



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **MIDDLE COUNTRY CENTRAL
SCHOOL DISTRICT**

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

Superintendent **ROBERTA GEROLD**

Telephone **(631) 285-8005**

Grades **PK-12, UE, US**

This District's Report Card

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

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

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 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	511	530	556
Kindergarten	747	783	762
Grade 1	764	746	776
Grade 2	780	775	759
Grade 3	782	769	785
Grade 4	746	766	780
Grade 5	815	753	783
Grade 6	823	789	752
Ungraded Elementary	15	35	25
Grade 7	783	831	784
Grade 8	862	782	842
Grade 9	871	925	850
Grade 10	897	810	867
Grade 11	861	824	776
Grade 12	842	836	809
Ungraded Secondary	32	66	51
Total K-12	10620	10490	10401

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	22	23
Grade 8			
English	22	21	22
Mathematics	22	22	22
Science	23	22	23
Social Studies	22	22	22
Grade 10			
English	23	23	22
Mathematics	23	21	22
Science	25	22	22
Social Studies	25	25	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.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	962	9%	1146	11%	1548	15%
Reduced-Price Lunch	673	6%	816	8%	1018	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	302	3%	336	3%	341	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	0%	7	0%	9	0%
Black or African American	349	3%	389	4%	432	4%
Hispanic or Latino	1129	11%	1210	12%	1271	12%
Asian or Native Hawaiian/Other Pacific Islander	526	5%	525	5%	562	5%
White	8604	81%	8359	80%	8123	78%
Multiracial	0	0%	0	0%	4	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		95%	
Student Suspensions	463	4%	465	4%	420	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	726	744	736
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	72%	76%	78%
Total Number of Core Classes	2095	2175	2095
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	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	2523	2585	2564
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	21%	27%
Turnover Rate of All Teachers	12%	9%	9%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	105	83	128
Total Paraprofessionals*	269	293	313
Assistant Principals	12	12	10
Principals	13	14	14

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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 HOUSS 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:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✗	✓		✓ SH	✓ SH	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓ SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

6 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	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 (4818:4688)	✓	✓	100%	✓	182	153	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (178:165)	✓	✓	98%	✓	178	147	
Hispanic or Latino (573:536)	✓	✓	100%	✓	168	150	
Asian or Native Hawaiian/Other Pacific Islander (266:243)	✓	✓	99%	✓	186	148	
White (3801:3744)	✓	✓	100%	✓	184	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (764:819)	✗	✓	99%	✗	144	151	149 110
Limited English Proficient (130:154)	✗	✓	100%	✗	143	147	147 113
Economically Disadvantaged (1289:1217)	✓	✓	99%	✓	171	152	
Final AYP Determination	✗ 6 of 8						
Non-Accountability Groups							
Female (2299:2238)			99%		186	153	
Male (2519:2450)			100%		178	153	
Migrant (0:0)							

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 for This Subject (2010–11)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 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 (4813:4706)	✓	✓	100%	✓	190	133	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (178:169)	✓	✓	100%	✓	189	127	
Hispanic or Latino (572:541)	✓	✓	100%	✓	182	130	
Asian or Native Hawaiian/Other Pacific Islander (266:245)	✓	✓	100%	✓	192	128	
White (3797:3751)	✓	✓	100%	✓	191	133	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (763:820)	✓	✓	100%	✓	160	131	
Limited English Proficient (130:161)	✓	✓	100%	✓	166	127	
Economically Disadvantaged (1287:1227)	✓	✓	100%	✓	185	132	
Final AYP Determination	✓ 8 of 8						
Non-Accountability Groups							
Female (2296:2250)			100%		191	133	
Male (2517:2456)			100%		189	133	
Migrant (0:0)							

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 for This Subject (2010–11)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 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 (1643:1592)	✓	Qualified	✓	99%	✓	192	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (54:49)		Qualified	✓	98%	✓	186	100		
Hispanic or Latino (204:192)		Qualified	✓	100%	✓	183	100		
Asian or Native Hawaiian/Other Pacific Islander (114:107)		Qualified	✓	100%	✓	191	100		
White (1271:1244)		Qualified	✓	99%	✓	194	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (243:261)		Qualified	✓	97%	✓	169	100		
Limited English Proficient (34:28)	—	—	—	—	—	—	—	—	—
Economically Disadvantaged (428:401)		Qualified	✓	99%	✓	186	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (812:786)				99%		191	100		
Male (831:806)				99%		193	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 for This Subject (2010–11)



Good Standing

Accountability Measures

7 of 7

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 (845:821)	✓	✓	100%	✓	190	173		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (35:34)	✓	–	–	✓	182	160		
Hispanic or Latino (82:70)	✓	✓	100%	✓	186	166		
Asian or Native Hawaiian/Other Pacific Islander (48:39)	✓	✓	100%	✓	192	161		
White (680:678)	✓	✓	100%	✓	191	173		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (98:107)	✓ ^{SH}	✓	100%	✓ ^{SH}	141	167	139	147
Limited English Proficient (5:5)	–	–	–	–	–	–		–
Economically Disadvantaged (157:139)	✓	✓	100%	✓	192	168		
Final AYP Determination	✓ 7 of 7							
Non-Accountability Groups								
Female (423:408)			100%		195	172		
Male (422:413)			100%		186	172		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} 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 for This Subject (2010–11)



Good Standing

Accountability Measures

7 of 7

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 (845:821)	✓	✓	100%	✓	188	169		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (35:34)	✓	–	–	✓	179	156		
Hispanic or Latino (82:70)	✓	✓	100%	✓	186	162		
Asian or Native Hawaiian/Other Pacific Islander (48:39)	✓	✓	100%	✓	195	157		
White (680:678)	✓	✓	100%	✓	189	169		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (98:107)	✓ ^{SH}	✓	100%	✓ ^{SH}	132	163	130	139
Limited English Proficient (5:5)	–	–	–	–	–	–		–
Economically Disadvantaged (157:139)	✓	✓	100%	✓	191	164		
Final AYP Determination	✓ 7 of 7							
Non-Accountability Groups								
Female (423:408)			100%		191	168		
Male (422:413)			100%		185	168		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} 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 (898)	✓	✓	90%	80%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (37)		✓	78%	80%	16%	79%
Hispanic or Latino (82)		✓	84%	80%		
Asian or Native Hawaiian/Other Pacific Islander (43)		✓	93%	80%		
White (733)		✓	90%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (103)		✓	59%	80%	58%	63%
Limited English Proficient (14)		–	–	–		
Economically Disadvantaged (156)		✓	83%	80%		
Final AYP Determination	✓ 1 of 1					
Non-Accountability Groups						
Female (421)			92%	80%		
Male (477)			87%	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 **92%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT**

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

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

13 schools identified 93% of total

BICYCLE PATH KINDERGARTEN-PRE K CENTER
CENTEREACH HIGH SCHOOL
DAWNWOOD MIDDLE SCHOOL
EUGENE AUER MEMORIAL SCHOOL
HAWKINS PATH SCHOOL
HOLBROOK ROAD SCHOOL
JERICHO ELEMENTARY SCHOOL
NEW LANE MEMORIAL ELEMENTARY SCHOOL
NORTH COLEMAN ROAD SCHOOL
OXHEAD ROAD SCHOOL
SELDEN MIDDLE SCHOOL
STAGECOACH SCHOOL
UNITY DRIVE KINDERGARTEN-PRE K CENTER

Improvement (year 1) Basic

1 school identified 7% of total







NEWFIELD HIGH SCHOOL

District MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT






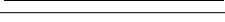
District ID 58-02-11-06-0000

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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	58%			759
Grade 4	67%			776
Grade 5	61%			778
Grade 6	74%			764
Grade 7	62%			807
Grade 8	73%			845

Mathematics

Grade 3	64%		760
Grade 4	68%		776
Grade 5	72%		781
Grade 6	74%		773
Grade 7	71%		812
Grade 8	58%		853

Science

Grade 4	95%		775
Grade 8	91%		842

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	90%			852
Mathematics	87%			852

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.

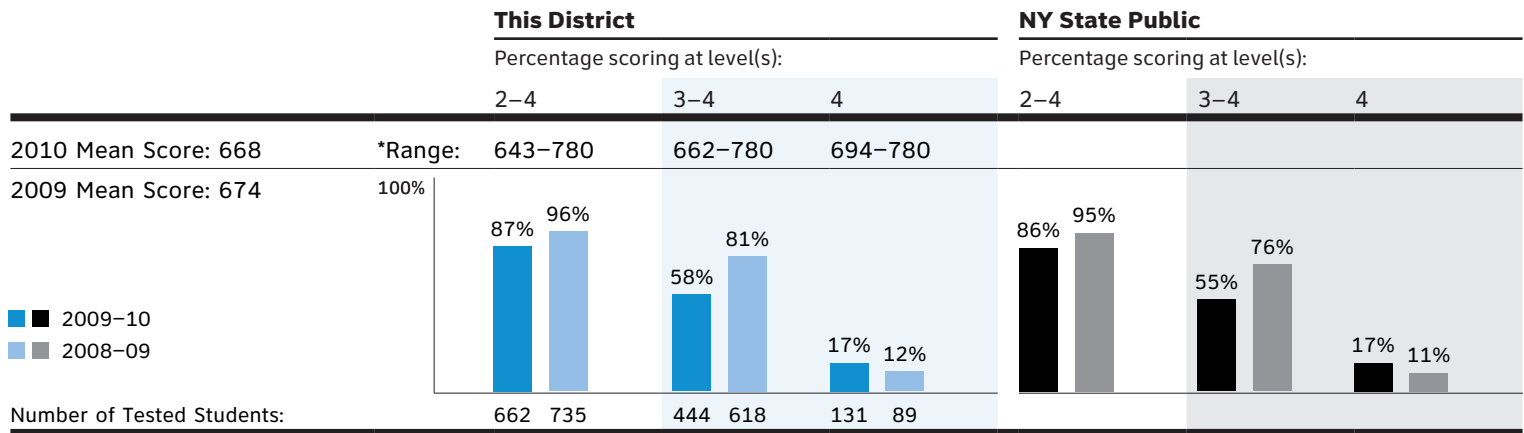
In this section, this district's performance is compared with that of public schools statewide.

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	759	87%	58%	17%	762	96%	81%	12%
Female	378	91%	64%	20%	374	98%	86%	15%
Male	381	83%	53%	14%	388	95%	77%	9%
American Indian or Alaska Native								
Black or African American	23	83%	39%	4%	15	100%	80%	13%
Hispanic or Latino	89	75%	35%	4%	96	92%	64%	5%
Asian or Native Hawaiian/Other Pacific Islander	47	87%	68%	30%	46	93%	89%	15%
White	600	89%	62%	19%	605	97%	83%	12%
Multiracial								
Small Group Totals								
General-Education Students	652	93%	65%	19%	629	100%	90%	14%
Students with Disabilities	107	53%	21%	7%	133	81%	40%	2%
English Proficient	717	89%	61%	18%	737	97%	82%	12%
Limited English Proficient	42	55%	19%	0%	25	92%	40%	0%
Economically Disadvantaged	231	81%	45%	14%	186	94%	77%	8%
Not Disadvantaged	528	90%	64%	19%	576	97%	82%	13%
Migrant								
Not Migrant	759	87%	58%	17%	762	96%	81%	12%

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.

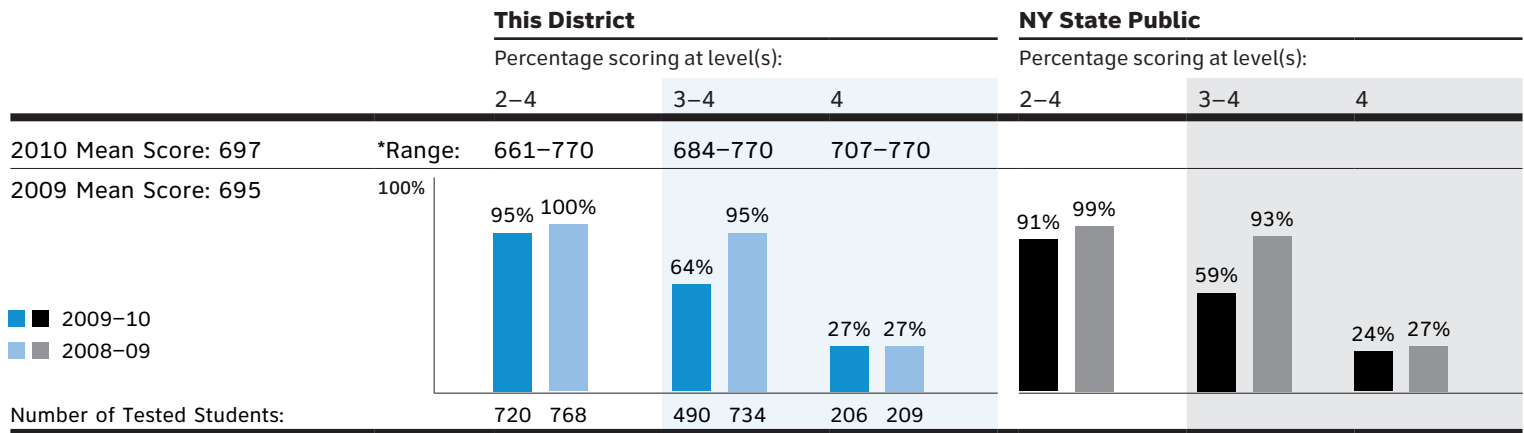
Other

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	15	13	10	9	5	4	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	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	760	95%	64%	27%	769	100%	95%	27%
Female	377	95%	64%	28%	376	100%	95%	30%
Male	383	95%	64%	26%	393	100%	96%	24%
American Indian or Alaska Native								
Black or African American	23	91%	57%	22%	16	100%	94%	6%
Hispanic or Latino	90	87%	39%	13%	99	100%	90%	18%
Asian or Native Hawaiian/Other Pacific Islander	48	90%	71%	48%	46	100%	91%	41%
White	599	96%	68%	28%	608	100%	97%	28%
Multiracial								
Small Group Totals								
General-Education Students	653	97%	70%	30%	636	100%	98%	32%
Students with Disabilities	107	81%	32%	7%	133	99%	83%	6%
English Proficient	716	96%	67%	28%	741	100%	96%	28%
Limited English Proficient	44	82%	25%	9%	28	100%	79%	0%
Economically Disadvantaged	231	91%	49%	18%	191	99%	91%	18%
Not Disadvantaged	529	96%	71%	31%	578	100%	97%	30%
Migrant								
Not Migrant	760	95%	64%	27%	769	100%	95%	27%

NOTES

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

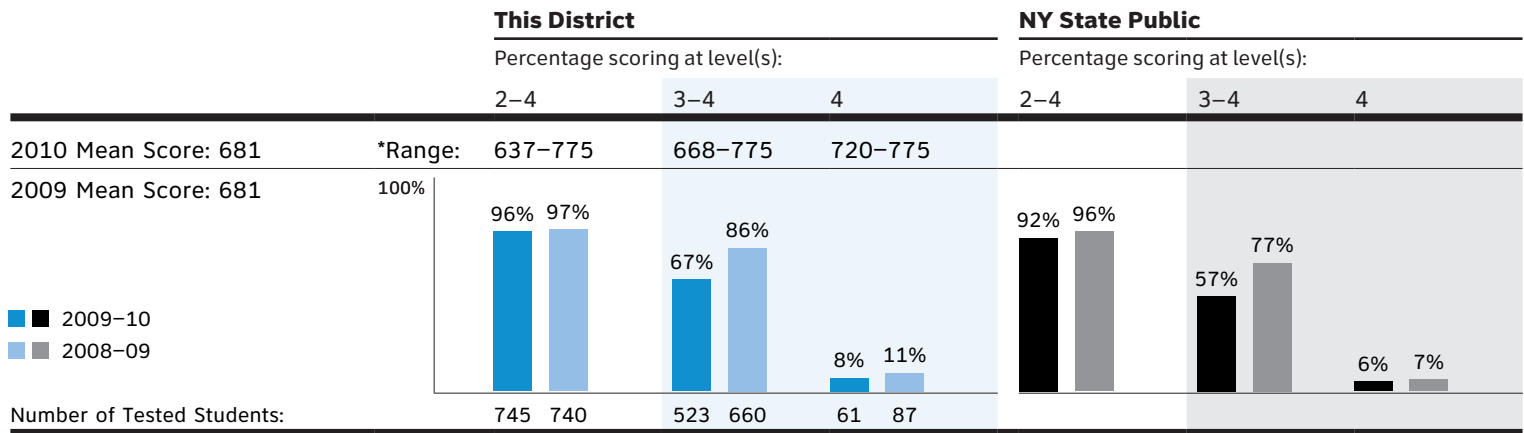
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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	15	14	7	6	4	–	–	–

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	776	96%	67%	8%	765	97%	86%	11%
Female	378	97%	73%	8%	376	98%	90%	15%
Male	398	95%	62%	7%	389	96%	83%	8%
American Indian or Alaska Native								
Black or African American	21	95%	43%	5%	32	97%	78%	9%
Hispanic or Latino	101	87%	46%	3%	80	91%	76%	9%
Asian or Native Hawaiian/Other Pacific Islander	54	96%	83%	15%	30	100%	97%	17%
White	600	98%	71%	8%	623	97%	87%	12%
Multiracial								
Small Group Totals								
General-Education Students	653	99%	77%	9%	627	99%	95%	14%
Students with Disabilities	123	79%	19%	1%	138	86%	49%	1%
English Proficient	754	97%	69%	8%	750	97%	87%	12%
Limited English Proficient	22	68%	27%	0%	15	73%	40%	0%
Economically Disadvantaged	226	92%	53%	4%	170	95%	76%	6%
Not Disadvantaged	550	98%	73%	9%	595	97%	89%	13%
Migrant								
Not Migrant	776	96%	67%	8%	765	97%	86%	11%

NOTES

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

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

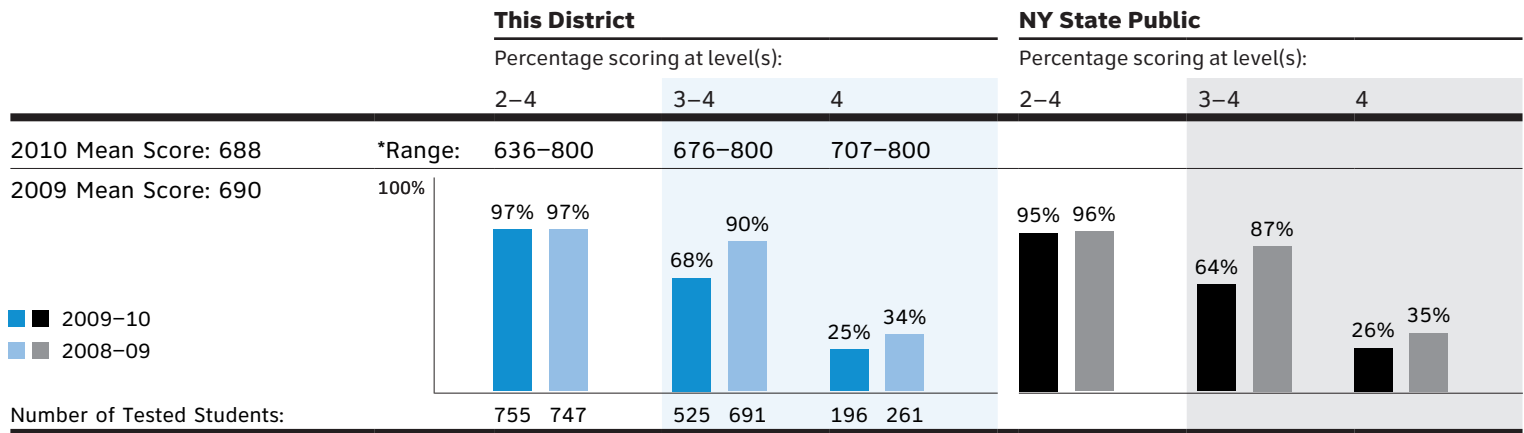
Other

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	4	–	–	–	9	8	7	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	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	776	97%	68%	25%	769	97%	90%	34%
Female	380	96%	68%	25%	378	97%	90%	33%
Male	396	98%	68%	25%	391	97%	90%	35%
American Indian or Alaska Native								
Black or African American	21	100%	52%	5%	31	94%	81%	16%
Hispanic or Latino	101	91%	47%	9%	85	93%	85%	22%
Asian or Native Hawaiian/Other Pacific Islander	54	96%	83%	54%	31	100%	90%	45%
White	600	98%	70%	26%	622	98%	91%	36%
Multiracial								
Small Group Totals								
General-Education Students	654	99%	76%	29%	632	99%	95%	39%
Students with Disabilities	122	89%	24%	6%	137	88%	65%	9%
English Proficient	753	98%	70%	26%	749	98%	91%	34%
Limited English Proficient	23	78%	4%	0%	20	75%	55%	15%
Economically Disadvantaged	227	94%	57%	17%	174	94%	83%	22%
Not Disadvantaged	549	99%	72%	29%	595	98%	92%	37%
Migrant								
Not Migrant	776	97%	68%	25%	769	97%	90%	34%

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.

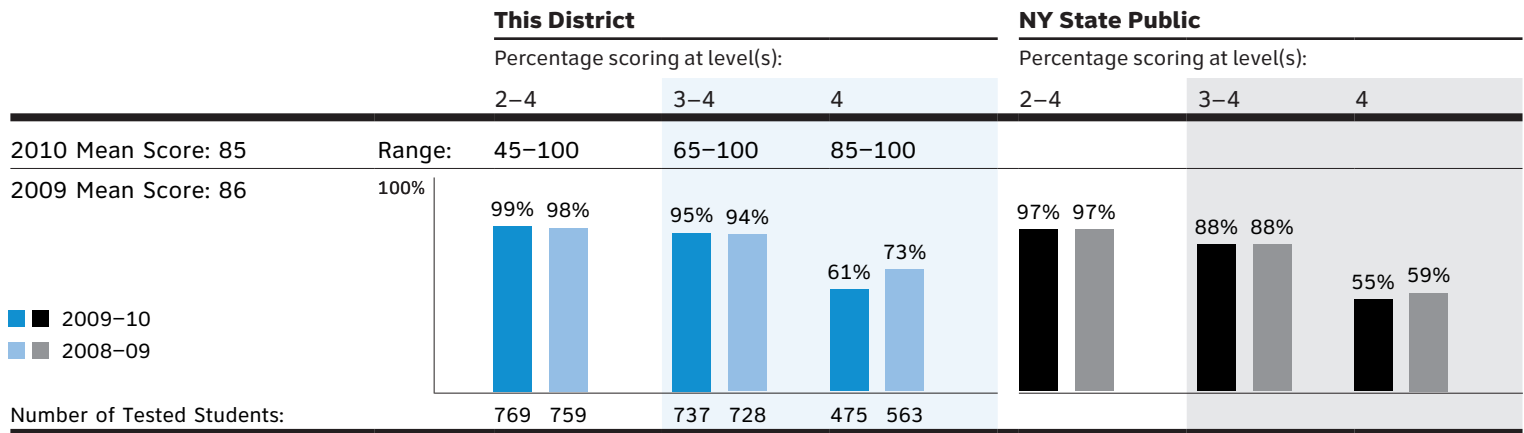
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

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 4 Equivalent	4	–	–	–	8	8	6	3

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	775	99%	95%	61%	773	98%	94%	73%
Female	377	99%	95%	61%	377	98%	95%	73%
Male	398	99%	95%	61%	396	98%	93%	73%
American Indian or Alaska Native								
Black or African American	22	100%	82%	45%	33	94%	91%	64%
Hispanic or Latino	101	96%	85%	37%	86	92%	86%	59%
Asian or Native Hawaiian/Other Pacific Islander	54	98%	94%	76%	31	97%	97%	74%
White	598	100%	97%	65%	623	99%	95%	75%
Multiracial								
Small Group Totals								
General-Education Students	652	99%	97%	67%	637	99%	97%	80%
Students with Disabilities	123	98%	86%	29%	136	95%	79%	39%
English Proficient	752	100%	96%	63%	753	99%	95%	74%
Limited English Proficient	23	83%	65%	13%	20	70%	55%	15%
Economically Disadvantaged	226	98%	91%	49%	176	96%	89%	59%
Not Disadvantaged	549	100%	97%	66%	597	99%	96%	77%
Migrant								
Not Migrant	775	99%	95%	61%	773	98%	94%	73%

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.

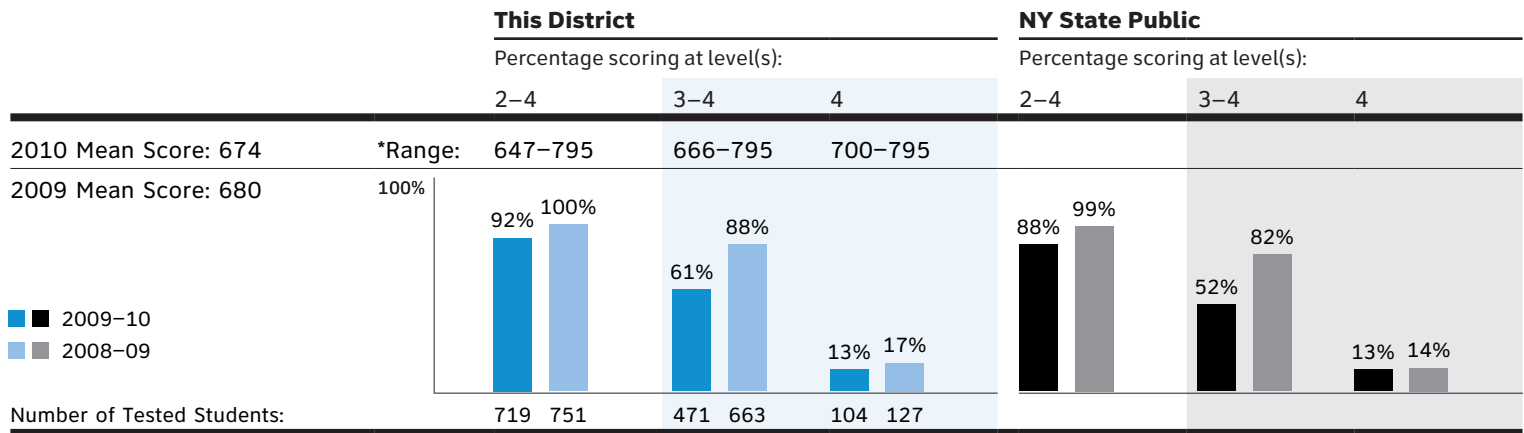
Other Assessments

	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	4	–	–	–	8	8	7	6

District MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

District ID 58-02-11-06-0000

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	778	92%	61%	13%	752	100%	88%	17%
Female	374	95%	68%	16%	335	100%	89%	18%
Male	404	90%	54%	11%	417	100%	87%	16%
American Indian or Alaska Native								
Black or African American	39	87%	64%	13%	21	100%	71%	19%
Hispanic or Latino	84	85%	48%	13%	80	99%	79%	10%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	84%	25%	27	100%	85%	30%
White	623	93%	61%	13%	624	100%	90%	17%
Multiracial								
Small Group Totals								
General-Education Students	645	98%	71%	16%	630	100%	95%	20%
Students with Disabilities	133	64%	12%	1%	122	99%	55%	1%
English Proficient	764	93%	62%	14%	742	100%	89%	17%
Limited English Proficient	14	71%	7%	0%	10	100%	30%	0%
Economically Disadvantaged	212	86%	49%	8%	172	99%	77%	7%
Not Disadvantaged	566	95%	65%	15%	580	100%	91%	20%
Migrant								
Not Migrant	778	92%	61%	13%	752	100%	88%	17%

NOTES

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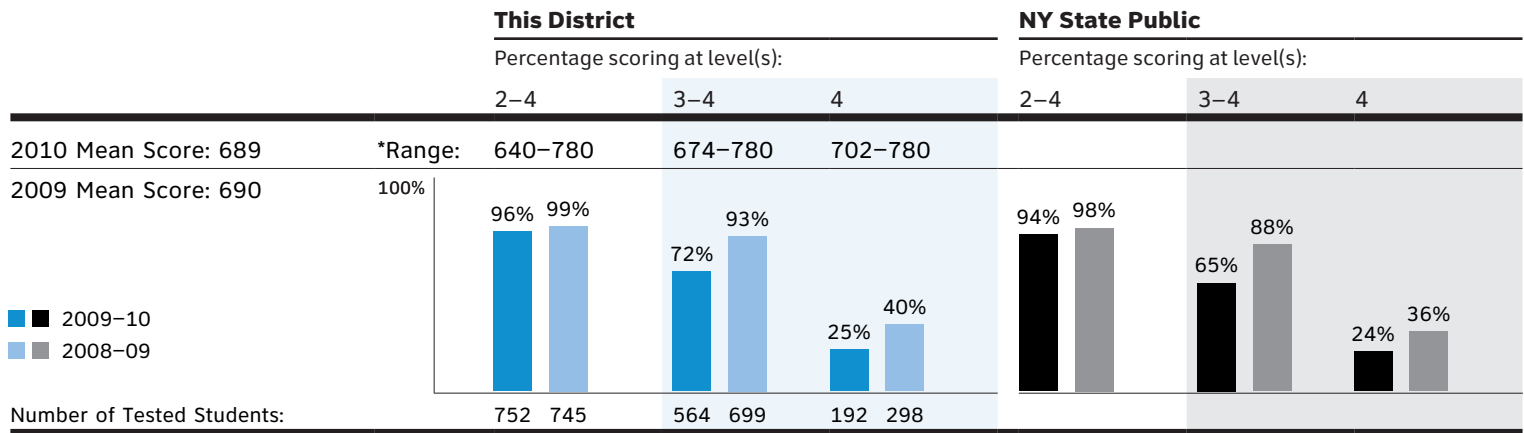
Other

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	8	8	8	5	9	9	8	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	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 5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	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	781	96%	72%	25%	752	99%	93%	40%
Female	375	97%	74%	25%	332	99%	95%	38%
Male	406	95%	71%	24%	420	99%	91%	41%
American Indian or Alaska Native								
Black or African American	39	100%	51%	13%	22	91%	86%	27%
Hispanic or Latino	89	92%	62%	17%	79	99%	90%	30%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	91%	44%	27	100%	93%	48%
White	621	96%	74%	25%	624	99%	94%	41%
Multiracial								
Small Group Totals								
General-Education Students	648	99%	81%	28%	630	100%	98%	46%
Students with Disabilities	133	85%	32%	6%	122	95%	69%	7%
English Proficient	762	97%	73%	25%	741	99%	93%	40%
Limited English Proficient	19	68%	26%	5%	11	91%	64%	9%
Economically Disadvantaged	214	95%	67%	15%	170	97%	86%	25%
Not Disadvantaged	567	97%	74%	28%	582	100%	95%	44%
Migrant								
Not Migrant	781	96%	72%	25%	752	99%	93%	40%

NOTES

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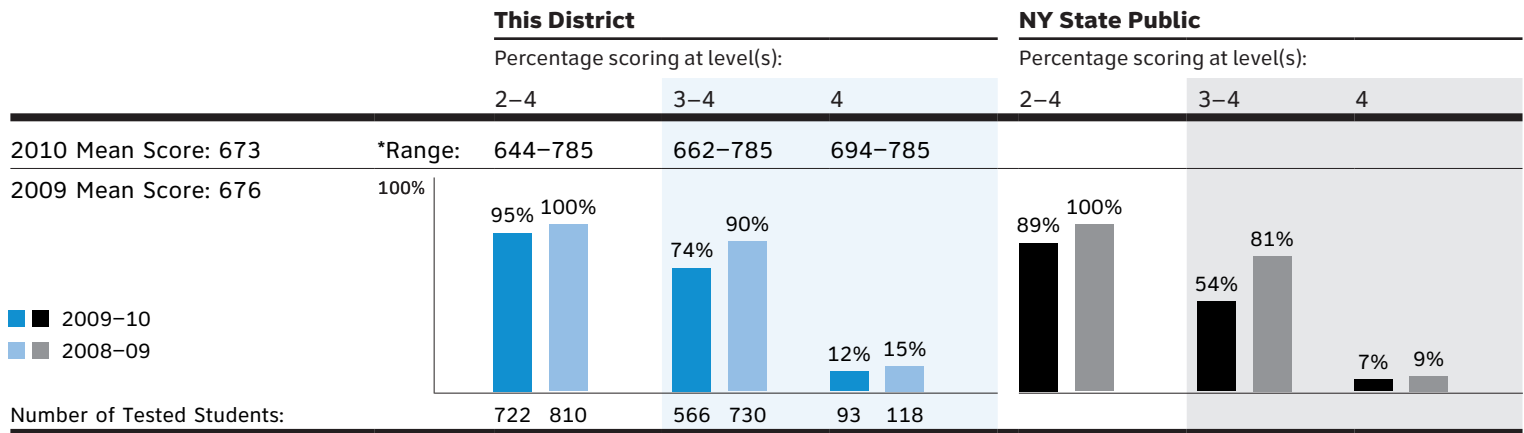
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Other

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 5 Equivalent	8	8	8	6	8	8	7	2

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	764	95%	74%	12%	811	100%	90%	15%
Female	337	96%	77%	14%	377	100%	91%	20%
Male	427	93%	72%	11%	434	100%	89%	10%
American Indian or Alaska Native								
Black or African American	22	86%	68%	14%	37	100%	92%	16%
Hispanic or Latino	91	93%	70%	11%	86	100%	81%	9%
Asian or Native Hawaiian/Other Pacific Islander	28	96%	86%	18%	35	100%	97%	29%
White	623	95%	74%	12%	653	100%	91%	14%
Multiracial								
Small Group Totals								
General-Education Students	653	99%	84%	14%	681	100%	96%	17%
Students with Disabilities	111	66%	18%	0%	130	99%	61%	2%
English Proficient	754	95%	75%	12%	797	100%	91%	15%
Limited English Proficient	10	80%	10%	0%	14	100%	21%	0%
Economically Disadvantaged	209	92%	65%	8%	168	100%	83%	11%
Not Disadvantaged	555	95%	78%	14%	643	100%	92%	15%
Migrant								
Not Migrant	764	95%	74%	12%	811	100%	90%	15%

NOTES

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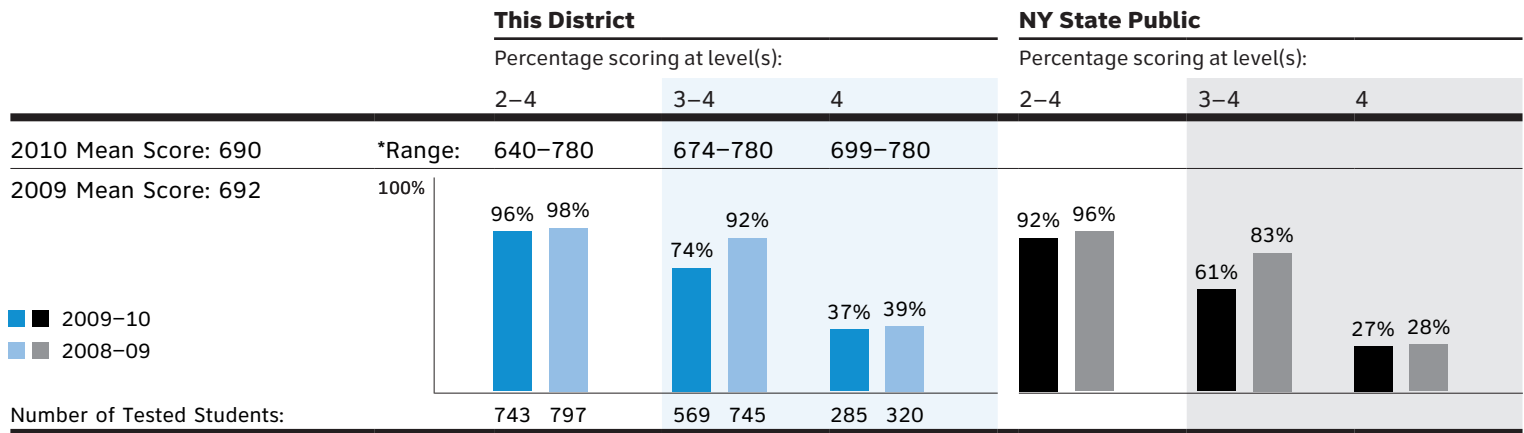
Other

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	10	8	3	3	8	8	7	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	6	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	773	96%	74%	37%	811	98%	92%	39%
Female	344	97%	74%	38%	376	98%	93%	40%
Male	429	95%	73%	36%	435	98%	91%	39%
American Indian or Alaska Native								
Black or African American	26	92%	58%	19%	37	100%	100%	30%
Hispanic or Latino	91	95%	67%	29%	92	96%	79%	24%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	90%	59%	35	100%	97%	54%
White	627	96%	74%	38%	647	98%	93%	41%
Multiracial								
Small Group Totals								
General-Education Students	661	100%	83%	42%	681	99%	97%	46%
Students with Disabilities	112	75%	21%	4%	130	92%	65%	6%
English Proficient	761	96%	75%	37%	791	99%	93%	40%
Limited English Proficient	12	75%	8%	0%	20	75%	35%	5%
Economically Disadvantaged	212	95%	65%	27%	170	97%	84%	27%
Not Disadvantaged	561	96%	77%	41%	641	99%	94%	43%
Migrant								
Not Migrant	773	96%	74%	37%	811	98%	92%	39%

NOTES

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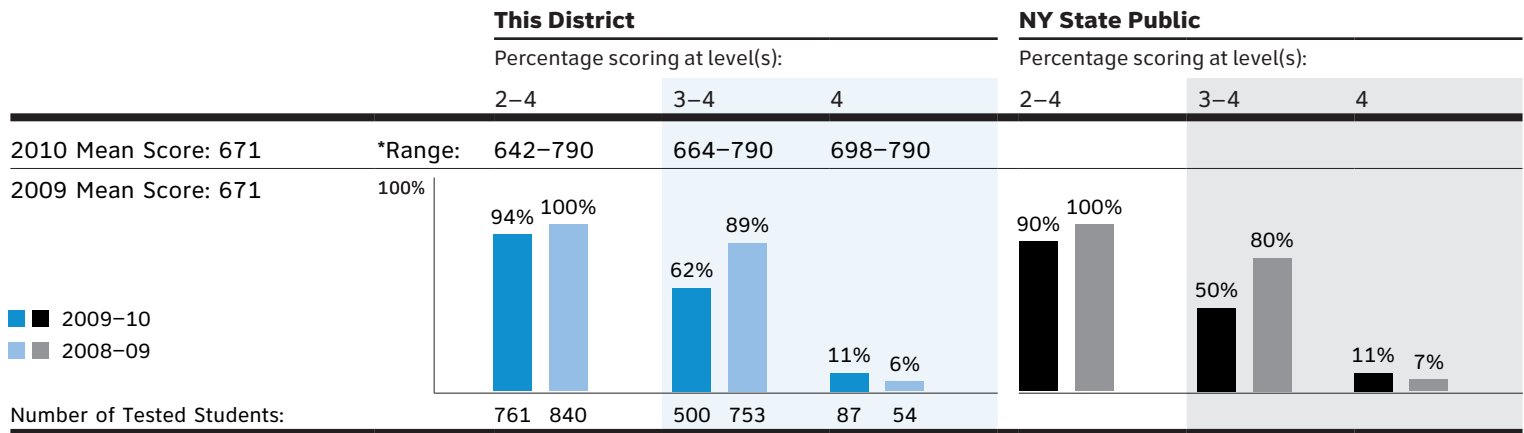
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 6 Equivalent	9	9	6	2	8	8	8	5

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	807	94%	62%	11%	843	100%	89%	6%
Female	372	96%	69%	14%	418	100%	92%	8%
Male	435	93%	56%	8%	425	100%	86%	5%
American Indian or Alaska Native								
Black or African American	37	92%	49%	8%	23	100%	78%	0%
Hispanic or Latino	93	90%	46%	3%	99	100%	81%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	95%	76%	24%	62	100%	89%	11%
White	640	95%	64%	11%	659	100%	91%	7%
Multiracial								
Small Group Totals								
General-Education Students	681	98%	70%	13%	727	100%	96%	7%
Students with Disabilities	126	76%	19%	0%	116	97%	49%	0%
English Proficient	788	95%	63%	11%	829	100%	90%	7%
Limited English Proficient	19	47%	0%	0%	14	100%	57%	0%
Economically Disadvantaged	189	89%	48%	9%	175	99%	79%	3%
Not Disadvantaged	618	96%	66%	11%	668	100%	92%	7%
Migrant								
Not Migrant	807	94%	62%	11%	843	100%	89%	6%

NOTES

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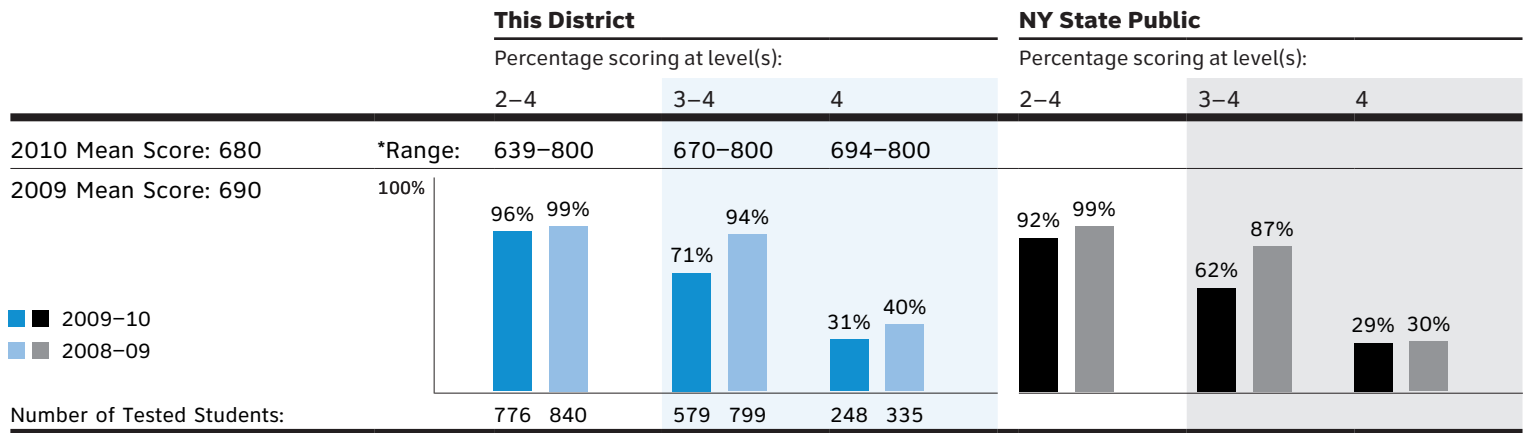
Other

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	8	8	8	5	8	8	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 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	812	96%	71%	31%	848	99%	94%	40%
Female	374	96%	72%	33%	423	100%	95%	39%
Male	438	95%	71%	28%	425	98%	94%	40%
American Indian or Alaska Native								
Black or African American	38	92%	66%	24%	25	100%	88%	28%
Hispanic or Latino	94	91%	61%	23%	103	98%	88%	20%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	89%	50%	61	100%	97%	61%
White	642	96%	72%	31%	659	99%	95%	41%
Multiracial								
Small Group Totals								
General-Education Students	686	98%	79%	36%	732	100%	98%	45%
Students with Disabilities	126	82%	29%	2%	116	94%	68%	2%
English Proficient	791	97%	73%	31%	831	99%	95%	40%
Limited English Proficient	21	57%	24%	0%	17	94%	65%	12%
Economically Disadvantaged	193	91%	62%	25%	177	99%	90%	27%
Not Disadvantaged	619	97%	74%	32%	671	99%	95%	43%
Migrant								
Not Migrant	812	96%	71%	31%	848	99%	94%	40%

NOTES

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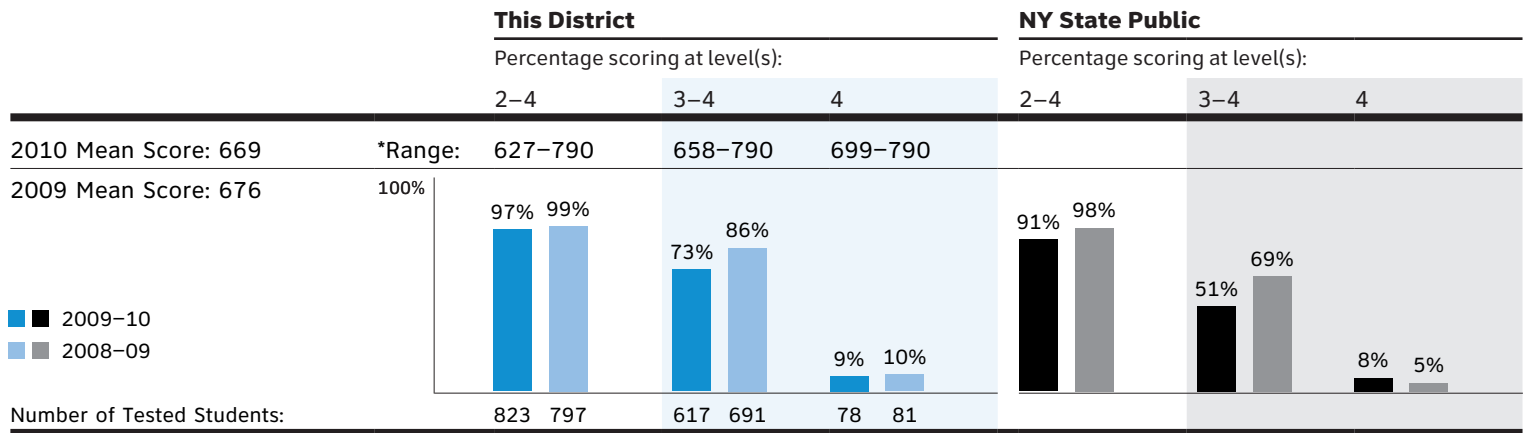
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Other

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	8	8	6	2	8	7	7	1

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	845	97%	73%	9%	805	99%	86%	10%
Female	424	99%	80%	13%	394	99%	91%	12%
Male	421	96%	66%	6%	411	99%	81%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	28	93%	71%	4%	37	-	-	-
Hispanic or Latino	100	98%	63%	6%	88	98%	82%	0%
Asian or Native Hawaiian/Other Pacific Islander	60	98%	80%	8%	48	96%	88%	15%
White	657	97%	74%	10%	631	100%	87%	11%
Multiracial								
Small Group Totals					38	97%	76%	8%
General-Education Students	738	99%	81%	11%	695	100%	94%	12%
Students with Disabilities	107	83%	19%	0%	110	95%	33%	0%
English Proficient	836	98%	74%	9%	795	99%	87%	10%
Limited English Proficient	9	78%	22%	0%	10	70%	30%	0%
Economically Disadvantaged	195	95%	64%	8%	180	98%	79%	5%
Not Disadvantaged	650	98%	76%	10%	625	99%	88%	12%
Migrant								
Not Migrant	845	97%	73%	9%	805	99%	86%	10%

NOTES

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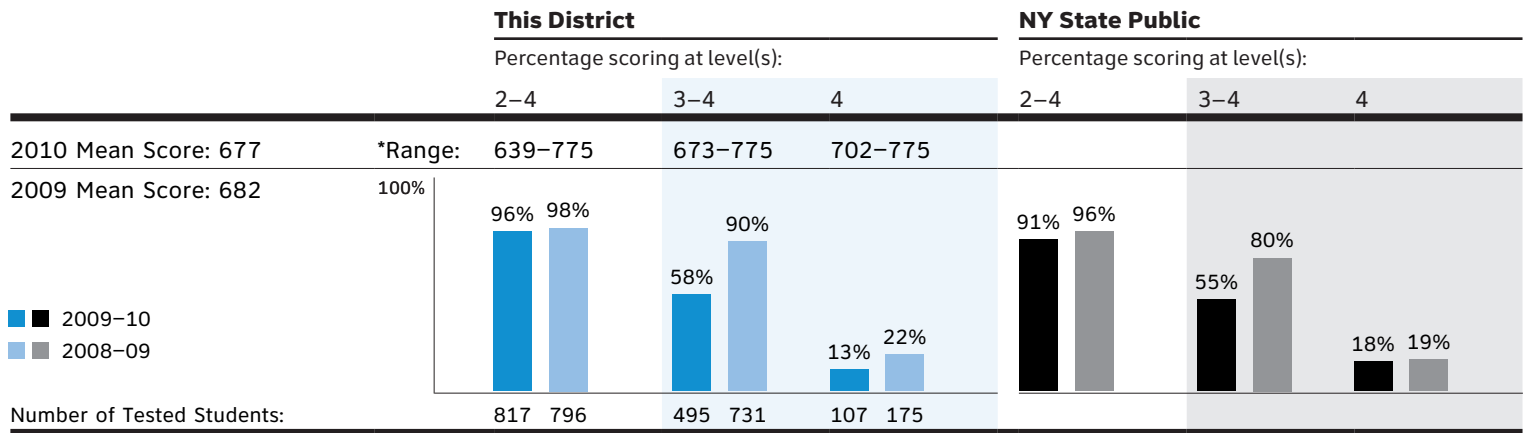
Other

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	8	7	5	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	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	853	96%	58%	13%	812	98%	90%	22%
Female	427	97%	60%	14%	399	99%	93%	21%
Male	426	95%	56%	12%	413	97%	87%	22%
American Indian or Alaska Native					1	—	—	—
Black or African American	29	93%	34%	3%	38	—	—	—
Hispanic or Latino	102	95%	46%	9%	93	95%	86%	15%
Asian or Native Hawaiian/Other Pacific Islander	60	95%	73%	23%	48	94%	90%	35%
White	662	96%	60%	13%	632	99%	91%	23%
Multiracial								
Small Group Totals					39	95%	85%	3%
General-Education Students	745	99%	65%	14%	701	99%	95%	25%
Students with Disabilities	108	73%	8%	0%	111	91%	59%	2%
English Proficient	842	96%	59%	13%	798	99%	91%	22%
Limited English Proficient	11	64%	18%	0%	14	57%	21%	0%
Economically Disadvantaged	199	92%	46%	9%	185	97%	84%	18%
Not Disadvantaged	654	97%	62%	14%	627	98%	92%	23%
Migrant								
Not Migrant	853	96%	58%	13%	812	98%	90%	22%

NOTES

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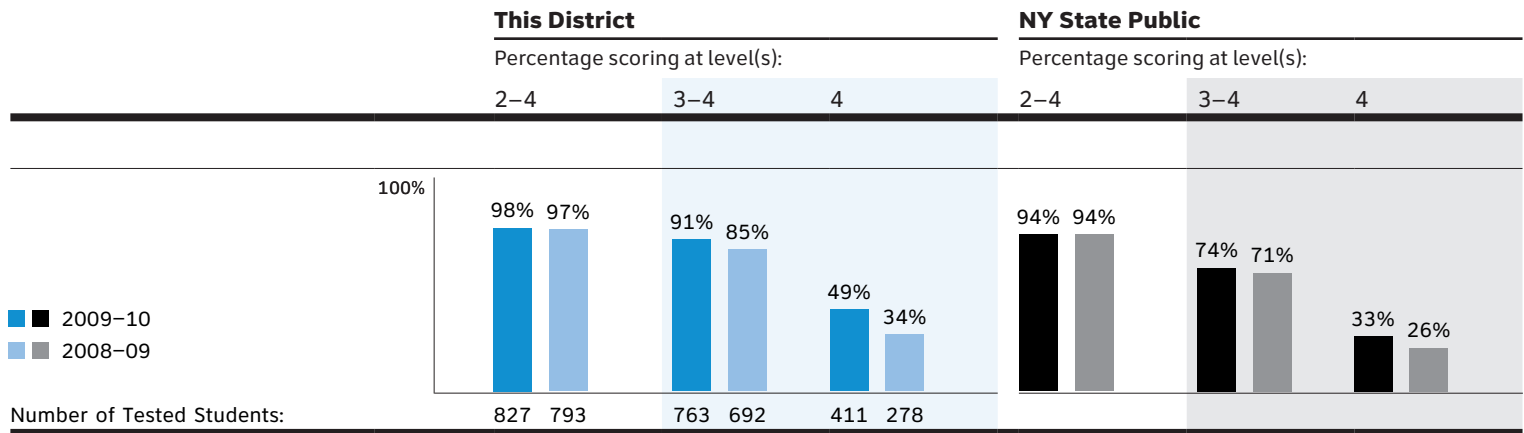
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 8 Equivalent	8	7	5	3	6	5	4	2

This District's Results in Grade 8 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	842	98%	91%	49%	814	97%	85%	34%
Female	423	98%	89%	45%	402	99%	85%	27%
Male	419	98%	92%	52%	412	96%	85%	42%
American Indian or Alaska Native					1	—	—	—
Black or African American	29	97%	83%	34%	39	—	—	—
Hispanic or Latino	102	98%	82%	37%	92	93%	76%	26%
Asian or Native Hawaiian/Other Pacific Islander	60	98%	92%	53%	50	94%	88%	46%
White	651	98%	92%	51%	632	98%	87%	36%
Multiracial								
Small Group Totals					40	95%	78%	13%
General-Education Students	741	99%	96%	55%	703	98%	91%	39%
Students with Disabilities	101	89%	52%	3%	111	91%	44%	1%
English Proficient	831	98%	91%	49%	798	99%	86%	35%
Limited English Proficient	11	82%	27%	0%	16	38%	13%	6%
Economically Disadvantaged	195	97%	82%	34%	185	97%	77%	22%
Not Disadvantaged	647	99%	93%	53%	629	98%	87%	38%
Migrant								
Not Migrant	842	98%	91%	49%	814	97%	85%	34%

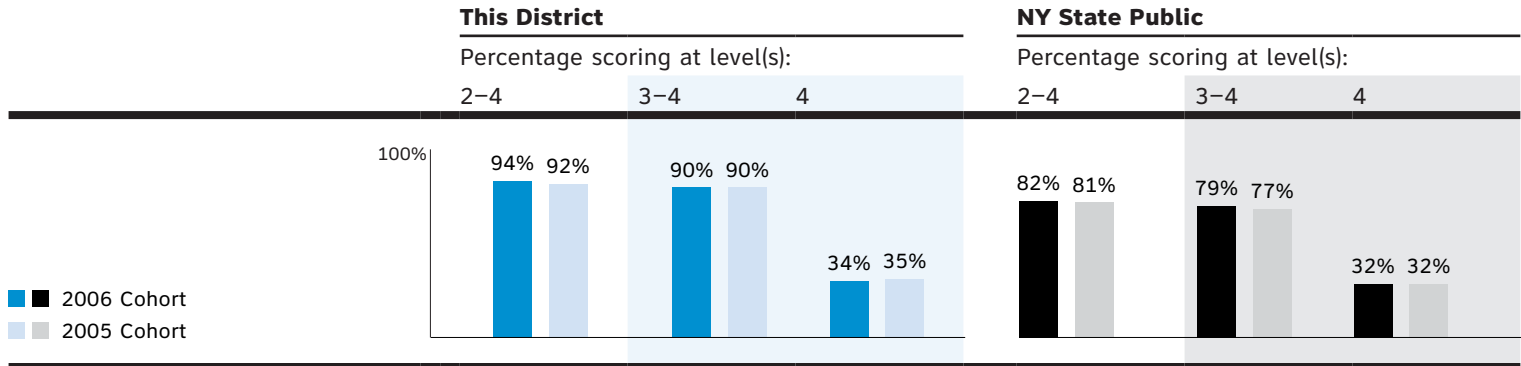
NOTES

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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	8	7	6	6	6	4	2
Regents Science	0				0			

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



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	852	94%	90%	34%	897	92%	90%	35%
Female	422	96%	94%	42%	421	95%	93%	43%
Male	430	92%	87%	27%	476	90%	87%	28%
American Indian or Alaska Native					3	—	—	—
Black or African American	33	91%	85%	21%	37	—	—	—
Hispanic or Latino	76	89%	84%	16%	82	90%	85%	18%
Asian or Native Hawaiian/Other Pacific Islander	42	95%	93%	40%	42	95%	93%	48%
White	701	94%	91%	37%	733	93%	91%	37%
Multiracial								
Small Group Totals					40	88%	78%	25%
General-Education Students	745	97%	96%	39%	801	97%	95%	39%
Students with Disabilities	107	68%	49%	2%	96	57%	45%	2%
English Proficient	844	94%	91%	35%	883	93%	90%	35%
Limited English Proficient	8	38%	25%	0%	14	79%	64%	0%
Economically Disadvantaged	146	97%	92%	30%	156	90%	85%	25%
Not Disadvantaged	706	93%	90%	35%	741	93%	91%	37%
Migrant								
Not Migrant	852	94%	90%	34%	897	92%	90%	35%

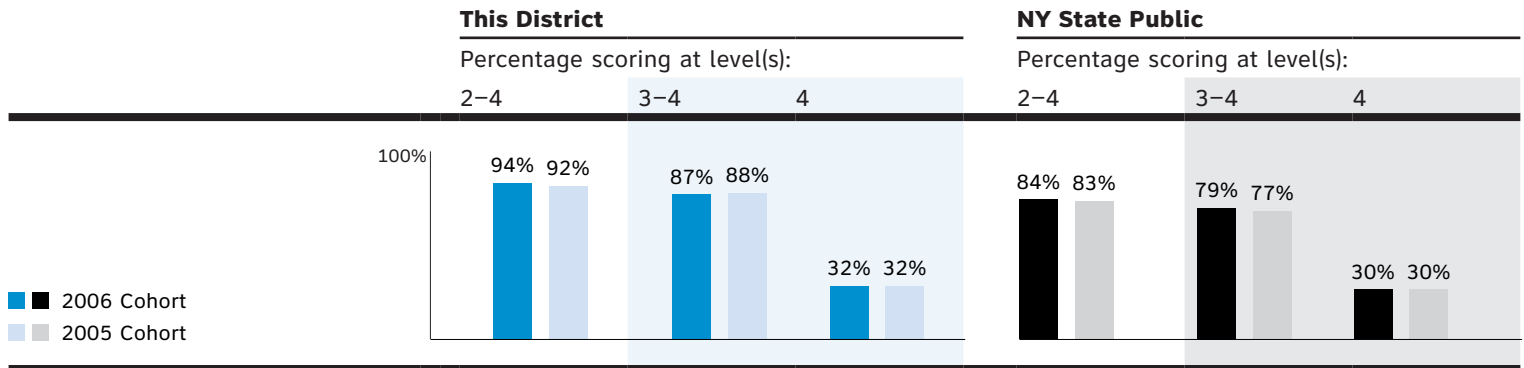
NOTES

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* 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



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	852	94%	87%	32%	897	92%	88%	32%
Female	422	95%	90%	33%	421	94%	89%	34%
Male	430	92%	85%	31%	476	91%	87%	30%
American Indian or Alaska Native					3	—	—	—
Black or African American	33	94%	79%	6%	37	—	—	—
Hispanic or Latino	76	91%	82%	17%	82	91%	84%	16%
Asian or Native Hawaiian/Other Pacific Islander	42	100%	95%	52%	42	98%	95%	57%
White	701	93%	88%	34%	733	93%	89%	33%
Multiracial								
Small Group Totals					40	83%	70%	20%
General-Education Students	745	98%	95%	37%	801	97%	95%	36%
Students with Disabilities	107	64%	31%	0%	96	54%	32%	2%
English Proficient	844	94%	88%	32%	883	92%	88%	32%
Limited English Proficient	8	75%	38%	13%	14	93%	93%	29%
Economically Disadvantaged	146	96%	90%	30%	156	90%	84%	26%
Not Disadvantaged	706	93%	87%	32%	741	93%	89%	34%
Migrant								
Not Migrant	852	94%	87%	32%	897	92%	88%	32%

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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