



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **RIVERHEAD CENTRAL SCHOOL
DISTRICT**

District ID **58-06-02-04-0000**

Superintendent **NANCY CARNEY**

Telephone **(631) 369-6717**

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 RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

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	256	256	256
Kindergarten	376	417	422
Grade 1	407	363	416
Grade 2	354	410	368
Grade 3	352	365	406
Grade 4	325	346	367
Grade 5	351	335	345
Grade 6	329	349	344
Ungraded Elementary	0	0	0
Grade 7	347	345	356
Grade 8	336	354	349
Grade 9	464	468	470
Grade 10	380	389	372
Grade 11	328	315	336
Grade 12	363	360	347
Ungraded Secondary	0	0	0
Total K-12	4712	4816	4898

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	22	23
Grade 8			
English	21	26	30
Mathematics	23	27	25
Science	19	23	21
Social Studies	24	27	24
Grade 10			
English	22	23	26
Mathematics	19	25	26
Science	18	18	26
Social Studies	25	20	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 RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1170	25%	1432	30%	1833	37%
Reduced-Price Lunch	391	8%	409	8%	336	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	453	10%	503	10%	541	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	24	1%	22	0%	23	0%
Black or African American	1001	21%	987	20%	974	20%
Hispanic or Latino	903	19%	1036	22%	1193	24%
Asian or Native Hawaiian/Other Pacific Islander	51	1%	49	1%	63	1%
White	2721	58%	2705	56%	2620	53%
Multiracial	12	0%	17	0%	25	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		93%
Student Suspensions	219	5%	227	5%	254	5%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	379	355	355
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	2%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	64%	72%	74%
Total Number of Core Classes	1028	906	860
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	1%
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	1273	1181	1131
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	35%	41%	13%
Turnover Rate of All Teachers	18%	19%	14%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	45	52	46
Total Paraprofessionals*	113	111	113
Assistant Principals	7	8	8
Principals	7	7	7

* 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)

Improvement (Year 1)

ELA	Improvement (Year 1)	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	✗ 3 of 7	✗ 5 of 7	✓ 1 of 1	✗ 2 of 6	✗ 5 of 6	✗ 0 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 | 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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 3 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2209:2119)			99%		141	120		
Ethnicity								
American Indian or Alaska Native (12:11)	–	–	–	–	–	–		–
Black or African American (432:406)			98%		110	117	117	119
Hispanic or Latino (549:503)			98%		120	117		
Asian or Native Hawaiian/Other Pacific Islander (27:24)	–	–	–	–	–	–		–
White (1182:1168)			99%		160	119		
Multiracial (7:7)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (252:246)			96%		72	115	92	85
Limited English Proficient (191:258)			99%		95	115	110	106
Economically Disadvantaged (927:888)			98%		114	118	118	123
Final AYP Determination	 3 of 7							
Non-Accountability Groups								
Female (1056:1020)			99%		148	119		
Male (1153:1099)			98%		134	119		
Migrant (24:22)			–		–	–		

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 5 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics 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 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 (2209:2130)			99%		162	135		
Ethnicity								
American Indian or Alaska Native (12:11)	–	–	–	–	–	–		–
Black or African American (433:411)			98%		133	132		
Hispanic or Latino (548:510)			99%		145	132		
Asian or Native Hawaiian/Other Pacific Islander (27:24)	–	–	–	–	–	–		–
White (1182:1167)			99%		179	134		
Multiracial (7:7)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (253:248)			97%		97	130	117	107
Limited English Proficient (190:265)			99%		127	130	130	134
Economically Disadvantaged (926:895)			99%		139	133		
Final AYP Determination	 5 of 7							
Non-Accountability Groups								
Female (1057:1025)			100%		164	134		
Male (1152:1105)			99%		160	134		
Migrant (24:22)			–		–	–		

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 (735:689)		Qualified		97%		182	100		
Ethnicity									
American Indian or Alaska Native (5:4)	–	–	–	–	–	–	–		–
Black or African American (141:122)		Qualified		91%		167	100		
Hispanic or Latino (173:154)		Qualified		96%		169	100		
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–		–
White (403:396)		Qualified		99%		191	100		
Multiracial (2:2)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (78:65)		Qualified		83%		145	100		
Limited English Proficient (55:63)		Qualified		95%		144	100		
Economically Disadvantaged (287:261)		Qualified		93%		168	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (349:338)				99%		183	100		
Male (386:351)				95%		182	100		
Migrant (5:5)				–		–	–		

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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 2 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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 (341:344)			99%		179	177	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (74:84)			97%		161	172	162 165
Hispanic or Latino (56:51)			100%		159	170	154 [‡] 163
Asian or Native Hawaiian/Other Pacific Islander (5:3)	—	—	—	—	—	—	—
White (203:204)			100%		191	175	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (38:46)		—	—		122	169	122 [‡] 130
Limited English Proficient (16:16)	—	—	—	—	—	—	—
Economically Disadvantaged (109:114)			100%		165	173	162 [‡] 169
Final AYP Determination	 2 of 6						
Non-Accountability Groups							
Female (146:153)			99%		179	175	
Male (195:191)			99%		179	175	
Migrant (2:2)			—		—	—	

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

A district that fails to make AYP in mathematics 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 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 (341:344)			100%		185	174	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (74:84)			99%		169	169	
Hispanic or Latino (56:51)			100%		175	167	
Asian or Native Hawaiian/Other Pacific Islander (5:3)	–	–	–	–	–	–	–
White (203:204)			100%		194	172	
Multiracial (2:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (38:46)		–	–		135	166	117* 142
Limited English Proficient (16:16)	–	–	–	–	–	–	–
Economically Disadvantaged (109:114)			100%		175	170	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (146:153)			100%		183	172	
Male (195:191)			99%		186	172	
Migrant (2:2)			–		–	–	

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 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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 (384)			78%	80%	80%
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (83)			66%	80%	66%
Hispanic or Latino (57)			53%	80%	66%
Asian or Native Hawaiian/Other Pacific Islander (4)		—	—	—	
White (239)			89%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (52)			44%	80%	56%
Limited English Proficient (18)		—	—	—	
Economically Disadvantaged (114)			68%	80%	74%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (163)			85%	80%	
Male (221)			73%	80%	
Migrant (1)			—	—	

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 **83%** 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

4 schools identified 57% of total

AQUEBOGUE ELEMENTARY SCHOOL
RILEY AVENUE SCHOOL
RIVERHEAD MIDDLE SCHOOL
ROANOKE AVENUE SCHOOL

Improvement (year 1) Basic

2 schools identified 29% of total

PHILLIPS AVENUE SCHOOL
PULASKI STREET ELEMENTARY SCHOOL

Improvement (year 1) Focused

1 school identified 14% of total

RIVERHEAD SENIOR HIGH SCHOOL

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	55%			403
Grade 4	56%			370
Grade 5	48%			342
Grade 6	55%			339
Grade 7	39%			353
Grade 8	43%			336

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	61%			407
Grade 4	72%			373
Grade 5	67%			343
Grade 6	66%			342
Grade 7	74%			359
Grade 8	61%			343

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	89%			367
Grade 8	79%			335

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	82%			384
Mathematics	84%			384

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

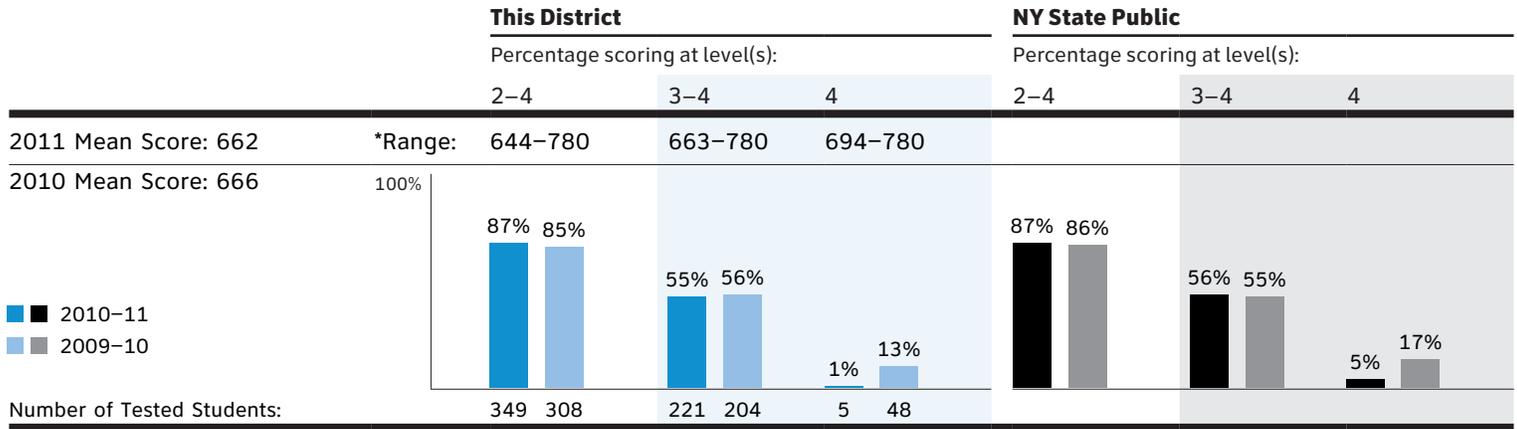
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	403	87%	55%	1%	362	85%	56%	13%
Female	213	90%	62%	2%	179	89%	63%	14%
Male	190	83%	46%	1%	183	81%	50%	13%
American Indian or Alaska Native					1	-	-	-
Black or African American	86	76%	35%	1%	66	67%	29%	2%
Hispanic or Latino	105	79%	40%	1%	84	80%	44%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	205	95%	71%	1%	206	93%	69%	17%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	57%	0%	6	100%	83%	33%
General-Education Students	350	94%	61%	1%	333	89%	60%	14%
Students with Disabilities	53	36%	11%	0%	29	34%	10%	0%
English Proficient	352	90%	61%	1%	320	88%	60%	15%
Limited English Proficient	51	61%	12%	0%	42	67%	26%	2%
Economically Disadvantaged	179	75%	35%	0%	147	75%	38%	6%
Not Disadvantaged	224	96%	71%	2%	215	92%	69%	18%
Migrant	6	83%	17%	0%	1	-	-	-
Not Migrant	397	87%	55%	1%	361	-	-	-

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 3 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	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 3	5	N/A	N/A	N/A	2	N/A	N/A	N/A

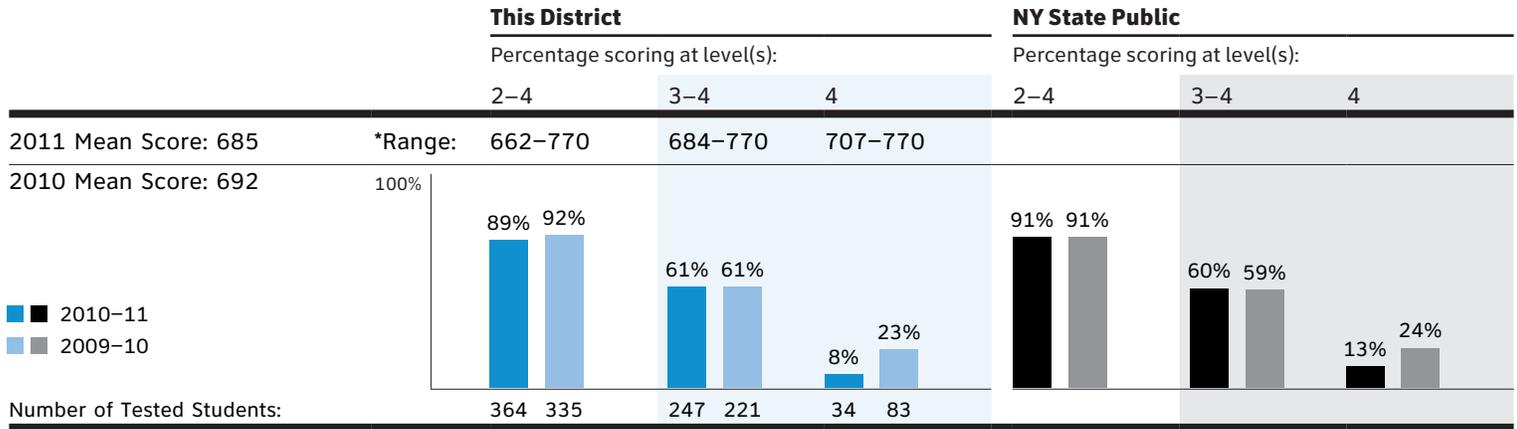
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	407	89%	61%	8%	364	92%	61%	23%
Female	215	89%	62%	9%	180	94%	59%	23%
Male	192	90%	59%	8%	184	90%	62%	23%
American Indian or Alaska Native					1	-	-	-
Black or African American	86	86%	34%	2%	66	77%	39%	5%
Hispanic or Latino	108	79%	46%	2%	86	90%	50%	19%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	4	-	-	-
White	205	97%	79%	14%	206	98%	71%	30%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	88%	75%	13%	6	100%	83%	33%
General-Education Students	354	95%	68%	10%	335	94%	64%	24%
Students with Disabilities	53	55%	11%	0%	29	66%	21%	3%
English Proficient	351	94%	66%	10%	320	94%	64%	25%
Limited English Proficient	56	63%	25%	0%	44	80%	34%	9%
Economically Disadvantaged	181	82%	39%	2%	149	86%	46%	13%
Not Disadvantaged	226	96%	78%	14%	215	96%	71%	29%
Migrant	7	71%	29%	0%	1	-	-	-
Not Migrant	400	90%	61%	9%	363	-	-	-

NOTES

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Other Assessments

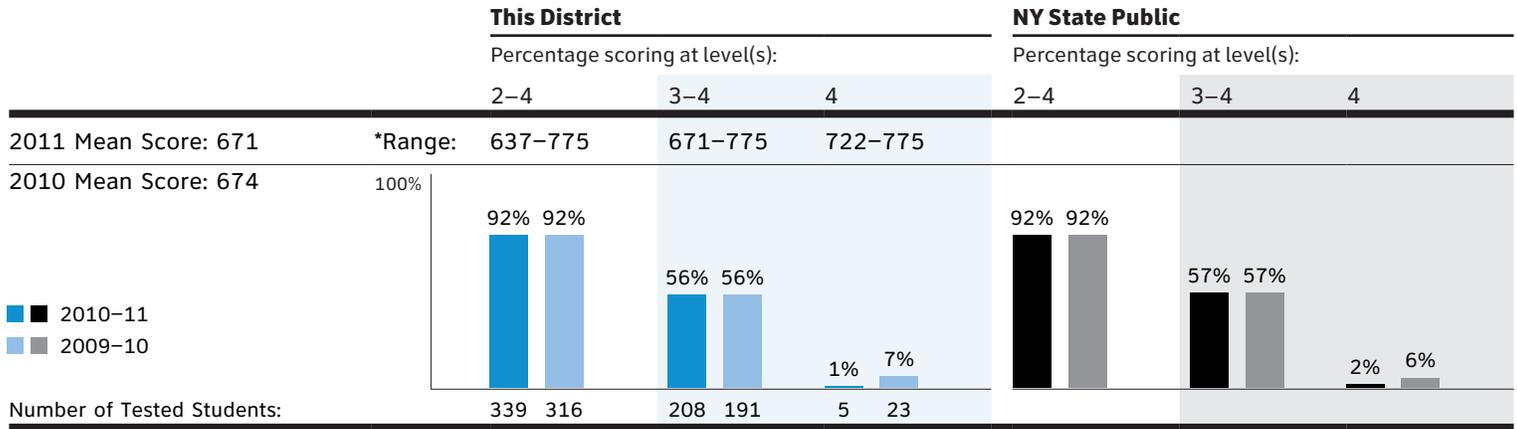
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	2	-	-	-

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

This District's Results in Grade 4 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	370	92%	56%	1%	342	92%	56%	7%
Female	183	94%	61%	1%	155	94%	60%	10%
Male	187	89%	52%	2%	187	91%	52%	4%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	67	82%	31%	0%	71	-	-	-
Hispanic or Latino	95	88%	45%	0%	78	94%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	2	-	-	-
White	199	96%	69%	3%	190	96%	73%	11%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	78%	0%	74	82%	30%	0%
General-Education Students	340	97%	61%	1%	311	96%	59%	7%
Students with Disabilities	30	33%	3%	0%	31	58%	19%	0%
English Proficient	334	93%	61%	1%	305	92%	60%	8%
Limited English Proficient	36	75%	14%	0%	37	95%	24%	0%
Economically Disadvantaged	151	85%	38%	0%	147	88%	35%	1%
Not Disadvantaged	219	96%	69%	2%	195	96%	71%	11%
Migrant	3	-	-	-	3	-	-	-
Not Migrant	367	-	-	-	339	-	-	-

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	3	-	-	-	3	-	-	-
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	2	N/A	N/A	N/A

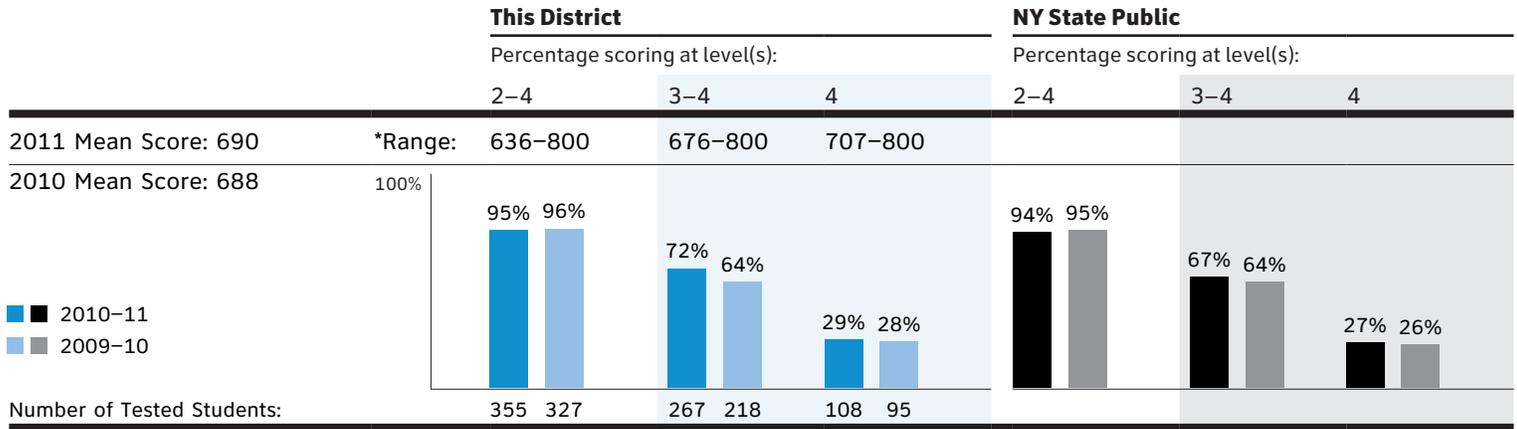
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	373	95%	72%	29%	341	96%	64%	28%
Female	184	97%	71%	28%	154	97%	58%	28%
Male	189	94%	72%	30%	187	95%	69%	28%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	69	88%	54%	9%	70	-	-	-
Hispanic or Latino	97	93%	58%	15%	79	91%	43%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	2	-	-	-
White	198	98%	84%	42%	189	99%	82%	41%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	89%	44%	73	93%	40%	10%
General-Education Students	343	98%	77%	31%	311	98%	66%	30%
Students with Disabilities	30	60%	10%	0%	30	73%	40%	7%
English Proficient	334	96%	78%	32%	302	97%	69%	31%
Limited English Proficient	39	87%	21%	0%	39	85%	26%	3%
Economically Disadvantaged	152	91%	57%	14%	147	93%	41%	10%
Not Disadvantaged	221	98%	81%	39%	194	98%	81%	41%
Migrant	3	-	-	-	4	-	-	-
Not Migrant	370	-	-	-	337	-	-	-

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

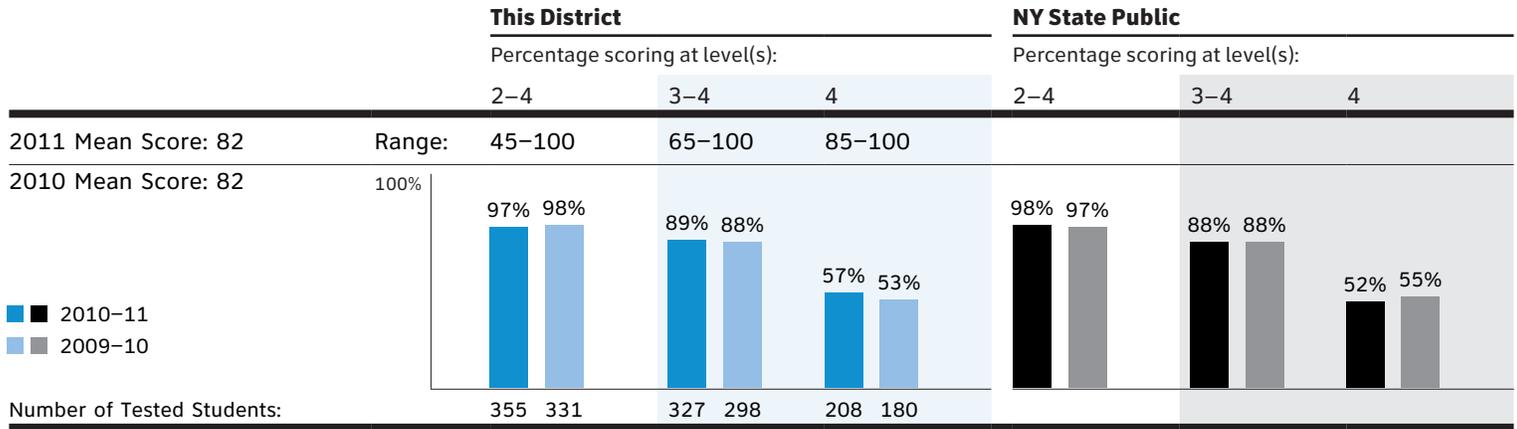
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	367	97%	89%	57%	339	98%	88%	53%
Female	183	97%	90%	56%	154	97%	86%	48%
Male	184	96%	89%	57%	185	98%	89%	57%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	65	94%	78%	32%	70	-	-	-
Hispanic or Latino	97	94%	81%	42%	79	96%	84%	28%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	1	-	-	-
White	196	99%	96%	71%	188	99%	96%	75%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	100%	67%	72	94%	71%	24%
General-Education Students	343	98%	93%	60%	308	98%	91%	57%
Students with Disabilities	24	79%	33%	4%	31	90%	58%	13%
English Proficient	328	98%	93%	63%	301	98%	89%	58%
Limited English Proficient	39	85%	56%	8%	38	97%	76%	13%
Economically Disadvantaged	147	93%	82%	39%	144	97%	76%	27%
Not Disadvantaged	220	99%	94%	69%	195	98%	97%	72%
Migrant	3	-	-	-	4	-	-	-
Not Migrant	364	-	-	-	335	-	-	-

NOTES

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Other Assessments

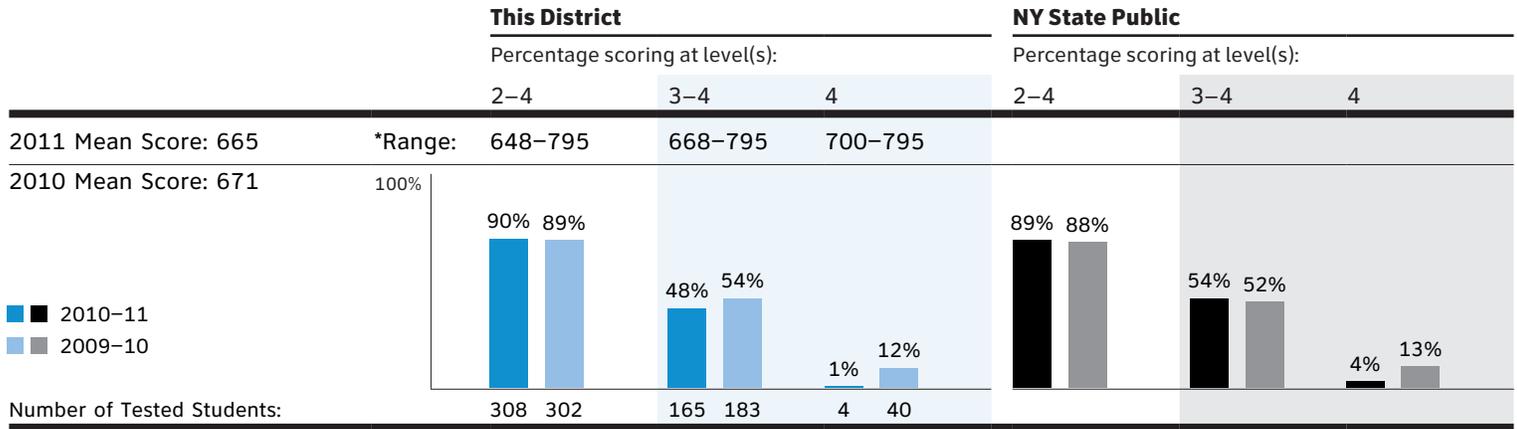
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-

4 Overview of District Performance

District RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

This District's Results in Grade 5 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	342	90%	48%	1%	341	89%	54%	12%
Female	155	92%	50%	2%	164	92%	59%	15%
Male	187	89%	47%	1%	177	85%	49%	8%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	72	-	-	-	69	74%	29%	6%
Hispanic or Latino	78	86%	35%	0%	76	86%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	190	94%	63%	2%	191	96%	70%	18%
Multiracial								
Small Group Totals	74	84%	26%	0%	5	60%	40%	20%
General-Education Students	307	95%	53%	1%	306	92%	58%	13%
Students with Disabilities	35	46%	9%	0%	35	63%	11%	3%
English Proficient	312	91%	52%	1%	310	91%	58%	13%
Limited English Proficient	30	77%	10%	0%	31	61%	10%	0%
Economically Disadvantaged	148	86%	34%	0%	151	79%	28%	3%
Not Disadvantaged	194	93%	59%	2%	190	96%	74%	19%
Migrant	3	-	-	-	3	-	-	-
Not Migrant	339	-	-	-	338	-	-	-

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	4	-	-	-	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 5	1	N/A	N/A	N/A	2	N/A	N/A	N/A

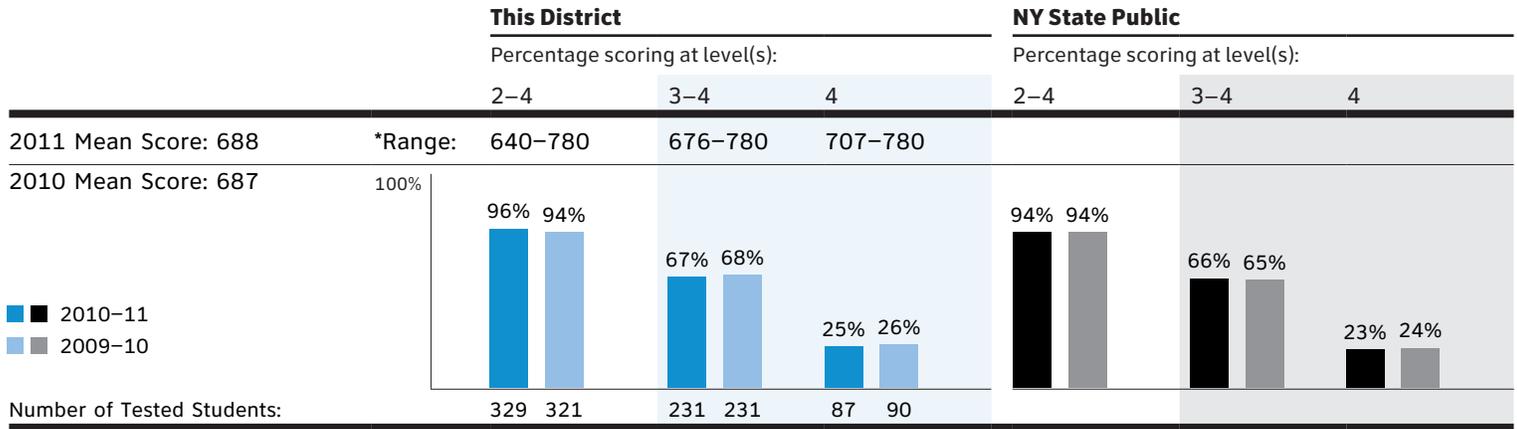
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	343	96%	67%	25%	341	94%	68%	26%
Female	155	96%	66%	26%	165	96%	67%	25%
Male	188	96%	69%	25%	176	93%	69%	28%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	72	-	-	-	68	87%	44%	9%
Hispanic or Latino	79	95%	56%	11%	78	90%	56%	8%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	190	98%	83%	37%	190	98%	81%	41%
Multiracial								
Small Group Totals	74	91%	39%	9%	5	100%	60%	20%
General-Education Students	308	98%	72%	28%	307	97%	72%	29%
Students with Disabilities	35	80%	23%	0%	34	71%	26%	6%
English Proficient	312	96%	71%	28%	308	96%	72%	29%
Limited English Proficient	31	94%	32%	0%	33	79%	30%	3%
Economically Disadvantaged	148	95%	53%	11%	150	89%	48%	8%
Not Disadvantaged	195	96%	78%	36%	191	98%	83%	41%
Migrant	3	-	-	-	3	-	-	-
Not Migrant	340	-	-	-	338	-	-	-

NOTES

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Other Assessments

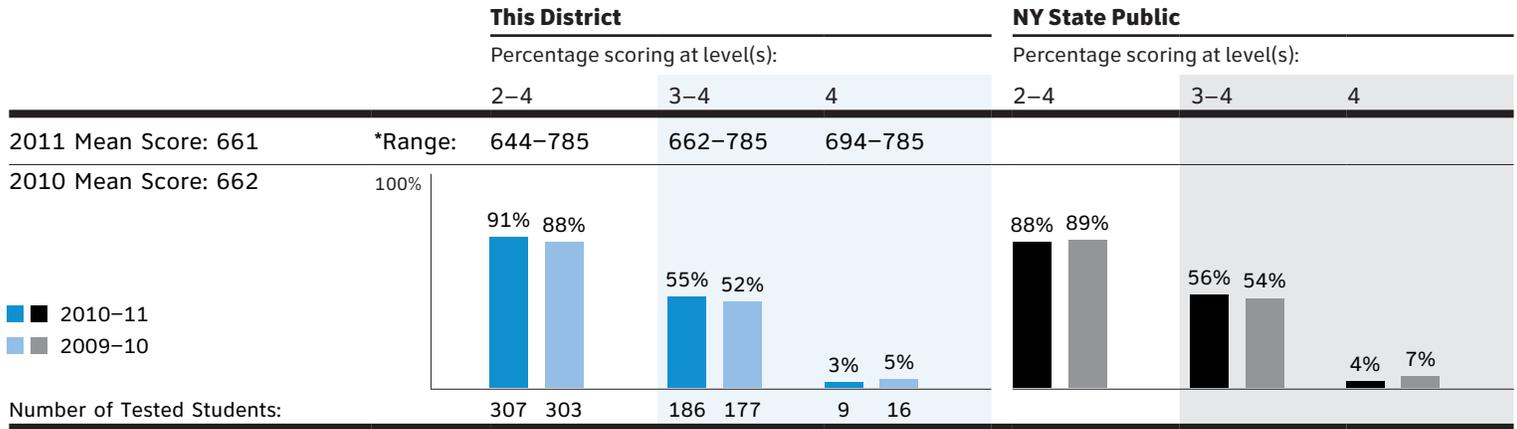
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	5	5	3	0

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	339	91%	55%	3%	343	88%	52%	5%
Female	161	91%	58%	2%	156	91%	53%	5%
Male	178	90%	52%	3%	187	86%	51%	4%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	62	81%	35%	0%	65	80%	26%	6%
Hispanic or Latino	83	81%	34%	2%	77	78%	34%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	189	98%	71%	3%	193	96%	67%	6%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	40%	20%	8	75%	50%	0%
General-Education Students	305	95%	59%	3%	310	92%	56%	5%
Students with Disabilities	34	53%	21%	0%	33	58%	12%	0%
English Proficient	318	94%	58%	3%	319	91%	55%	5%
Limited English Proficient	21	33%	0%	0%	24	50%	8%	0%
Economically Disadvantaged	150	81%	34%	1%	155	79%	31%	1%
Not Disadvantaged	189	98%	71%	4%	188	96%	69%	7%
Migrant	3	-	-	-	2	-	-	-
Not Migrant	336	-	-	-	341	-	-	-

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	5	5	5	3	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6	0	N/A	N/A	N/A	3	N/A	N/A	N/A

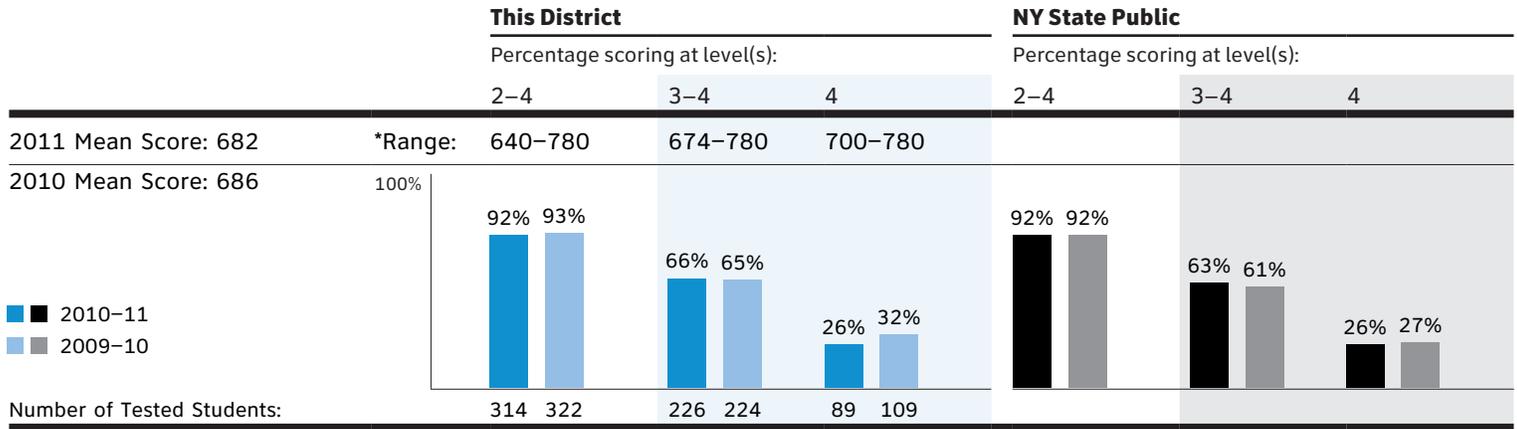
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	342	92%	66%	26%	345	93%	65%	32%
Female	163	95%	67%	24%	157	92%	64%	29%
Male	179	89%	65%	28%	188	94%	65%	34%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	64	86%	34%	13%	65	88%	46%	14%
Hispanic or Latino	84	81%	57%	18%	80	90%	51%	18%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	189	98%	81%	35%	192	97%	78%	44%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	40%	0%	8	88%	38%	13%
General-Education Students	306	95%	72%	29%	312	97%	71%	35%
Students with Disabilities	36	61%	17%	3%	33	55%	6%	0%
English Proficient	320	95%	69%	28%	318	94%	67%	34%
Limited English Proficient	22	41%	18%	0%	27	85%	37%	4%
Economically Disadvantaged	152	83%	46%	13%	158	89%	47%	15%
Not Disadvantaged	190	99%	82%	36%	187	97%	80%	45%
Migrant	3	-	-	-	4	-	-	-
Not Migrant	339	-	-	-	341	-	-	-

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	5	4	2	1	3	-	-	-

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

This District's Results in Grade 7 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: 661	*Range: 642-790	665-790	698-790			
2010 Mean Score: 667						
Number of Tested Students:	325	315	137	156	4	29

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	353	92%	39%	1%	345	91%	45%	8%
Female	163	94%	39%	1%	162	94%	54%	13%
Male	190	90%	38%	1%	183	89%	38%	4%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	65	88%	14%	0%	73	86%	29%	1%
Hispanic or Latino	90	86%	21%	1%	60	88%	32%	7%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%	5	-	-	-
White	185	97%	56%	2%	204	95%	55%	11%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	86%	14%	0%	8	75%	38%	13%
General-Education Students	322	95%	42%	1%	307	96%	50%	9%
Students with Disabilities	31	58%	6%	0%	38	55%	5%	0%
English Proficient	334	95%	41%	1%	335	93%	46%	9%
Limited English Proficient	19	37%	5%	0%	10	40%	10%	0%
Economically Disadvantaged	148	84%	19%	1%	133	83%	23%	4%
Not Disadvantaged	205	98%	53%	1%	212	96%	59%	11%
Migrant	4	-	-	-	1	-	-	-
Not Migrant	349	-	-	-	344	-	-	-

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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	3	-	-	-	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	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 7	5	N/A	N/A	N/A	2	N/A	N/A	N/A

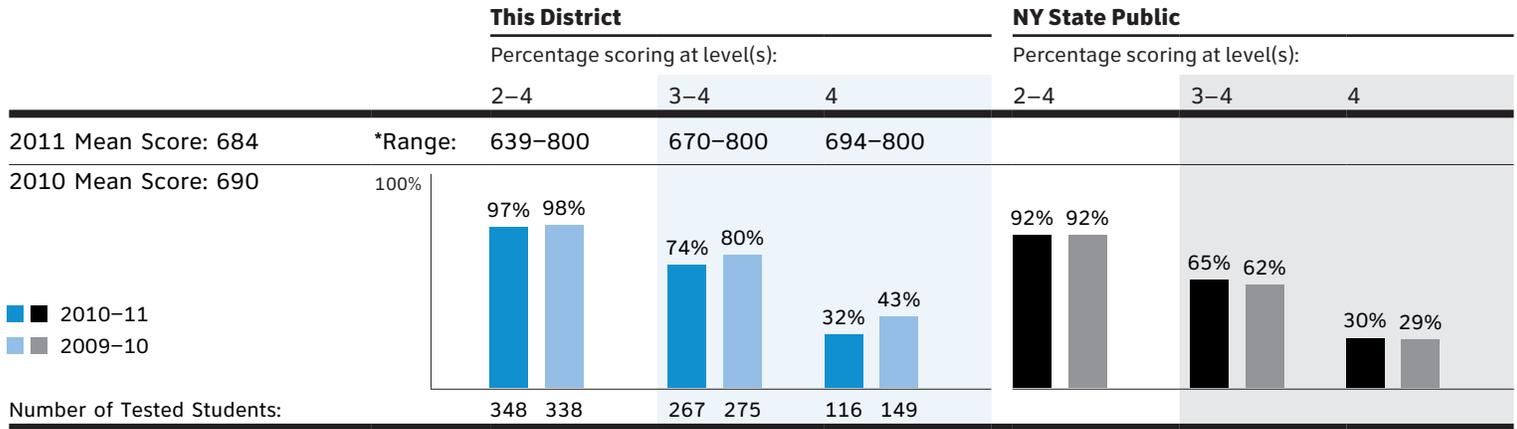
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	359	97%	74%	32%	345	98%	80%	43%
Female	166	98%	75%	28%	161	99%	84%	50%
Male	193	96%	74%	36%	184	97%	76%	38%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	66	98%	61%	8%	73	97%	66%	18%
Hispanic or Latino	95	96%	62%	18%	62	95%	69%	35%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	67%	5	-	-	-
White	185	97%	86%	48%	202	99%	88%	54%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	7	86%	57%	29%	8	100%	75%	63%
General-Education Students	328	98%	79%	35%	307	99%	85%	48%
Students with Disabilities	31	81%	29%	0%	38	92%	34%	3%
English Proficient	335	98%	78%	34%	333	99%	82%	44%
Limited English Proficient	24	88%	29%	8%	12	75%	17%	8%
Economically Disadvantaged	151	97%	62%	15%	135	96%	64%	21%
Not Disadvantaged	208	97%	84%	45%	210	99%	90%	57%
Migrant	4	-	-	-	1	-	-	-
Not Migrant	355	-	-	-	344	-	-	-

NOTES

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Other Assessments

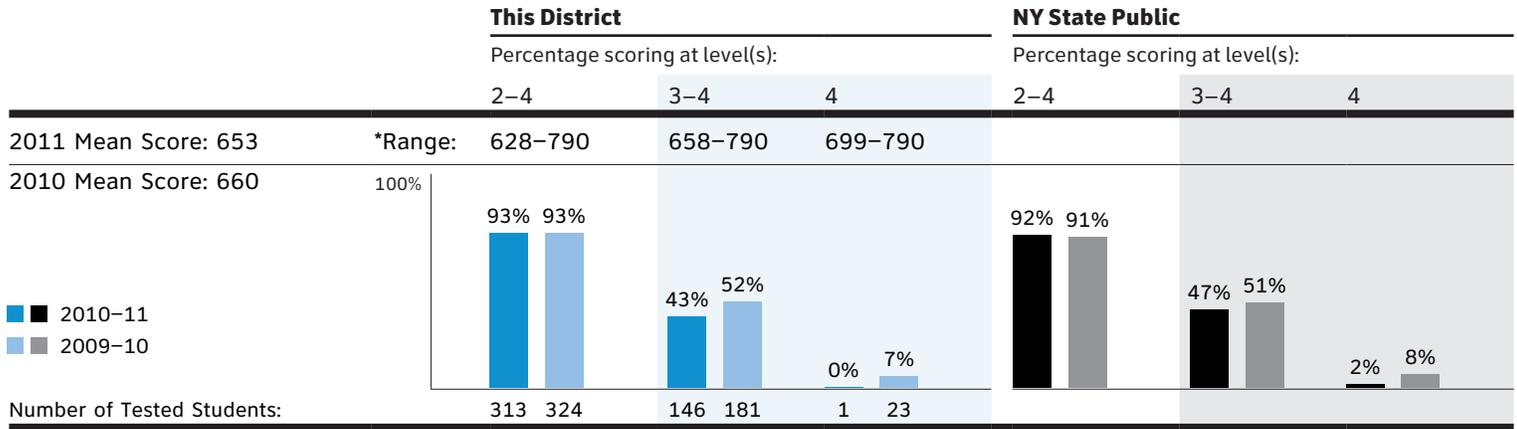
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	5	4	4	4

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	336	93%	43%	0%	349	93%	52%	7%
Female	161	96%	54%	1%	174	92%	55%	10%
Male	175	90%	34%	0%	175	94%	49%	3%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	66	88%	23%	0%	64	89%	25%	0%
Hispanic or Latino	64	84%	33%	0%	71	87%	32%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	197	97%	53%	1%	205	96%	67%	10%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	9	100%	67%	0%	9	89%	56%	0%
General-Education Students	299	96%	48%	0%	316	96%	56%	7%
Students with Disabilities	37	68%	8%	0%	33	67%	15%	0%
English Proficient	326	94%	45%	0%	328	95%	55%	7%
Limited English Proficient	10	50%	0%	0%	21	57%	5%	0%
Economically Disadvantaged	124	86%	24%	0%	135	87%	29%	1%
Not Disadvantaged	212	97%	55%	0%	214	97%	66%	10%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	334	-	-	-	346	-	-	-

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	5	5	4	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	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 8	4	N/A	N/A	N/A	2	N/A	N/A	N/A

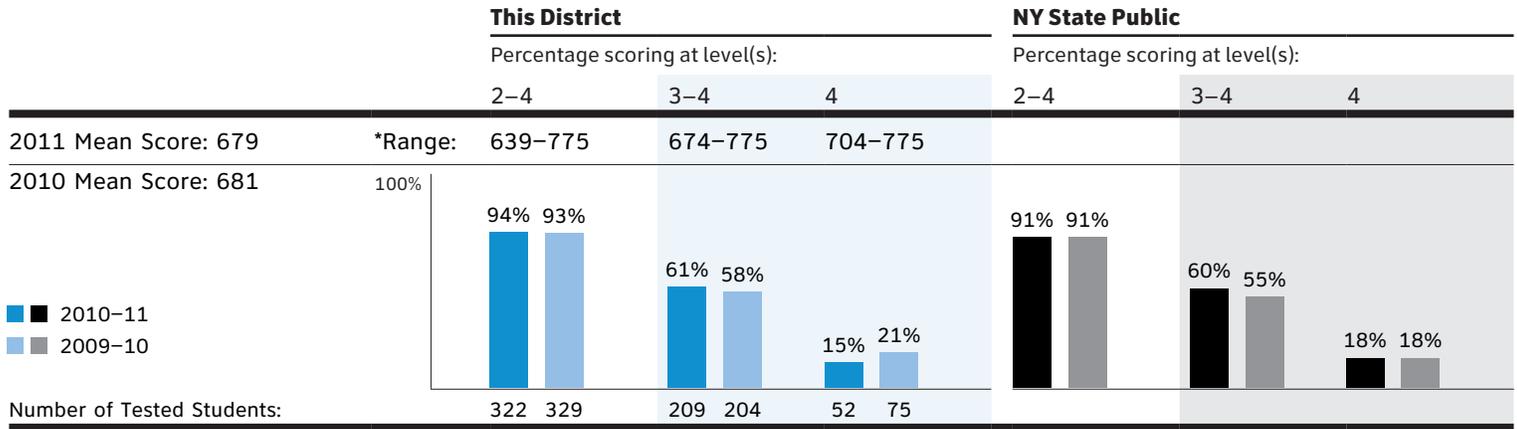
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

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	343	94%	61%	15%	353	93%	58%	21%
Female	161	98%	68%	18%	175	95%	60%	20%
Male	182	90%	54%	13%	178	91%	56%	22%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	67	90%	40%	1%	64	88%	34%	5%
Hispanic or Latino	69	87%	46%	12%	76	89%	50%	11%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	198	97%	72%	19%	204	97%	69%	31%
Multiracial	4	-	-	-	4	-	-	-
Small Group Totals	9	100%	89%	56%	9	89%	44%	0%
General-Education Students	305	95%	65%	17%	320	94%	62%	23%
Students with Disabilities	38	82%	29%	0%	33	82%	21%	6%
English Proficient	330	95%	63%	16%	329	94%	60%	22%
Limited English Proficient	13	62%	15%	0%	24	79%	25%	8%
Economically Disadvantaged	127	89%	43%	6%	140	86%	40%	7%
Not Disadvantaged	216	97%	72%	20%	213	98%	69%	31%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	341	-	-	-	350	-	-	-

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	5	4	4	4	3	-	-	-

4 Overview of District Performance

District **RIVERHEAD CENTRAL SCHOOL DISTRICT**

District ID **58-06-02-04-0000**

This District's Results in Grade 8 Science

This District

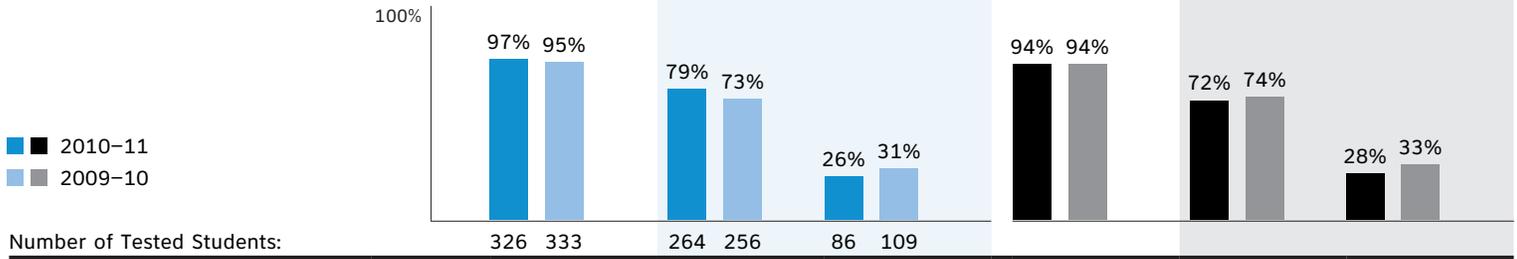
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	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	335	97%	79%	26%	350	95%	73%	31%
Female	160	97%	81%	27%	175	96%	73%	29%
Male	175	98%	77%	25%	175	94%	74%	34%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	63	95%	65%	11%	64	88%	50%	8%
Hispanic or Latino	65	94%	60%	12%	73	93%	63%	19%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	199	99%	88%	34%	204	99%	85%	43%
Multiracial					4	-	-	-
Small Group Totals	8	100%	100%	50%	9	89%	44%	22%
General-Education Students	302	98%	81%	27%	317	97%	76%	34%
Students with Disabilities	33	94%	55%	9%	33	82%	45%	3%
English Proficient	323	98%	81%	27%	326	96%	77%	33%
Limited English Proficient	12	75%	8%	0%	24	79%	21%	8%
Economically Disadvantaged	119	94%	65%	13%	136	89%	58%	13%
Not Disadvantaged	216	99%	87%	32%	214	99%	83%	43%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	333	-	-	-	347	-	-	-

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

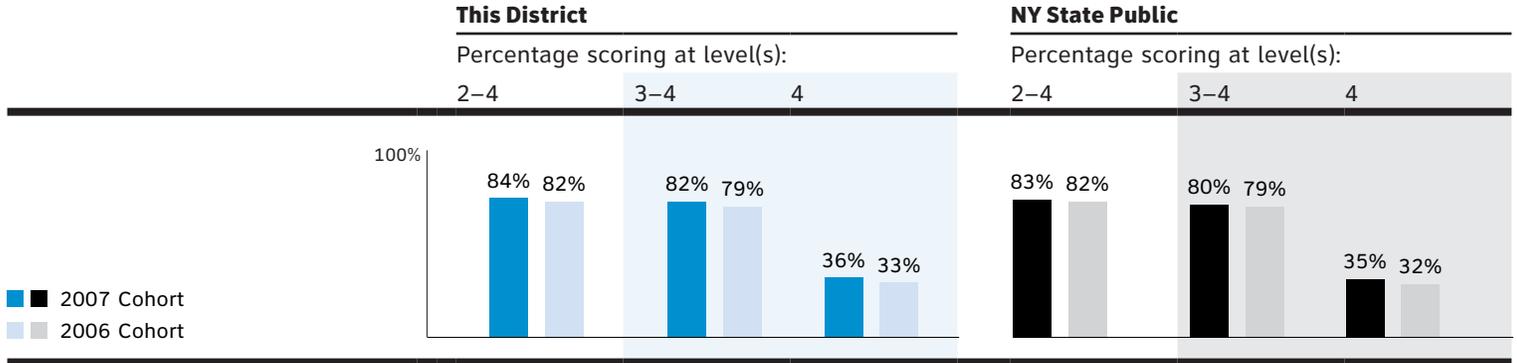
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	4	3	-	-	-
Regents Science	0				0			

4 Overview of District Performance

District RIVERHEAD CENTRAL SCHOOL DISTRICT

District ID 58-06-02-04-0000

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	384	84%	82%	36%	384	82%	79%	33%
Female	173	86%	84%	40%	163	90%	87%	39%
Male	211	83%	79%	33%	221	77%	74%	28%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	98	77%	70%	18%	83	67%	66%	12%
Hispanic or Latino	62	73%	69%	13%	57	65%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	218	90%	89%	50%	239	91%	88%	45%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	100%	50%	5	100%	80%	40%
General-Education Students	327	91%	89%	42%	336	90%	88%	37%
Students with Disabilities	57	42%	39%	4%	48	29%	21%	2%
English Proficient	364	86%	83%	38%	366	84%	81%	34%
Limited English Proficient	20	55%	50%	0%	18	50%	39%	0%
Economically Disadvantaged	132	80%	73%	16%	114	75%	70%	17%
Not Disadvantaged	252	87%	86%	46%	270	86%	83%	39%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	382	-	-	-	383	-	-	-

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.

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

4 Overview of District Performance

District RIVERHEAD CENTRAL SCHOOL DISTRICT

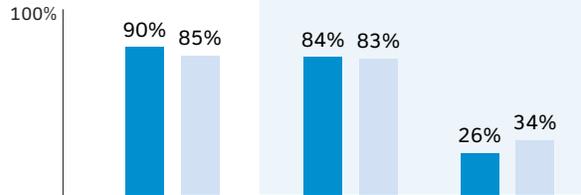
District ID 58-06-02-04-0000

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

This District

Percentage scoring at level(s):

2-4 3-4 4

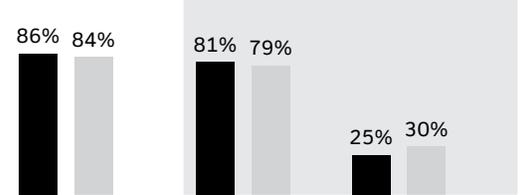


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007 Cohort				2006 Cohort**			
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Male	211	89%	82%	25%	221	81%	77%	33%
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Black or African American	98	83%	73%	11%	83	69%	67%	14%
Hispanic or Latino	62	87%	74%	6%	57	81%	72%	11%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	218	94%	91%	38%	239	91%	90%	46%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	100%	17%	5	100%	80%	40%
General-Education Students	327	97%	92%	30%	336	93%	91%	38%
Students with Disabilities	57	49%	35%	2%	48	27%	21%	0%
English Proficient	364	91%	85%	27%	366	85%	83%	35%
Limited English Proficient	20	80%	60%	0%	18	78%	67%	0%
Economically Disadvantaged	132	87%	77%	11%	114	81%	75%	18%
Not Disadvantaged	252	92%	87%	33%	270	87%	86%	40%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	382	-	-	-	383	-	-	-

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