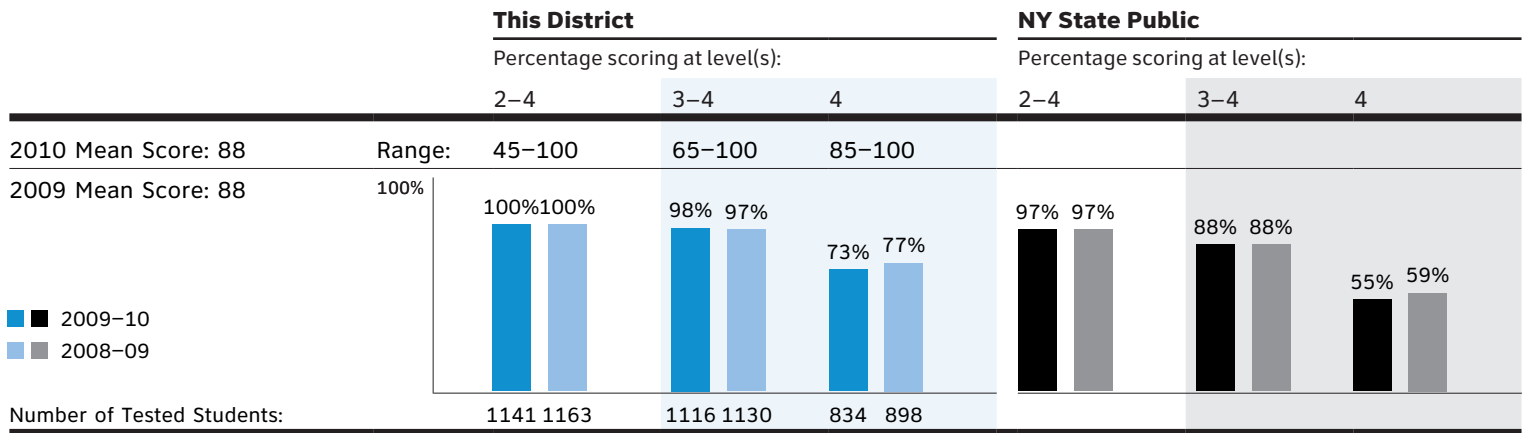
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	7	7	7	5	11	11	10	8

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	1144	100%	98%	73%	1168	100%	97%	77%
Female	588	100%	98%	75%	584	100%	97%	77%
Male	556	100%	97%	70%	584	99%	97%	77%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	18	100%	94%	50%	24	-	-	-
Hispanic or Latino	82	100%	93%	60%	78	100%	97%	58%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	98%	81%	47	100%	96%	74%
White	987	100%	98%	74%	1018	100%	97%	78%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	100%	60%	25	100%	92%	76%
General-Education Students	1017	100%	99%	77%	1033	100%	99%	81%
Students with Disabilities	127	98%	87%	41%	135	96%	83%	49%
English Proficient	1125	100%	98%	73%	1154	100%	97%	78%
Limited English Proficient	19	100%	84%	58%	14	100%	71%	7%
Economically Disadvantaged	172	100%	97%	59%	174	99%	93%	60%
Not Disadvantaged	972	100%	98%	75%	994	100%	97%	80%
Migrant								
Not Migrant	1144	100%	98%	73%	1168	100%	97%	77%

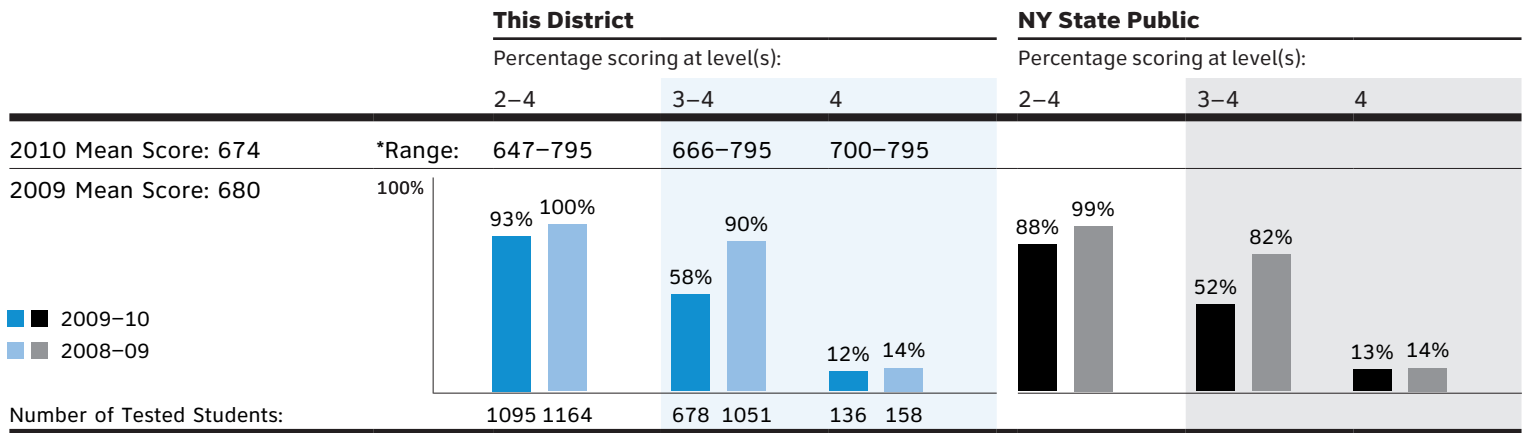
NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	7	7	7	6	11	11	10	10

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	1173	93%	58%	12%	1168	100%	90%	14%
Female	589	96%	66%	15%	588	100%	92%	14%
Male	584	91%	50%	8%	580	100%	88%	13%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	28	-	-	-	24	-	-	-
Hispanic or Latino	82	93%	50%	7%	63	100%	83%	10%
Asian or Native Hawaiian/Other Pacific Islander	51	88%	63%	29%	53	100%	96%	23%
White	1008	94%	58%	11%	1024	100%	90%	14%
Multiracial	3	-	-	-				
Small Group Totals	32	88%	63%	0%	28	100%	86%	4%
General-Education Students	1034	97%	64%	13%	1028	100%	95%	15%
Students with Disabilities	139	64%	15%	0%	140	98%	51%	1%
English Proficient	1164	94%	58%	12%	1159	100%	90%	14%
Limited English Proficient	9	56%	0%	0%	9	89%	33%	0%
Economically Disadvantaged	191	86%	48%	3%	165	100%	78%	9%
Not Disadvantaged	982	95%	60%	13%	1003	100%	92%	14%
Migrant								
Not Migrant	1173	93%	58%	12%	1168	100%	90%	14%

NOTES

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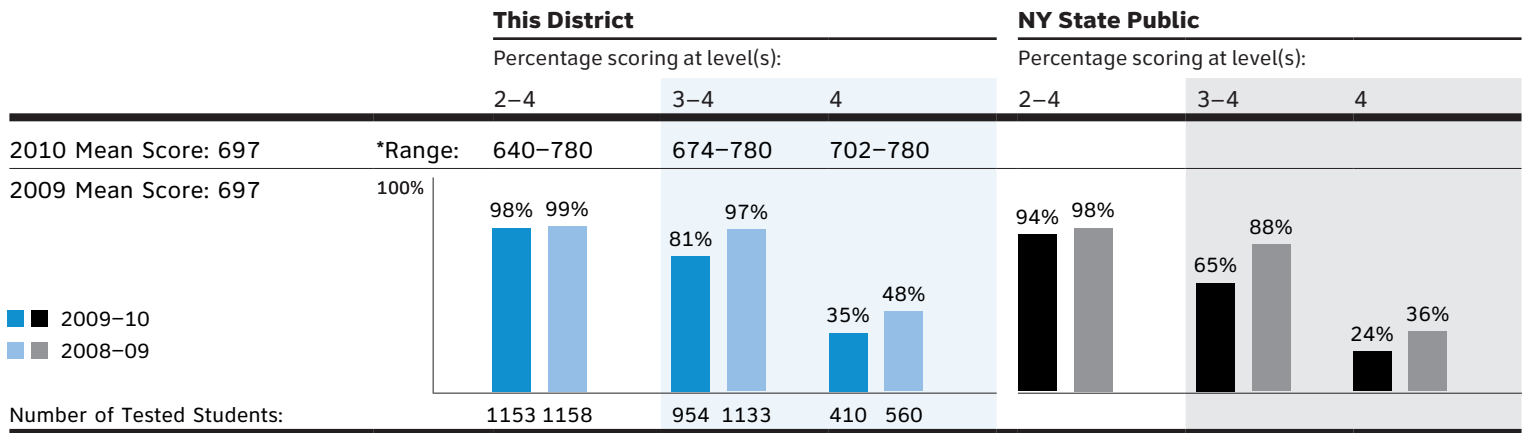
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	12	12	12	10	17	17	17	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	1175	98%	81%	35%	1165	99%	97%	48%
Female	592	99%	83%	37%	589	100%	97%	48%
Male	583	98%	79%	33%	576	99%	97%	48%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	29	-	-	-	23	-	-	-
Hispanic or Latino	83	96%	73%	16%	63	98%	94%	24%
Asian or Native Hawaiian/Other Pacific Islander	50	100%	90%	52%	53	100%	98%	68%
White	1009	98%	82%	36%	1022	99%	97%	49%
Multiracial	3	-	-	-				
Small Group Totals	33	97%	76%	15%	27	100%	96%	30%
General-Education Students	1036	100%	87%	39%	1025	100%	99%	53%
Students with Disabilities	139	88%	39%	7%	140	95%	83%	9%
English Proficient	1164	98%	81%	35%	1156	99%	97%	48%
Limited English Proficient	11	91%	64%	0%	9	100%	78%	11%
Economically Disadvantaged	194	96%	73%	19%	161	99%	95%	33%
Not Disadvantaged	981	98%	83%	38%	1004	100%	98%	50%
Migrant								
Not Migrant	1175	98%	81%	35%	1165	99%	97%	48%

NOTES

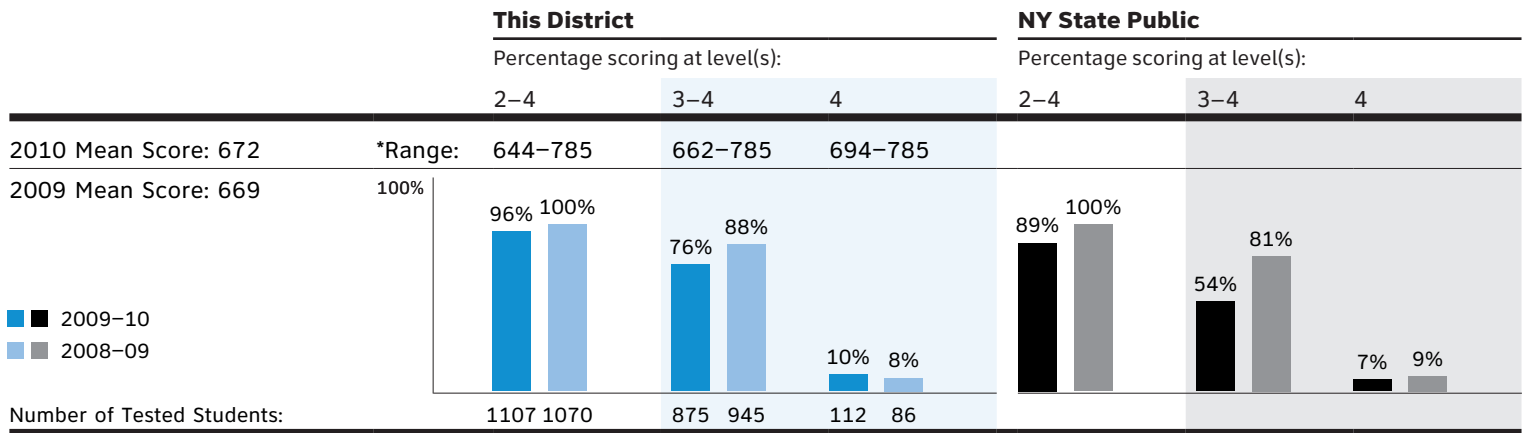
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Other Assessments

	2009-10 School Year				2008-09 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	12	12	11	11	17	17	16	14

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	1156	96%	76%	10%	1071	100%	88%	8%
Female	580	98%	78%	12%	521	100%	90%	9%
Male	576	94%	73%	7%	550	100%	86%	7%
American Indian or Alaska Native	4	-	-	-				
Black or African American	23	91%	61%	0%	21	95%	62%	5%
Hispanic or Latino	64	94%	59%	3%	82	100%	88%	5%
Asian or Native Hawaiian/Other Pacific Islander	51	98%	86%	22%	46	100%	87%	20%
White	1011	96%	76%	10%	922	100%	89%	8%
Multiracial	3	-	-	-				
Small Group Totals	7	86%	86%	29%				
General-Education Students	1019	99%	83%	11%	935	100%	94%	9%
Students with Disabilities	137	69%	19%	1%	136	99%	50%	0%
English Proficient	1150	96%	76%	10%	1065	100%	88%	8%
Limited English Proficient	6	67%	0%	0%	6	100%	67%	0%
Economically Disadvantaged	170	89%	55%	6%	162	100%	84%	4%
Not Disadvantaged	986	97%	79%	10%	909	100%	89%	9%
Migrant								
Not Migrant	1156	96%	76%	10%	1071	100%	88%	8%

NOTES

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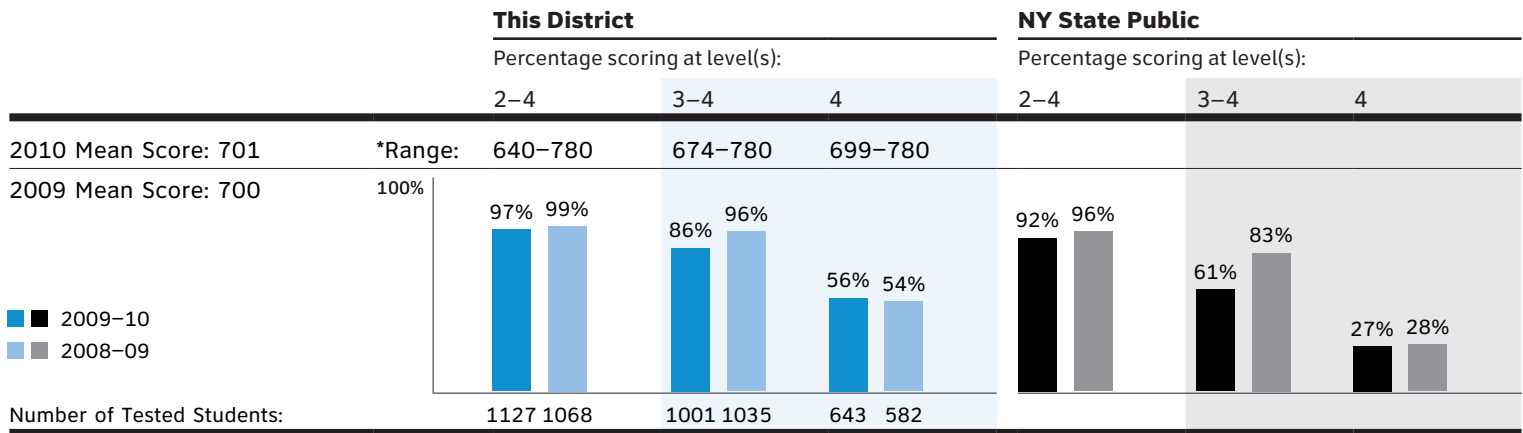
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Other Assessments

	2009-10 School Year				2008-09 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	18	18	17	13	9	9	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	1158	97%	86%	56%	1081	99%	96%	54%
Female	580	98%	87%	55%	525	99%	96%	55%
Male	578	97%	86%	56%	556	99%	95%	53%
American Indian or Alaska Native	4	-	-	-				
Black or African American	25	88%	68%	32%	22	91%	82%	14%
Hispanic or Latino	64	94%	81%	34%	83	99%	94%	46%
Asian or Native Hawaiian/Other Pacific Islander	51	98%	94%	78%	47	96%	94%	74%
White	1011	98%	87%	56%	929	99%	96%	54%
Multiracial	3	-	-	-				
Small Group Totals	7	86%	86%	43%				
General-Education Students	1020	100%	93%	62%	947	100%	98%	60%
Students with Disabilities	138	80%	37%	11%	134	91%	77%	11%
English Proficient	1150	97%	87%	56%	1068	99%	96%	54%
Limited English Proficient	8	88%	75%	0%	13	92%	62%	8%
Economically Disadvantaged	172	94%	73%	42%	169	98%	93%	40%
Not Disadvantaged	986	98%	89%	58%	912	99%	96%	56%
Migrant								
Not Migrant	1158	97%	86%	56%	1081	99%	96%	54%

NOTES

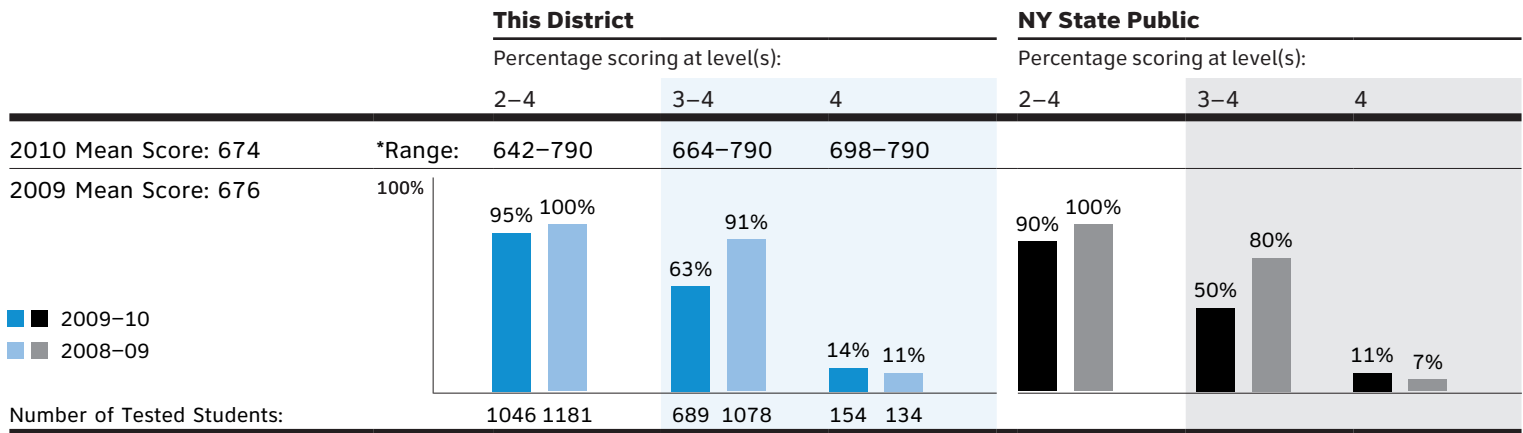
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Other Assessments

	2009-10 School Year				2008-09 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	18	18	17	9	9	9	8	6

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	1096	95%	63%	14%	1181	100%	91%	11%
Female	537	97%	70%	16%	576	100%	92%	14%
Male	559	94%	56%	13%	605	100%	91%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	21	-	-	-	15	-	-	-
Hispanic or Latino	87	94%	55%	6%	83	100%	88%	8%
Asian or Native Hawaiian/Other Pacific Islander	47	89%	72%	30%	58	100%	97%	21%
White	940	96%	64%	14%	1024	100%	92%	11%
Multiracial	1	-	-	-				
Small Group Totals	22	77%	45%	0%	16	100%	75%	0%
General-Education Students	963	99%	69%	16%	1027	100%	97%	13%
Students with Disabilities	133	71%	19%	1%	154	100%	55%	1%
English Proficient	1085	96%	63%	14%	1174	100%	92%	11%
Limited English Proficient	11	36%	9%	0%	7	100%	14%	0%
Economically Disadvantaged	185	91%	48%	7%	165	100%	86%	7%
Not Disadvantaged	911	96%	66%	15%	1016	100%	92%	12%
Migrant	1	-	-	-				
Not Migrant	1095	-	-	-	1181	100%	91%	11%

NOTES

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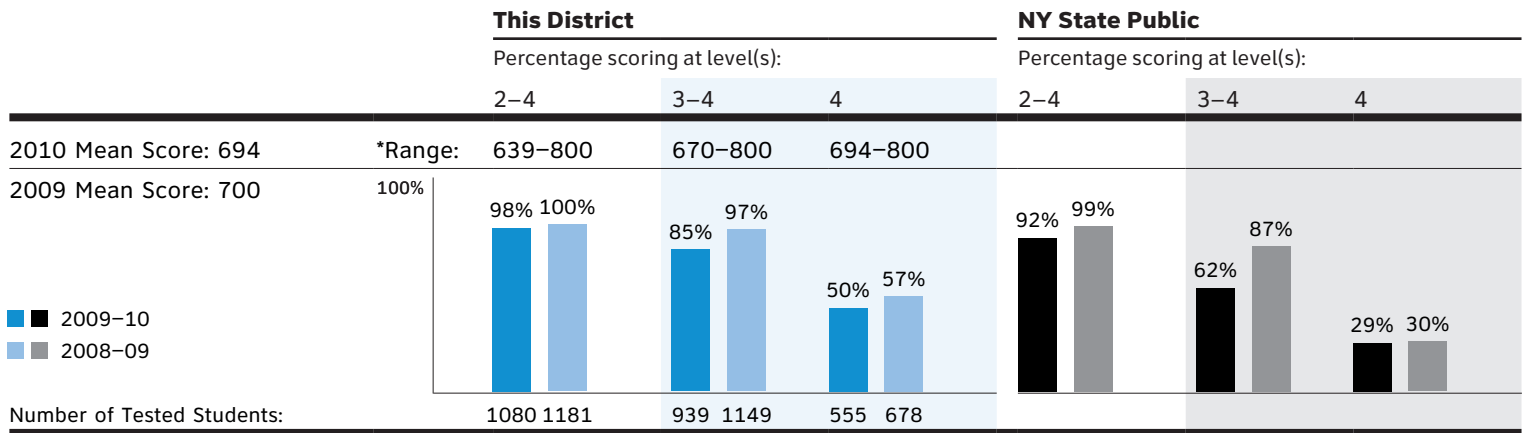
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	8	6	8	8	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	1101	98%	85%	50%	1184	100%	97%	57%
Female	540	98%	87%	51%	578	100%	97%	55%
Male	561	98%	84%	49%	606	100%	98%	59%
American Indian or Alaska Native					1	-	-	-
Black or African American	22	-	-	-	14	-	-	-
Hispanic or Latino	86	97%	81%	41%	83	100%	96%	41%
Asian or Native Hawaiian/Other Pacific Islander	48	100%	92%	69%	58	100%	100%	78%
White	944	98%	86%	51%	1028	100%	97%	58%
Multiracial	1	-	-	-				
Small Group Totals	23	87%	57%	13%	15	93%	80%	27%
General-Education Students	967	99%	91%	56%	1029	100%	100%	64%
Students with Disabilities	134	89%	46%	10%	155	98%	81%	15%
English Proficient	1086	98%	86%	51%	1175	100%	97%	58%
Limited English Proficient	15	93%	60%	20%	9	100%	78%	11%
Economically Disadvantaged	186	97%	77%	35%	165	99%	93%	38%
Not Disadvantaged	915	98%	87%	54%	1019	100%	98%	60%
Migrant	1	-	-	-				
Not Migrant	1100	-	-	-	1184	100%	97%	57%

NOTES

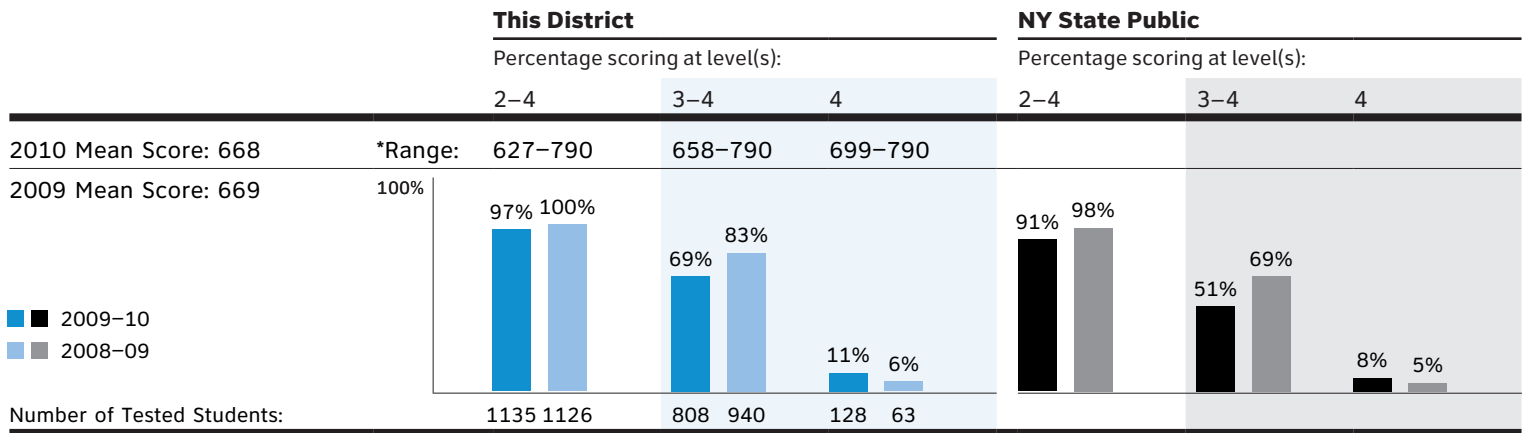
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	8	8	3	8	6	6	4

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	1170	97%	69%	11%	1126	100%	83%	6%
Female	571	97%	75%	14%	547	100%	87%	6%
Male	599	97%	63%	8%	579	100%	80%	5%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	14	-	-	-	22	-	-	-
Hispanic or Latino	84	95%	64%	7%	68	100%	74%	0%
Asian or Native Hawaiian/Other Pacific Islander	57	96%	84%	23%	58	100%	81%	12%
White	1014	97%	69%	11%	976	100%	84%	6%
Multiracial								
Small Group Totals	15	87%	40%	0%	24	100%	83%	4%
General-Education Students	1023	100%	77%	12%	1007	100%	89%	6%
Students with Disabilities	147	80%	14%	1%	119	100%	35%	0%
English Proficient	1161	97%	69%	11%	1120	100%	84%	6%
Limited English Proficient	9	67%	22%	0%	6	100%	17%	0%
Economically Disadvantaged	173	92%	52%	7%	135	100%	73%	3%
Not Disadvantaged	997	98%	72%	12%	991	100%	85%	6%
Migrant								
Not Migrant	1170	97%	69%	11%	1126	100%	83%	6%

NOTES

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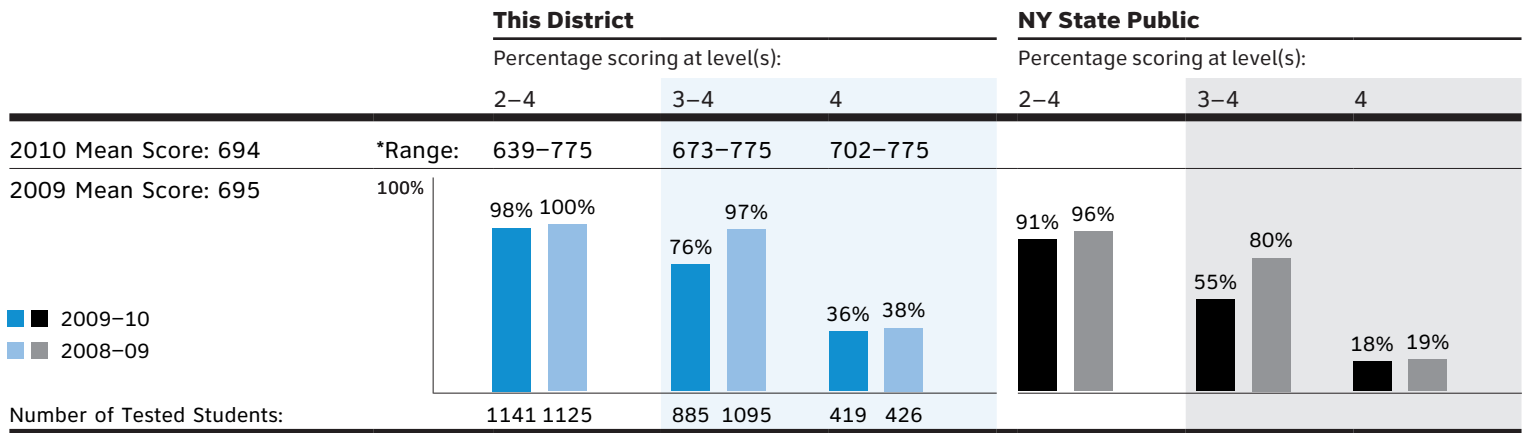
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Other Assessments

	2009-10 School Year				2008-09 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	8	8	6	5	14	14	13	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	1169	98%	76%	36%	1127	100%	97%	38%
Female	570	98%	76%	37%	548	100%	97%	40%
Male	599	97%	75%	35%	579	100%	98%	36%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	14	-	-	-	22	-	-	-
Hispanic or Latino	84	96%	69%	31%	68	100%	93%	26%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	90%	59%	58	100%	98%	62%
White	1012	98%	76%	35%	977	100%	97%	37%
Multiracial								
Small Group Totals	15	93%	40%	13%	24	100%	96%	25%
General-Education Students	1022	99%	82%	40%	1008	100%	99%	42%
Students with Disabilities	147	85%	31%	6%	119	99%	79%	6%
English Proficient	1160	98%	76%	36%	1121	100%	97%	38%
Limited English Proficient	9	100%	44%	0%	6	100%	100%	0%
Economically Disadvantaged	173	95%	60%	20%	134	100%	95%	23%
Not Disadvantaged	996	98%	79%	39%	993	100%	97%	40%
Migrant								
Not Migrant	1169	98%	76%	36%	1127	100%	97%	38%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	8	6	5	4	14	13	13	9

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

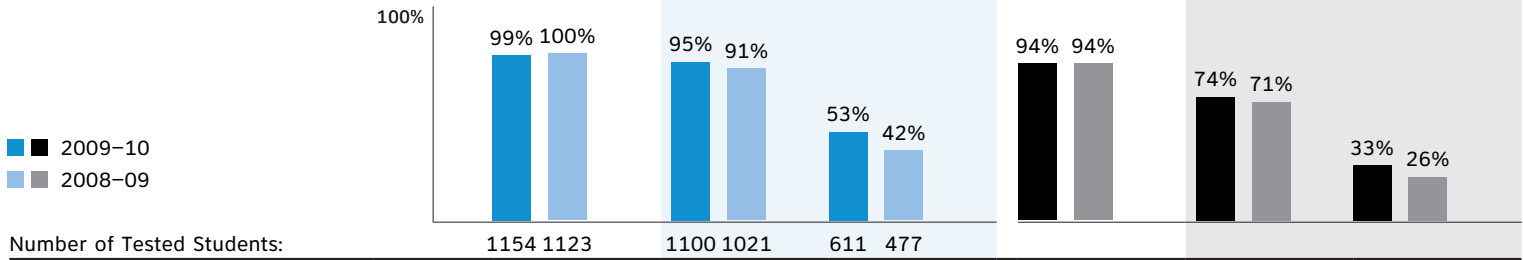
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

Total Tested

Percentage scoring at level(s):

2-4 3-4 4

2008-09 School Year

Total Tested

Percentage scoring at level(s):

2-4 3-4 4

	2009-10 School Year			2008-09 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	660	99%	91%	33%	686	100%	85%	17%
Female	295	99%	89%	27%	325	100%	85%	12%
Male	365	99%	93%	38%	361	100%	85%	22%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	10	-	-	-	16	-	-	-
Hispanic or Latino	53	98%	87%	23%	53	100%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	35%	32	100%	81%	13%
White	576	99%	91%	35%	584	100%	86%	18%
Multiracial								
Small Group Totals	11	100%	82%	9%	17	100%	76%	12%
General-Education Students	517	100%	95%	39%	569	100%	90%	19%
Students with Disabilities	143	97%	75%	10%	117	100%	60%	6%
English Proficient	653	99%	91%	33%	680	100%	85%	17%
Limited English Proficient	7	100%	86%	29%	6	100%	50%	0%
Economically Disadvantaged	132	99%	87%	30%	107	100%	73%	17%
Not Disadvantaged	528	99%	92%	34%	579	100%	87%	17%
Migrant								
Not Migrant	660	99%	91%	33%	686	100%	85%	17%

NOTES

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Other Assessments

2009-10 School Year

Total Tested

Number scoring at level(s):

2-4 3-4 4

2008-09 School Year

Total Tested

Number scoring at level(s):

2-4 3-4 4

	2009-10 School Year	2008-09 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	14
Regents Science	500	438

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

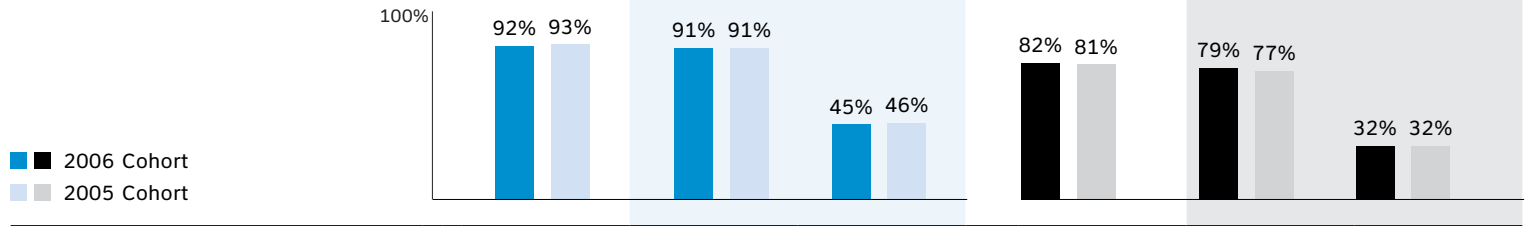
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1146	92%	91%	45%	1272	93%	91%	46%
Female	545	94%	93%	54%	635	94%	94%	57%
Male	601	90%	89%	37%	637	91%	88%	35%
American Indian or Alaska Native					1	-	-	-
Black or African American	25	96%	88%	40%	23	-	-	-
Hispanic or Latino	76	88%	88%	32%	77	87%	86%	31%
Asian or Native Hawaiian/Other Pacific Islander	52	94%	94%	62%	48	88%	83%	52%
White	993	92%	91%	46%	1123	94%	92%	47%
Multiracial								
Small Group Totals					24	79%	79%	25%
General-Education Students	1028	96%	95%	50%	1149	95%	94%	50%
Students with Disabilities	118	59%	54%	3%	123	72%	64%	8%
English Proficient	1142	-	-	-	1263	93%	92%	46%
Limited English Proficient	4	-	-	-	9	33%	22%	11%
Economically Disadvantaged	131	89%	88%	27%	118	85%	81%	22%
Not Disadvantaged	1015	92%	91%	48%	1154	94%	92%	48%
Migrant								
Not Migrant	1146	92%	91%	45%	1272	93%	91%	46%

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.

* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

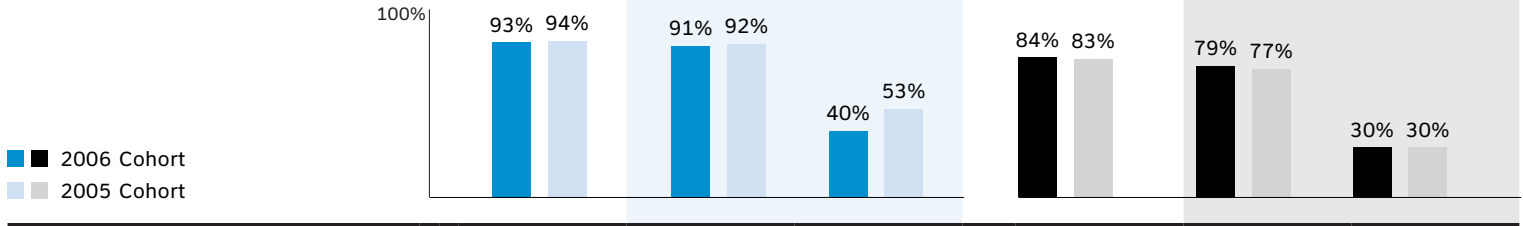
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 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	1146	93%	91%	40%	1272	94%	92%	53%
Female	545	95%	93%	40%	635	96%	94%	54%
Male	601	91%	89%	40%	637	92%	90%	51%
American Indian or Alaska Native					1	-	-	-
Black or African American	25	92%	92%	20%	23	-	-	-
Hispanic or Latino	76	93%	88%	26%	77	88%	88%	25%
Asian or Native Hawaiian/Other Pacific Islander	52	96%	96%	60%	48	98%	96%	69%
White	993	93%	91%	40%	1123	94%	93%	54%
Multiracial								
Small Group Totals					24	79%	79%	46%
General-Education Students	1028	97%	96%	44%	1149	96%	95%	56%
Students with Disabilities	118	59%	47%	5%	123	72%	64%	19%
English Proficient	1142	-	-	-	1263	94%	93%	53%
Limited English Proficient	4	-	-	-	9	56%	56%	33%
Economically Disadvantaged	131	91%	88%	20%	118	87%	85%	39%
Not Disadvantaged	1015	93%	92%	43%	1154	94%	93%	54%
Migrant								
Not Migrant	1146	93%	91%	40%	1272	94%	92%	53%

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.

* 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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