The New York State Report Card

2011–12

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**
District **SACHEM CENTRAL SCHOOL DISTRICT**
Principal **FRANK PANASCI**
Telephone **(631) 207-7100**
Grades **6-8, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:
Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Enrollment

	2009–10	2010–11	2011–12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	320	321	319
Ungraded Elementary	0	0	0
Grade 7	325	329	318
Grade 8	299	325	332
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	3
Total K–12	944	975	972

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size

	2009–10	2010–11	2011–12
Common Branch			
Grade 8			
English	23	22	24
Mathematics	24	23	23
Science	24	25	26
Social Studies	24	26	25
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1–6.

1 Profile

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	55	6%	62	6%	69	7%
Reduced Price Lunch	24	3%	21	2%	26	3%
Limited English Proficient	2	0%	2	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	2	0%	2	0%
Black or African American	12	1%	15	2%	14	1%
Hispanic or Latino	42	4%	50	5%	51	5%
Asian or Native Hawaiian/Other Pacific Islander	37	4%	36	4%	41	4%
White	851	90%	871	89%	863	89%
Multiracial	1	0%	1	0%	1	0%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	23	2%	43	5%	3	0%

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	68	65	61
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	0%
Percent with Fewer than Three Years of Experience	3%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	66%	60%	69%
Total Number of Core Classes	280	244	229
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	330	315	284
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

*Not available at the district or statewide level.
**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008–09	2009–10	2010–11
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	17%	14%
Turnover Rate of All Teachers	12%	16%	9%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	6	6	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K–6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.
In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at http://www.p12.nysed.gov/irs/sirs/.

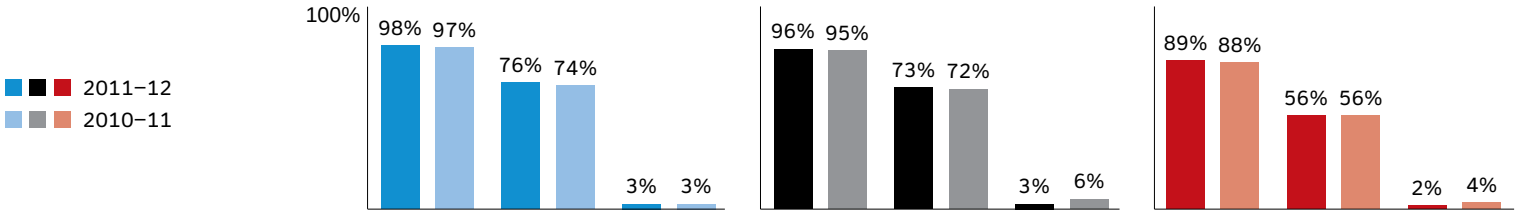
2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 6 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 670	*Range: 644–785	662–785	694–785						
2011 Mean Score: 668									
2011–12	98%	76%	3%	96%	73%	3%	89%	56%	2%
2010–11	97%	74%	3%	95%	72%	6%	88%	56%	4%
Number of Tested Students:	311 306	240 232	9 10	1114 1111	849 839	38 67			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**317**	**98%**	**76%**	**3%**	**315**	**97%**	**74%**	**3%**
Female	174	99%	81%	5%	161	98%	80%	2%
Male	143	97%	69%	1%	154	97%	68%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	7	–	–	–
Hispanic or Latino	17	100%	59%	0%	18	100%	61%	6%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	19%	11	91%	82%	9%
White	278	98%	76%	2%	278	97%	74%	3%
Multiracial	1	–	–	–				
Small Group Totals	6	100%	83%	0%	8	100%	75%	0%
General-Education Students	291	100%	82%	3%	282	100%	81%	4%
Students with Disabilities	26	81%	8%	0%	33	76%	9%	0%
English Proficient	317	98%	76%	3%	314	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	37	100%	73%	0%	32	100%	63%	0%
Not Disadvantaged	280	98%	76%	3%	283	97%	75%	4%
Migrant								
Not Migrant	317	98%	76%	3%	315	97%	74%	3%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

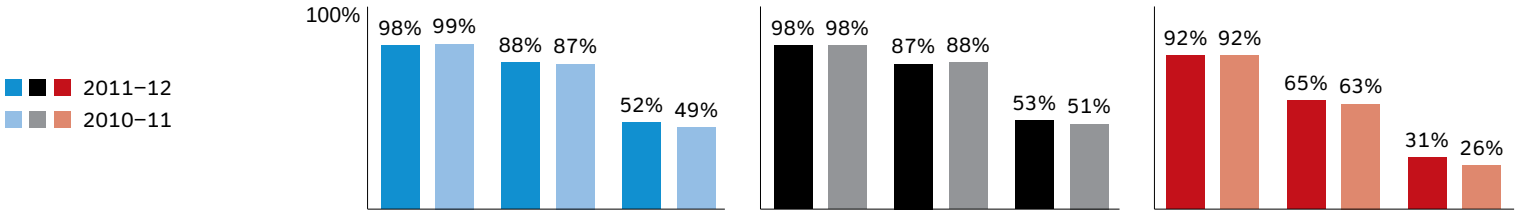
2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 6 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 699	*Range: 640–780	674–780	700–780						
2011 Mean Score: 700									
2011–12	98%	88%	52%	98%	87%	53%	92%	65%	31%
2010–11	99%	87%	49%	98%	88%	51%	92%	63%	26%
Number of Tested Students:	313 310	280 273	164 155	1136 1151	1007 1028	609 596			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**318**	**98%**	**88%**	**52%**	**314**	**99%**	**87%**	**49%**
Female	175	99%	90%	57%	161	99%	87%	53%
Male	143	97%	85%	45%	153	99%	87%	46%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	7	–	–	–
Hispanic or Latino	17	100%	53%	29%	18	100%	78%	17%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	94%	76%	11	100%	91%	91%
White	278	98%	90%	52%	277	99%	87%	49%
Multiracial	1	–	–	–				
Small Group Totals	6	100%	100%	17%	8	100%	88%	63%
General-Education Students	292	100%	93%	55%	281	100%	92%	55%
Students with Disabilities	26	81%	27%	12%	33	91%	45%	3%
English Proficient	318	98%	88%	52%	313	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	37	97%	81%	43%	32	97%	84%	31%
Not Disadvantaged	281	99%	89%	53%	282	99%	87%	51%
Migrant								
Not Migrant	318	98%	88%	52%	314	99%	87%	49%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

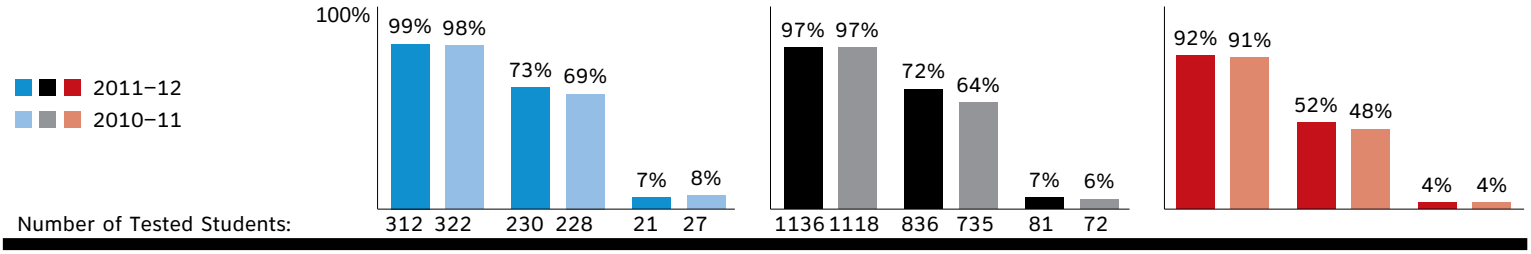
2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 7 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 674	*Range: 642–790	665–790	698–790						
2011 Mean Score: 672									
2011–12	99%	73%	7%	97%	72%	7%	92%	52%	4%
2010–11	98%	69%	8%	97%	64%	6%	91%	48%	4%
Number of Tested Students:	312 322	230 228	21 27	1136 1118	836 735	81 72			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**316**	**99%**	**73%**	**7%**	**329**	**98%**	**69%**	**8%**
Female	160	99%	79%	6%	174	99%	73%	12%
Male	156	99%	67%	7%	155	96%	65%	4%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	7	–	–	–	3	–	–	–
Hispanic or Latino	20	95%	55%	5%	13	100%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	11%	15	100%	73%	7%
White	279	99%	73%	6%	296	98%	70%	9%
Multiracial					1	–	–	–
Small Group Totals	8	100%	88%	13%	5	100%	60%	0%
General-Education Students	281	100%	81%	7%	291	100%	76%	9%
Students with Disabilities	35	91%	3%	0%	38	84%	16%	0%
English Proficient	316	99%	73%	7%	328	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	42	98%	52%	2%	38	97%	50%	5%
Not Disadvantaged	274	99%	76%	7%	291	98%	72%	9%
Migrant								
Not Migrant	316	99%	73%	7%	329	98%	69%	8%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

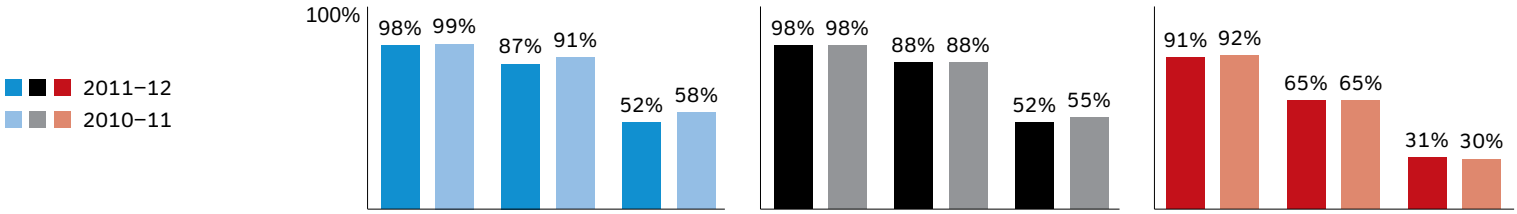
2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 7 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 695 *Range:	639–800	670–800	694–800						
2011 Mean Score: 697									
2011–12	98%	87%	52%	98%	88%	52%	91%	65%	31%
2010–11	99%	91%	58%	98%	88%	55%	92%	65%	30%
Number of Tested Students:	310 327	277 298	165 191	1153 1135	1031 1022	616 633			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**317**	**98%**	**87%**	**52%**	**329**	**99%**	**91%**	**58%**
Female	161	97%	88%	56%	174	100%	92%	56%
Male	156	99%	87%	48%	155	99%	89%	61%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	7	–	–	–	3	–	–	–
Hispanic or Latino	21	95%	67%	24%	13	100%	85%	23%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	100%	15	100%	93%	73%
White	279	98%	89%	52%	296	99%	91%	59%
Multiracial					1	–	–	–
Small Group Totals	8	100%	88%	63%	5	100%	80%	40%
General-Education Students	281	100%	93%	58%	291	100%	96%	65%
Students with Disabilities	36	81%	44%	8%	38	97%	50%	8%
English Proficient	317	98%	87%	52%	328	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	42	100%	76%	31%	38	97%	79%	34%
Not Disadvantaged	275	97%	89%	55%	291	100%	92%	61%
Migrant								
Not Migrant	317	98%	87%	52%	329	99%	91%	58%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				3	–	–	–

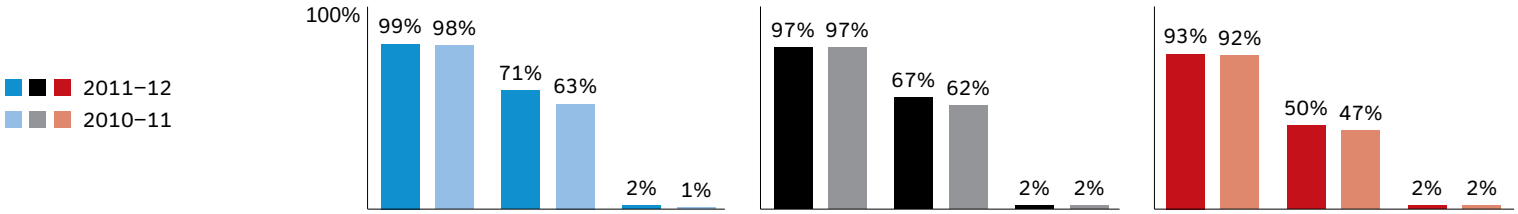
2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 8 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 667	*Range: 628–790	658–790	699–790						
2011 Mean Score: 663									
2011–12	99%	71%	2%	97%	67%	2%	93%	50%	2%
2010–11	98%	63%	1%	97%	62%	2%	92%	47%	2%
Number of Tested Students:	322 318	232 205	6 4	1119 1075	765 690	23 20			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**326**	**99%**	**71%**	**2%**	**323**	**98%**	**63%**	**1%**
Female	178	100%	76%	3%	161	100%	71%	2%
Male	148	97%	66%	0%	162	97%	56%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	12	–	–	–	18	100%	72%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	0%	11	–	–	–
White	295	99%	73%	2%	290	99%	63%	1%
Multiracial								
Small Group Totals	16	94%	44%	0%	15	93%	67%	0%
General-Education Students	291	100%	78%	2%	285	99%	70%	1%
Students with Disabilities	35	89%	17%	0%	38	92%	13%	0%
English Proficient	325	–	–	–	323	98%	63%	1%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	38	97%	63%	0%	38	100%	55%	0%
Not Disadvantaged	288	99%	72%	2%	285	98%	65%	1%
Migrant								
Not Migrant	326	99%	71%	2%	323	98%	63%	1%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

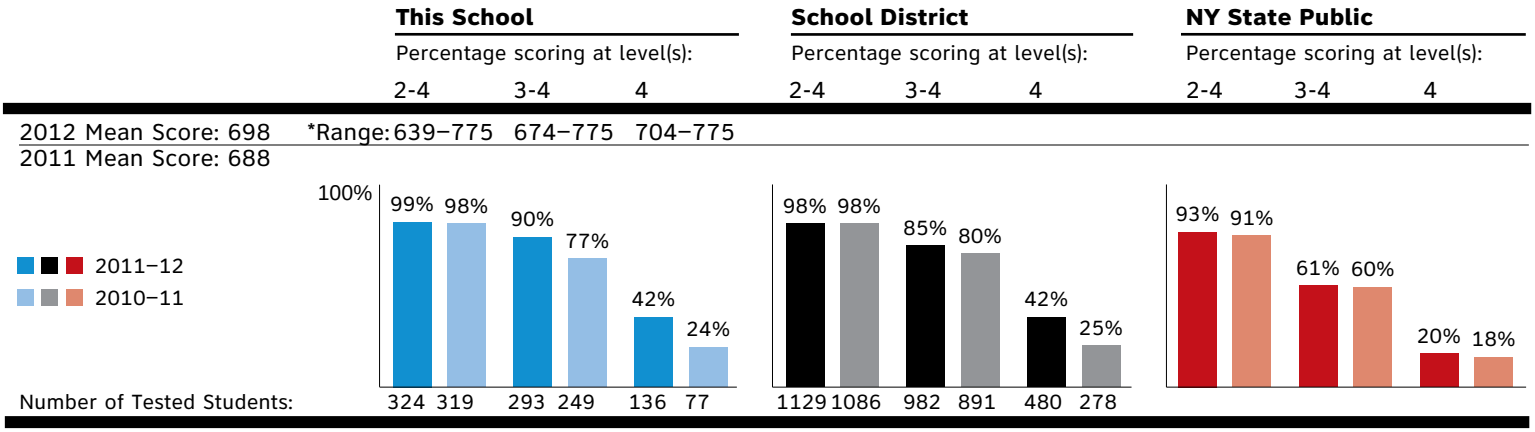
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Mathematics



Results by Student Group

Student Group	2011–12 School Year: Total Tested	2011–12: Percentage scoring at level(s): 2–4	3–4	4	2010–11 School Year: Total Tested	2010–11: Percentage scoring at level(s): 2–4	3–4	4
All Students	**326**	**99%**	**90%**	**42%**	**324**	**98%**	**77%**	**24%**
Female	178	99%	92%	43%	162	99%	81%	25%
Male	148	99%	88%	41%	162	98%	72%	23%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	12	–	–	–	18	100%	72%	11%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	67%	11	–	–	–
White	295	99%	91%	41%	291	99%	77%	24%
Multiracial								
Small Group Totals	16	100%	69%	25%	15	93%	73%	40%
General-Education Students	291	100%	93%	46%	286	100%	82%	27%
Students with Disabilities	35	97%	63%	6%	38	87%	37%	0%
English Proficient	325	–	–	–	324	98%	77%	24%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	38	100%	74%	24%	39	97%	56%	13%
Not Disadvantaged	288	99%	92%	44%	285	99%	80%	25%
Migrant								
Not Migrant	326	99%	90%	42%	324	98%	77%	24%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports.*

Other Assessments

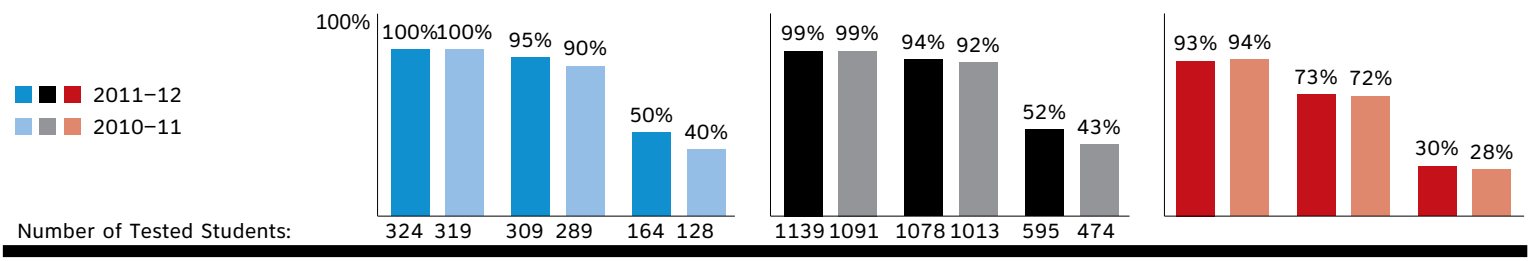
Assessment	2011–12 School Year: Total Tested	2011–12: Number scoring at level(s): 2–4	3–4	4	2010–11 School Year: Total Tested	2010–11: Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	–	–	–	0			

2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**188**	**99%**	**91%**	**26%**	**193**	**99%**	**84%**	**17%**
Female	100	100%	91%	17%	92	100%	84%	13%
Male	88	99%	92%	35%	101	99%	84%	20%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	11	100%	73%	9%	13	100%	92%	15%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	3	–	–	–
White	167	99%	93%	26%	173	99%	83%	17%
Multiracial								
Small Group Totals	10	100%	90%	30%	7	100%	86%	14%
General-Education Students	156	100%	94%	29%	158	99%	89%	18%
Students with Disabilities	32	97%	81%	9%	35	100%	63%	11%
English Proficient	187	–	–	–	193	99%	84%	17%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	26	100%	88%	23%	30	100%	83%	20%
Not Disadvantaged	162	99%	92%	26%	163	99%	84%	16%
Migrant								
Not Migrant	188	99%	91%	26%	193	99%	84%	17%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	–	–	–	0			
Regents Science	137	137	137	116	127	127	127	96

2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Integrated Algebra	2011–12	113	100%	100%	88%	113	100%	100%	88%	0			
	2010–11	102	100%	100%	88%	102	100%	100%	88%	0			
	2009–10	90	100%	100%	82%	90	100%	100%	82%	0			
Geometry	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Algebra 2/Trigonometry	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Global History and Geography	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
U.S. History and Government	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Living Environment	2011–12	79	100%	100%	87%	79	100%	100%	87%	0			
	2010–11	81	100%	100%	73%	80	–	–	–	1	–	–	–
	2009–10	53	100%	100%	92%	53	100%	100%	92%	0			
Physical Setting/Earth Science	2011–12	58	100%	100%	81%	56	–	–	–	2	–	–	–
	2010–11	46	100%	100%	80%	46	100%	100%	80%	0			
	2009–10	75	100%	100%	67%	75	100%	100%	67%	0			
Physical Setting/Chemistry	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Physical Setting/Physics	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

School **SEQUOYA MIDDLE SCHOOL**
School ID **58-02-05-06-0021**

District **SACHEM CENTRAL SCHOOL DISTRICT**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	0					1	–	–	–	–
	2009–10	1	–	–	–	–	0					1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	1	–	–	–	–	0					1	–	–	–	–
	2009–10	1	–	–	–	–	0					1	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	1	–	–	–	–	0					1	–	–	–	–
	2010–11	1	–	–	–	–	0					1	–	–	–	–
	2009–10	1	–	–	–	–	0					1	–	–	–	–
Reading and Writing (Grades 7–8)	2011–12	1	–	–	–	–	0					1	–	–	–	–
	2010–11	1	–	–	–	–	0					1	–	–	–	–
	2009–10	1	–	–	–	–	0					1	–	–	–	–
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.