



The New York State Accountability Report 2011-12

DISTRICT:	MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT
DISTRICT ID:	580211060000
SUPERINTENDENT:	ROBERTA GEROLD
PHONE:	631-285-8005

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	4672	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	191	99%
Hispanic or Latino	✓	578	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	268	100%
White	✓	3615	100%
Multiracial	—	19	—
Students With Disabilities	✓	779	99%
Limited English Proficient	✓	138	100%
Economically Disadvantaged	✓	1348	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 ELA: Performance

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	4544	169	148	148
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	179	168	122	122
Hispanic or Latino	✓	538	152	127	127
Asian or Native Hawaiian/Other Pacific Islander	✓	248	182	158	158
White	✓	3570	171	162	162
Multiracial	—	8	—	—	—
Students With Disabilities	✓	854†	118†	97	97
Limited English Proficient	✓	179‡	114‡	102	102
Economically Disadvantaged	✓	1326	157	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:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	4671	100%
Not Black or African American	4481	100%
Not Hispanic or Latino	4094	100%
Not Asian or Native Hawaiian/Other Pacific Islander	4404	100%
Not White	1057	100%
Not Multiracial	4653	100%
General Education	3893	100%
English Proficient	4534	100%
Not Economically Disadvantaged	3324	100%
Male	2433	100%
Female	2239	100%
Migrant	0	—
Not Migrant	4672	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	4543	169
Not Black or African American	4365	169
Not Hispanic or Latino	4006	172
Not Asian or Native Hawaiian/Other Pacific Islander	4296	169
Not White	974	163
Not Multiracial	4536	169
General Education	3791	181
English Proficient	4436	172
Not Economically Disadvantaged	3218	174
Male	2365	162
Female	2179	177
Migrant	0	—
Not Migrant	4544	169

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

Elementary/Middle-Level Math: AYP

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	4676	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	191	99%
Hispanic or Latino	✓	579	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	268	100%
White	✓	3618	100%
Multiracial	—	19	—
Students With Disabilities	✓	780	100%
Limited English Proficient	✓	139	100%
Economically Disadvantaged	✓	1348	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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	4557	172	162	162
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	178	166	134	134
Hispanic or Latino	✓	544	154	145	145
Asian or Native Hawaiian/Other Pacific Islander	✓	250	182	178	178
White	✓	3576	175	172	172
Multiracial	—	8	—	—	—
Students With Disabilities	✓	857†	130†	118	118
Limited English Proficient	✓	188‡	139‡	132	132
Economically Disadvantaged	✓	1332	162	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: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	4675	100%
Not Black or African American	4485	100%
Not Hispanic or Latino	4097	100%
Not Asian or Native Hawaiian/Other Pacific Islander	4408	100%
Not White	1058	100%
Not Multiracial	4657	100%
General Education	3896	100%
English Proficient	4537	100%
Not Economically Disadvantaged	3328	100%
Male	2432	100%
Female	2244	100%
Migrant	0	—
Not Migrant	4676	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	4556	172
Not Black or African American	4379	173
Not Hispanic or Latino	4013	175
Not Asian or Native Hawaiian/Other Pacific Islander	4307	172
Not White	981	163
Not Multiracial	4549	173
General Education	3801	182
English Proficient	4440	174
Not Economically Disadvantaged	3225	177
Male	2370	170
Female	2187	175
Migrant	0	—
Not Migrant	4557	172

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

Elementary/Middle-Level Science: AYP

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	1540	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	57	98%
Hispanic or Latino	✓	188	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	82	100%
White	✓	1206	98%
Multiracial	—	7	—
Students With Disabilities	✓	244	97%
Limited English Proficient	✓	47	98%
Economically Disadvantaged	✓	437	99%

✓ 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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	1487	192	176	176
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	55	193	148	148
Hispanic or Latino	✓	179	184	157	157
Asian or Native Hawaiian/Other Pacific Islander	✓	77	195	176	176
White	✓	1172	193	188	188
Multiracial	—	4	—	—	—
Students With Disabilities	✓	267†	170†	147	147
Limited English Proficient	✓	51‡	165‡	137	137
Economically Disadvantaged	✓	425	188	163	163

✓ 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.

‡ 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 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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	1540	99%
Not Black or African American	1483	99%
Not Hispanic or Latino	1352	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1458	99%
Not White	334	100%
Not Multiracial	1533	99%
General Education	1296	99%
English Proficient	1493	99%
Not Economically Disadvantaged	1103	99%
Male	819	99%
Female	721	98%
Migrant	0	—
Not Migrant	1540	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	1487	192
Not Black or African American	1432	192
Not Hispanic or Latino	1308	193
Not Asian or Native Hawaiian/Other Pacific Islander	1410	192
Not White	315	189
Not Multiracial	1483	192
General Education	1256	196
English Proficient	1450	193
Not Economically Disadvantaged	1062	193
Male	797	191
Female	690	193
Migrant	0	—
Not Migrant	1487	192

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

Secondary-Level ELA: AYP

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	837	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	40	100%
Hispanic or Latino	✓	95	99%
Asian or Native Hawaiian/Other Pacific Islander	—	38	—
White	✓	662	100%
Multiracial	—	2	—
Students With Disabilities	✓	96	100%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	207	100%

✓ 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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	827	168	155	155
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	36	161	118	118
Hispanic or Latino	✓	93	151	127	127
Asian or Native Hawaiian/Other Pacific Islander	✓	38	176	156	156
White	✓	658	171	170	170
Multiracial	—	2	—	—	—
Students With Disabilities	✓	122†	102†	88	88
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	210	157	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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$$

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	837	100%
Not Black or African American	797	100%
Not Hispanic or Latino	742	100%
Not Asian or Native Hawaiian/Other Pacific Islander	799	100%
Not White	175	99%
Not Multiracial	835	100%
General Education	741	100%
English Proficient	825	100%
Not Economically Disadvantaged	630	100%
Male	427	100%
Female	410	100%
Migrant	0	—
Not Migrant	837	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	827	168
Not Black or African American	791	169
Not Hispanic or Latino	734	171
Not Asian or Native Hawaiian/Other Pacific Islander	789	168
Not White	169	159
Not Multiracial	825	168
General Education	718	179
English Proficient	812	170
Not Economically Disadvantaged	617	172
Male	420	162
Female	407	175
Migrant	0	—
Not Migrant	827	168

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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): NO

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	✓	837	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	40	98%
Hispanic or Latino	✓	95	100%
Asian or Native Hawaiian/Other Pacific Islander	—	38	—
White	✓	662	100%
Multiracial	—	2	—
Students With Disabilities	✓	96	99%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	207	100%

✓ 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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

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	✓	827	136	132	132
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	36	122	87	87
Hispanic or Latino	✓	93	123	98	98
Asian or Native Hawaiian/Other Pacific Islander	✓	38	182	148	148
White	✗	658	135	150	144
Multiracial	—	2	—	—	—
Students With Disabilities	✓	122†	73†	73	73
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	210	127	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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$$

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	837	100%
Not Black or African American	797	100%
Not Hispanic or Latino	742	100%
Not Asian or Native Hawaiian/Other Pacific Islander	799	100%
Not White	175	99%
Not Multiracial	835	100%
General Education	741	100%
English Proficient	825	100%
Not Economically Disadvantaged	630	100%
Male	427	100%
Female	410	100%
Migrant	0	—
Not Migrant	837	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	827	136
Not Black or African American	791	136
Not Hispanic or Latino	734	137
Not Asian or Native Hawaiian/Other Pacific Islander	789	133
Not White	169	137
Not Multiracial	825	136
General Education	718	146
English Proficient	812	136
Not Economically Disadvantaged	617	139
Male	420	134
Female	407	137
Migrant	0	—
Not Migrant	827	136

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	169	172	168	136	161
American Indian or Alaska Native	—	—	—	—	—
Black or African American	168	166	161	122	154
Hispanic or Latino	152	154	151	123	145
Asian or Native Hawaiian/Other Pacific Islander	182	182	176	182	181
White	171	175	171	135	163
Multiracial	—	—	—	—	—
Students With Disabilities	118	130	102	73	106
Limited English Proficient	114	139	—	—	127
Economically Disadvantaged	157	162	157	127	151

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

Graduation Rate: AYP

DISTRICT: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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

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	✓	852	90%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	47	87%	80%	80%
Hispanic or Latino	✓	99	86%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	✓	35	97%	80%	80%
White	✓	668	90%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	111†	63%†	80%	71%
Limited English Proficient	—	10	—	—	—
Economically Disadvantaged	✓	179	91%	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 graduation 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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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

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	✓	853	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	34	88%	80%	80%
Hispanic or Latino	✓	76	91%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	✓	40	98%	80%	80%
White	✓	703	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	121†	80%†	80%	73%
Limited English Proficient	—	7	—	—	—
Economically Disadvantaged	✓	141	97%	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 graduation 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: MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580211060000

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	849	90%	853	94%
Not Black or African American	805	90%	819	95%
Not Hispanic or Latino	753	90%	777	95%
Not Asian or Native Hawaiian/Other Pacific Islander	817	89%	813	94%
Not White	184	89%	150	92%
Not Multiracial	852	90%	853	94%
General Education	750	94%	742	97%
English Proficient	842	90%	846	95%
Not Economically Disadvantaged	673	89%	712	94%
Male	456	87%	433	92%
Female	396	93%	420	96%
Migrant	0	—	0	—
Not Migrant	852	90%	853	94%

— 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 37%, 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 1%, which did not exceed the State average of 3%.