



The New York State Accountability Report 2011-12

DISTRICT: SACHEM CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 580205060000
SUPERINTENDENT: JAMES NOLAN
PHONE: 631-471-1336

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	6775	100%
American Indian or Alaska Native	—	8	—
Black or African American	✓	163	100%
Hispanic or Latino	✓	512	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	351	99%
White	✓	5719	100%
Multiracial	—	22	—
Students With Disabilities	✓	930	99%
Limited English Proficient	✓	62	98%
Economically Disadvantaged	✓	1254	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	6646	168	149	149
American Indian or Alaska Native	—	8	—	—	—
Black or African American	✓	147	143	121	121
Hispanic or Latino	✓	485	156	127	127
Asian or Native Hawaiian/Other Pacific Islander	✓	327	174	159	159
White	✓	5664	169	163	163
Multiracial	—	15	—	—	—
Students With Disabilities	✓	948†	109†	97	97
Limited English Proficient	✓	97‡	132‡	100	100
Economically Disadvantaged	✓	1196	151	131	131

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	6767	100%
Not Black or African American	6612	100%
Not Hispanic or Latino	6263	100%
Not Asian or Native Hawaiian/Other Pacific Islander	6424	100%
Not White	1056	100%
Not Multiracial	6753	100%
General Education	5845	100%
English Proficient	6713	100%
Not Economically Disadvantaged	5521	100%
Male	3377	100%
Female	3398	100%
Migrant	0	—
Not Migrant	6775	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	6638	168
Not Black or African American	6499	169
Not Hispanic or Latino	6161	169
Not Asian or Native Hawaiian/Other Pacific Islander	6319	168
Not White	982	160
Not Multiracial	6631	168
General Education	5739	178
English Proficient	6602	168
Not Economically Disadvantaged	5450	172
Male	3314	160
Female	3332	176
Migrant	0	—
Not Migrant	6646	168

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	6774	100%
American Indian or Alaska Native	—	8	—
Black or African American	✓	163	100%
Hispanic or Latino	✓	512	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	348	100%
White	✓	5721	100%
Multiracial	—	22	—
Students With Disabilities	✓	930	99%
Limited English Proficient	✓	59	100%
Economically Disadvantaged	✓	1252	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	6653	180	163	163
American Indian or Alaska Native	—	8	—	—	—
Black or African American	✓	147	159	133	133
Hispanic or Latino	✓	486	171	145	145
Asian or Native Hawaiian/Other Pacific Islander	✓	332	188	179	179
White	✓	5665	181	173	173
Multiracial	—	15	—	—	—
Students With Disabilities	✓	950†	135†	118	118
Limited English Proficient	✓	102‡	164‡	130	130
Economically Disadvantaged	✓	1202	167	148	148

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	6766	100%
Not Black or African American	6611	100%
Not Hispanic or Latino	6262	100%
Not Asian or Native Hawaiian/Other Pacific Islander	6426	100%
Not White	1053	100%
Not Multiracial	6752	100%
General Education	5844	100%
English Proficient	6715	100%
Not Economically Disadvantaged	5522	100%
Male	3375	100%
Female	3399	100%
Migrant	0	—
Not Migrant	6774	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	6645	180
Not Black or African American	6506	181
Not Hispanic or Latino	6167	181
Not Asian or Native Hawaiian/Other Pacific Islander	6321	180
Not White	988	175
Not Multiracial	6638	180
General Education	5744	188
English Proficient	6604	180
Not Economically Disadvantaged	5451	183
Male	3315	177
Female	3338	183
Migrant	0	—
Not Migrant	6653	180

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2235	99%
American Indian or Alaska Native	—	4	—
Black or African American	✓	48	98%
Hispanic or Latino	✓	144	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	110	98%
White	✓	1923	99%
Multiracial	—	6	—
Students With Disabilities	✓	306	99%
Limited English Proficient	—	22	—
Economically Disadvantaged	✓	398	98%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	2185	195	177	177
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	43	186	146	146
Hispanic or Latino	✓	136	187	156	156
Asian or Native Hawaiian/Other Pacific Islander	✓	103	196	177	177
White	✓	1895	196	188	188
Multiracial	—	4	—	—	—
Students With Disabilities	✓	313†	176†	148	148
Limited English Proficient	—	19	—	—	—
Economically Disadvantaged	✓	371	191	162	162

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2231	99%
Not Black or African American	2187	99%
Not Hispanic or Latino	2091	99%
Not Asian or Native Hawaiian/Other Pacific Islander	2125	99%
Not White	312	98%
Not Multiracial	2229	99%
General Education	1929	99%
English Proficient	2213	99%
Not Economically Disadvantaged	1837	100%
Male	1150	99%
Female	1085	100%
Migrant	0	—
Not Migrant	2235	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	2181	195
Not Black or African American	2142	195
Not Hispanic or Latino	2049	195
Not Asian or Native Hawaiian/Other Pacific Islander	2082	195
Not White	290	190
Not Multiracial	2181	195
General Education	1886	198
English Proficient	2166	195
Not Economically Disadvantaged	1814	196
Male	1128	194
Female	1057	196
Migrant	0	—
Not Migrant	2185	195

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	1191	99%
American Indian or Alaska Native	—	1	—
Black or African American	—	17	—
Hispanic or Latino	✓	93	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	65	100%
White	✓	1015	99%
Multiracial	—	0	—
Students With Disabilities	✓	108	97%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	184	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1182	180	156	156
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	✓	88	161	126	126
Asian or Native Hawaiian/Other Pacific Islander	✓	63	189	160	160
White	✓	1015	181	171	171
Multiracial	—	0	—	—	—
Students With Disabilities	✓	133†	114†	88	88
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	175	173	133	133

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	1190	99%
Not Black or African American	1174	99%
Not Hispanic or Latino	1098	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1126	99%
Not White	176	99%
Not Multiracial	1191	99%
General Education	1083	99%
English Proficient	1180	99%
Not Economically Disadvantaged	1007	100%
Male	596	99%
Female	595	99%
Migrant	0	—
Not Migrant	1191	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	1181	180
Not Black or African American	1167	180
Not Hispanic or Latino	1094	181
Not Asian or Native Hawaiian/Other Pacific Islander	1119	179
Not White	167	173
Not Multiracial	1182	180
General Education	1072	187
English Proficient	1172	181
Not Economically Disadvantaged	1007	181
Male	602	175
Female	580	184
Migrant	0	—
Not Migrant	1182	180

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	1191	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	17	—
Hispanic or Latino	✓	93	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	65	100%
White	✓	1015	100%
Multiracial	—	0	—
Students With Disabilities	✓	108	98%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	184	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1182	155	133	133
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	✓	88	139	97	97
Asian or Native Hawaiian/Other Pacific Islander	✓	63	170	152	152
White	✓	1015	156	151	151
Multiracial	—	0	—	—	—
Students With Disabilities	✓	133†	103†	73	73
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	175	143	107	107

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	1190	100%
Not Black or African American	1174	100%
Not Hispanic or Latino	1098	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1126	100%
Not White	176	99%
Not Multiracial	1191	100%
General Education	1083	100%
English Proficient	1180	100%
Not Economically Disadvantaged	1007	100%
Male	596	100%
Female	595	100%
Migrant	0	—
Not Migrant	1191	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	1181	155
Not Black or African American	1167	155
Not Hispanic or Latino	1094	156
Not Asian or Native Hawaiian/Other Pacific Islander	1119	154
Not White	167	150
Not Multiracial	1182	155
General Education	1072	161
English Proficient	1172	155
Not Economically Disadvantaged	1007	157
Male	602	151
Female	580	159
Migrant	0	—
Not Migrant	1182	155

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	168	180	180	155	171
American Indian or Alaska Native	—	—	—	—	—
Black or African American	143	159	—	—	151
Hispanic or Latino	156	171	161	139	157
Asian or Native Hawaiian/Other Pacific Islander	174	188	189	170	180
White	169	181	181	156	172
Multiracial	—	—	—	—	—
Students With Disabilities	109	135	114	103	115
Limited English Proficient	132	164	—	—	148
Economically Disadvantaged	151	167	173	143	159

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	1248	90%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	30	83%	80%	8%
Hispanic or Latino	✓	88	84%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	✓	47	94%	80%	80%
White	✓	1080	91%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	153†	68%†	80%	68%
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✓	177	86%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	1157	92%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	26	—	—	—
Hispanic or Latino	✓	76	88%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	✓	53	98%	80%	80%
White	✓	1002	92%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	147†	70%†	80%	80%
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	131	89%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580205060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	1245	90%	1157	92%
Not Black or African American	1218	91%	1131	92%
Not Hispanic or Latino	1160	91%	1081	92%
Not Asian or Native Hawaiian/Other Pacific Islander	1201	90%	1104	92%
Not White	168	87%	155	91%
Not Multiracial	1248	90%	1157	92%
General Education	1117	93%	1040	95%
English Proficient	1236	91%	1153	92%
Not Economically Disadvantaged	1071	91%	1026	92%
Male	595	88%	614	90%
Female	653	92%	543	94%
Migrant	0	—	0	—
Not Migrant	1248	90%	1157	92%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 54%, which exceeded the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 3%, which did not exceed the State average of 3%.