



The New York State District Report Card

Accountability and Overview Report 2010 – 11

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 2011–12 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

	2008-09	2009-10	2010-11
Pre-K	332	284	323
Kindergarten	1083	1041	971
Grade 1	1063	1081	1066
Grade 2	1098	1062	1082
Grade 3	1174	1089	1062
Grade 4	1177	1153	1081
Grade 5	1181	1182	1162
Grade 6	1084	1163	1186
Ungraded Elementary	0	0	0
Grade 7	1192	1110	1160
Grade 8	1143	1188	1115
Grade 9	1231	1147	1205
Grade 10	1229	1217	1158
Grade 11	1110	1188	1197
Grade 12	1249	1139	1223
Ungraded Secondary	0	0	0
Total K-12	15014	14760	14668

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	23	22
Grade 8			
English	23	23	23
Mathematics	23	23	23
Science	24	23	23
Social Studies	23	23	26
Grade 10			
English	25	25	26
Mathematics	21	24	24
Science	21	22	21
Social Studies	26	25	23

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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	917	6%	1262	9%	1217	8%
Reduced-Price Lunch	586	4%	611	4%	545	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	172	1%	174	1%	181	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	21	0%	17	0%	18	0%
Black or African American	296	2%	288	2%	299	2%
Hispanic or Latino	1030	7%	1034	7%	1085	7%
Asian or Native Hawaiian/Other Pacific Islander	687	5%	711	5%	733	5%
White	12980	86%	12692	86%	12510	85%
Multiracial	0	0%	18	0%	23	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	428	3%	380	3%	387	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

	2008–09	2009–10	2010–11
Total Number of Teachers	1143	1111	1094
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	7%	4%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	61%	60%
Total Number of Core Classes	3422	3169	2844
Percent Not Taught by Highly Qualified Teachers in This District	2%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	4107	3975	3827
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	23%	16%
Turnover Rate of All Teachers	15%	18%	19%

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	130	127	129
Total Paraprofessionals*	176	268	273
Assistant Principals	12	12	12
Principals	18	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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

 **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

2009–10	2010–11	2011–12
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	 6 of 8	 8 of 8	 1 of 1	 5 of 6	 5 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
(2011–12)

Accountability Measures 6 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 2010–11 2011–12
Accountability Groups							
All Students (6798:6676)			100%		161	121	
Ethnicity							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (148:144)			100%		139	113	
Hispanic or Latino (490:470)			100%		147	117	
Asian or Native Hawaiian/Other Pacific Islander (330:313)			100%		165	116	
White (5814:5734)			100%		163	121	
Multiracial (10:9)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (896:943)			99%		98	118	111 108
Limited English Proficient (76:114)			99%		111	112	112 120
Economically Disadvantaged (1134:1098)			100%		144	119	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (3375:3326)			100%		169	120	
Male (3423:3350)			100%		153	120	
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
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12
Accountability Groups							
All Students (6798:6686)			100%		181	136	
Ethnicity							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (148:145)			100%		161	128	
Hispanic or Latino (490:471)			100%		171	132	
Asian or Native Hawaiian/Other Pacific Islander (329:313)			100%		188	131	
White (5815:5742)			100%		182	136	
Multiracial (10:9)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (896:948)			100%		138	133	
Limited English Proficient (76:117)			99%		161	127	
Economically Disadvantaged (1136:1100)			99%		170	134	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (3373:3329)			100%		183	135	
Male (3425:3357)			100%		179	135	
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
(2011–12)



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

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12		
Accountability Groups										
All Students (2206:2153)		Qualified		99%		194	100			
Ethnicity										
American Indian or Alaska Native (0:0)										
Black or African American (54:53)		Qualified		100%		183	100			
Hispanic or Latino (173:168)		Qualified		100%		192	100			
Asian or Native Hawaiian/Other Pacific Islander (110:106)		Qualified		100%		196	100			
White (1867:1824)		Qualified		99%		195	100			
Multiracial (2:2)		–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (285:300)		Qualified		96%		177	100			
Limited English Proficient (26:24)		–	–	–	–	–	–		–	
Economically Disadvantaged (391:375)		Qualified		98%		193	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (1095:1072)				99%		195	100			
Male (1111:1081)				99%		194	100			
Migrant (1:1)				–		–	–		–	


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
(2011–12)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (1212:1201)			100%		193	180	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (27:29)	—	—	—	—	—	—	—
Hispanic or Latino (86:80)			99%		186	172	
Asian or Native Hawaiian/Other Pacific Islander (45:45)			100%		200	169	
White (1051:1044)			100%		193	180	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (113:139)			97%		159	174	174 [‡] 163
Limited English Proficient (10:10)	—	—	—	—	—	—	—
Economically Disadvantaged (163:171)			99%		188	175	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (633:626)			100%		194	179	
Male (579:575)			100%		191	178	
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
(2011–12)

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (1212:1201)			100%		194	177	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (27:29)	—	—	—	—	—	—	—
Hispanic or Latino (86:80)			100%		189	169	
Asian or Native Hawaiian/Other Pacific Islander (45:45)			100%		200	166	
White (1051:1044)			100%		194	177	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (113:139)			99%		165	171	171 [‡] 169
Limited English Proficient (10:10)	—	—	—	—	—	—	—
Economically Disadvantaged (163:171)			100%		188	172	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (633:626)			100%		196	176	
Male (579:575)			100%		192	175	
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 (2011–12)  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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (1145)			91%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (25)		—	—	—	
Hispanic or Latino (75)			85%	80%	
Asian or Native Hawaiian/Other Pacific Islander (52)			98%	80%	
White (993)			91%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (146)			67%	80%	76%
Limited English Proficient (4)		—	—	—	
Economically Disadvantaged (131)			89%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (545)			92%	80%	
Male (600)			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 2006 total cohort through June 2011 (after 5 years) for this district is **92%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

16 schools identified 89% 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
SEQUOYA MIDDLE SCHOOL
TAMARAC ELEMENTARY SCHOOL
TECUMSEH ELEMENTARY SCHOOL
WAVERLY AVENUE SCHOOL
WENONAH SCHOOL

Improvement (year 1) Basic

2 schools identified 11% of total

SAMOSET MIDDLE SCHOOL
SENECA MIDDLE SCHOOL

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

Summary of 2010–11 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	66%			1052
Grade 4	65%			1061
Grade 5	62%			1157
Grade 6	72%			1169
Grade 7	64%			1156
Grade 8	62%			1106

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	71%			1052
Grade 4	86%			1068
Grade 5	81%			1160
Grade 6	88%			1171
Grade 7	88%			1157
Grade 8	80%			1109

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	98%			1062
Grade 8	87%			658

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	92%			1248
Mathematics	92%			1248

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

This District's N/RC Category:

Average Need Districts

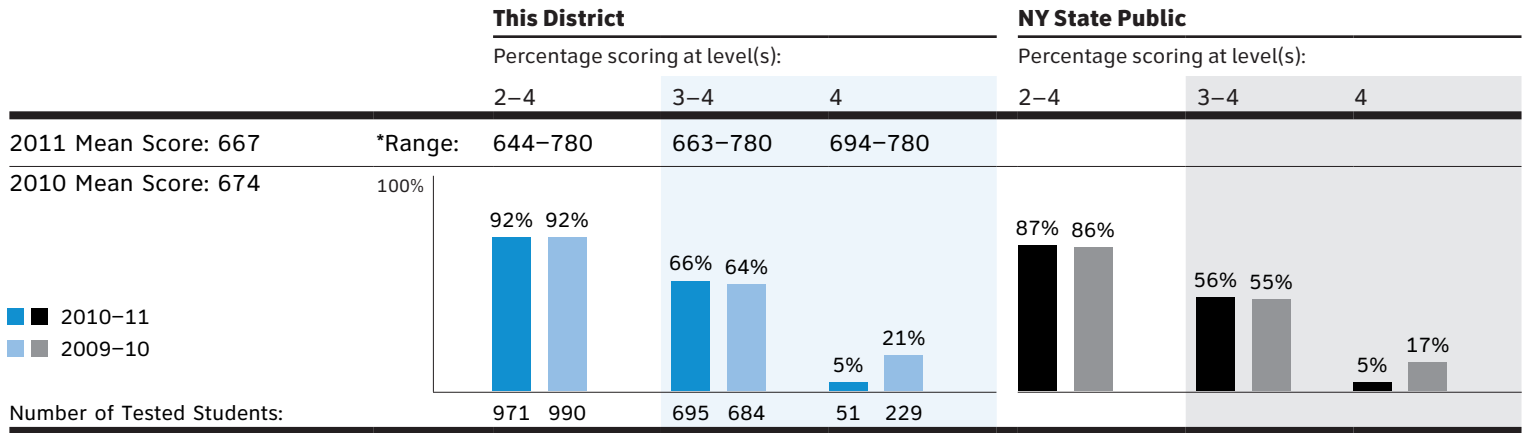
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1052	92%	66%	5%	1074	92%	64%	21%
Female	498	95%	75%	7%	545	95%	69%	23%
Male	554	90%	58%	3%	529	89%	58%	19%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	22	77%	55%	0%	29	79%	31%	0%
Hispanic or Latino	62	87%	45%	3%	79	89%	53%	13%
Asian or Native Hawaiian/Other Pacific Islander	58	90%	62%	2%	57	96%	74%	32%
White	905	93%	68%	5%	903	93%	65%	22%
Multiracial	5	100%	80%	60%	6	83%	50%	33%
Small Group Totals								
General-Education Students	913	97%	73%	5%	958	96%	69%	24%
Students with Disabilities	139	62%	19%	2%	116	65%	21%	3%
English Proficient	1035	93%	67%	5%	1053	92%	64%	22%
Limited English Proficient	17	76%	12%	0%	21	81%	38%	10%
Economically Disadvantaged	177	87%	54%	3%	191	85%	49%	14%
Not Disadvantaged	875	93%	69%	5%	883	94%	67%	23%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1052	92%	66%	5%	1074	92%	64%	21%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	7	7	11	11	9	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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	2	N/A	N/A	N/A	0	N/A	N/A	N/A

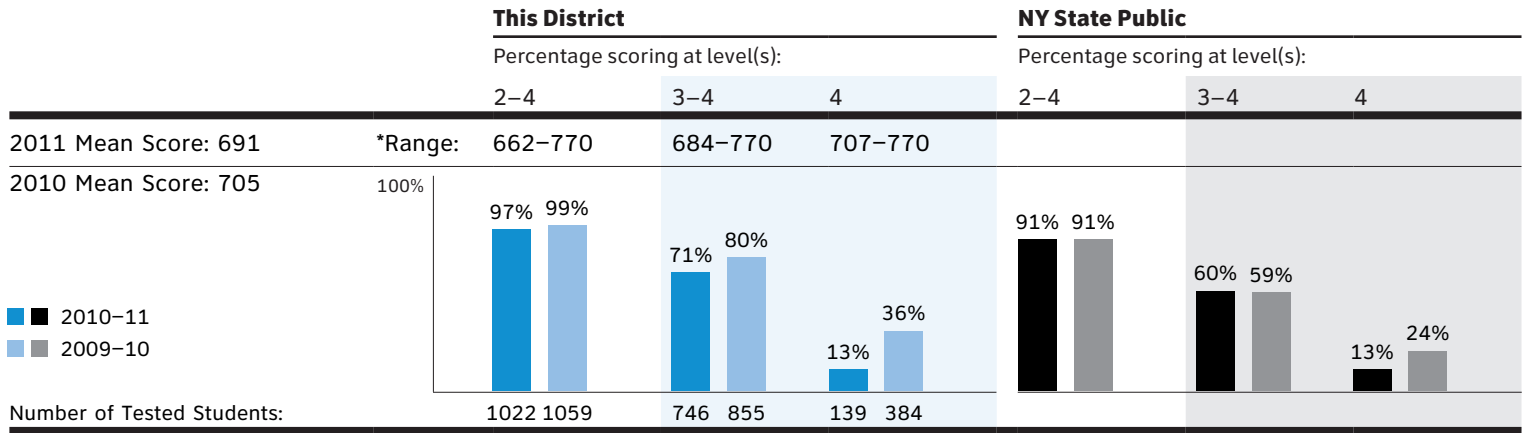
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1052	97%	71%	13%	1074	99%	80%	36%
Female	497	97%	72%	15%	545	99%	81%	35%
Male	555	97%	70%	11%	529	98%	78%	37%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	22	100%	59%	0%	29	97%	55%	7%
Hispanic or Latino	62	97%	52%	5%	80	99%	73%	28%
Asian or Native Hawaiian/Other Pacific Islander	58	98%	74%	10%	57	100%	91%	54%
White	905	97%	72%	14%	903	99%	81%	36%
Multiracial	5	100%	80%	60%	5	100%	40%	20%
Small Group Totals								
General-Education Students	913	99%	76%	15%	958	100%	84%	39%
Students with Disabilities	139	86%	40%	4%	116	90%	46%	6%
English Proficient	1034	97%	71%	13%	1053	99%	80%	36%
Limited English Proficient	18	100%	72%	0%	21	100%	76%	10%
Economically Disadvantaged	176	96%	60%	6%	191	97%	68%	22%
Not Disadvantaged	876	97%	73%	15%	883	99%	82%	39%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	1052	97%	71%	13%	1074	99%	80%	36%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	7	7	11	11	11	10

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 677	*Range: 637-775	671-775	722-775			
2010 Mean Score: 679						
Number of Tested Students:	1026	1100	688	782	21	75

Results by Student Group

	2010-11 School Year				2009-10 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	1061	97%	65%	2%	1144	96%	68%	7%
Female	546	97%	68%	2%	588	98%	75%	8%
Male	515	96%	61%	2%	556	94%	61%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	30	-	-	-	18	94%	78%	0%
Hispanic or Latino	83	96%	58%	0%	83	93%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	60	100%	75%	5%	49	98%	76%	8%
White	886	97%	66%	2%	989	96%	69%	7%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	32	81%	34%	0%	5	100%	60%	20%
General-Education Students	934	99%	71%	2%	1015	99%	75%	7%
Students with Disabilities	127	80%	18%	0%	129	74%	18%	0%
English Proficient	1048	97%	65%	2%	1128	96%	69%	7%
Limited English Proficient	13	92%	31%	0%	16	81%	38%	0%
Economically Disadvantaged	195	93%	44%	1%	169	93%	53%	4%
Not Disadvantaged	866	98%	70%	2%	975	97%	71%	7%
Migrant								
Not Migrant	1061	97%	65%	2%	1144	96%	68%	7%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	14	14	13	13	7	7	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	2	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	3	N/A	N/A	N/A

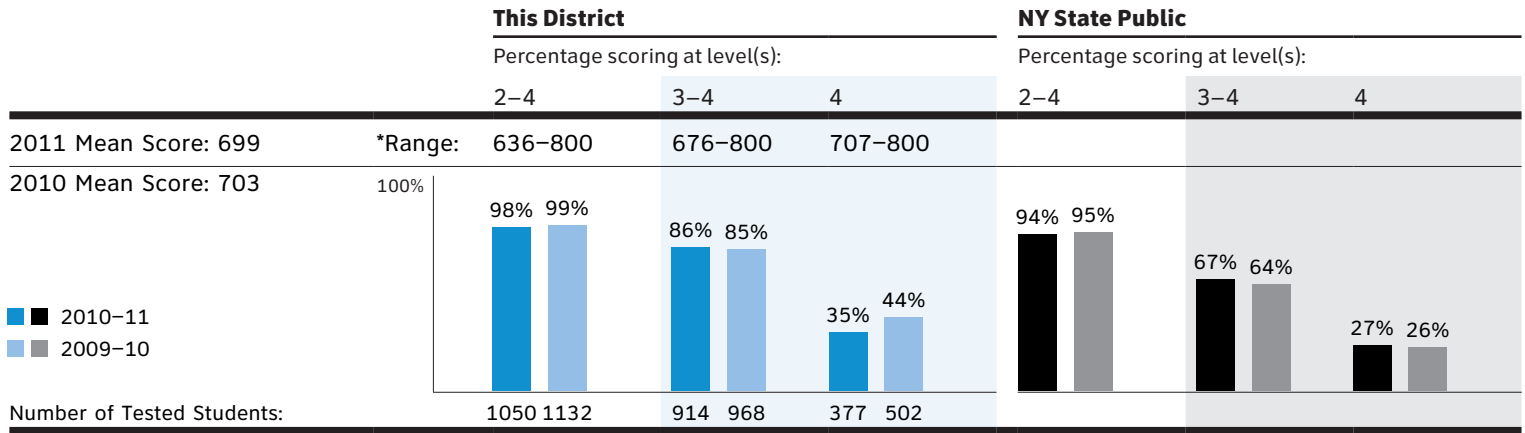
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1068	98%	86%	35%	1145	99%	85%	44%
Female	546	99%	86%	32%	587	100%	86%	46%
Male	522	98%	85%	38%	558	98%	83%	42%
American Indian or Alaska Native					2	-	-	-
Black or African American	31	-	-	-	18	94%	83%	6%
Hispanic or Latino	83	96%	76%	24%	83	99%	69%	27%
Asian or Native Hawaiian/Other Pacific Islander	61	100%	97%	57%	53	100%	91%	55%
White	891	98%	87%	36%	986	99%	86%	46%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	33	97%	52%	9%	5	100%	60%	20%
General-Education Students	939	99%	91%	39%	1016	100%	89%	48%
Students with Disabilities	129	91%	47%	7%	129	90%	48%	13%
English Proficient	1053	98%	86%	36%	1125	99%	85%	44%
Limited English Proficient	15	93%	67%	0%	20	90%	55%	25%
Economically Disadvantaged	196	97%	74%	21%	171	99%	75%	25%
Not Disadvantaged	872	99%	88%	39%	974	99%	86%	47%
Migrant								
Not Migrant	1068	98%	86%	35%	1145	99%	85%	44%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

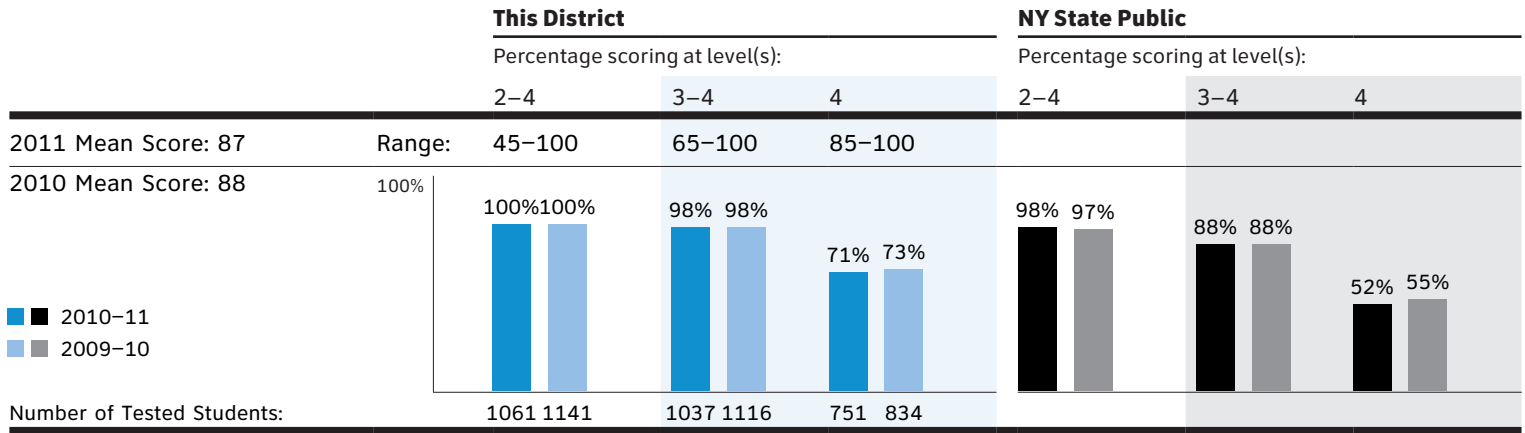
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	14	13	12	7	7	7	5

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	1062	100%	98%	71%	1144	100%	98%	73%
Female	540	100%	97%	71%	588	100%	98%	75%
Male	522	100%	98%	71%	556	100%	97%	70%
American Indian or Alaska Native					2	-	-	-
Black or African American	31	-	-	-	18	100%	94%	50%
Hispanic or Latino	83	100%	94%	55%	82	100%	93%	60%
Asian or Native Hawaiian/Other Pacific Islander	61	100%	100%	80%	52	100%	98%	81%
White	885	100%	98%	73%	987	100%	98%	74%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	33	100%	94%	33%	5	100%	100%	60%
General-Education Students	935	100%	99%	75%	1017	100%	99%	77%
Students with Disabilities	127	99%	88%	36%	127	98%	87%	41%
English Proficient	1047	100%	98%	71%	1125	100%	98%	73%
Limited English Proficient	15	100%	100%	53%	19	100%	84%	58%
Economically Disadvantaged	195	100%	95%	52%	172	100%	97%	59%
Not Disadvantaged	867	100%	98%	75%	972	100%	98%	75%
Migrant								
Not Migrant	1062	100%	98%	71%	1144	100%	98%	73%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	14	14	14	13	7	7	7	6

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 670	*Range: 648-795	668-795	700-795			
2010 Mean Score: 674						
Number of Tested Students:	1083	1095	722	678	29	136

Results by Student Group

	2010-11 School Year				2009-10 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	1157	94%	62%	3%	1173	93%	58%	12%
Female	595	96%	68%	3%	589	96%	66%	15%
Male	562	91%	57%	2%	584	91%	50%	8%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	20	-	-	-	28	-	-	-
Hispanic or Latino	89	87%	47%	2%	82	93%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	55	96%	67%	5%	51	88%	63%	29%
White	990	94%	64%	2%	1008	94%	58%	11%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	23	96%	52%	0%	32	88%	63%	0%
General-Education Students	1013	98%	69%	3%	1034	97%	64%	13%
Students with Disabilities	144	60%	15%	1%	139	64%	15%	0%
English Proficient	1145	94%	63%	3%	1164	94%	58%	12%
Limited English Proficient	12	75%	8%	0%	9	56%	0%	0%
Economically Disadvantaged	188	89%	49%	1%	191	86%	48%	3%
Not Disadvantaged	969	94%	65%	3%	982	95%	60%	13%
Migrant								
Not Migrant	1157	94%	62%	3%	1173	93%	58%	12%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	12	12	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	2	N/A	N/A	N/A

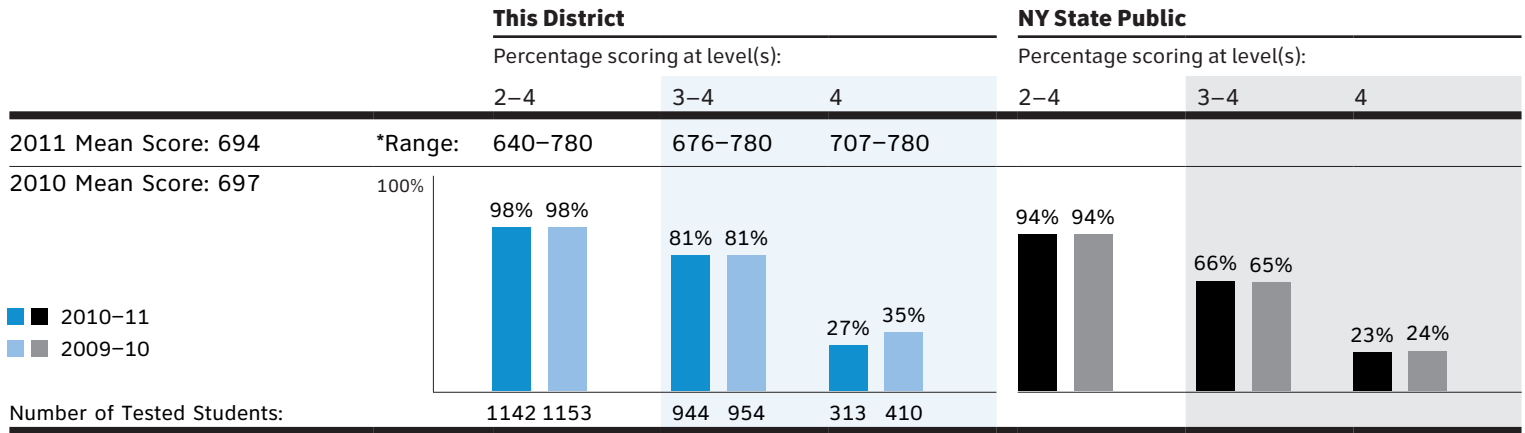
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1160	98%	81%	27%	1175	98%	81%	35%
Female	597	99%	83%	29%	592	99%	83%	37%
Male	563	98%	80%	25%	583	98%	79%	33%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	20	-	-	-	29	-	-	-
Hispanic or Latino	89	98%	70%	12%	83	96%	73%	16%
Asian or Native Hawaiian/Other Pacific Islander	56	98%	86%	43%	50	100%	90%	52%
White	992	99%	82%	28%	1009	98%	82%	36%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	23	96%	78%	4%	33	97%	76%	15%
General-Education Students	1015	100%	87%	30%	1036	100%	87%	39%
Students with Disabilities	145	90%	39%	6%	139	88%	39%	7%
English Proficient	1146	99%	82%	27%	1164	98%	81%	35%
Limited English Proficient	14	93%	43%	0%	11	91%	64%	0%
Economically Disadvantaged	188	99%	71%	13%	194	96%	73%	19%
Not Disadvantaged	972	98%	83%	30%	981	98%	83%	38%
Migrant								
Not Migrant	1160	98%	81%	27%	1175	98%	81%	35%

NOTES

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Other Assessments

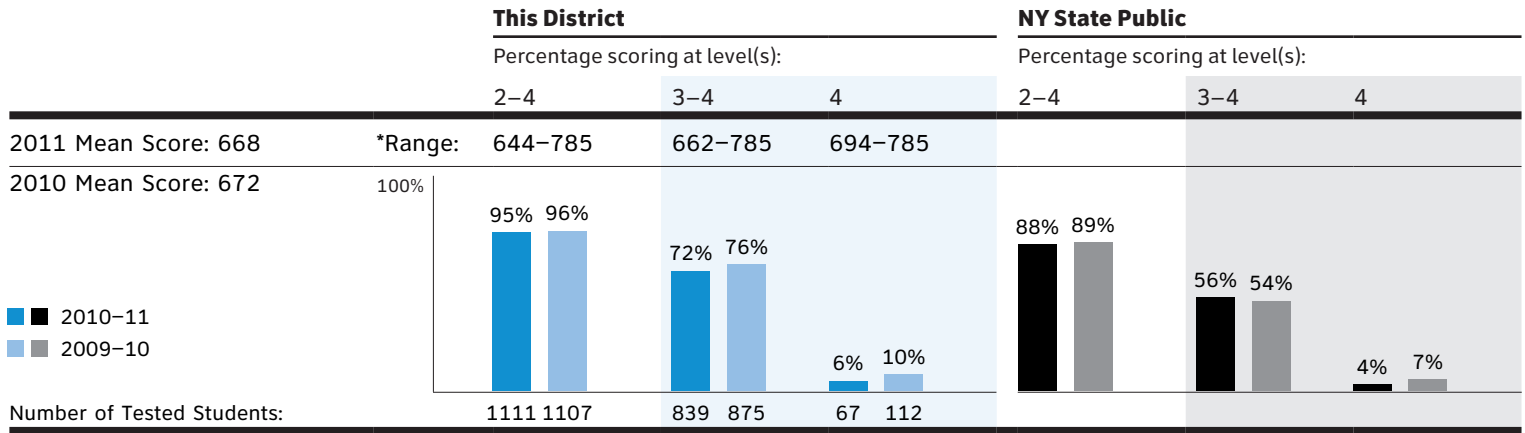
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	7	12	12	11	11

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	95%	72%	6%	1156	96%	76%	10%
Female	592	97%	78%	7%	580	98%	78%	12%
Male	577	93%	65%	4%	576	94%	73%	7%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	29	-	-	-	23	91%	61%	0%
Hispanic or Latino	89	92%	64%	6%	64	94%	59%	3%
Asian or Native Hawaiian/Other Pacific Islander	52	94%	77%	10%	51	98%	86%	22%
White	998	95%	72%	6%	1011	96%	76%	10%
Multiracial					3	-	-	-
Small Group Totals	30	93%	70%	0%	7	86%	86%	29%
General-Education Students	1024	99%	79%	7%	1019	99%	83%	11%
Students with Disabilities	145	67%	17%	0%	137	69%	19%	1%
English Proficient	1160	95%	72%	6%	1150	96%	76%	10%
Limited English Proficient	9	44%	11%	0%	6	67%	0%	0%
Economically Disadvantaged	190	93%	60%	2%	170	89%	55%	6%
Not Disadvantaged	979	96%	74%	7%	986	97%	79%	10%
Migrant								
Not Migrant	1169	95%	72%	6%	1156	96%	76%	10%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	12	12	11	9	18	18	17	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A

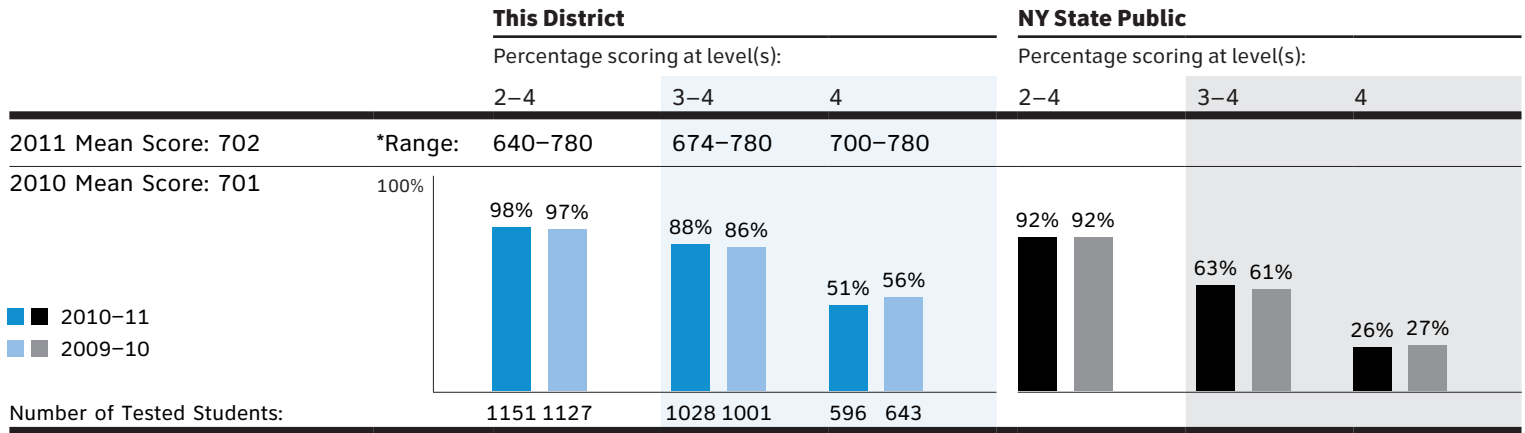
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1171	98%	88%	51%	1158	97%	86%	56%
Female	593	99%	91%	54%	580	98%	87%	55%
Male	578	98%	85%	48%	578	97%	86%	56%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	29	-	-	-	25	88%	68%	32%
Hispanic or Latino	89	98%	82%	25%	64	94%	81%	34%
Asian or Native Hawaiian/Other Pacific Islander	52	98%	94%	75%	51	98%	94%	78%
White	1000	98%	88%	53%	1011	98%	87%	56%
Multiracial					3	-	-	-
Small Group Totals	30	97%	73%	33%	7	86%	86%	43%
General-Education Students	1025	100%	94%	57%	1020	100%	93%	62%
Students with Disabilities	146	88%	44%	9%	138	80%	37%	11%
English Proficient	1161	98%	88%	51%	1150	97%	87%	56%
Limited English Proficient	10	90%	40%	0%	8	88%	75%	0%
Economically Disadvantaged	191	97%	83%	37%	172	94%	73%	42%
Not Disadvantaged	980	98%	89%	54%	986	98%	89%	58%
Migrant								
Not Migrant	1171	98%	88%	51%	1158	97%	86%	56%

NOTES

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Other Assessments

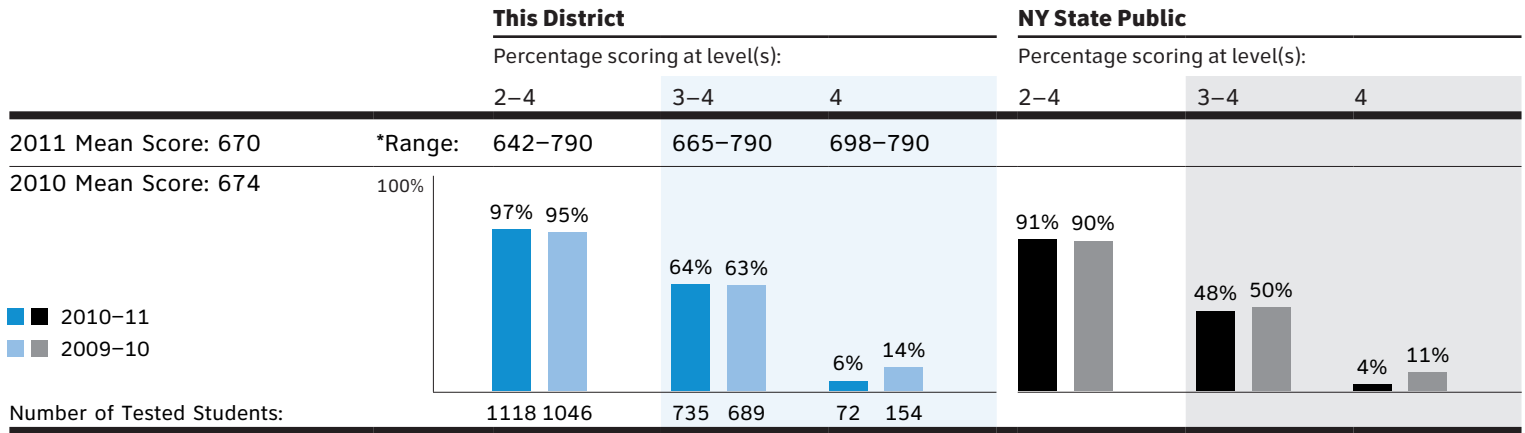
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	12	12	11	10	18	18	17	9

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	97%	64%	6%	1096	95%	63%	14%
Female	579	98%	68%	9%	537	97%	70%	16%
Male	577	95%	59%	3%	559	94%	56%	13%
American Indian or Alaska Native	4	-	-	-				
Black or African American	21	95%	52%	0%	21	-	-	-
Hispanic or Latino	69	94%	42%	3%	87	94%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	71%	4%	47	89%	72%	30%
White	1009	97%	65%	7%	940	96%	64%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	80%	0%	22	77%	45%	0%
General-Education Students	1018	100%	70%	7%	963	99%	69%	16%
Students with Disabilities	138	76%	14%	0%	133	71%	19%	1%
English Proficient	1150	97%	64%	6%	1085	96%	63%	14%
Limited English Proficient	6	100%	17%	0%	11	36%	9%	0%
Economically Disadvantaged	179	94%	49%	4%	185	91%	48%	7%
Not Disadvantaged	977	97%	66%	7%	911	96%	66%	15%
Migrant					1	-	-	-
Not Migrant	1156	97%	64%	6%	1095	-	-	-

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	16	16	15	14	9	9	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 7	1	N/A	N/A	N/A	4	N/A	N/A	N/A

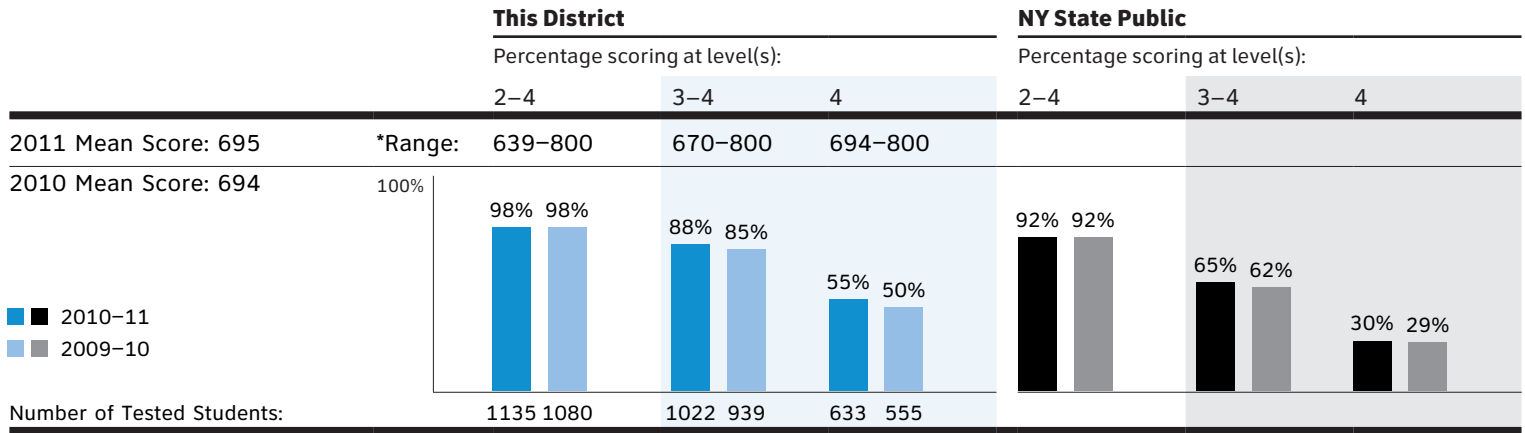
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1157	98%	88%	55%	1101	98%	85%	50%
Female	581	99%	89%	54%	540	98%	87%	51%
Male	576	97%	87%	56%	561	98%	84%	49%
American Indian or Alaska Native	4	-	-	-				
Black or African American	22	95%	77%	41%	22	-	-	-
Hispanic or Latino	70	91%	70%	26%	86	97%	81%	41%
Asian or Native Hawaiian/Other Pacific Islander	52	100%	92%	79%	48	100%	92%	69%
White	1008	99%	90%	56%	944	98%	86%	51%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	100%	80%	23	87%	57%	13%
General-Education Students	1019	100%	94%	61%	967	99%	91%	56%
Students with Disabilities	138	86%	46%	9%	134	89%	46%	10%
English Proficient	1150	98%	88%	55%	1086	98%	86%	51%
Limited English Proficient	7	100%	71%	29%	15	93%	60%	20%
Economically Disadvantaged	180	96%	77%	40%	186	97%	77%	35%
Not Disadvantaged	977	99%	90%	57%	915	98%	87%	54%
Migrant					1	-	-	-
Not Migrant	1157	98%	88%	55%	1100	-	-	-

NOTES

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Other Assessments

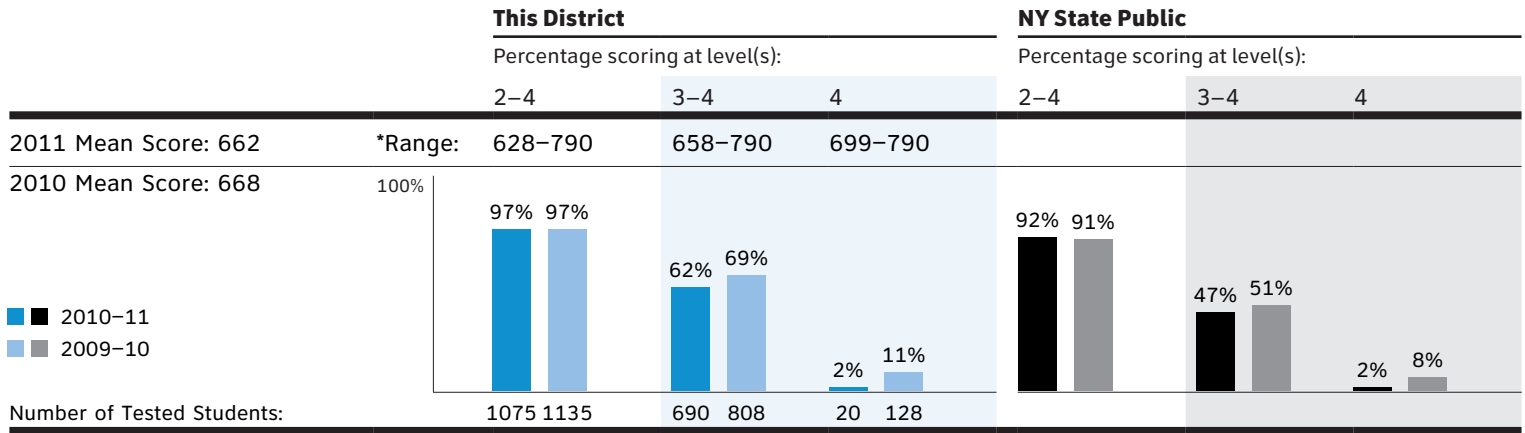
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	16	16	11	9	8	8	3

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1106	97%	62%	2%	1170	97%	69%	11%
Female	536	99%	71%	2%	571	97%	75%	14%
Male	570	96%	54%	2%	599	97%	63%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	22	91%	41%	0%	14	-	-	-
Hispanic or Latino	87	94%	62%	0%	84	95%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	48	90%	65%	2%	57	96%	84%	23%
White	949	98%	63%	2%	1014	97%	69%	11%
Multiracial								
Small Group Totals					15	87%	40%	0%
General-Education Students	977	99%	69%	2%	1023	100%	77%	12%
Students with Disabilities	129	84%	12%	0%	147	80%	14%	1%
English Proficient	1096	98%	63%	2%	1161	97%	69%	11%
Limited English Proficient	10	60%	0%	0%	9	67%	22%	0%
Economically Disadvantaged	190	96%	53%	2%	173	92%	52%	7%
Not Disadvantaged	916	97%	64%	2%	997	98%	72%	12%
Migrant	1	-	-	-				
Not Migrant	1105	-	-	-	1170	97%	69%	11%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	10	10	9	6	8	8	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	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	1	N/A	N/A	N/A	0	N/A	N/A	N/A

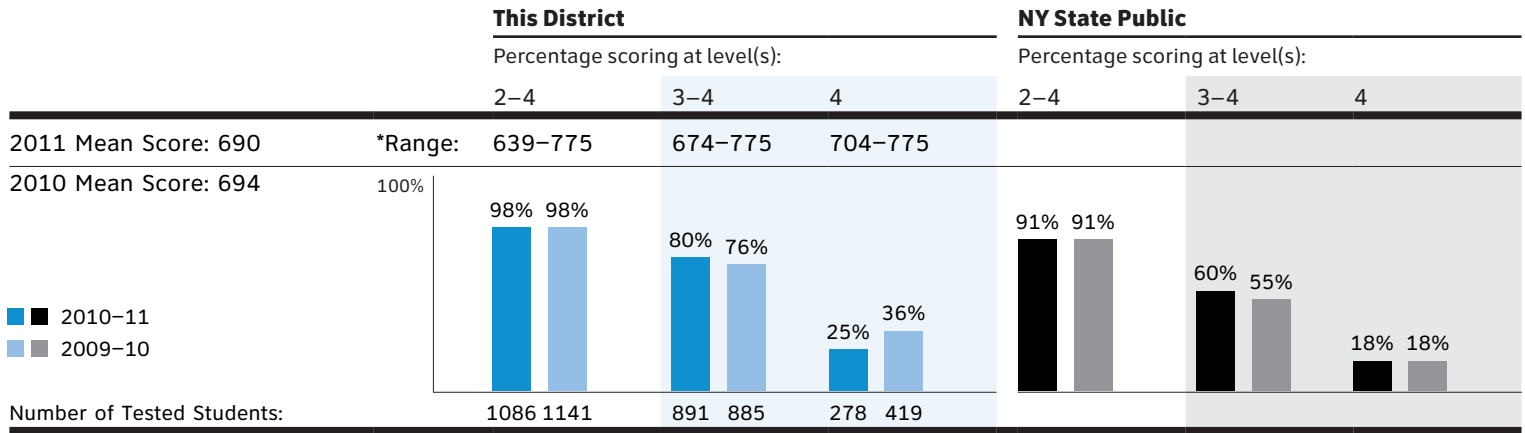
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1109	98%	80%	25%	1169	98%	76%	36%
Female	538	98%	83%	25%	570	98%	76%	37%
Male	571	98%	77%	25%	599	97%	75%	35%
American Indian or Alaska Native					1	-	-	-
Black or African American	23	91%	52%	4%	14	-	-	-
Hispanic or Latino	87	99%	76%	20%	84	96%	69%	31%
Asian or Native Hawaiian/Other Pacific Islander	48	94%	94%	48%	58	100%	90%	59%
White	951	98%	81%	25%	1012	98%	76%	35%
Multiracial								
Small Group Totals					15	93%	40%	13%
General-Education Students	979	100%	86%	28%	1022	99%	82%	40%
Students with Disabilities	130	83%	37%	5%	147	85%	31%	6%
English Proficient	1098	98%	80%	25%	1160	98%	76%	36%
Limited English Proficient	11	100%	82%	0%	9	100%	44%	0%
Economically Disadvantaged	192	96%	71%	17%	173	95%	60%	20%
Not Disadvantaged	917	98%	82%	27%	996	98%	79%	39%
Migrant	1	-	-	-				
Not Migrant	1108	-	-	-	1169	98%	76%	36%

NOTES

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Other Assessments

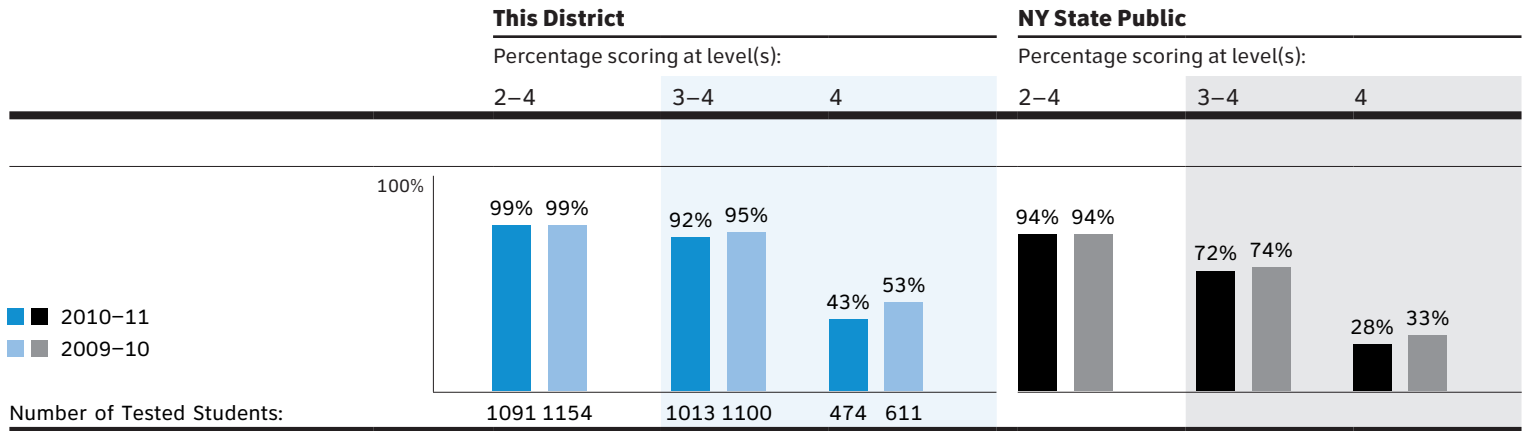
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	9	8	7	8	6	5	4

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 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	658	99%	87%	22%	660	99%	91%	33%
Female	307	99%	88%	18%	295	99%	89%	27%
Male	351	99%	87%	26%	365	99%	93%	38%
American Indian or Alaska Native					1	-	-	-
Black or African American	21	90%	76%	5%	10	-	-	-
Hispanic or Latino	62	98%	87%	18%	53	98%	87%	23%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	80%	20%	20	100%	95%	35%
White	555	99%	88%	23%	576	99%	91%	35%
Multiracial								
Small Group Totals					11	100%	82%	9%
General-Education Students	539	99%	93%	24%	517	100%	95%	39%
Students with Disabilities	119	96%	63%	12%	143	97%	75%	10%
English Proficient	647	99%	88%	22%	653	99%	91%	33%
Limited English Proficient	11	91%	64%	0%	7	100%	86%	29%
Economically Disadvantaged	139	99%	86%	19%	132	99%	87%	30%
Not Disadvantaged	519	99%	87%	23%	528	99%	92%	34%
Migrant								
Not Migrant	658	99%	87%	22%	660	99%	91%	33%

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

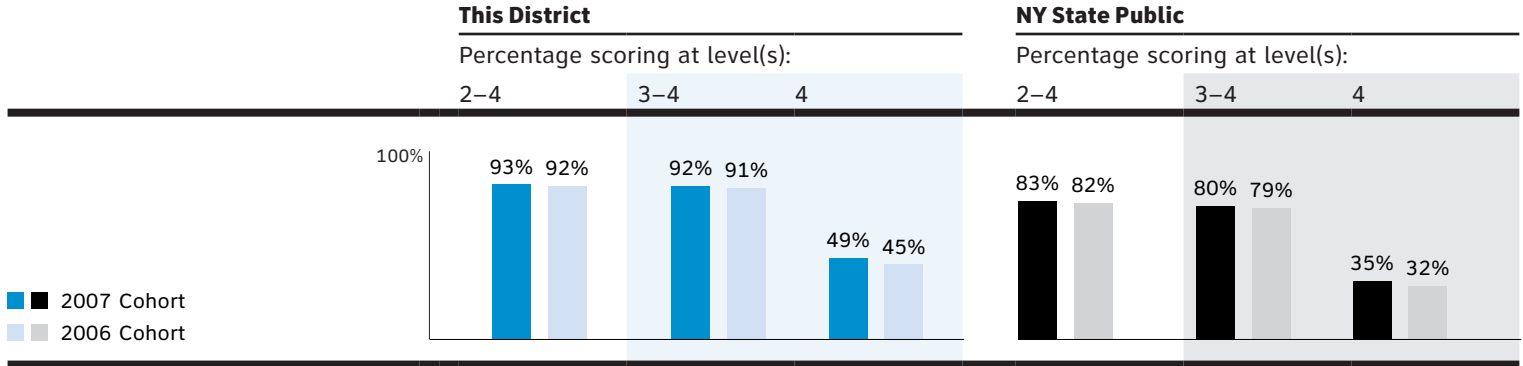
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	9	8	7	8	8	5	5
Regents Science	441	441	439	329	500	500	500	392

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort				2006 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	1248	93%	92%	49%	1146	92%	91%	45%
Female	653	93%	92%	58%	545	94%	93%	54%
Male	595	92%	91%	39%	601	90%	89%	37%
American Indian or Alaska Native	3	-	-	-				
Black or African American	30	-	-	-	25	96%	88%	40%
Hispanic or Latino	88	88%	86%	35%	76	88%	88%	32%
Asian or Native Hawaiian/Other Pacific Islander	47	96%	96%	74%	52	94%	94%	62%
White	1080	93%	92%	50%	993	92%	91%	46%
Multiracial								
Small Group Totals	33	97%	97%	33%				
General-Education Students	1117	96%	96%	55%	1028	96%	95%	50%
Students with Disabilities	131	63%	56%	2%	118	59%	54%	3%
English Proficient	1236	93%	92%	50%	1142	-	-	-
Limited English Proficient	12	75%	75%	0%	4	-	-	-
Economically Disadvantaged	177	90%	89%	33%	131	89%	88%	27%
Not Disadvantaged	1071	93%	92%	52%	1015	92%	91%	48%
Migrant								
Not Migrant	1248	93%	92%	49%	1146	92%	91%	45%

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.

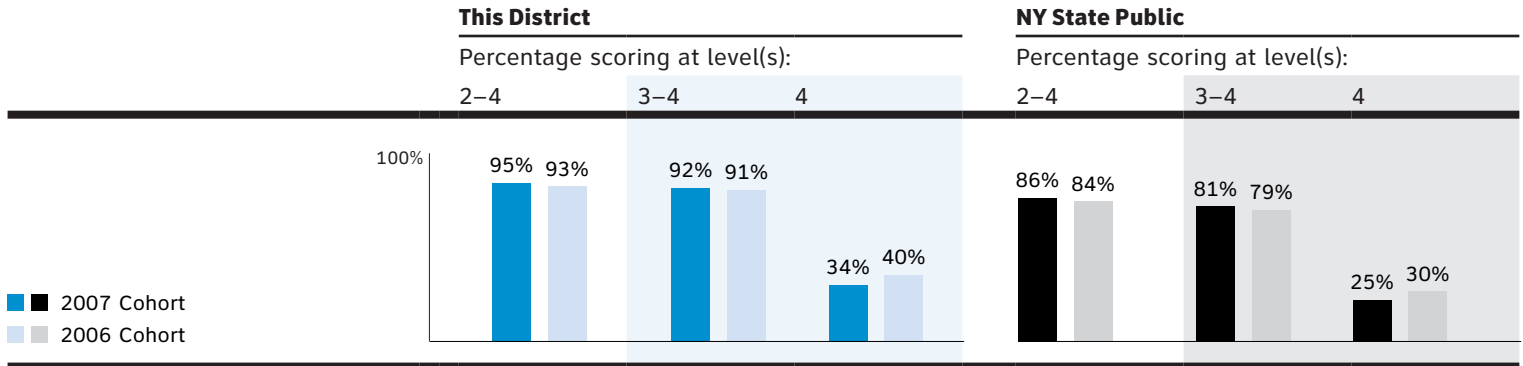
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **SACHEM CENTRAL SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort			2006 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	1248	95%	92%	34%	1146	93%	91%	40%
Female	653	95%	93%	36%	545	95%	93%	40%
Male	595	94%	90%	31%	601	91%	89%	40%
American Indian or Alaska Native	3	-	-	-				
Black or African American	30	-	-	-	25	92%	92%	20%
Hispanic or Latino	88	92%	88%	26%	76	93%	88%	26%
Asian or Native Hawaiian/Other Pacific Islander	47	96%	96%	74%	52	96%	96%	60%
White	1080	95%	92%	33%	993	93%	91%	40%
Multiracial								
Small Group Totals	33	94%	94%	12%				
General-Education Students	1117	97%	96%	37%	1028	97%	96%	44%
Students with Disabilities	131	70%	53%	2%	118	59%	47%	5%
English Proficient	1236	95%	92%	34%	1142	-	-	-
Limited English Proficient	12	83%	75%	25%	4	-	-	-
Economically Disadvantaged	177	92%	86%	24%	131	91%	88%	20%
Not Disadvantaged	1071	95%	92%	35%	1015	93%	92%	43%
Migrant								
Not Migrant	1248	95%	92%	34%	1146	93%	91%	40%

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.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.