



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **PORT WASHINGTON UNION FREE
SCHOOL DISTRICT**

District ID **280404030000**

Superintendent **GEOFFREY GORDON**

Telephone **(516) 767-5005**

Grades **K-12, 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 **PORT WASHINGTON 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	347	359	372
Grade 1	348	354	366
Grade 2	372	348	359
Grade 3	403	385	351
Grade 4	404	395	390
Grade 5	361	396	391
Grade 6	369	348	402
Ungraded Elementary	0	0	0
Grade 7	377	372	345
Grade 8	365	383	373
Grade 9	374	390	398
Grade 10	370	367	383
Grade 11	318	371	349
Grade 12	322	312	343
Ungraded Secondary	10	6	4
Total K-12	4740	4786	4826

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	20	20	21
Grade 8			
English	21	24	22
Mathematics	22	21	23
Science	23	22	20
Social Studies	21	24	22
Grade 10			
English	15	14	17
Mathematics	18	15	22
Science	20	20	23
Social Studies	18	20	22

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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	275	6%	260	5%	268	6%
Reduced-Price Lunch	144	3%	90	2%	161	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	448	9%	478	10%	510	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	4	0%	3	0%
Black or African American	112	2%	117	2%	108	2%
Hispanic or Latino	666	14%	688	14%	689	14%
Asian or Native Hawaiian/Other Pacific Islander	622	13%	592	12%	599	12%
White	3340	70%	3385	71%	3427	71%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	208	N/A	153	3%	179	4%

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 **PORT WASHINGTON 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	1135	1225	1649
Percent Not Taught by Highly Qualified Teachers	2%	3%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	1	1
Percent with No Valid Teaching Certificate	1%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	5	10	6
Percentage of Total	1%	2%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	53%	53%	55%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	425	412	425
Total Other Professional Staff	27	19	22
Total Paraprofessionals*	183	177	161
Assistant Principals	8	7	6
Principals	6	7	7

* 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.

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 **PORT WASHINGTON 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

YES

2005–06

YES

2006–07

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	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 5 of 5	✓ 5 of 5	✓ 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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 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 (2285:2238)			99%		179	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (55:50)			98%		158	109	
Hispanic or Latino (311:301)			98%		140	116	
Asian or Native Hawaiian/Other Pacific Islander (289:280)			100%		188	116	
White (1630:1607)			100%		186	119	
Other Groups							
Students with Disabilities ⁴ (378:353)			98%		124	116	
Limited English Proficient (151:139)			98%		150	113	
Economically Disadvantaged (222:215)			98%		134	114	
Final AYP Determination	 8 of 8						

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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8 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 (2281:2242)			100%		180	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (55:50)			98%		148	73	
Hispanic or Latino (312:306)			100%		134	80	
Asian or Native Hawaiian/Other Pacific Islander (284:279)			100%		194	79	
White (1630:1607)			100%		188	83	
Other Groups							
Students with Disabilities ⁴ (378:354)			99%		132	80	
Limited English Proficient (146:143)			100%		133	77	
Economically Disadvantaged (222:219)			100%		124	78	
Final AYP Determination	 8 of 8						

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 **PORT WASHINGTON 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 (779:759)		Qualified		99%		190	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (13:11)		–	–	–	–	–	–	–
Hispanic or Latino (100:96)		Qualified		98%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (92:91)		Qualified		100%		188	100	
White (574:561)		Qualified		99%		196	100	
Other Groups								
Students with Disabilities (130:117)		Qualified		95%		170	100	
Limited English Proficient (42:41)		Qualified		100%		144	100	
Economically Disadvantaged (70:67)		Qualified		97%		158	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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**















Secondary-Level English Language Arts

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

Accountability Measures 5 of 5 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	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 (347:355)			100%		189	148		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:11)	–	–	–	–	–	–	–	–
Hispanic or Latino (39:48)		–	–		154	140		
Asian or Native Hawaiian/Other Pacific Islander (45:45)			100%		191	140		
White (254:251)			100%		196	147		
Other Groups								
Students with Disabilities (38:44)		–	–		155	139		
Limited English Proficient (17:20)	–	–	–	–	–	–	–	–
Economically Disadvantaged (21:24)	–	–	–	–	–	–	–	–
Final AYP Determination	 5 of 5							

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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**















Secondary-Level Mathematics

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

Accountability Measures 5 of 5 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 (347:355)			100%		191	140		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:11)	–	–	–	–	–	–	–	–
Hispanic or Latino (39:48)		–	–		163	132		
Asian or Native Hawaiian/Other Pacific Islander (45:45)			100%		198	132		
White (254:251)			100%		197	139		
Other Groups								
Students with Disabilities (38:44)		–	–		157	131		
Limited English Proficient (17:20)	–	–	–	–	–	–	–	–
Economically Disadvantaged (21:24)	–	–	–	–	–	–	–	–
Final AYP Determination	 5 of 5							

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 **PORT WASHINGTON 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 (312)			96%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (5)		–	–	–	–
Hispanic or Latino (46)			87%	55%	
Asian or Native Hawaiian/Other Pacific Islander (45)			100%	55%	
White (216)			97%	55%	
Other Groups					
Students with Disabilities (37)			89%	55%	
Limited English Proficient (16)		–	–	–	–
Economically Disadvantaged (12)		–	–	–	–
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 **PORT WASHINGTON 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

7 schools identified 100% of total

CARRIE PALMER WEBER MIDDLE SCHOOL

GUGGENHEIM ELEMENTARY SCHOOL

JOHN J. DALY ELEMENTARY SCHOOL

JOHN PHILIP SOUSA ELEMENTARY SCHOOL

MANORHAVEN ELEMENTARY SCHOOL















PAUL D. SCHREIBER SENIOR HIGH SCHOOL



SOUTH SALEM ES


District **PORT WASHINGTON 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	88%			313
Grade 4	84%			366
Grade 5	88%			371
Grade 6	84%			394
Grade 7	75%			332
Grade 8	78%			361
Mathematics				
Grade 3	92%			348
Grade 4	90%			392
Grade 5	83%			389
Grade 6	80%			402
Grade 7	80%			348
Grade 8	83%			377
Science				
Grade 4	95%			391
Grade 8	80%			256

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	92%			365
Mathematics	92%			365

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	89%			365

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 **PORT WASHINGTON 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: 693	Range: 616-780			650-780			730-780		
Number of Students:	305			277			59		

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	313	97%	88%	19%				
Female	153	98%	94%	21%				
Male	160	97%	83%	17%				
American Indian or Alaska Native								
Black or African American	8	100%	75%	13%				
Hispanic or Latino	32	94%	78%	9%				
Asian or Native Hawaiian/Other Pacific Islander	30	100%	90%	17%				
White	243	98%	90%	21%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	270	100%	94%	21%				
Students with Disabilities	43	81%	51%	5%				
English Proficient	313	97%	88%	19%				
Limited English Proficient								
Economically Disadvantaged	21	86%	62%	0%				
Not Disadvantaged	292	98%	90%	20%				
Migrant								
Not Migrant	313	97%	88%	19%				

NOTES

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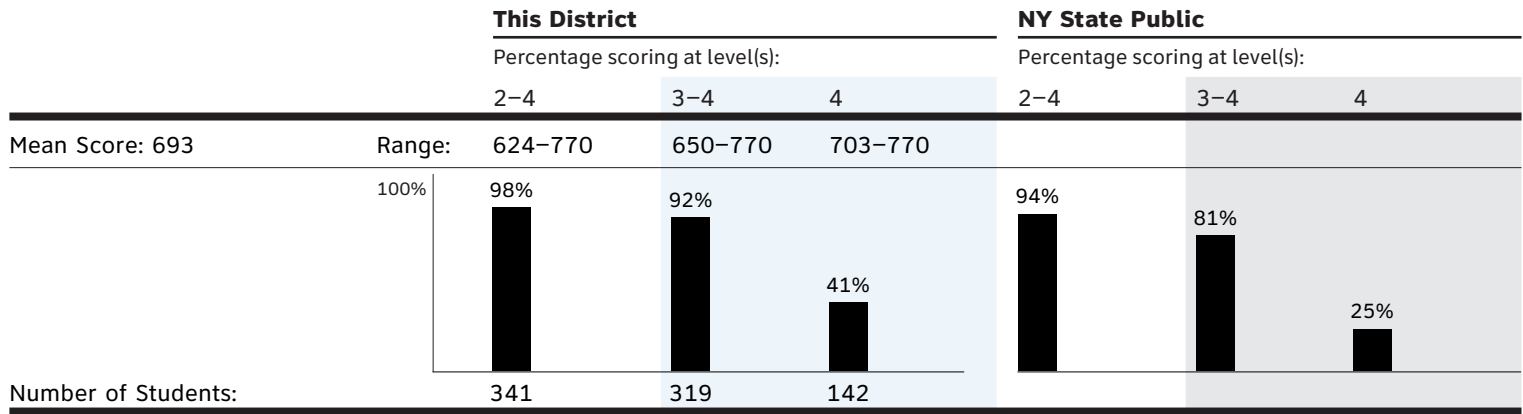
Other Assessments

	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 3 Equivalent	5	5	3	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	36	22	22	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 **PORT WASHINGTON 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	348	98%	92%	41%				
Female	168	98%	92%	32%				
Male	180	98%	92%	49%				
American Indian or Alaska Native								
Black or African American	9	100%	100%	22%				
Hispanic or Latino	54	96%	72%	19%				
Asian or Native Hawaiian/Other Pacific Islander	37	100%	100%	70%				
White	248	98%	94%	42%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	300	99%	95%	43%				
Students with Disabilities	48	90%	71%	29%				
English Proficient	313	98%	94%	43%				
Limited English Proficient	35	94%	71%	20%				
Economically Disadvantaged	40	93%	65%	15%				
Not Disadvantaged	308	99%	95%	44%				
Migrant								
Not Migrant	348	98%	92%	41%				

NOTES

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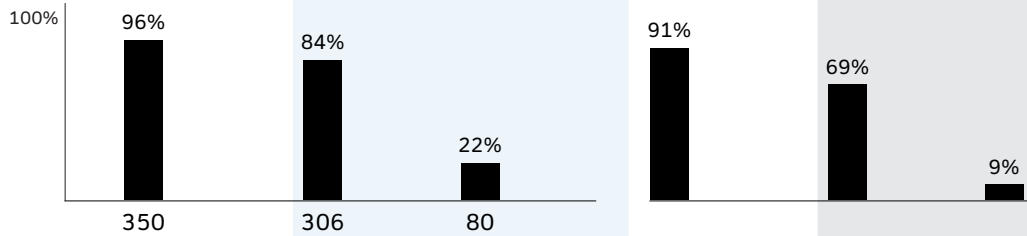
Other Assessments

	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	4	3	This test was not given in 2004-05.			

District **PORT WASHINGTON 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: 685	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	350	306	80	91%	69%	9%



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	366	96%	84%	22%				
Female	189	97%	88%	25%				
Male	177	94%	79%	19%				
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	29	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	38	97%	95%	39%				
White	297	98%	85%	22%				
Small Group Totals	31	74%	55%	3%				
General-Education Students	304	99%	91%	25%				
Students with Disabilities	62	79%	48%	6%				
English Proficient	365	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	22	77%	50%	5%				
Not Disadvantaged	344	97%	86%	23%				
Migrant								
Not Migrant	366	96%	84%	22%				

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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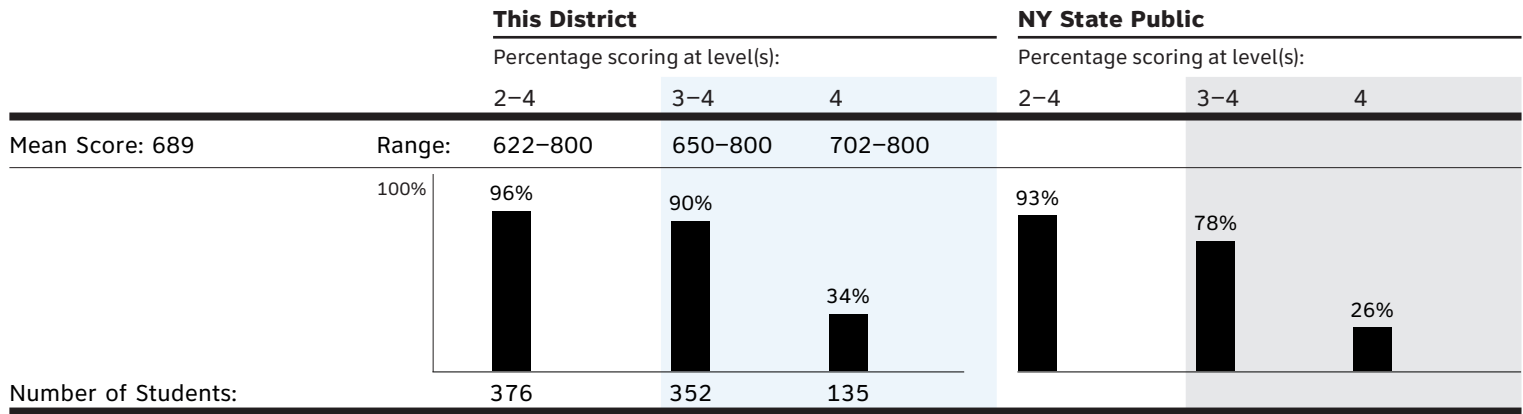
Other Assessments

	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	6	6	6	4	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	25	21	19	N/A	37	26	22	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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 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	392	96%	90%	34%				
Female	203	96%	91%	32%				
Male	189	96%	88%	38%				
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	48	81%	63%	10%				
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-				
White	299	98%	93%	34%				
Small Group Totals	45	98%	96%	64%				
General-Education Students	325	99%	95%	40%				
Students with Disabilities	67	82%	64%	6%				
English Proficient	366	97%	92%	36%				
Limited English Proficient	26	81%	54%	8%				
Economically Disadvantaged	35	77%	54%	6%				
Not Disadvantaged	357	98%	93%	37%				
Migrant								
Not Migrant	392	96%	90%	34%				

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

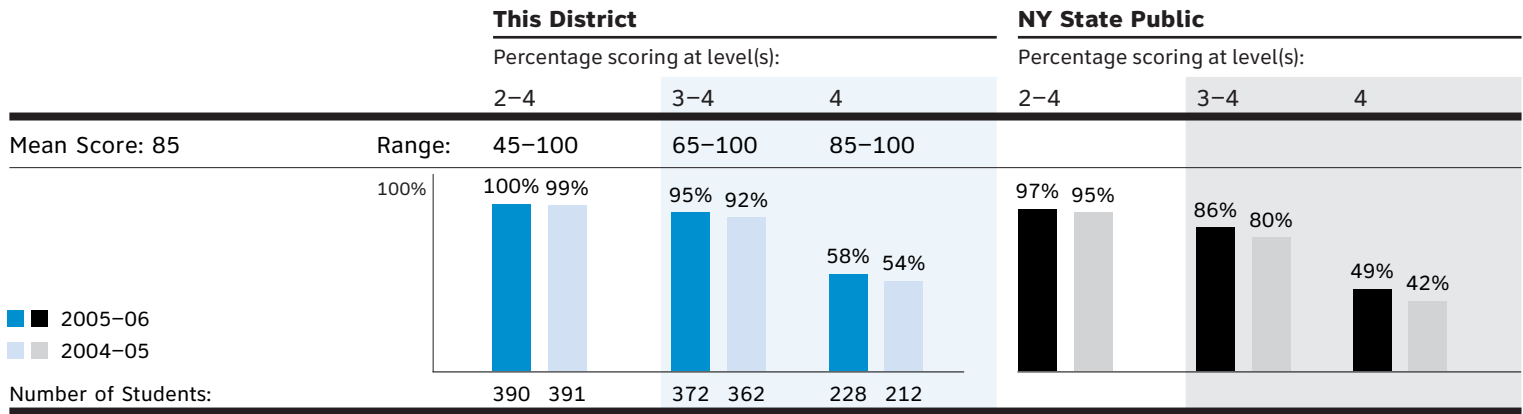
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Other Assessments

	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	6	6	6	2	4	-	-	-

District **PORT WASHINGTON 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	391	100%	95%	58%	394	99%	92%	54%
Female	202	100%	94%	57%	208	100%	93%	53%
Male	189	100%	97%	60%	186	99%	90%	55%
American Indian or Alaska Native								
Black or African American	2	-	-	-	10	100%	100%	30%
Hispanic or Latino	48	98%	79%	13%	57	96%	70%	21%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	41	100%	93%	61%
White	299	100%	98%	63%	286	100%	96%	60%
Small Group Totals	44	100%	95%	77%				
General-Education Students	324	100%	96%	63%	331	99%	93%	57%
Students with Disabilities	67	100%	90%	36%	63	100%	84%	37%
English Proficient	365	100%	97%	61%	357	100%	95%	58%
Limited English Proficient	26	96%	73%	19%	37	95%	62%	16%
Economically Disadvantaged	35	97%	74%	11%	41	98%	73%	12%
Not Disadvantaged	356	100%	97%	63%	353	99%	94%	59%
Migrant								
Not Migrant	391	100%	95%	58%	394	99%	92%	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 4 Equivalent	6	6	6	3	5	5	4	3

District **PORT WASHINGTON 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: 689	Range: 608-795			650-795 711-795		
Number of Students:	366	328	105			

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	371	99%	88%	28%				
Female	199	98%	90%	33%				
Male	172	99%	86%	23%				
American Indian or Alaska Native								
Black or African American	9	100%	67%	11%				
Hispanic or Latino	45	93%	67%	9%				
Asian or Native Hawaiian/Other Pacific Islander	39	100%	87%	33%				
White	278	99%	93%	31%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	306	100%	95%	34%				
Students with Disabilities	65	92%	55%	3%				
English Proficient	365	99%	89%	29%				
Limited English Proficient	6	100%	50%	0%				
Economically Disadvantaged	29	90%	59%	0%				
Not Disadvantaged	342	99%	91%	31%				
Migrant								
Not Migrant	371	99%	88%	28%				

NOTES

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Other Assessments

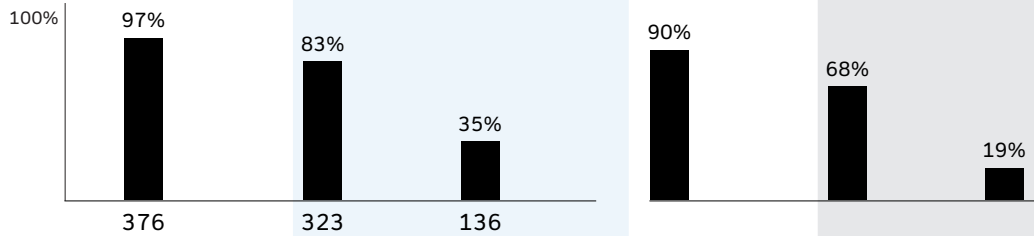
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	4	3	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	14	14	13	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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 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: 685	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	376	323	136	90%	68%	19%



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	389	97%	83%	35%				
Female	205	97%	80%	32%				
Male	184	96%	86%	38%				
American Indian or Alaska Native								
Black or African American	9	100%	67%	11%				
Hispanic or Latino	53	83%	57%	6%				
Asian or Native Hawaiian/Other Pacific Islander	47	100%	91%	51%				
White	280	99%	87%	39%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	323	99%	89%	40%				
Students with Disabilities	66	86%	56%	12%				
English Proficient	366	97%	84%	36%				
Limited English Proficient	23	87%	61%	13%				
Economically Disadvantaged	36	83%	50%	0%				
Not Disadvantaged	353	98%	86%	39%				
Migrant								
Not Migrant	389	97%	83%	35%				

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 5 Equivalent	5	4	2	2	This test was not given in 2004-05.			

District **PORT WASHINGTON 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: 685	Range: 598-785			650-785 705-785		
Number of Students:	388	330	132			

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	394	98%	84%	34%				
Female	192	99%	85%	37%				
Male	202	98%	82%	30%				
American Indian or Alaska Native								
Black or African American	13	92%	62%	23%				
Hispanic or Latino	44	93%	36%	7%				
Asian or Native Hawaiian/Other Pacific Islander	50	100%	86%	36%				
White	287	99%	92%	38%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	333	100%	92%	39%				
Students with Disabilities	61	90%	39%	5%				
English Proficient	381	99%	86%	35%				
Limited English Proficient	13	92%	15%	0%				
Economically Disadvantaged	40	90%	35%	3%				
Not Disadvantaged	354	99%	89%	37%				
Migrant								
Not Migrant	394	98%	84%	34%				

NOTES

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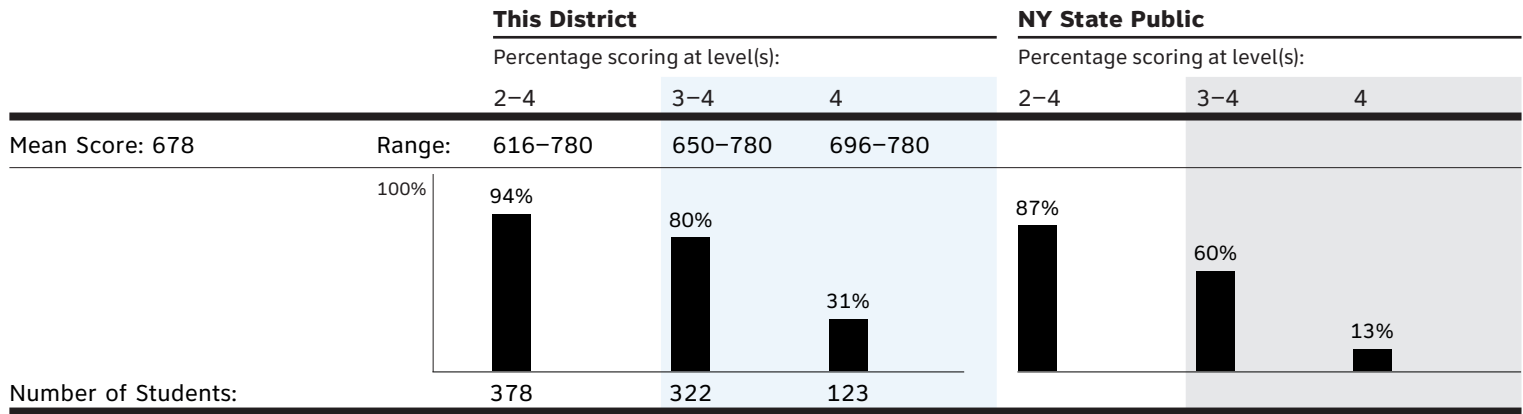
Other Assessments

	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	1	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	10	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 **PORT WASHINGTON 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	402	94%	80%	31%				
Female	197	95%	77%	29%				
Male	205	93%	83%	32%				
American Indian or Alaska Native								
Black or African American	13	69%	38%	15%				
Hispanic or Latino	50	70%	38%	8%				
Asian or Native Hawaiian/Other Pacific Islander	51	100%	92%	47%				
White	288	98%	87%	32%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	341	97%	86%	35%				
Students with Disabilities	61	77%	46%	5%				
English Proficient	381	96%	83%	32%				
Limited English Proficient	21	57%	24%	5%				
Economically Disadvantaged	46	65%	28%	2%				
Not Disadvantaged	356	98%	87%	34%				
Migrant								
Not Migrant	402	94%	80%	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 6 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 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	Range: 600-790			650-790 712-790		
Number of Students:	318	248	44			

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	332	96%	75%	13%				
Female	166	97%	73%	17%				
Male	166	95%	77%	10%				
American Indian or Alaska Native								
Black or African American	9	89%	33%	0%				
Hispanic or Latino	47	87%	45%	2%				
Asian or Native Hawaiian/Other Pacific Islander	45	100%	89%	29%				
White	231	97%	80%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	272	100%	84%	16%				
Students with Disabilities	60	77%	32%	0%				
English Proficient	323	97%	76%	14%				
Limited English Proficient	9	67%	11%	0%				
Economically Disadvantaged	23	87%	48%	0%				
Not Disadvantaged	309	96%	77%	14%				
Migrant								
Not Migrant	332	96%	75%	13%				

NOTES

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Other Assessments

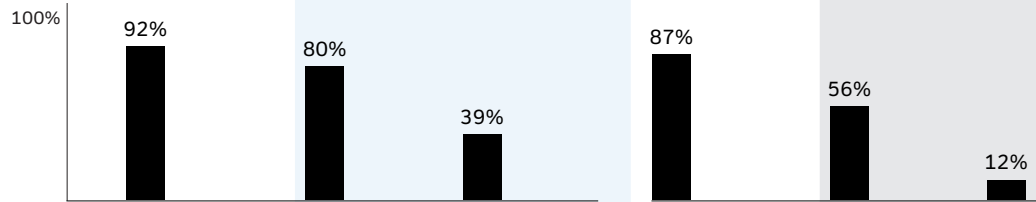
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	17	16	16	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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 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: 679	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	320	277	135	320	277	135



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	348	92%	80%	39%				
Female	172	93%	81%	38%				
Male	176	91%	78%	39%				
American Indian or Alaska Native								
Black or African American	9	67%	44%	11%				
Hispanic or Latino	54	70%	39%	7%				
Asian or Native Hawaiian/Other Pacific Islander	55	100%	96%	64%				
White	230	96%	87%	41%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	289	98%	89%	46%				
Students with Disabilities	59	64%	36%	5%				
English Proficient	323	94%	82%	40%				
Limited English Proficient	25	64%	48%	20%				
Economically Disadvantaged	30	67%	47%	7%				
Not Disadvantaged	318	94%	83%	42%				
Migrant								
Not Migrant	348	92%	80%	39%				

NOTES

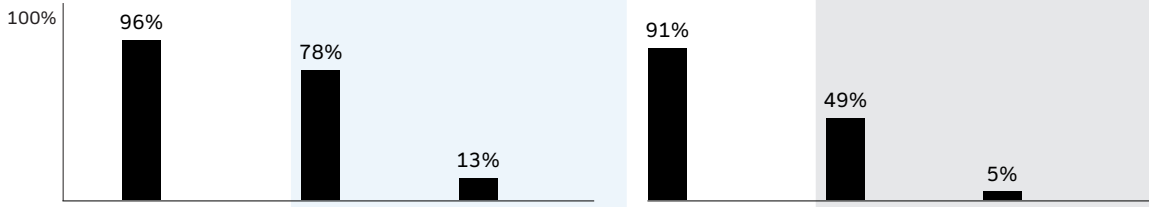
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Other Assessments

	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 7 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **PORT WASHINGTON 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: 677	Range: 602-790			650-790 715-790		
						
Number of Students:	345	283	47			

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	361	96%	78%	13%				
Female	174	98%	82%	17%				
Male	187	94%	75%	10%				
American Indian or Alaska Native								
Black or African American	8	88%	63%	0%				
Hispanic or Latino	42	81%	36%	0%				
Asian or Native Hawaiian/Other Pacific Islander	44	98%	86%	18%				
White	267	98%	84%	15%				
Small Group Totals								
General-Education Students	308	100%	88%	15%				
Students with Disabilities	53	72%	21%	0%				
English Proficient	358	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	29	72%	31%	3%				
Not Disadvantaged	332	98%	83%	14%				
Migrant								
Not Migrant	361	96%	78%	13%				

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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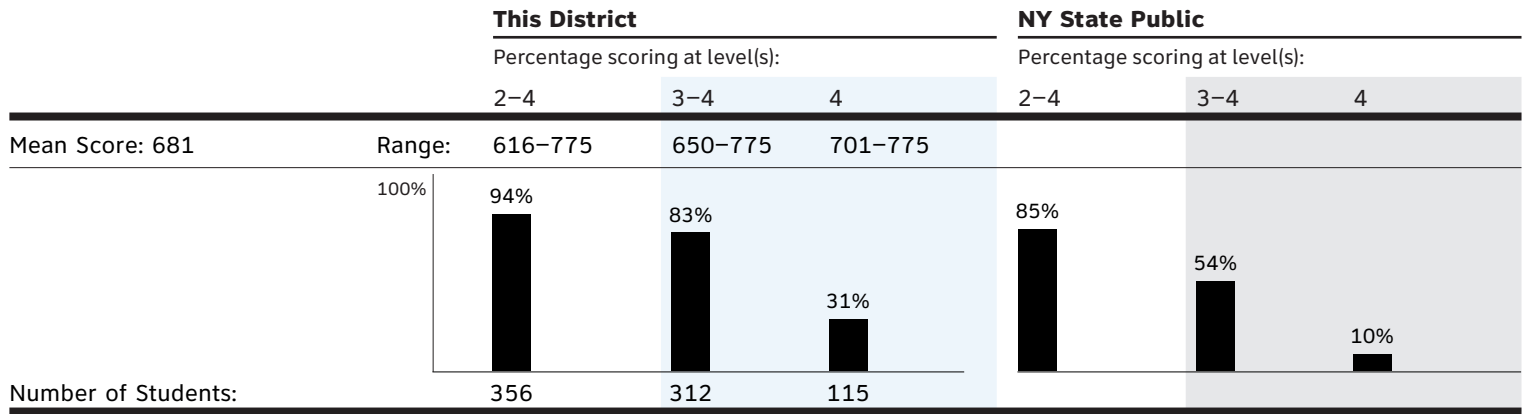
Other Assessments

	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	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	14	14	10	N/A	8	8	7	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 **PORT WASHINGTON 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	377	94%	83%	31%				
Female	183	95%	83%	29%				
Male	194	94%	82%	32%				
American Indian or Alaska Native								
Black or African American	8	88%	50%	13%				
Hispanic or Latino	50	72%	56%	0%				
Asian or Native Hawaiian/Other Pacific Islander	49	100%	92%	59%				
White	270	98%	87%	31%				
Small Group Totals								
General-Education Students	325	98%	91%	35%				
Students with Disabilities	52	71%	31%	2%				
English Proficient	361	96%	84%	31%				
Limited English Proficient	16	63%	56%	13%				
Economically Disadvantaged	35	69%	46%	3%				
Not Disadvantaged	342	97%	87%	33%				
Migrant								
Not Migrant	377	94%	83%	31%				

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

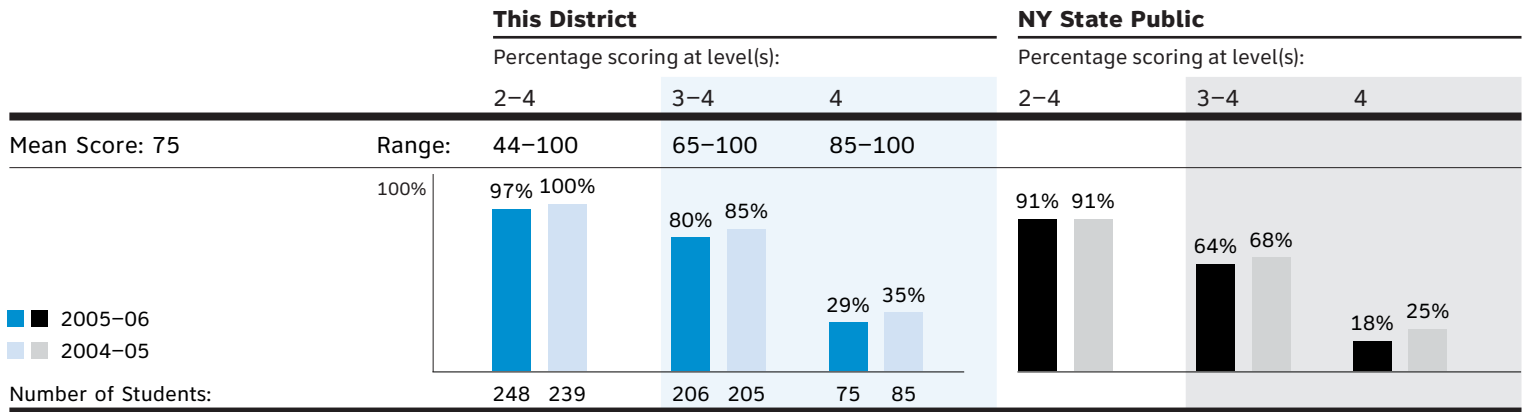
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Other Assessments

	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	1	–	–	–	1	–	–	–

District **PORT WASHINGTON 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	256	97%	80%	29%	240	100%	85%	35%
Female	133	98%	80%	29%	109	99%	85%	35%
Male	123	96%	81%	30%	131	100%	85%	36%
American Indian or Alaska Native								
Black or African American	8	88%	63%	13%	12	100%	58%	17%
Hispanic or Latino	47	89%	55%	11%	49	98%	67%	10%
Asian or Native Hawaiian/Other Pacific Islander	32	97%	75%	38%	26	100%	88%	50%
White	169	99%	89%	34%	153	100%	93%	42%
Small Group Totals								
General-Education Students	207	98%	89%	35%	198	99%	89%	41%
Students with Disabilities	49	92%	43%	4%	42	100%	67%	10%
English Proficient	241	99%	84%	31%	230	100%	87%	37%
Limited English Proficient	15	67%	27%	7%	10	100%	40%	10%
Economically Disadvantaged	33	88%	55%	12%	27	100%	56%	11%
Not Disadvantaged	223	98%	84%	32%	213	100%	89%	38%
Migrant					1	-	-	-
Not Migrant	256	97%	80%	29%	239	-	-	-

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	1	-	-	-	1	-	-	-
Regents Science	117	117	117	116	129	129	129	123

District **PORT WASHINGTON 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

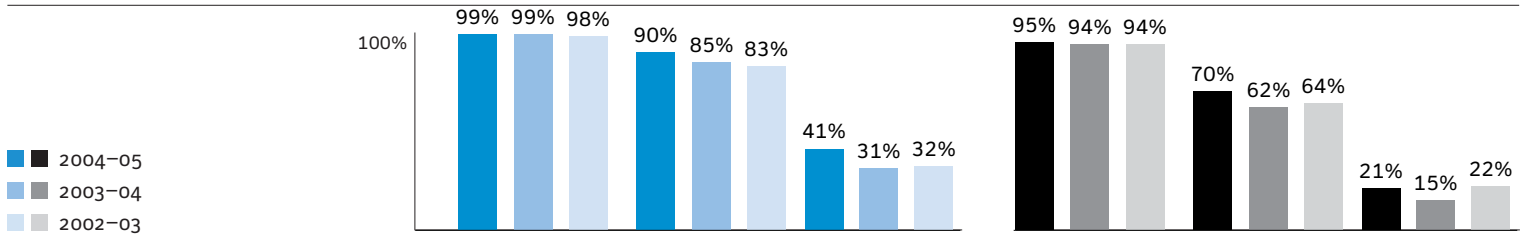
Percentage scoring at level(s):

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	34	173	148	358	692
Feb 2004	3	52	197	112	364	676
Feb 2003	5	49	161	101	316	674

Grade 8

This School

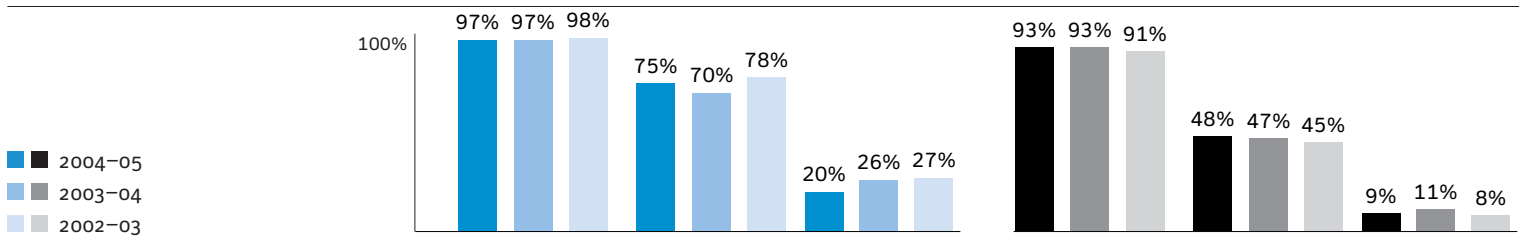
Percentage scoring at level(s):

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	10	83	204	76	373	715
Jan 2004	9	95	152	89	345	721
Jan 2003	6	66	171	89	332	720

District **PORT WASHINGTON 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

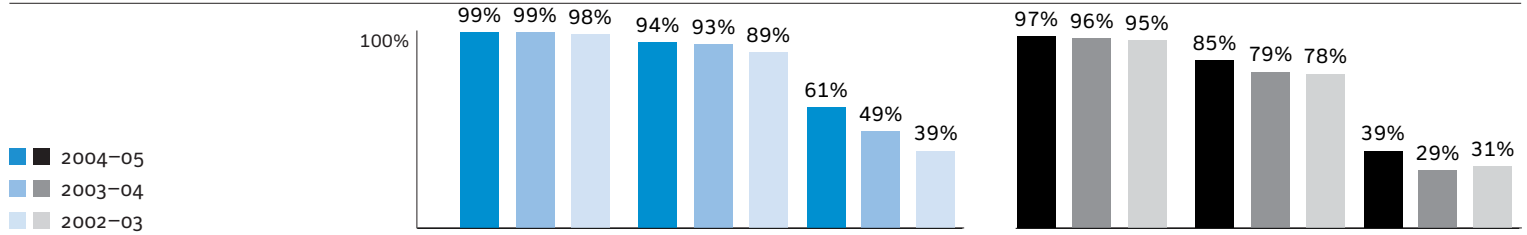
Percentage scoring at level(s):

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	5	18	132	242	397	691
May 2004	6	21	177	199	403	677
May 2003	6	33	179	140	358	670

Grade 8

This School

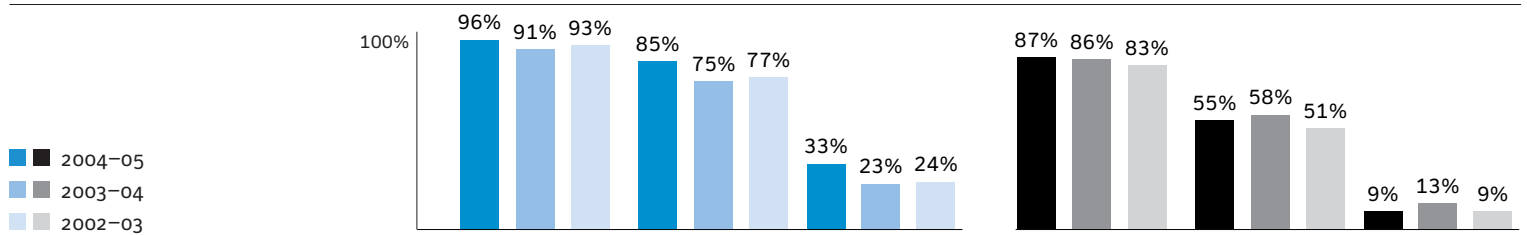
Percentage scoring at level(s):

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	15	43	196	126	380	748
May 2004	32	58	186	83	359	734
May 2003	24	56	189	83	352	734

District **PORT WASHINGTON 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

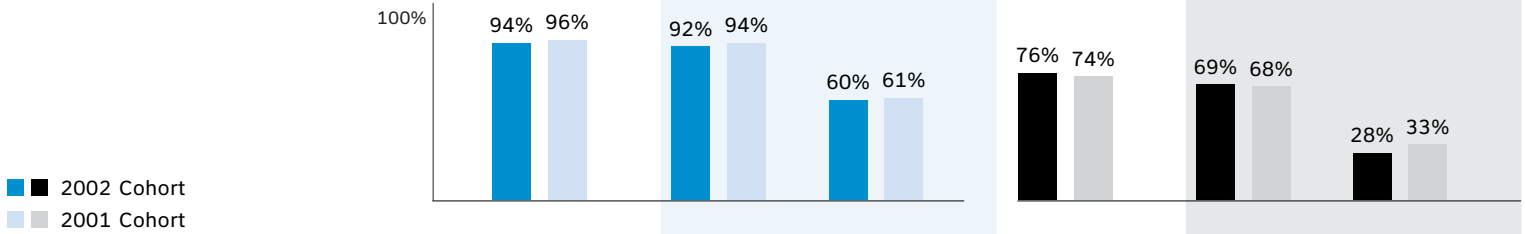
NY State Public

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	365	94%	92%	60%	318	96%	94%	61%
Female	170	95%	94%	70%	172	97%	95%	70%
Male	195	93%	90%	51%	146	95%	92%	51%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	11	82%	82%	18%	5	100%	80%	40%
Hispanic or Latino	53	74%	66%	15%	51	86%	82%	22%
Asian or Native Hawaiian/Other Pacific Islander	46	96%	93%	52%	46	100%	96%	52%
White	255	98%	97%	73%	216	98%	96%	73%
Small Group Totals								
General-Education Students	322	96%	95%	66%	280	98%	96%	66%
Students with Disabilities	43	81%	70%	14%	38	87%	74%	29%
English Proficient	340	96%	94%	64%	300	97%	95%	64%
Limited English Proficient	25	68%	60%	8%	18	78%	67%	17%
Economically Disadvantaged	26	81%	73%	8%	-	-	-	-
Not Disadvantaged	339	95%	93%	64%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	365	94%	92%	60%	-	-	-	-

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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	0	0

* 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 **PORT WASHINGTON 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

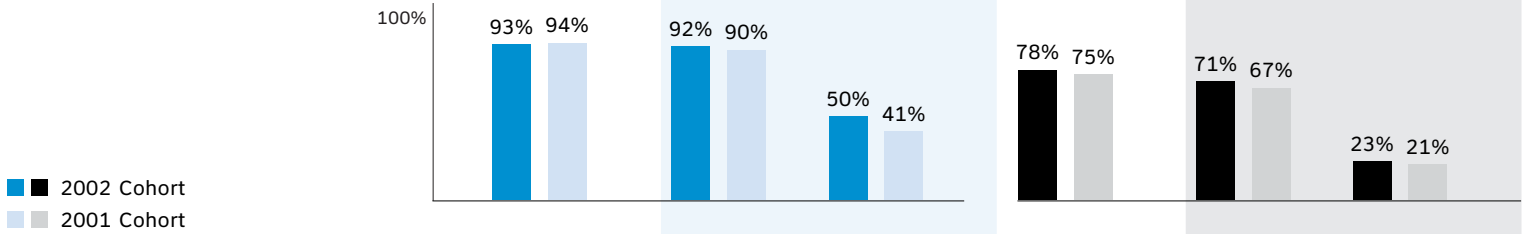
NY State Public

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	365	93%	92%	50%	318	94%	90%	41%
Female	170	93%	93%	53%	172	93%	90%	42%
Male	195	92%	91%	48%	146	96%	90%	39%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	11	73%	73%	18%	5	100%	80%	0%
Hispanic or Latino	53	74%	72%	17%	51	86%	75%	10%
Asian or Native Hawaiian/Other Pacific Islander	46	98%	98%	57%	46	100%	98%	67%
White	255	96%	96%	58%	216	95%	92%	43%
Small Group Totals								
General-Education Students	322	95%	95%	56%	280	97%	94%	45%
Students with Disabilities	43	72%	70%	9%	38	76%	61%	5%
English Proficient	340	94%	94%	52%	300	95%	90%	41%
Limited English Proficient	25	76%	72%	32%	18	83%	78%	33%
Economically Disadvantaged	26	81%	81%	12%	-	-	-	-
Not Disadvantaged	339	94%	93%	53%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	365	93%	92%	50%	-	-	-	-

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	0	0

* 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.

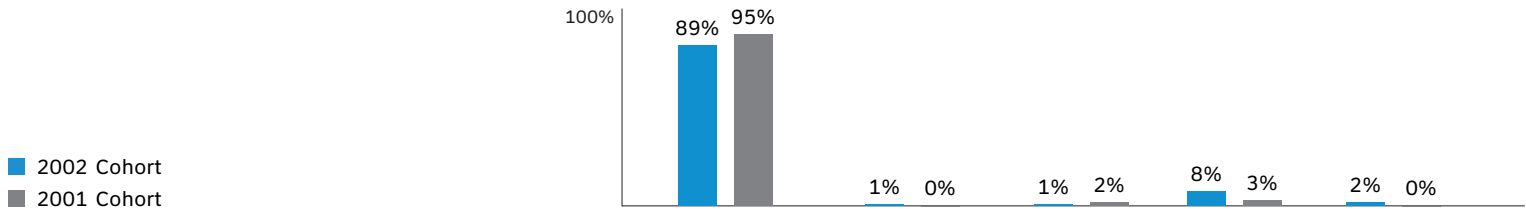
District **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

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	365	89%	1%	1%	8%	2%
	2001	318	95%	0%	2%	3%	0%
Female	2002	170	92%	1%	0%	6%	1%
	2001	172	97%	0%	1%	2%	0%
Male	2002	195	87%	1%	1%	9%	3%
	2001	146	93%	0%	2%	5%	0%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	11	73%	9%	0%	18%	0%
	2001	5	100%	0%	0%	0%	0%
Hispanic or Latino	2002	53	60%	2%	2%	26%	9%
	2001	51	82%	0%	2%	16%	0%
Asian or Native Hawaiian/Other Pacific Islander	2002	46	89%	0%	0%	11%	0%
	2001	46	98%	0%	0%	2%	0%
White	2002	255	96%	0%	0%	3%	0%
	2001	216	98%	0%	2%	0%	0%
Small Group Totals							
General-Education Students	2002	322	92%	0%	0%	7%	2%
	2001	280	96%	0%	1%	3%	0%
Students with Disabilities	2002	43	72%	7%	5%	16%	0%
	2001	38	89%	0%	5%	5%	0%
English Proficient	2002	340	92%	1%	1%	6%	1%
	2001	300	96%	0%	2%	2%	0%
Limited English Proficient	2002	25	56%	0%	0%	28%	16%
	2001	18	78%	0%	0%	22%	0%
Economically Disadvantaged	2002	26	69%	0%	0%	27%	4%
	2001	26	73%	0%	0%	23%	0%
Not Disadvantaged	2002	339	91%	1%	1%	6%	1%
	2001	339	96%	0%	1%	3%	0%
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	365	89%	1%	1%	8%	2%
	2001	318	95%	0%	2%	3%	0%

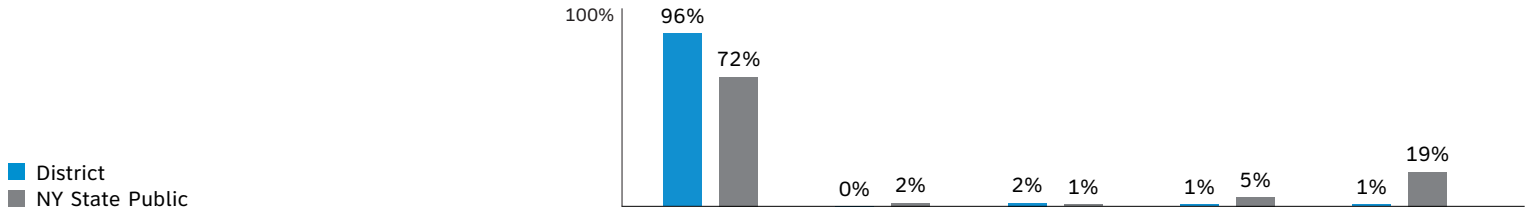
NOTES

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 **PORT WASHINGTON 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	320	96%	0%	2%	1%	1%
Female	173	98%	0%	1%	1%	0%
Male	147	95%	0%	3%	1%	2%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	5	100%	0%	0%	0%	0%
Hispanic or Latino	51	84%	0%	4%	6%	6%
Asian or Native Hawaiian/Other Pacific Islander	46	100%	0%	0%	0%	0%
White	218	98%	0%	2%	0%	0%
Small Group Totals						
General-Education Students	282	97%	0%	1%	1%	1%
Students with Disabilities	38	92%	0%	5%	3%	0%
English Proficient	302	97%	0%	2%	0%	0%
Limited English Proficient	18	78%	0%	0%	11%	11%
Economically Disadvantaged	14	86%	0%	0%	14%	0%
Not Disadvantaged	306	97%	0%	2%	0%	1%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	320	96%	0%	2%	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.