The New York State Accountability Report 2011-12

SCHOOL:	**SEQUOYA MIDDLE SCHOOL**
SCHOOL ID:	**580205060021**
DISTRICT:	**SACHEM CENTRAL SCHOOL DISTRICT**
DISTRICT ID:	**580205060000**
PRINCIPAL:	**FRANK PANASCI**
SUPERINTENDENT:	**JAMES NOLAN**
PHONE:	**631-207-7100**

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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	✔	965	100%
American Indian or Alaska Native	—	2	—
Black or African American	—	15	—
Hispanic or Latino	✔	51	98%
Asian or Native Hawaiian/Other Pacific Islander	✔	41	98%
White	✔	855	100%
Multiracial	—	1	—
Students With Disabilities	✔	100	99%
Limited English Proficient	—	1	—
Economically Disadvantaged	✔	119	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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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 >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	950	175	146	146
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	13	—	—	—
Hispanic or Latino	✓	47	160	118	118
Asian or Native Hawaiian/Other Pacific Islander	✓	38	184	149	149
White	✓	850	175	160	160
Multiracial	—	0	—	—	—
Students With Disabilities	✓	97	111	91	91
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	113	166	124	124

✓ 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.

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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	963	100%
Not Black or African American	950	100%
Not Hispanic or Latino	914	100%
Not Asian or Native Hawaiian/Other Pacific Islander	924	100%
Not White	110	98%
Not Multiracial	964	100%
General Education	865	100%
English Proficient	964	100%
Not Economically Disadvantaged	846	100%
Male	450	100%
Female	515	100%
Migrant	0	—
Not Migrant	965	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	948	175
Not Black or African American	937	175
Not Hispanic or Latino	903	175
Not Asian or Native Hawaiian/Other Pacific Islander	912	174
Not White	100	171
Not Multiracial	950	175
General Education	853	182
English Proficient	949	175
Not Economically Disadvantaged	837	176
Male	442	168
Female	508	180
Migrant	0	—
Not Migrant	950	175

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

Elementary/Middle-Level Math: AYP

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	✔	965	100%
American Indian or Alaska Native	—	2	—
Black or African American	—	15	—
Hispanic or Latino	✔	51	100%
Asian or Native Hawaiian/Other Pacific Islander	✔	41	100%
White	✔	855	100%
Multiracial	—	1	—
Students With Disabilities	✔	100	100%
Limited English Proficient	—	1	—
Economically Disadvantaged	✔	119	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 Math: Performance

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	✓	952	187	160	160
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	13	—	—	—
Hispanic or Latino	✓	48	167	136	136
Asian or Native Hawaiian/Other Pacific Islander	✓	39	197	169	169
White	✓	850	188	170	170
Multiracial	—	0	—	—	—
Students With Disabilities	✓	98	134	112	112
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	113	176	141	141

✓ 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.

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(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	963	100%
Not Black or African American	950	100%
Not Hispanic or Latino	914	100%
Not Asian or Native Hawaiian/Other Pacific Islander	924	100%
Not White	110	100%
Not Multiracial	964	100%
General Education	865	100%
English Proficient	964	100%
Not Economically Disadvantaged	846	100%
Male	450	100%
Female	515	100%
Migrant	0	—
Not Migrant	965	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	950	187
Not Black or African American	939	187
Not Hispanic or Latino	904	188
Not Asian or Native Hawaiian/Other Pacific Islander	913	187
Not White	102	181
Not Multiracial	952	187
General Education	854	193
English Proficient	951	187
Not Economically Disadvantaged	839	189
Male	442	185
Female	510	189
Migrant	0	—
Not Migrant	952	187

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

Elementary/Middle-Level Science: AYP

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	✔	330	99%
American Indian or Alaska Native	—	1	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✔	298	99%
Multiracial	—	0	—
Students With Disabilities	—	38	—
Limited English Proficient	—	1	—
Economically Disadvantaged	✔	40	95%

✔ 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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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 >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✔	326	195	173	173
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—
White	✔	295	196	185	185
Multiracial	—	0	—	—	—
Students With Disabilities	✔	36	181	138	138
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✔	37	192	152	152

✔ 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.

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: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 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

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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	329	99%
Not Black or African American	327	99%
Not Hispanic or Latino	317	99%
Not Asian or Native Hawaiian/Other Pacific Islander	315	99%
Not White	32	—
Not Multiracial	330	99%
General Education	292	100%
English Proficient	329	99%
Not Economically Disadvantaged	290	100%
Male	151	99%
Female	179	100%
Migrant	0	—
Not Migrant	330	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	325	195
Not Black or African American	324	195
Not Hispanic or Latino	313	196
Not Asian or Native Hawaiian/Other Pacific Islander	311	195
Not White	31	187
Not Multiracial	326	195
General Education	290	197
English Proficient	325	195
Not Economically Disadvantaged	289	195
Male	148	195
Female	178	195
Migrant	0	—
Not Migrant	326	195

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

Unweighted Combined ELA and Math PIs

SCHOOL: SEQUOYA MIDDLE SCHOOL

SCHOOL ID: 580205060021
DISTRICT: SACHEM CENTRAL SCHOOL DISTRICT

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) ÷ 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	175	187	—	—	181
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	160	167	—	—	164
Asian or Native Hawaiian/Other Pacific Islander	184	197	—	—	191
White	175	188	—	—	182
Multiracial	—	—	—	—	—
Students With Disabilities	111	134	—	—	123
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	166	176	—	—	171

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