



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **LEVITTOWN UNION FREE SCHOOL
DISTRICT**

District ID **280205030000**

Superintendent **HERMAN SIROIS**

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Grades **K-12, UE, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	484	510	500
Grade 1	575	541	545
Grade 2	608	598	558
Grade 3	598	600	585
Grade 4	660	599	616
Grade 5	646	662	610
Grade 6	630	655	671
Ungraded Elementary	107	55	57
Grade 7	659	640	663
Grade 8	689	657	646
Grade 9	601	636	624
Grade 10	570	617	647
Grade 11	534	567	621
Grade 12	493	541	567
Ungraded Secondary	173	109	89
Total K-12	8027	7987	7999

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	20
Grade 8			
English	24	22	22
Mathematics	23	23	22
Science	24	21	21
Social Studies	25	22	22
Grade 10			
English	22	22	20
Mathematics	18	19	19
Science	19	23	21
Social Studies	23	21	20

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

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

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	283	4%	283	4%	297	4%
Reduced-Price Lunch	239	3%	241	3%	296	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	108	1%	140	2%	142	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	5	0%
Black or African American	69	1%	63	1%	59	1%
Hispanic or Latino	532	7%	557	7%	605	8%
Asian or Native Hawaiian/Other Pacific Islander	319	4%	345	4%	366	5%
White	7106	89%	7021	88%	6964	87%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	225	N/A	219	3%	240	3%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1896	1953	2761
Percent Not Taught by Highly Qualified Teachers	2%	1%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	9	2	4
Percent with No Valid Teaching Certificate	1%	0%	1%
Individuals Teaching Out of Certification			
Number of Teachers	19	7	7
Percentage of Total	3%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	43%	48%	48%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	637	649	701
Total Other Professional Staff	89	96	97
Total Paraprofessionals*	114	187	230
Assistant Principals	6	6	6
Principals	10	10	10

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–
Hispanic or Latino	✓	✓	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	✓	✓	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓	✓	–	✓	✓	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	–	–	–
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**























Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 7 of 7 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3852:3796)			100%		178	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (22:22)	–	–	–	–	–	–	–
Hispanic or Latino (322:312)			99%		169	116	
Asian or Native Hawaiian/Other Pacific Islander (177:164)			100%		187	114	
White (3331:3298)			100%		179	120	
Other Groups							
Students with Disabilities ⁴ (594:576)			98%		128	117	
Limited English Proficient (51:36)			100%		147	106	
Economically Disadvantaged (396:383)			100%		167	116	
Final AYP Determination	 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3850:3792)			100%		183	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (23:22)	–	–	–	–	–	–	–
Hispanic or Latino (322:309)			100%		175	80	
Asian or Native Hawaiian/Other Pacific Islander (178:163)			100%		190	78	
White (3327:3298)			100%		184	84	
Other Groups							
Students with Disabilities ⁴ (592:582)			99%		149	81	
Limited English Proficient (50:37)			100%		168	70	
Economically Disadvantaged (399:382)			100%		177	80	
Final AYP Determination	 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]




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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1283:1155)		Qualified		92%		198	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (8:8)		–	–	–	–	–	–	–
Hispanic or Latino (103:96)		Qualified		97%		199	100	
Asian or Native Hawaiian/Other Pacific Islander (71:60)		Qualified		93%		198	100	
White (1101:991)		Qualified		91%		198	100	
Other Groups								
Students with Disabilities (197:188)		Qualified		96%		194	100	
Limited English Proficient (14:9)		–	–	–	–	–	–	–
Economically Disadvantaged (132:121)		Qualified		97%		198	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**













Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 4 of 4 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (591:576)			99%		192	149		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (1:0)	–	–	–	–	–	–	–	–
Hispanic or Latino (23:21)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (34:32)		–	–		184	137		
White (532:522)			100%		192	149		
Other Groups								
Students with Disabilities (72:77)			100%		169	143		
Limited English Proficient (11:8)	–	–	–	–	–	–	–	–
Economically Disadvantaged (11:11)	–	–	–	–	–	–	–	–
Final AYP Determination	 4 of 4							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**













Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 4 of 4 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
(12th Graders: 2002 Cohort) ¹						2005–06	2006–07	
All Students (591:576)			100%		197	141		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (1:0)	–	–	–	–	–	–	–	–
Hispanic or Latino (23:21)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (34:32)		–	–		200	129		
White (532:522)			100%		197	141		
Other Groups								
Students with Disabilities (72:77)			100%		182	135		
Limited English Proficient (11:8)	–	–	–	–	–	–	–	–
Economically Disadvantaged (11:11)	–	–	–	–	–	–	–	–
Final AYP Determination	 4 of 4							

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**






Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (551)			95%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (2)		–	–	–	–	–
Hispanic or Latino (25)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (24)		–	–	–	–	–
White (500)			95%	55%		
Other Groups						
Students with Disabilities (55)			84%	55%		
Limited English Proficient (9)		–	–	–	–	–
Economically Disadvantaged (1)		–	–	–	–	–
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

10 schools identified 100% of total

ABBAY LANE SCHOOL
DIVISION AVENUE SENIOR HIGH SCHOOL
EAST BROADWAY SCHOOL
GARDINERS AVENUE SCHOOL
GEN. DOUGLAS MACARTHUR SENIOR HIGH SCHOOL
JONAS E. SALK MIDDLE SCHOOL
LEE ROAD SCHOOL
NORTHSIDE SCHOOL
SUMMIT LANE SCHOOL
WISDOM LANE MIDDLE SCHOOL

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	84%			568
Grade 4	85%			605
Grade 5	87%			610
Grade 6	78%			668
Grade 7	76%			661
Grade 8	72%			648
Mathematics				
Grade 3	93%			582
Grade 4	95%			614
Grade 5	91%			613
Grade 6	71%			675
Grade 7	81%			668
Grade 8	79%			651
Science				
Grade 4	100%			610
Grade 8	96%			554

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	88%			605
Mathematics	93%			605

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	89%			605

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 681	Range: 616-780			650-780 730-780		
Number of Students:	554	479	50			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	568	98%	84%	9%				
Female	284	98%	89%	12%				
Male	284	97%	80%	6%				
American Indian or Alaska Native								
Black or African American	5	100%	100%	20%				
Hispanic or Latino	43	100%	84%	5%				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	88%	12%				
White	503	97%	84%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	500	100%	88%	10%				
Students with Disabilities	68	81%	54%	1%				
English Proficient	567	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	37	97%	81%	8%				
Not Disadvantaged	531	98%	85%	9%				
Migrant								
Not Migrant	568	98%	84%	9%				

NOTES

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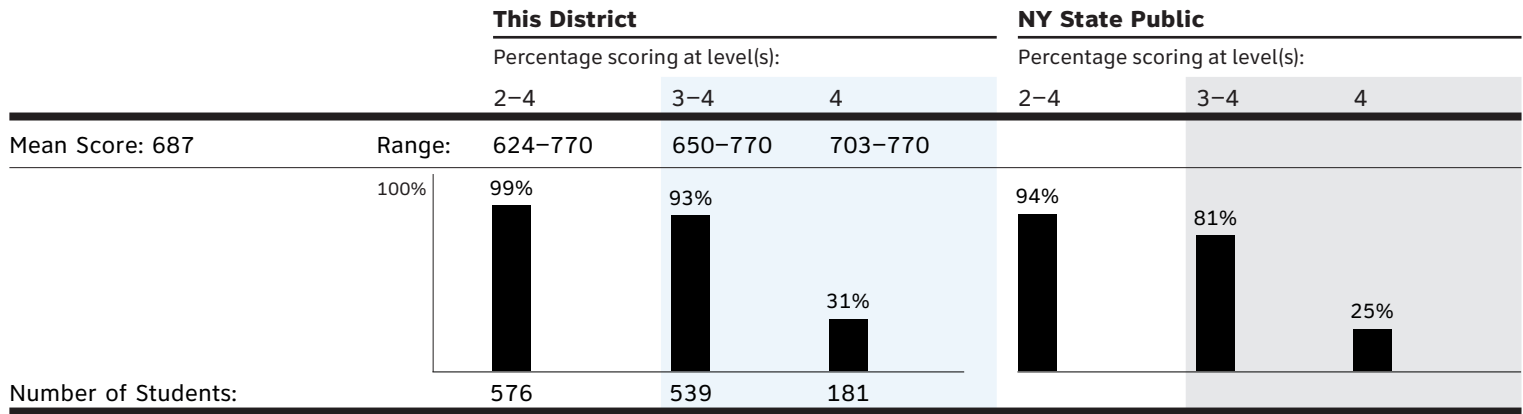
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	17	9	9	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	582	99%	93%	31%				
Female	287	100%	94%	29%				
Male	295	98%	91%	34%				
American Indian or Alaska Native								
Black or African American	5	100%	100%	40%				
Hispanic or Latino	47	98%	87%	28%				
Asian or Native Hawaiian/Other Pacific Islander	23	100%	87%	22%				
White	507	99%	93%	32%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	511	100%	96%	33%				
Students with Disabilities	71	93%	70%	15%				
English Proficient	564	99%	93%	32%				
Limited English Proficient	18	94%	67%	11%				
Economically Disadvantaged	42	100%	90%	26%				
Not Disadvantaged	540	99%	93%	31%				
Migrant								
Not Migrant	582	99%	93%	31%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	3	3	This test was not given in 2004-05.			

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 682	612-775	650-775	716-775			
	97%	85%	15%	91%	69%	9%
Number of Students:	587	512	90			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	605	97%	85%	15%				
Female	322	98%	87%	18%				
Male	283	96%	82%	11%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	48	100%	81%	13%				
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-				
White	525	97%	85%	15%				
Small Group Totals	32	97%	88%	9%				
General-Education Students	523	99%	92%	17%				
Students with Disabilities	82	82%	40%	2%				
English Proficient	604	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	54	94%	76%	15%				
Not Disadvantaged	551	97%	85%	15%				
Migrant								
Not Migrant	605	97%	85%	15%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	8	8	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	9	8	7	N/A	5	5	4	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 695	Range: 622-800			650-800			702-800		
Number of Students:	611			586			244		

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	614	100%	95%	40%				
Female	327	99%	95%	34%				
Male	287	100%	95%	46%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	51	100%	94%	37%				
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-				
White	530	99%	95%	39%				
Small Group Totals	33	100%	100%	52%				
General-Education Students	531	100%	97%	43%				
Students with Disabilities	83	96%	84%	22%				
English Proficient	604	100%	96%	40%				
Limited English Proficient	10	90%	70%	30%				
Economically Disadvantaged	58	100%	95%	40%				
Not Disadvantaged	556	99%	96%	40%				
Migrant								
Not Migrant	614	100%	95%	40%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

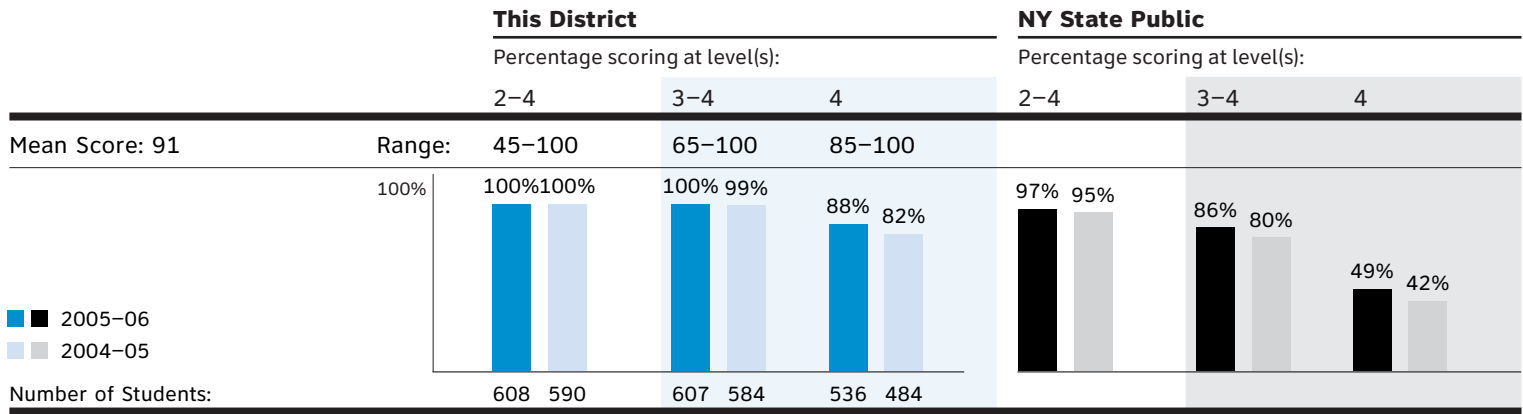
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	8	7	3	-	-	-

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	610	100%	100%	88%	591	100%	99%	82%
Female	325	99%	99%	88%	302	100%	99%	80%
Male	285	100%	100%	88%	289	100%	99%	84%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	50	100%	100%	82%	44	98%	98%	70%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	18	-	-	-
White	527	100%	99%	88%	527	100%	99%	83%
Small Group Totals	33	100%	100%	91%	20	100%	100%	80%
General-Education Students	529	100%	99%	90%	515	100%	99%	85%
Students with Disabilities	81	100%	100%	77%	76	99%	96%	61%
English Proficient	600	100%	100%	89%	581	100%	99%	83%
Limited English Proficient	10	100%	100%	50%	10	90%	90%	20%
Economically Disadvantaged	58	100%	100%	79%	66	98%	98%	79%
Not Disadvantaged	552	100%	99%	89%	525	100%	99%	82%
Migrant								
Not Migrant	610	100%	100%	88%	591	100%	99%	82%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	8	8	3	-	-	-

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 679	608-795	650-795	711-795			
	99%	87%	19%	94%	67%	12%
Number of Students:	605	528	115			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	610	99%	87%	19%				
Female	306	99%	88%	20%				
Male	304	99%	85%	18%				
American Indian or Alaska Native								
Black or African American	1	-	-	-				
Hispanic or Latino	55	98%	78%	16%				
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-				
White	530	99%	87%	19%	This test was not given in 2004-05.			
Small Group Totals	25	100%	92%	16%				
General-Education Students	520	100%	93%	22%				
Students with Disabilities	90	96%	52%	2%				
English Proficient	604	99%	87%	19%				
Limited English Proficient	6	83%	50%	0%				
Economically Disadvantaged	77	97%	78%	13%				
Not Disadvantaged	533	99%	88%	20%				
Migrant								
Not Migrant	610	99%	87%	19%				

NOTES

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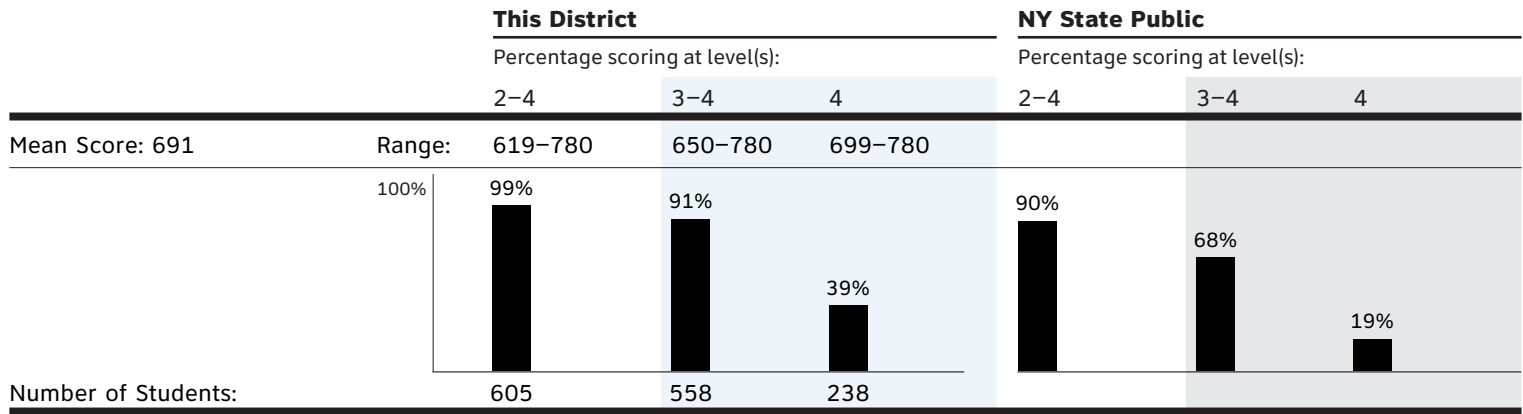
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	3	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	613	99%	91%	39%				
Female	309	100%	91%	38%				
Male	304	98%	91%	40%				
American Indian or Alaska Native								
Black or African American	1	-	-	-				
Hispanic or Latino	58	98%	88%	34%				
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-				
White	528	99%	91%	39%	This test was not given in 2004-05.			
Small Group Totals	27	100%	89%	41%				
General-Education Students	525	100%	95%	43%				
Students with Disabilities	88	91%	68%	11%				
English Proficient	605	99%	91%	39%				
Limited English Proficient	8	100%	75%	13%				
Economically Disadvantaged	78	97%	86%	27%				
Not Disadvantaged	535	99%	92%	41%				
Migrant								
Not Migrant	613	99%	91%	39%				

NOTES

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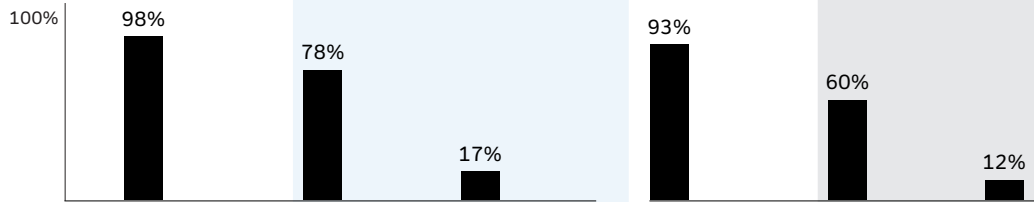
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	7	This test was not given in 2004-05.			

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 673	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	654	521	114	654	521	114



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	668	98%	78%	17%				
Female	338	99%	82%	21%				
Male	330	97%	74%	13%				
American Indian or Alaska Native								
Black or African American	6	100%	67%	0%				
Hispanic or Latino	59	95%	68%	7%				
Asian or Native Hawaiian/Other Pacific Islander	41	100%	85%	17%				
White	562	98%	79%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	563	100%	88%	20%				
Students with Disabilities	105	88%	23%	1%				
English Proficient	667	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	72	97%	68%	13%				
Not Disadvantaged	596	98%	79%	18%				
Migrant								
Not Migrant	668	98%	78%	17%				

NOTES

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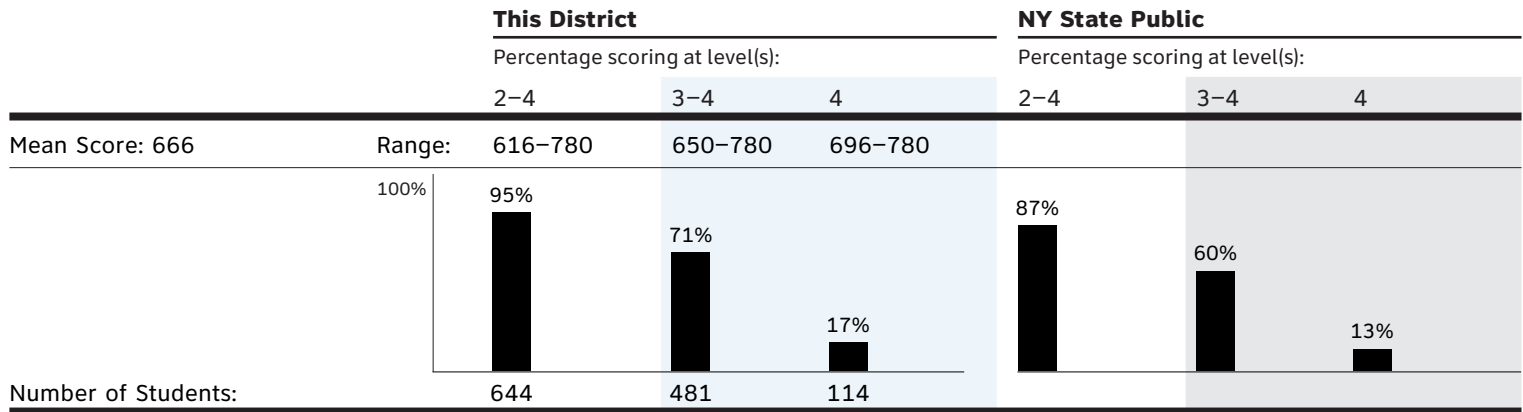
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	675	95%	71%	17%				
Female	344	97%	73%	16%				
Male	331	93%	69%	18%				
American Indian or Alaska Native								
Black or African American	6	100%	83%	17%				
Hispanic or Latino	61	89%	52%	10%				
Asian or Native Hawaiian/Other Pacific Islander	41	95%	85%	29%				
White	567	96%	72%	17%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	566	99%	81%	20%				
Students with Disabilities	109	77%	23%	1%				
English Proficient	672	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	74	92%	64%	11%				
Not Disadvantaged	601	96%	72%	18%				
Migrant								
Not Migrant	675	95%	71%	17%				

NOTES

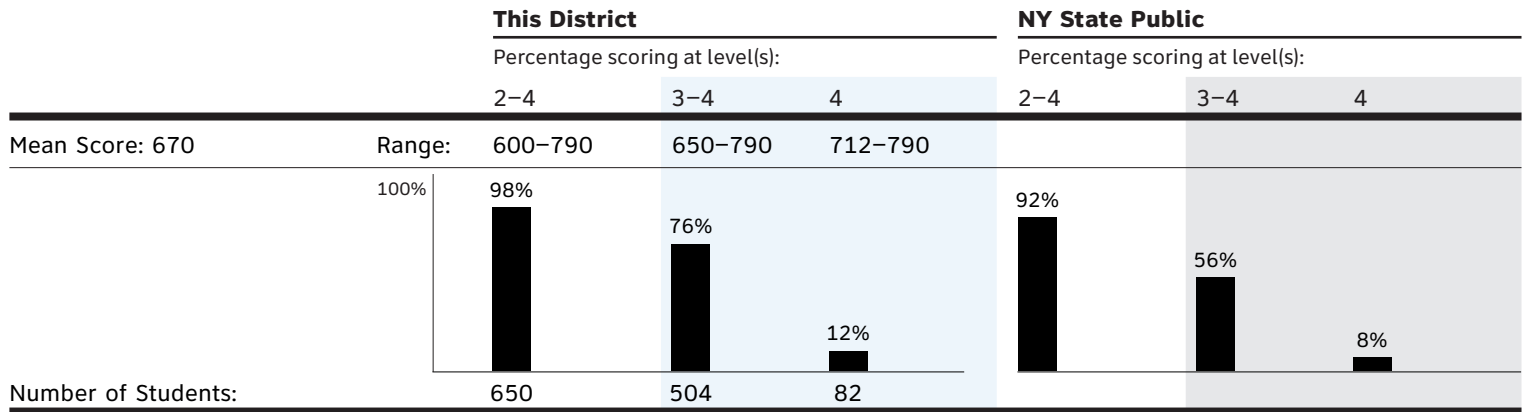
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	7	6	This test was not given in 2004-05.			

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	661	98%	76%	12%				
Female	306	99%	78%	16%				
Male	355	97%	74%	9%				
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	46	98%	61%	7%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	594	98%	77%	13%	This test was not given in 2004-05.			
Small Group Totals	21	100%	76%	5%				
General-Education Students	563	100%	84%	14%				
Students with Disabilities	98	91%	33%	1%				
English Proficient	659	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	66	94%	62%	2%				
Not Disadvantaged	595	99%	78%	14%				
Migrant								
Not Migrant	661	98%	76%	12%				

NOTES

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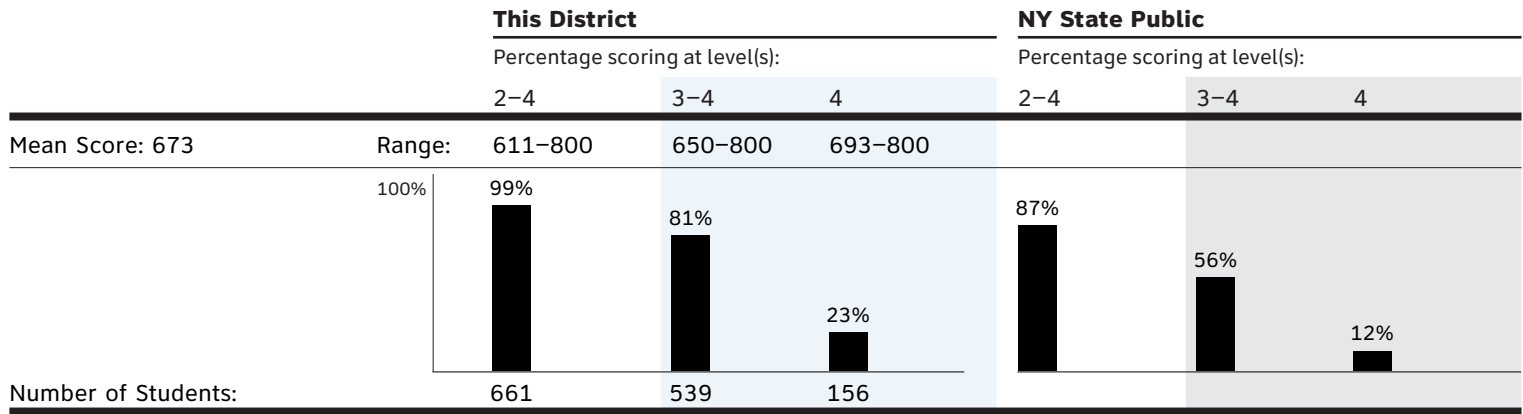
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	5	4	4	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	668	99%	81%	23%				
Female	306	100%	82%	26%				
Male	362	98%	80%	21%				
American Indian or Alaska Native								
Black or African American	3	-	-	-				
Hispanic or Latino	50	98%	66%	14%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	596	99%	82%	24%	This test was not given in 2004-05.			
Small Group Totals	22	100%	91%	27%				
General-Education Students	567	100%	85%	27%				
Students with Disabilities	101	95%	58%	4%				
English Proficient	661	99%	81%	23%				
Limited English Proficient	7	86%	43%	14%				
Economically Disadvantaged	70	96%	63%	9%				
Not Disadvantaged	598	99%	83%	25%				
Migrant								
Not Migrant	668	99%	81%	23%				

NOTES

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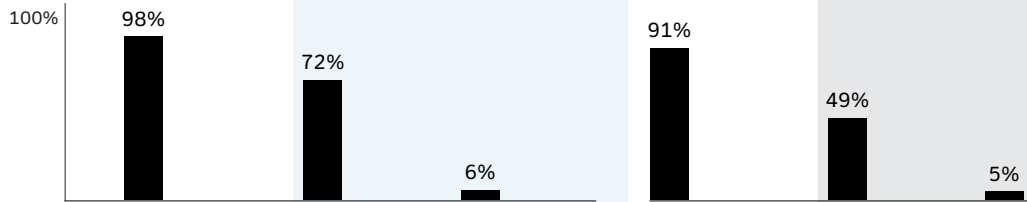
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 667	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	638	466	38			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	648	98%	72%	6%				
Female	320	99%	75%	8%				
Male	328	98%	69%	4%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	49	98%	59%	2%				
Asian or Native Hawaiian/Other Pacific Islander	39	-	-	-				
White	556	98%	72%	6%				
Small Group Totals	43	100%	86%	7%				
General-Education Students	551	100%	81%	7%				
Students with Disabilities	97	90%	20%	0%				
English Proficient	646	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	71	97%	70%	1%				
Not Disadvantaged	577	99%	72%	6%				
Migrant								
Not Migrant	648	98%	72%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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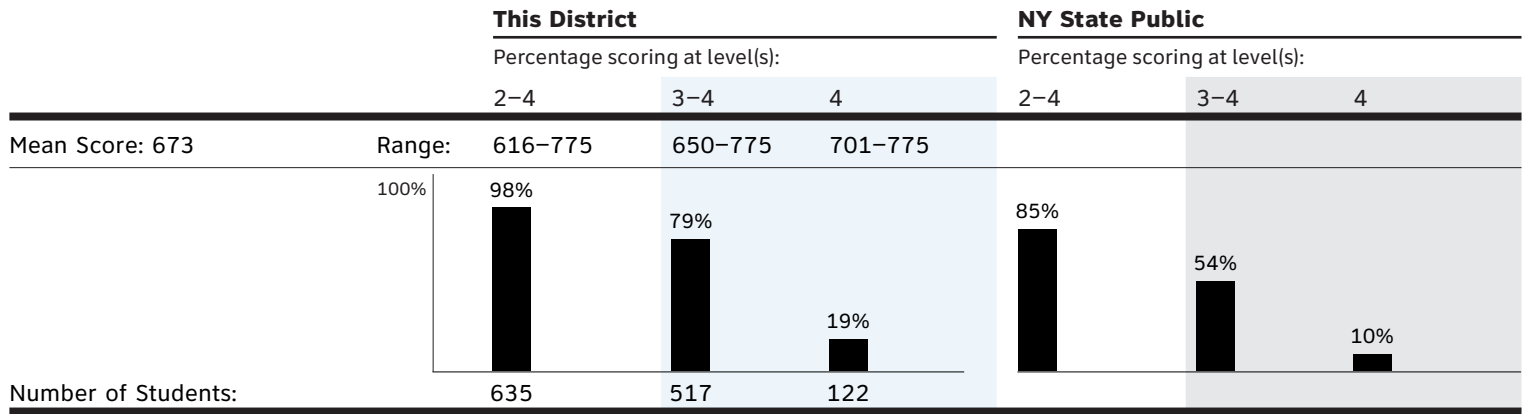
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	7	6	7	7	6	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	651	98%	79%	19%				
Female	322	97%	79%	17%				
Male	329	98%	80%	20%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	50	98%	74%	8%				
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-				
White	557	97%	79%	19%				
Small Group Totals	44	100%	89%	25%				
General-Education Students	554	99%	86%	22%				
Students with Disabilities	97	90%	44%	0%				
English Proficient	647	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	71	99%	85%	11%				
Not Disadvantaged	580	97%	79%	20%				
Migrant								
Not Migrant	651	98%	79%	19%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

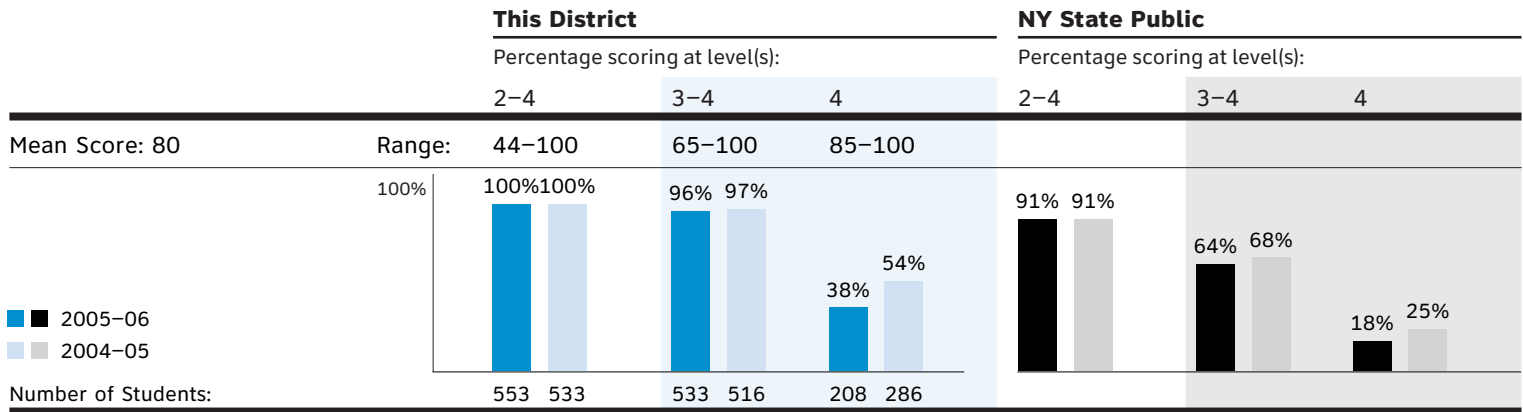
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	7	7	6	6	5	4

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	554	100%	96%	38%	534	100%	97%	54%
Female	271	100%	94%	30%	251	100%	97%	44%
Male	283	100%	98%	45%	283	100%	96%	62%
American Indian or Alaska Native								
Black or African American	4	-	-	-	9	100%	89%	11%
Hispanic or Latino	49	100%	98%	33%	45	100%	96%	38%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	22	100%	100%	77%
White	464	100%	96%	37%	458	100%	97%	55%
Small Group Totals	41	100%	98%	46%				
General-Education Students	459	100%	98%	42%	443	100%	99%	58%
Students with Disabilities	95	99%	88%	18%	91	99%	86%	32%
English Proficient	550	-	-	-	529	100%	97%	53%
Limited English Proficient	4	-	-	-	5	100%	100%	60%
Economically Disadvantaged	69	99%	97%	36%	56	100%	91%	43%
Not Disadvantaged	485	100%	96%	38%	478	100%	97%	55%
Migrant								
Not Migrant	554	100%	96%	38%	534	100%	97%	54%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	6	6	5	4
Regents Science	0				108	108	108	96

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

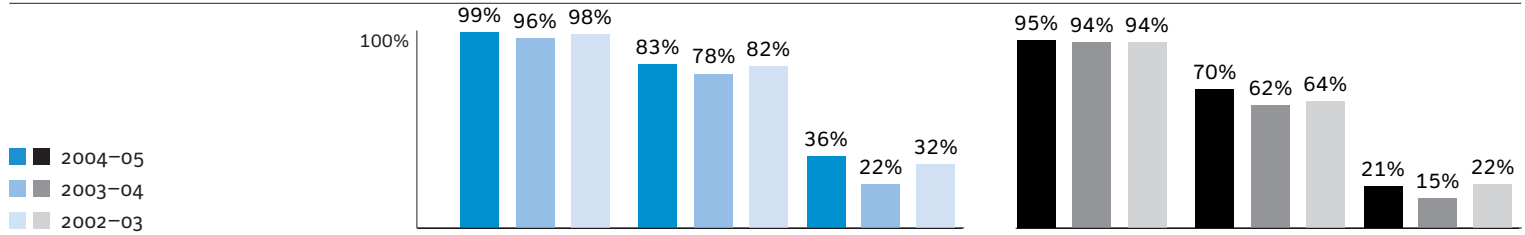
Percentage scoring at level(s):

2-4 3-4 4
 Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	3	96	278	208	585	683
Feb 2004	24	122	373	144	663	668
Feb 2003	14	103	328	207	652	675

Grade 8

This School

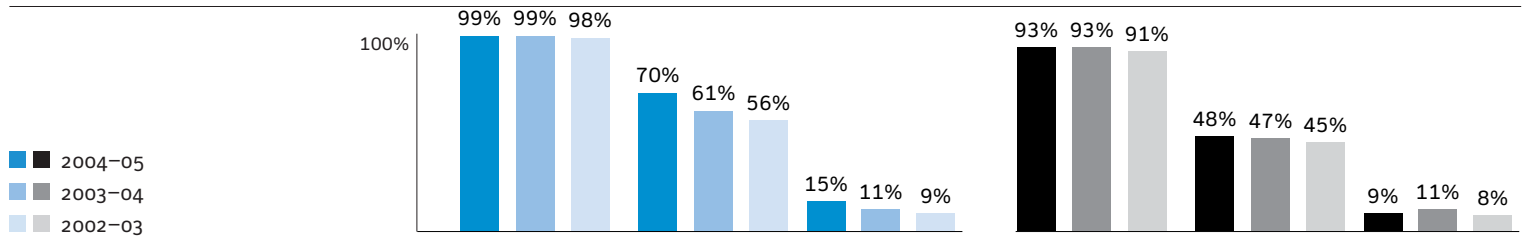
Percentage scoring at level(s):

2-4 3-4 4
 Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	6	188	360	95	649	710
Jan 2004	9	260	338	76	683	707
Jan 2003	11	268	303	55	637	702

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

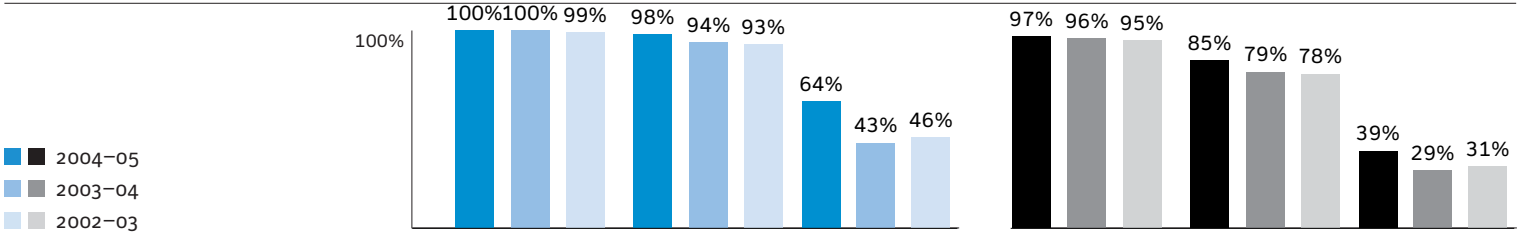
Percentage scoring at level(s):

2-4 3-4 4
 Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	0	12	203	377	592	691
May 2004	0	38	338	286	662	677
May 2003	5	39	310	303	657	676

Grade 8

This School

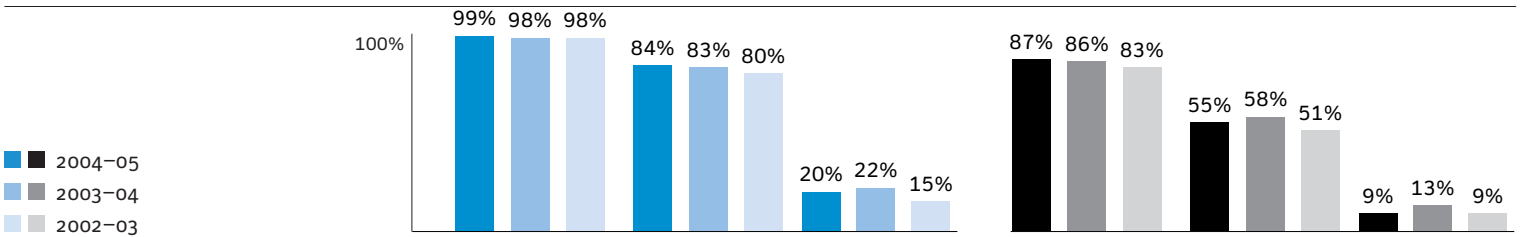
Percentage scoring at level(s):

2-4 3-4 4
 Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	5	102	412	130	649	740
May 2004	13	102	425	153	693	740
May 2003	12	117	419	100	648	735

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

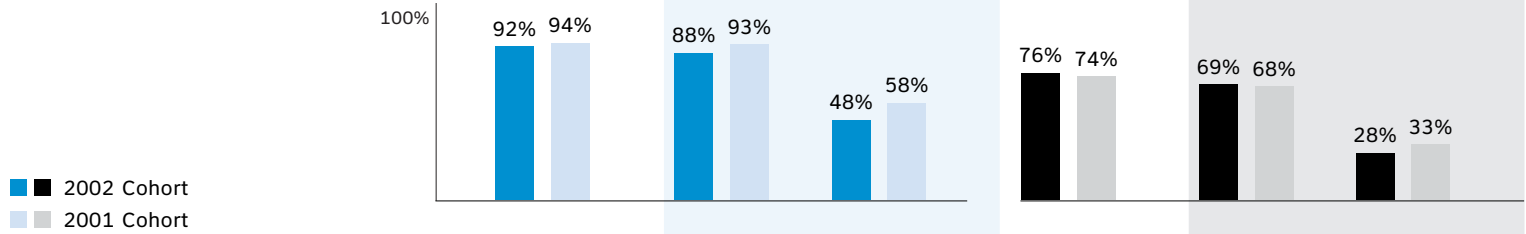
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	605	92%	88%	48%	559	94%	93%	58%
Female	305	93%	90%	57%	259	97%	96%	63%
Male	300	91%	85%	39%	300	92%	90%	54%
American Indian or Alaska Native	1	-	-	-				
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	25	-	-	-	25	88%	84%	36%
Asian or Native Hawaiian/Other Pacific Islander	33	94%	88%	58%	25	-	-	-
White	545	93%	89%	50%	507	95%	93%	59%
Small Group Totals	27	78%	67%	15%	27	89%	85%	37%
General-Education Students	516	96%	93%	55%	500	97%	96%	64%
Students with Disabilities	89	67%	56%	8%	59	73%	63%	8%
English Proficient	595	93%	89%	49%	549	95%	93%	59%
Limited English Proficient	10	60%	30%	10%	10	70%	60%	10%
Economically Disadvantaged	11	82%	82%	9%				
Not Disadvantaged	594	92%	88%	49%				
Migrant								
Not Migrant	605	92%	88%	48%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	13	2

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

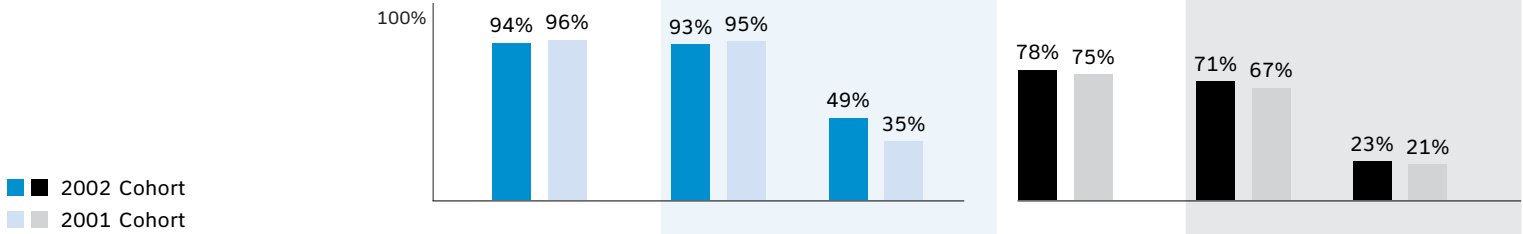
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	605	94%	93%	49%	559	96%	95%	35%
Female	305	96%	95%	48%	259	97%	96%	36%
Male	300	93%	91%	49%	300	95%	94%	34%
American Indian or Alaska Native	1	–	–	–				
Black or African American	1	–	–	–	2	–	–	–
Hispanic or Latino	25	–	–	–	25	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	33	100%	100%	64%	25	100%	100%	56%
White	545	94%	93%	49%	507	95%	94%	35%
Small Group Totals	27	85%	85%	22%	27	96%	96%	19%
General-Education Students	516	98%	98%	54%	500	98%	98%	37%
Students with Disabilities	89	74%	67%	19%	59	75%	69%	17%
English Proficient	595	94%	93%	49%	549	96%	95%	35%
Limited English Proficient	10	90%	90%	30%	10	100%	100%	40%
Economically Disadvantaged	11	100%	82%	36%				
Not Disadvantaged	594	94%	93%	49%				
Migrant								
Not Migrant	605	94%	93%	49%				

NOTES

The – symbol indicates that data for a group of students has 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

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	11	2

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

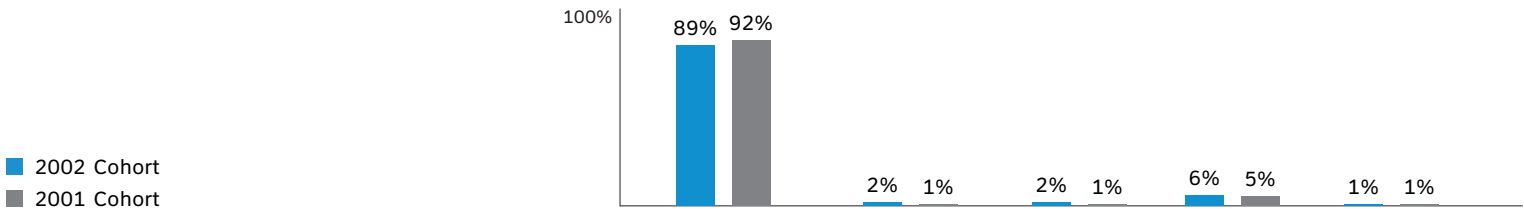
District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	605	89%	2%	2%	6%	1%
	2001	559	92%	1%	1%	5%	1%
Female	2002	305	90%	1%	1%	6%	1%
	2001	259	95%	0%	0%	3%	1%
Male	2002	300	88%	2%	3%	6%	1%
	2001	300	89%	1%	2%	7%	1%
American Indian or Alaska Native	2002	1	–	–	–	–	–
Black or African American	2002	1	–	–	–	–	–
	2001	2	–	–	–	–	–
Hispanic or Latino	2002	25	–	–	–	–	–
	2001	25	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	33	88%	3%	0%	9%	0%
	2001	25	96%	0%	0%	4%	0%
White	2002	545	90%	2%	2%	6%	1%
	2001	507	92%	1%	1%	5%	1%
Small Group Totals	2002	27	78%	0%	4%	4%	15%
	2001	27	93%	0%	0%	7%	0%
General-Education Students	2002	516	92%	0%	2%	5%	1%
	2001	500	93%	0%	1%	5%	1%
Students with Disabilities	2002	89	72%	11%	3%	12%	1%
	2001	59	80%	7%	0%	10%	3%
English Proficient	2002	595	90%	2%	2%	6%	1%
	2001	549	92%	1%	1%	5%	1%
Limited English Proficient	2002	10	60%	10%	0%	10%	20%
	2001	10	70%	0%	0%	30%	0%
Economically Disadvantaged	2002	11	91%	9%	0%	0%	0%
	2001	11	91%	9%	0%	0%	0%
Not Disadvantaged	2002	594	89%	2%	2%	6%	1%
	2001	594	89%	2%	2%	6%	1%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	605	89%	2%	2%	6%	1%
	2001	605	89%	2%	2%	6%	1%

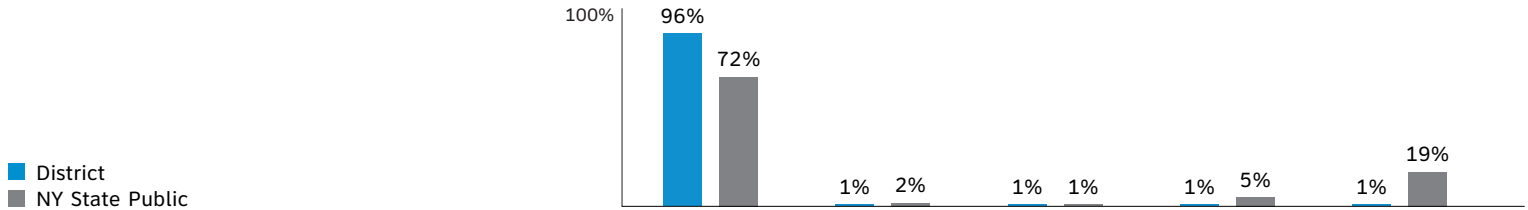
NOTES

The – symbol indicates that data for a group of students has 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.

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	552	96%	1%	1%	1%	1%
Female	260	97%	0%	1%	1%	2%
Male	292	95%	1%	2%	1%	1%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2	–	–	–	–	–
Hispanic or Latino	26	96%	0%	0%	4%	0%
Asian or Native Hawaiian/Other Pacific Islander	24	–	–	–	–	–
White	500	96%	1%	1%	1%	1%
Small Group Totals	26	100%	0%	0%	0%	0%
General-Education Students	497	97%	0%	1%	1%	1%
Students with Disabilities	55	84%	7%	0%	4%	5%
English Proficient	543	96%	1%	1%	1%	1%
Limited English Proficient	9	89%	0%	0%	11%	0%
Economically Disadvantaged	1	–	–	–	–	–
Not Disadvantaged	551	–	–	–	–	–
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	552	96%	1%	1%	1%	1%

NOTES

The – symbol indicates that data for a group of students has 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.