



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **FARMINGDALE UNION FREE SCHOOL  
DISTRICT**

District ID **280522030000**

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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](mailto: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 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	468	478	445
Grade 1	485	465	469
Grade 2	488	475	458
Grade 3	555	484	476
Grade 4	475	551	491
Grade 5	531	468	540
Grade 6	534	526	461
Ungraded Elementary	54	44	50
Grade 7	516	526	524
Grade 8	500	514	526
Grade 9	525	514	489
Grade 10	477	484	493
Grade 11	398	480	471
Grade 12	409	378	444
Ungraded Secondary	57	23	30
<b>Total K-12</b>	<b>6472</b>	<b>6410</b>	<b>6367</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	21	22	22
<b>Grade 8</b>			
English	20	20	22
Mathematics	21	22	23
Science	22	23	22
Social Studies	21	21	20
<b>Grade 10</b>			
English	23	20	18
Mathematics	23	20	24
Science	23	23	17
Social Studies	20	19	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.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	531	8%	589	9%	597	9%
Reduced-Price Lunch	239	4%	259	4%	228	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	190	3%	178	3%	192	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	17	0%	14	0%	3	0%
Black or African American	441	7%	382	6%	378	6%
Hispanic or Latino	657	10%	679	11%	709	11%
Asian or Native Hawaiian/Other Pacific Islander	229	4%	213	3%	251	4%
White	5128	79%	5122	80%	5026	79%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		95%
Student Suspensions	142	N/A	135	2%	158	2%

## 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 **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1949	1628	2100
Percent Not Taught by Highly Qualified Teachers	1%	1%	1%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	6	5	5
Percent with No Valid Teaching Certificate	1%	1%	1%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	8	8	7
Percentage of Total	1%	1%	1%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	51%	58%	59%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	554	536	531
Total Other Professional Staff	73	74	69
Total Paraprofessionals*	172	140	150
Assistant Principals	8	8	8
Principals	6	6	6

\* 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](http://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](http://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:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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

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

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](http://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 **FARMINGDALE 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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–		–	–	
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient				–	–	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	6 of 6	6 of 6	1 of 1

#### AYP Status

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

#### Accountability Status Levels

##### Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

##### State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)



District **FARMINGDALE 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (3074:3018)	✓	✓	99%	✓	171	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (175:168)	✓	✓	99%	✓	142	114		
Hispanic or Latino (321:305)	✓	✓	99%	✓	147	116		
Asian or Native Hawaiian/Other Pacific Islander (114:109)	✓	✓	100%	✓	174	112		
White (2458:2430)	✓	✓	99%	✓	176	120		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (401:382)	✓	✓	96%	✗	106	116	113	115
Limited English Proficient (53:39)	✓	✓	100%	✓	141	106		
Economically Disadvantaged (442:412)	✓	✓	99%	✓	143	117		
<b>Final AYP Determination</b>	✓ 8 of 8							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06      2006–07
<b>All Students</b> (3073:2992)	✓	✓	99%	✓	178	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (175:165)	✓	✓	100%	✓	145	78	
Hispanic or Latino (320:303)	✓	✓	99%	✓	149	80	
Asian or Native Hawaiian/Other Pacific Islander (115:109)	✓	✓	99%	✓	188	76	
White (2457:2409)	✓	✓	99%	✓	183	84	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (401:386)	✓	✓	97%	✓	126	80	
Limited English Proficient (53:40)	✓	✓	100%	✓	115	71	
Economically Disadvantaged (439:403)	✓	✓	98%	✓	149	81	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

## Elementary/Middle-Level Science

### Accountability Status for This Subject (2006–07)



Good Standing

### 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target	
								2005–06	2006–07
<b>All Students</b> (1035:998)	✓	Qualified	✓	98%	✓	192	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (2:2)		–	–	–	–	–	–		–
Black or African American (54:49)		Qualified	✓	98%	✓	180	100		
Hispanic or Latino (104:94)		Qualified	✓	97%	✓	170	100		
Asian or Native Hawaiian/Other Pacific Islander (32:29)		–	–	–	–	–	–		–
White (843:824)		Qualified	✓	99%	✓	196	100		
<b>Other Groups</b>									
Students with Disabilities (138:128)		Qualified	✓	95%	✓	170	100		
Limited English Proficient (22:14)		–	–	–	–	–	–		–
Economically Disadvantaged (150:134)		Qualified	✓	97%	✓	172	100		
<b>Final AYP Determination</b>	✓	1 of 1							

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

6 of 6

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (490:469)	✓	✓	99%	✓	186	149		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (38:35)	✓	–	–	✓	166	138		
Hispanic or Latino (41:45)	✓	✓	98%	✓	158	140		
Asian or Native Hawaiian/Other Pacific Islander (23:19)	–	–	–	–	–	–	–	–
White (386:367)	✓	✓	100%	✓	191	148		
<b>Other Groups</b>								
Students with Disabilities (47:47)	✓	✓	96%	✓	153	140		
Limited English Proficient (5:10)	–	–	–	–	–	–	–	–
Economically Disadvantaged (49:58)	✓	✓	100%	✓	171	141		
<b>Final AYP Determination</b>	✓ 6 of 6							

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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 **FARMINGDALE UNION FREE SCHOOL DISTRICT**



















## Secondary-Level Mathematics

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

**Accountability Measures** 6 of 6 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 (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (490:469)			99%		188	141		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (38:35)		–	–		183	130		
Hispanic or Latino (41:45)			98%		162	132		
Asian or Native Hawaiian/Other Pacific Islander (23:19)	–	–	–	–	–	–	–	–
White (386:367)			100%		192	140		
<b>Other Groups</b>								
Students with Disabilities (47:47)			100%		162	132		
Limited English Proficient (5:10)	–	–	–	–	–	–	–	–
Economically Disadvantaged (49:58)			100%		174	133		
<b>Final AYP Determination</b>	 6 of 6							

#### NOTES

- <sup>1</sup> 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).
- <sup>2</sup> 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.
- <sup>3</sup> 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








## 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) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (395)			92%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (1)		–	–	–	– –
Black or African American (33)			91%	55%	
Hispanic or Latino (32)			75%	55%	
Asian or Native Hawaiian/Other Pacific Islander (16)		–	–	–	– –
White (313)			94%	55%	
<b>Other Groups</b>					
Students with Disabilities (48)			75%	55%	
Limited English Proficient (9)		–	–	–	– –
Economically Disadvantaged (19)		–	–	–	– –
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 **FARMINGDALE 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
<div><div></div> <b>Good Standing</b></div>	
5 schools identified 83% of total	
ALBANY AVENUE ELEMENTARY SCHOOL	
HOWITT SCHOOL	
NORTHSIDE ELEMENTARY SCHOOL	
SALTZMAN EAST MEMORIAL ELEMENTARY SCHOOL	
WOODWARD PARKWAY ELEMENTARY SCHOOL	
<div><div></div> <b>Requiring Academic Progress (Year 1)</b></div>	
1 school identified 17% of total	
FARMINGDALE SENIOR HIGH SCHOOL	



District **FARMINGDALE 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	79%			469
Grade 4	83%			479
Grade 5	76%			538
Grade 6	68%			459
Grade 7	76%			517
Grade 8	69%			523


### Mathematics

Grade 3	89%		482
Grade 4	90%		491
Grade 5	85%		538
Grade 6	74%		451
Grade 7	75%		526
Grade 8	72%		529

### Science

Grade 4	96%		492
Grade 8	87%		367

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	85%			498
Mathematics	89%			498

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	86%			498

## 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](http://www.emsc.nysed.gov/irts).

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

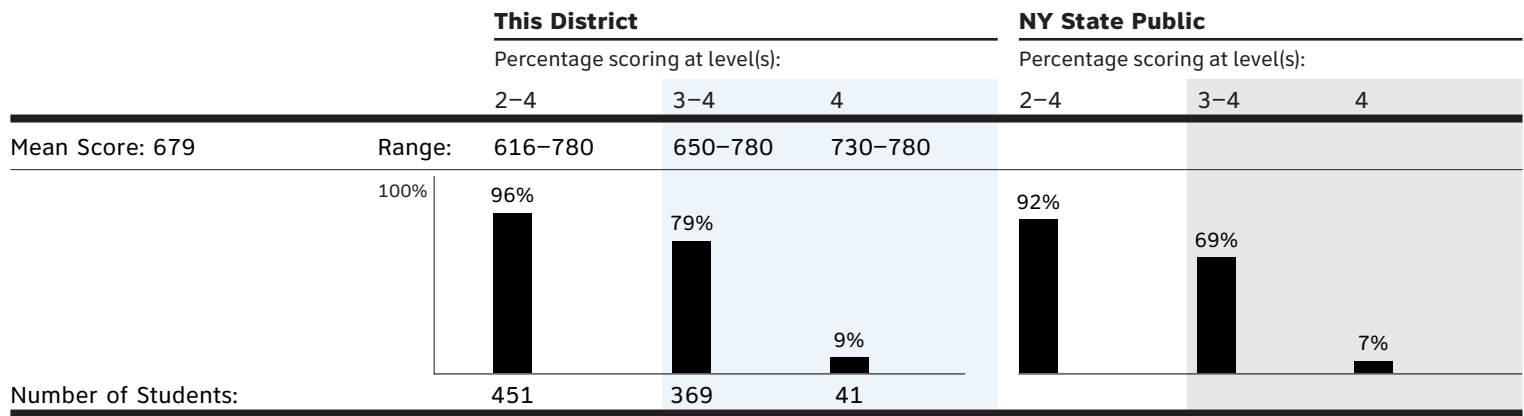
## This District's N/RC Category:

### Average Need Districts

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

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 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
<b>All Students</b>	<b>469</b>	<b>96%</b>	<b>79%</b>	<b>9%</b>				
Female	227	97%	82%	10%				
Male	242	95%	76%	7%				
American Indian or Alaska Native								
Black or African American	24	96%	71%	4%				
Hispanic or Latino	43	88%	58%	9%				
Asian or Native Hawaiian/Other Pacific Islander	20	100%	80%	0%				
White	382	97%	81%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	415	99%	84%	9%				
Students with Disabilities	54	78%	39%	4%				
English Proficient	469	96%	79%	9%				
Limited English Proficient								
Economically Disadvantaged	51	90%	63%	4%				
Not Disadvantaged	418	97%	81%	9%				
Migrant								
Not Migrant	469	96%	79%	9%				

### 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.

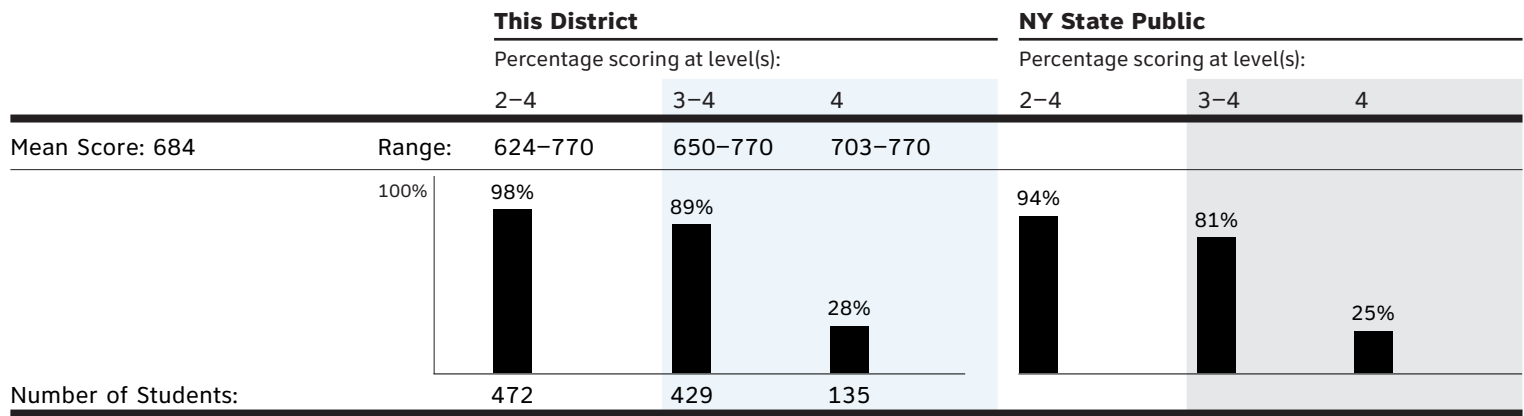
## Other Assessments

	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 3 Equivalent	4	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	10	5	5	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 **FARMINGDALE 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
<b>All Students</b>	<b>482</b>	<b>98%</b>	<b>89%</b>	<b>28%</b>				
Female	232	99%	89%	27%				
Male	250	97%	89%	29%				
American Indian or Alaska Native								
Black or African American	26	96%	69%	19%				
Hispanic or Latino	51	98%	76%	14%				
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	14%				
White	383	98%	92%	31%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	425	99%	91%	31%				
Students with Disabilities	57	88%	72%	7%				
English Proficient	472	98%	89%	29%				
Limited English Proficient	10	100%	80%	0%				
Economically Disadvantaged	58	98%	81%	16%				
Not Disadvantaged	424	98%	90%	30%				
Migrant								
Not Migrant	482	98%	89%	28%				

### NOTES

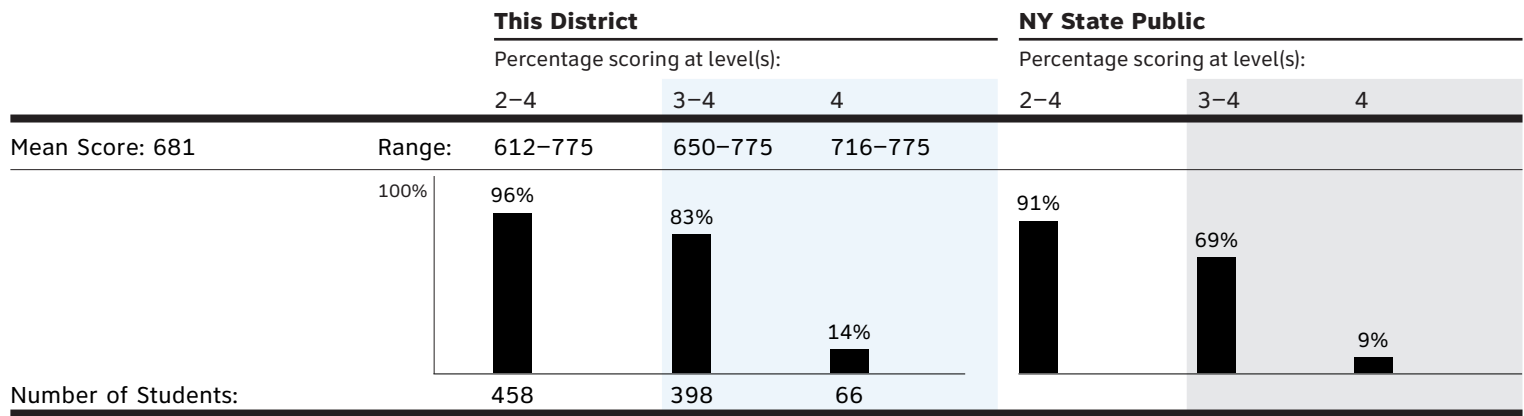
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## Other Assessments

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

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 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
<b>All Students</b>	<b>479</b>	<b>96%</b>	<b>83%</b>	<b>14%</b>				
Female	235	97%	88%	14%				
Male	244	95%	79%	13%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	24	83%	54%	0%				
Hispanic or Latino	44	91%	59%	16%				
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—				
White	393	97%	87%	14%				
Small Group Totals	18	100%	89%	17%				
General-Education Students	430	98%	89%	15%				
Students with Disabilities	49	73%	31%	2%				
English Proficient	478	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	70	89%	66%	7%				
Not Disadvantaged	409	97%	86%	15%				
Migrant								
Not Migrant	479	96%	83%	14%				

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.

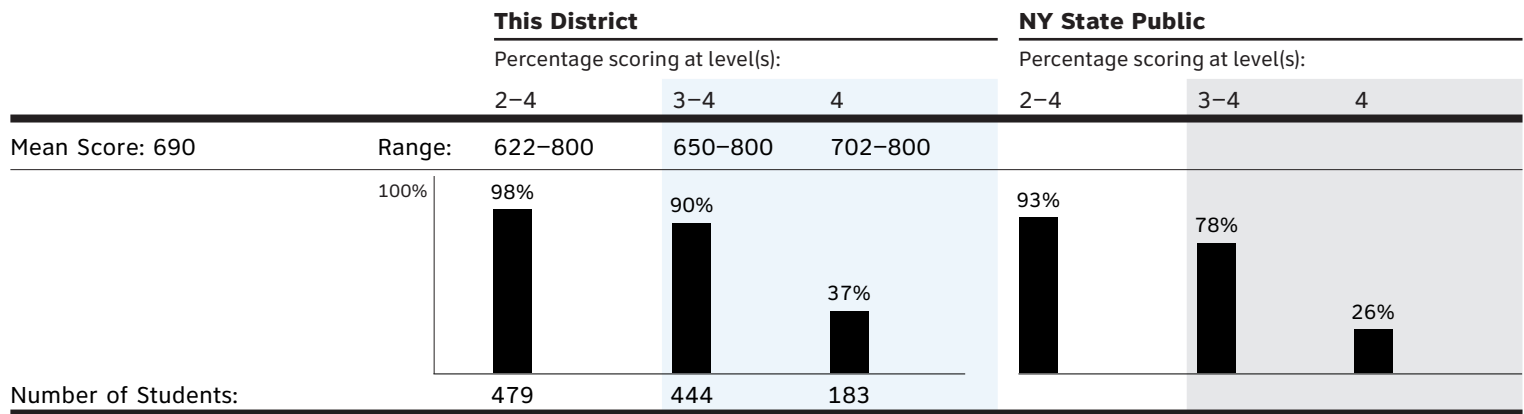
## Other Assessments

	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	1	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	10	10	9	N/A	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 **FARMINGDALE 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
<b>All Students</b>	<b>491</b>	<b>98%</b>	<b>90%</b>	<b>37%</b>				
Female	244	97%	90%	33%				
Male	247	98%	91%	41%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	25	92%	68%	4%				
Hispanic or Latino	52	87%	71%	17%				
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—				
White	395	99%	94%	41%				
Small Group Totals	19	100%	95%	58%				
General-Education Students	440	99%	94%	41%				
Students with Disabilities	51	88%	61%	8%				
English Proficient	481	98%	91%	38%				
Limited English Proficient	10	80%	60%	0%				
Economically Disadvantaged	77	90%	74%	14%				
Not Disadvantaged	414	99%	93%	42%				
Migrant								
Not Migrant	491	98%	90%	37%				

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

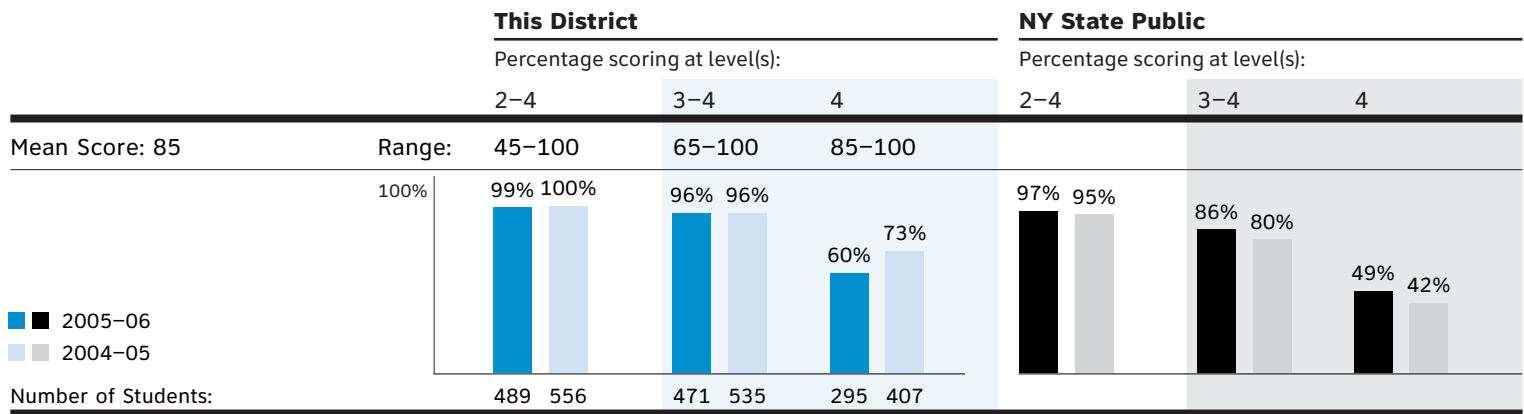
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## Other Assessments

	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	1	—	—	—	4	—	—	—

District **FARMINGDALE 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
<b>All Students</b>	<b>492</b>	<b>99%</b>	<b>96%</b>	<b>60%</b>	<b>558</b>	<b>100%</b>	<b>96%</b>	<b>73%</b>
Female	246	99%	95%	58%	271	100%	96%	75%
Male	246	100%	96%	62%	287	99%	96%	71%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	24	96%	75%	38%	33	100%	91%	61%
Hispanic or Latino	54	98%	83%	31%	54	100%	93%	57%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	23	—	—	—
White	395	100%	99%	65%	447	100%	97%	76%
Small Group Totals	19	100%	89%	58%	24	100%	92%	75%
General-Education Students	440	100%	97%	64%	496	100%	98%	77%
Students with Disabilities	52	96%	85%	29%	62	98%	82%	40%
English Proficient	481	100%	96%	61%	552	100%	96%	74%
Limited English Proficient	11	91%	73%	9%	6	100%	67%	0%
Economically Disadvantaged	78	96%	82%	32%	63	100%	94%	56%
Not Disadvantaged	414	100%	98%	65%	495	100%	96%	75%
Migrant					2	—	—	—
Not Migrant	492	99%	96%	60%	556	—	—	—

### NOTES

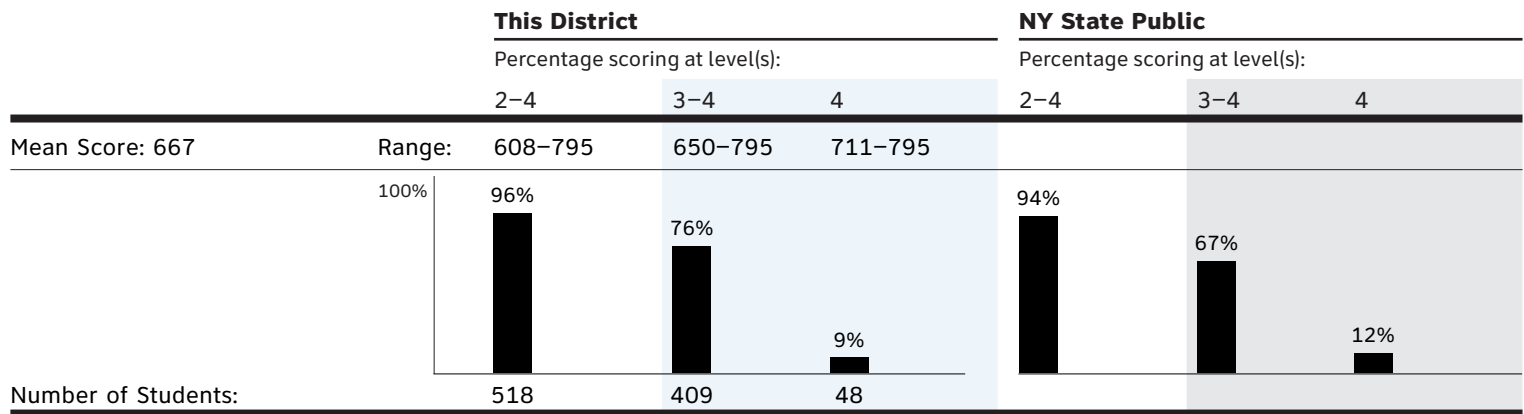
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	1	—	—	—	3	—	—	—

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 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
<b>All Students</b>	<b>538</b>	<b>96%</b>	<b>76%</b>	<b>9%</b>				
Female	259	97%	80%	12%				
Male	279	96%	72%	6%				
American Indian or Alaska Native								
Black or African American	30	90%	57%	0%				
Hispanic or Latino	57	96%	58%	4%				
Asian or Native Hawaiian/Other Pacific Islander	24	96%	75%	4%				
White	427	97%	80%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	473	99%	80%	10%				
Students with Disabilities	65	80%	46%	3%				
English Proficient	536	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	65	89%	57%	5%				
Not Disadvantaged	473	97%	79%	10%				
Migrant	2	-	-	-				
Not Migrant	536	-	-	-				

### 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

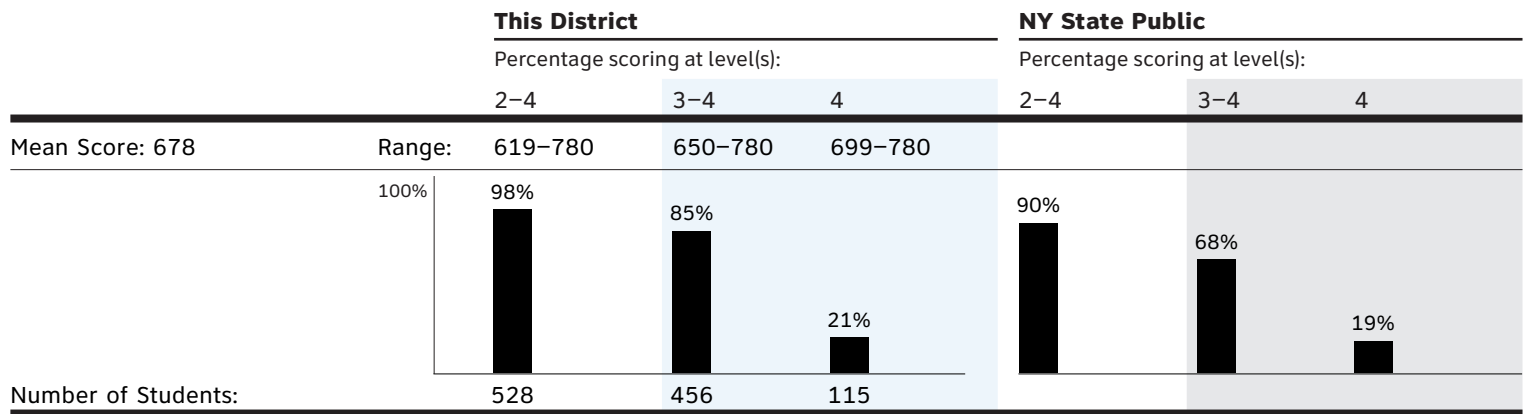
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	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 **FARMINGDALE 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
<b>All Students</b>	<b>538</b>	<b>98%</b>	<b>85%</b>	<b>21%</b>				
Female	259	98%	84%	19%				
Male	279	98%	86%	23%				
American Indian or Alaska Native								
Black or African American	28	96%	68%	7%				
Hispanic or Latino	58	95%	67%	5%				
Asian or Native Hawaiian/Other Pacific Islander	24	96%	88%	38%				
White	428	99%	88%	24%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	472	99%	88%	24%				
Students with Disabilities	66	92%	61%	5%				
English Proficient	533	98%	85%	22%				
Limited English Proficient	5	80%	60%	0%				
Economically Disadvantaged	66	94%	65%	9%				
Not Disadvantaged	472	99%	88%	23%				
Migrant	2	-	-	-				
Not Migrant	536	-	-	-				

### NOTES

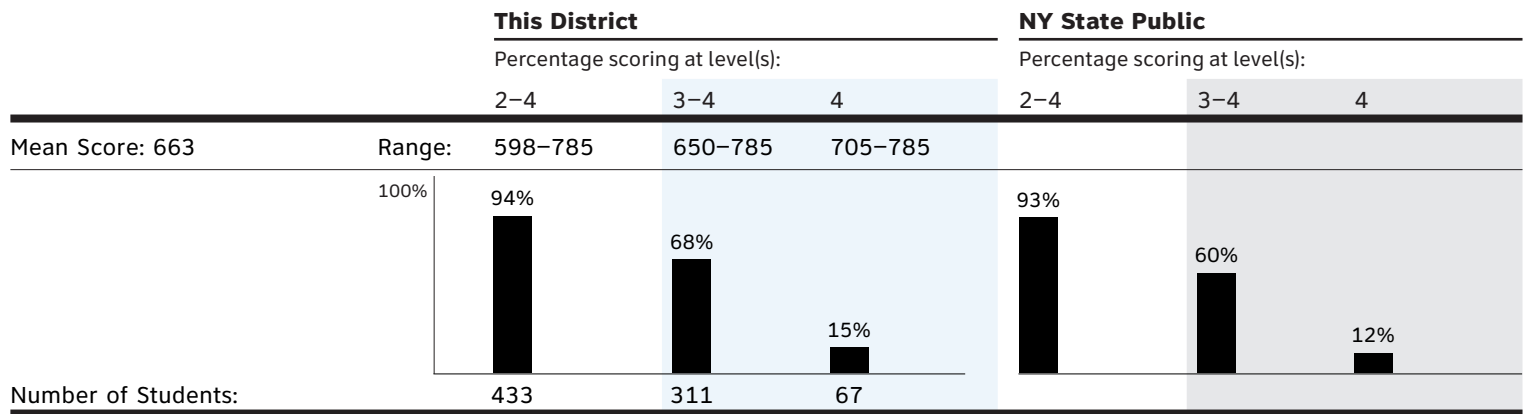
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 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
<b>All Students</b>	<b>459</b>	<b>94%</b>	<b>68%</b>	<b>15%</b>				
Female	230	96%	73%	17%				
Male	229	93%	63%	12%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	34	82%	38%	3%				
Hispanic or Latino	48	85%	48%	15%				
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—				
White	360	96%	73%	15%	This test was not given in 2004-05.			
Small Group Totals	17	100%	65%	29%				
General-Education Students	390	100%	77%	17%				
Students with Disabilities	69	62%	13%	0%				
English Proficient	459	94%	68%	15%				
Limited English Proficient								
Economically Disadvantaged	73	82%	40%	4%				
Not Disadvantaged	386	97%	73%	17%				
Migrant								
Not Migrant	459	94%	68%	15%				

### NOTES

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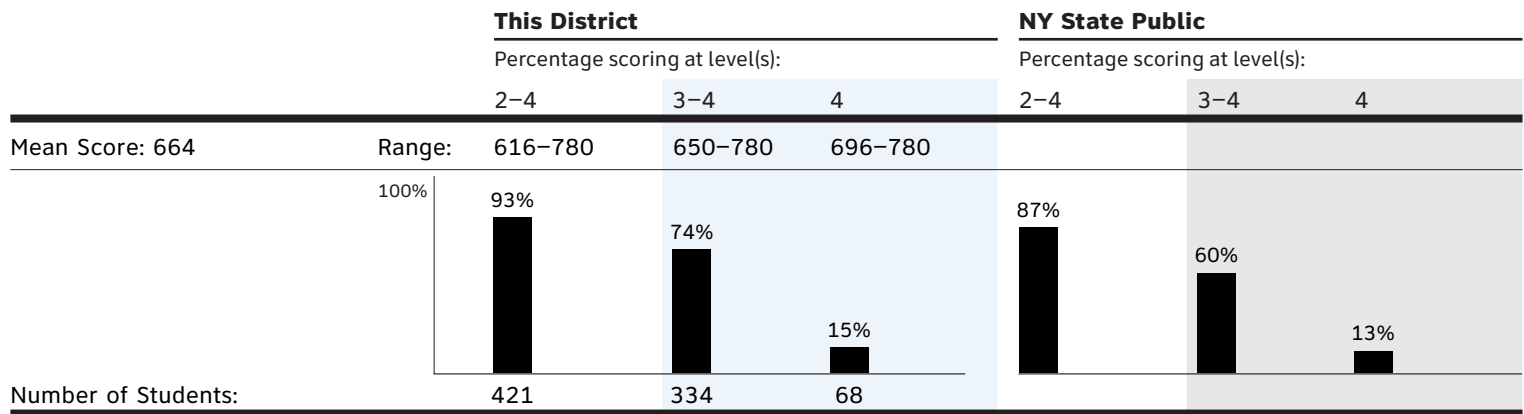
## Other Assessments

	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	5	5	2	2	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	7	5	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 **FARMINGDALE 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
<b>All Students</b>	<b>451</b>	<b>93%</b>	<b>74%</b>	<b>15%</b>				
Female	222	95%	75%	16%				
Male	229	92%	73%	14%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	34	85%	35%	3%				
Hispanic or Latino	53	85%	51%	4%				
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—				
White	345	95%	81%	17%	This test was not given in 2004-05.			
Small Group Totals	19	100%	84%	26%				
General-Education Students	382	98%	82%	17%				
Students with Disabilities	69	65%	29%	3%				
English Proficient	444	94%	75%	15%				
Limited English Proficient	7	57%	29%	0%				
Economically Disadvantaged	78	82%	45%	0%				
Not Disadvantaged	373	96%	80%	18%				
Migrant								
Not Migrant	451	93%	74%	15%				

### NOTES

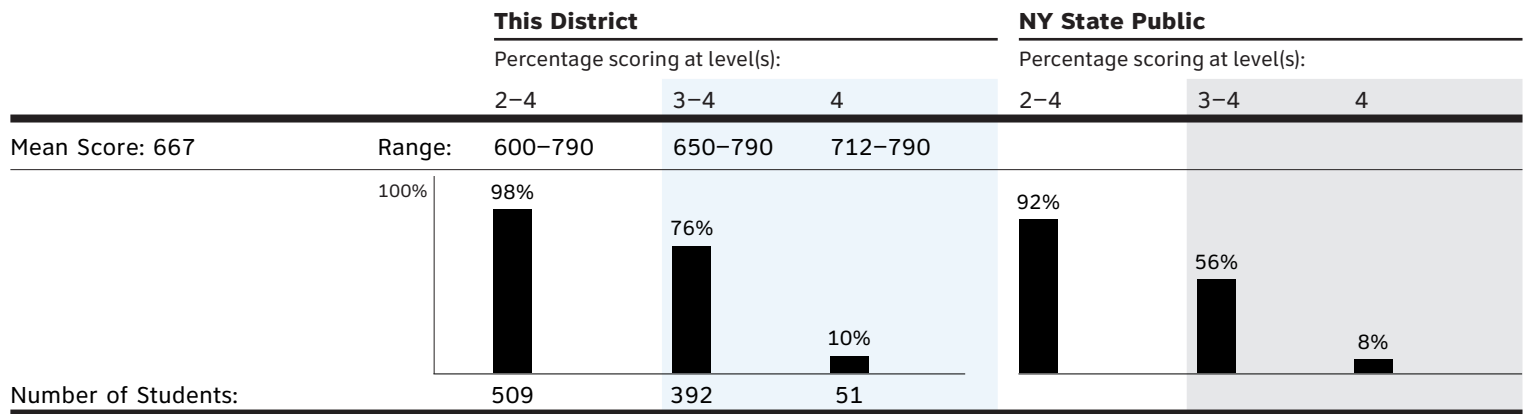
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## Other Assessments

	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	5	5	4	3	This test was not given in 2004-05.			

District **FARMINGDALE 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
<b>All Students</b>	<b>517</b>	<b>98%</b>	<b>76%</b>	<b>10%</b>				
Female	230	99%	82%	13%				
Male	287	98%	71%	7%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	29	93%	55%	3%				
Hispanic or Latino	42	95%	50%	5%				
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—				
White	424	99%	80%	11%	This test was not given in 2004-05.			
Small Group Totals	22	100%	77%	5%				
General-Education Students	468	100%	81%	11%				
Students with Disabilities	49	84%	27%	0%				
English Proficient	516	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	74	95%	54%	4%				
Not Disadvantaged	443	99%	79%	11%				
Migrant								
Not Migrant	517	98%	76%	10%				

### NOTES

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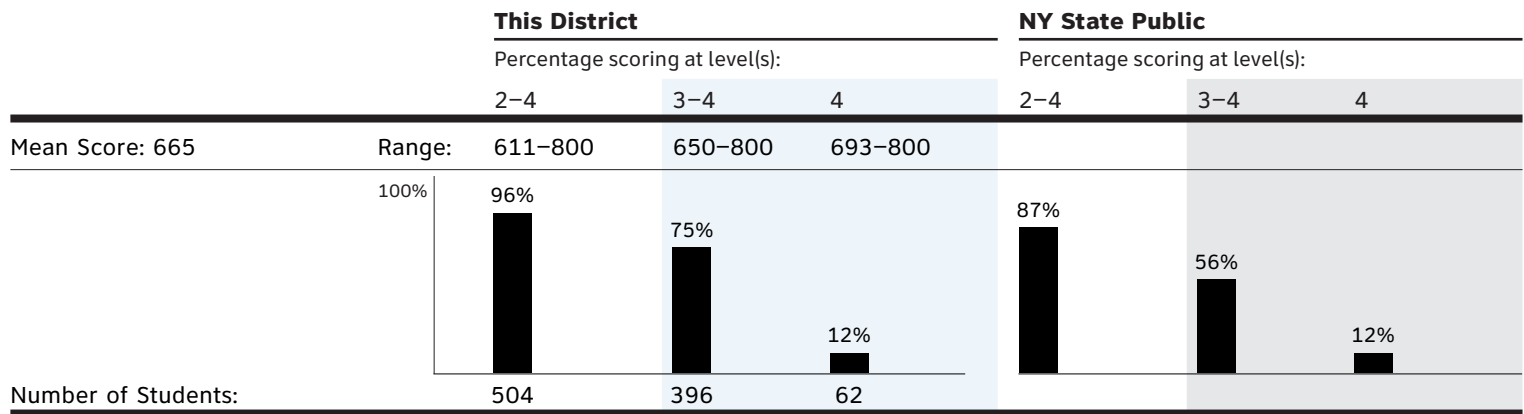
## Other Assessments

	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	9	7	7	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 **FARMINGDALE 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
<b>All Students</b>	<b>526</b>	<b>96%</b>	<b>75%</b>	<b>12%</b>				
Female	236	95%	74%	11%				
Male	290	96%	77%	12%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	30	93%	57%	3%				
Hispanic or Latino	50	72%	50%	2%				
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—				
White	424	99%	80%	14%	This test was not given in 2004-05.			
Small Group Totals	22	100%	73%	9%				
General-Education Students	475	98%	81%	13%				
Students with Disabilities	51	73%	18%	0%				
English Proficient	516	97%	76%	12%				
Limited English Proficient	10	30%	20%	0%				
Economically Disadvantaged	81	85%	48%	2%				
Not Disadvantaged	445	98%	80%	13%				
Migrant								
Not Migrant	526	96%	75%	12%				

### NOTES

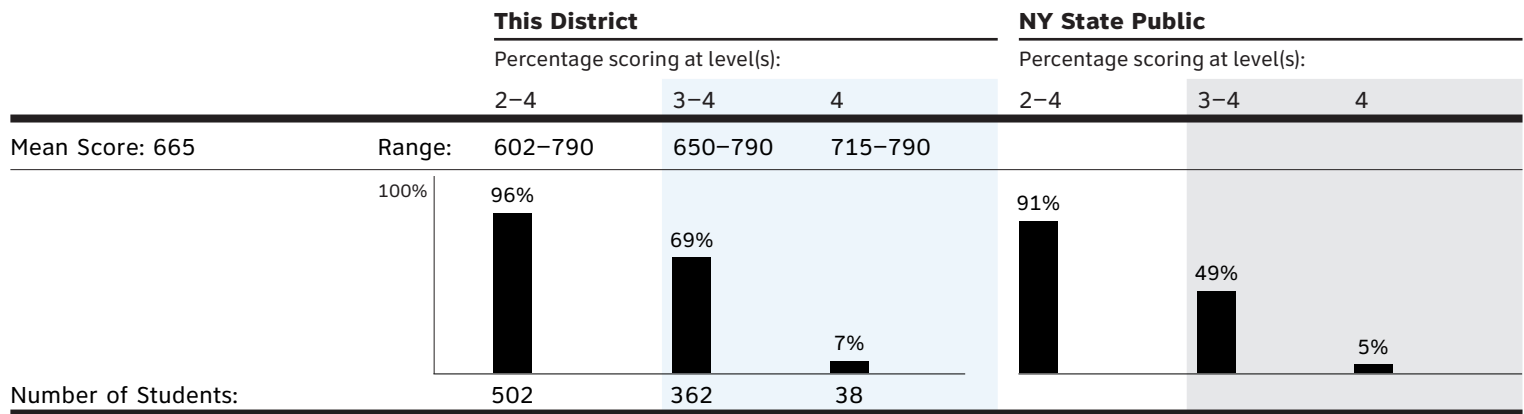
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## Other Assessments

	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	2	—	—	—	This test was not given in 2004-05.			

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 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
<b>All Students</b>	<b>523</b>	<b>96%</b>	<b>69%</b>	<b>7%</b>				
Female	237	97%	81%	8%				
Male	286	95%	59%	6%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	30	87%	47%	0%				
Hispanic or Latino	46	93%	52%	2%				
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—				
White	436	97%	73%	8%				
Small Group Totals	11	100%	64%	9%				
General-Education Students	444	99%	78%	9%				
Students with Disabilities	79	77%	18%	0%				
English Proficient	523	96%	69%	7%				
Limited English Proficient								
Economically Disadvantaged	69	88%	45%	0%				
Not Disadvantaged	454	97%	73%	8%				
Migrant								
Not Migrant	523	96%	69%	7%				

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.

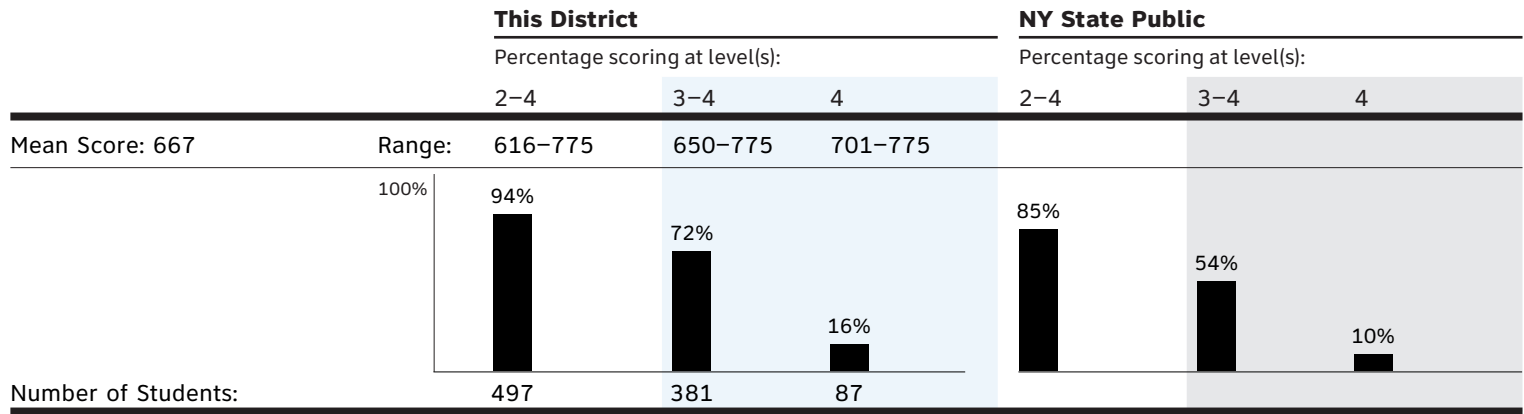
## Other Assessments

	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 8 Equivalent	2	—	—	—	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	11	8	5	N/A	9	9	9	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 **FARMINGDALE 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
<b>All Students</b>	<b>529</b>	<b>94%</b>	<b>72%</b>	<b>16%</b>				
Female	237	96%	75%	16%				
Male	292	92%	70%	17%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	29	76%	31%	3%				
Hispanic or Latino	51	88%	39%	8%				
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—				
White	435	96%	78%	17%				
Small Group Totals	14	100%	100%	57%				
General-Education Students	450	98%	79%	19%				
Students with Disabilities	79	73%	33%	1%				
English Proficient	518	94%	73%	17%				
Limited English Proficient	11	73%	36%	9%				
Economically Disadvantaged	70	84%	47%	6%				
Not Disadvantaged	459	95%	76%	18%				
Migrant								
Not Migrant	529	94%	72%	16%				

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.

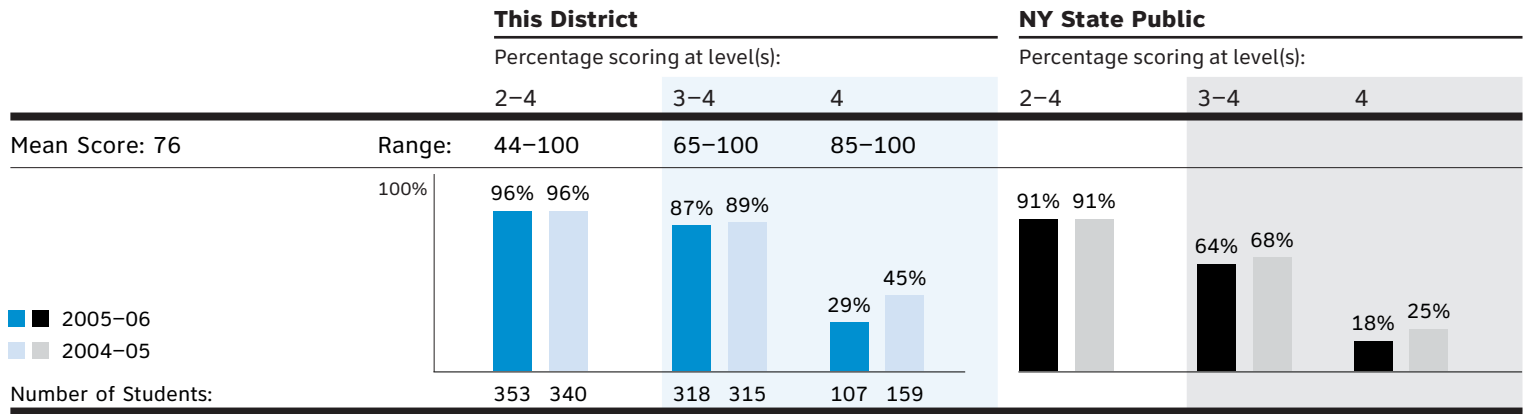
## Other Assessments

	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 8 Equivalent	2	—	—	—	0			



District **FARMINGDALE 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
<b>All Students</b>	<b>367</b>	<b>96%</b>	<b>87%</b>	<b>29%</b>	<b>353</b>	<b>96%</b>	<b>89%</b>	<b>45%</b>
Female	161	98%	88%	27%	169	97%	91%	35%
Male	206	95%	85%	31%	184	96%	88%	54%
American Indian or Alaska Native								
Black or African American	25	96%	80%	16%	24	96%	88%	29%
Hispanic or Latino	40	85%	58%	15%	57	86%	72%	26%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	57%	10	100%	100%	80%
White	295	98%	91%	32%	262	98%	93%	49%
Small Group Totals								
General-Education Students	292	98%	90%	33%	281	98%	94%	51%
Students with Disabilities	75	89%	72%	15%	72	90%	69%	21%
English Proficient	359	97%	88%	30%	346	97%	91%	46%
Limited English Proficient	8	50%	13%	0%	7	43%	0%	0%
Economically Disadvantaged	62	87%	66%	13%	46	87%	76%	30%
Not Disadvantaged	305	98%	91%	32%	307	98%	91%	47%
Migrant					1	-	-	-
Not Migrant	367	96%	87%	29%	352	-	-	-

### 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	2	-	-	-	0			
Regents Science	156	156	156	123	157	157	157	111

District **FARMINGDALE 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

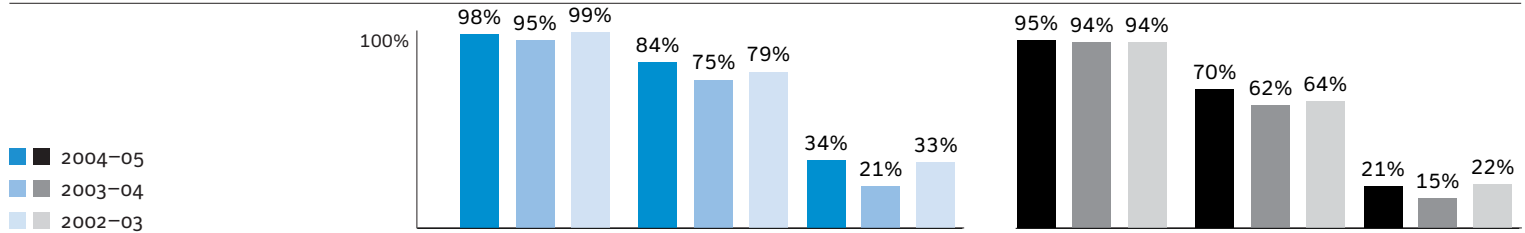
Percentage scoring at level(s):

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	9	79	279	190	557	682
Feb 2004	22	96	258	99	475	667
Feb 2003	4	105	239	174	522	673

### Grade 8

#### This School

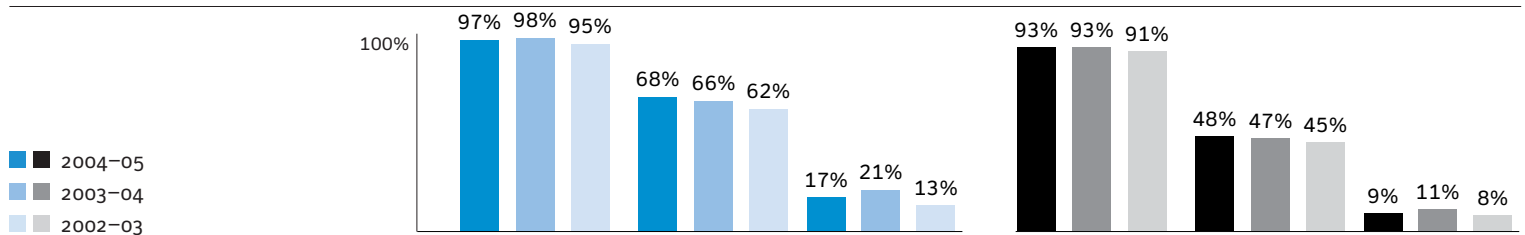
Percentage scoring at level(s):

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	16	145	261	87	509	712
Jan 2004	9	158	228	102	497	714
Jan 2003	26	176	261	70	533	706

District **FARMINGDALE 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

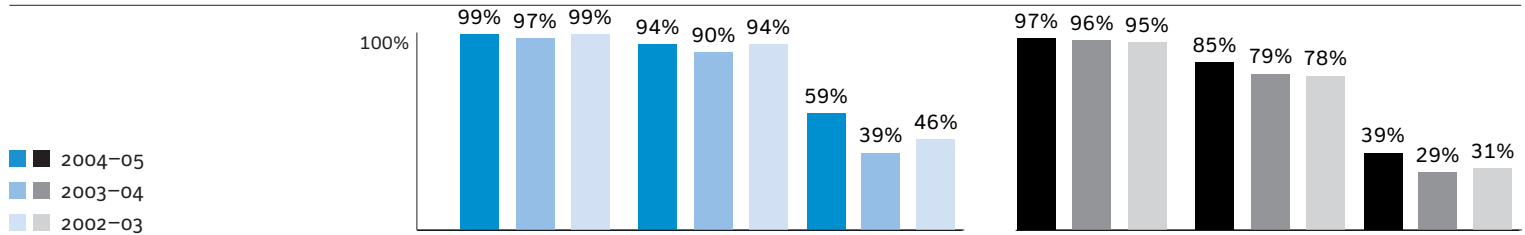
Percentage scoring at level(s):

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	4	30	195	328	557	687
May 2004	12	38	240	187	477	672
May 2003	7	23	257	244	531	674

### Grade 8

#### This School

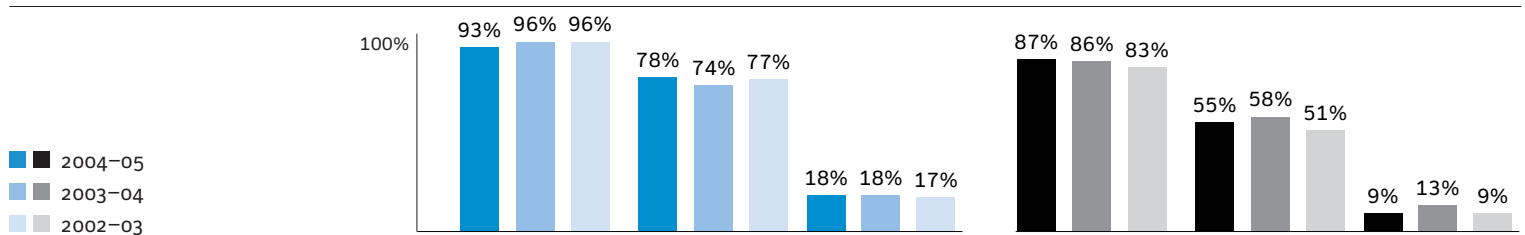
Percentage scoring at level(s):

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

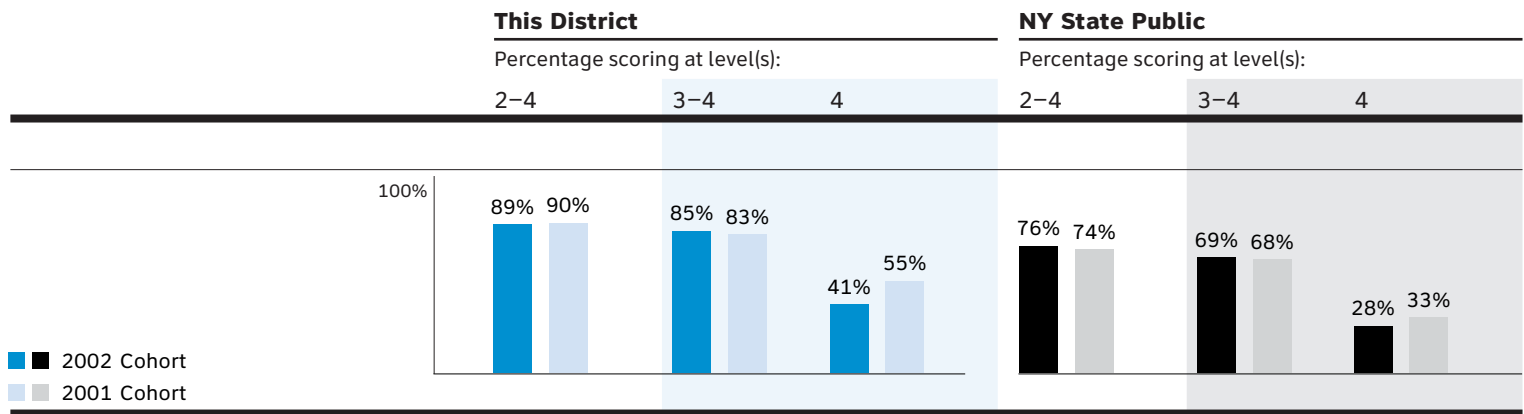


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	34	78	310	90	512	732
May 2004	19	109	277	91	496	733
May 2003	24	102	322	93	541	733

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>498</b>	<b>89%</b>	<b>85%</b>	<b>41%</b>	<b>424</b>	<b>90%</b>	<b>83%</b>	<b>55%</b>
Female	235	91%	91%	54%	198	93%	86%	62%
Male	263	88%	79%	29%	226	87%	80%	49%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	39	79%	67%	15%	35	89%	80%	40%
Hispanic or Latino	50	70%	66%	18%	37	76%	59%	38%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	17	—	—	—
White	385	93%	89%	45%	334	91%	86%	58%
Small Group Totals	24	88%	88%	58%	18	94%	83%	56%
General-Education Students	442	93%	89%	45%	360	96%	93%	64%
Students with Disabilities	56	64%	54%	9%	64	53%	28%	6%
English Proficient	485	91%	86%	42%	413	91%	84%	55%
Limited English Proficient	13	38%	31%	0%	11	64%	55%	36%
Economically Disadvantaged	60	87%	77%	18%				
Not Disadvantaged	438	90%	86%	44%				
Migrant	1	—	—	—				
Not Migrant	497	—	—	—				

### NOTES

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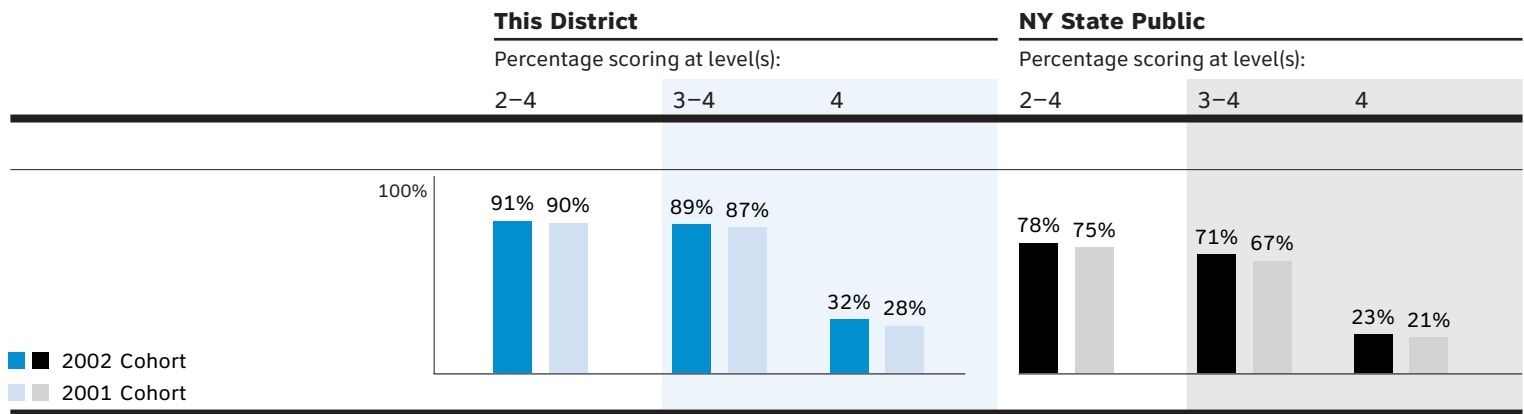
## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				6	6	5	4

\* 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 **FARMINGDALE UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>498</b>	<b>91%</b>	<b>89%</b>	<b>32%</b>	<b>424</b>	<b>90%</b>	<b>87%</b>	<b>28%</b>
Female	235	93%	92%	37%	198	92%	89%	31%
Male	263	89%	86%	28%	226	88%	85%	25%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	39	82%	82%	8%	35	91%	80%	14%
Hispanic or Latino	50	80%	78%	14%	37	73%	65%	16%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	17	—	—	—
White	385	94%	91%	36%	334	91%	89%	30%
Small Group Totals	24	88%	88%	46%	18	100%	100%	44%
General-Education Students	442	94%	92%	36%	360	97%	96%	32%
Students with Disabilities	56	66%	59%	5%	64	52%	38%	6%
English Proficient	485	93%	90%	33%	413	90%	87%	28%
Limited English Proficient	13	31%	31%	8%	11	73%	73%	18%
Economically Disadvantaged	60	85%	85%	13%				
Not Disadvantaged	438	92%	89%	35%				
Migrant	1	—	—	—				
Not Migrant	497	—	—	—				

### NOTES

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## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				6	6	6	4

\* 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.

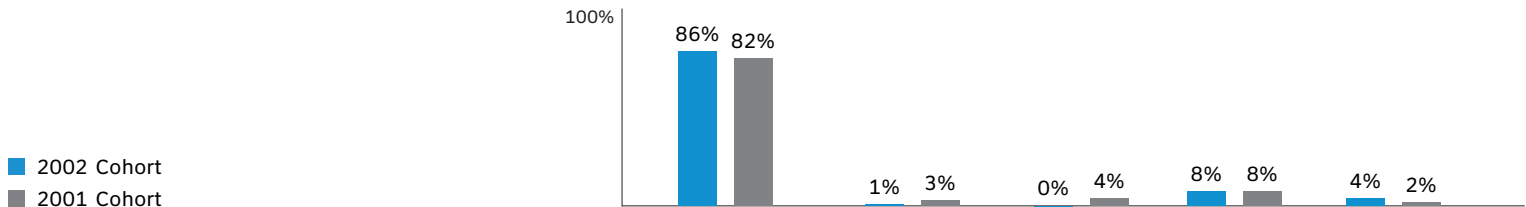
District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## 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
<b>All Students</b>	<b>2002</b>	<b>498</b>	<b>86%</b>	<b>1%</b>	<b>0%</b>	<b>8%</b>	<b>4%</b>
	<b>2001</b>	<b>424</b>	<b>82%</b>	<b>3%</b>	<b>4%</b>	<b>8%</b>	<b>2%</b>
Female	2002	235	89%	1%	0%	5%	4%
	2001	198	87%	2%	4%	5%	3%
Male	2002	263	83%	2%	0%	11%	5%
	2001	226	77%	4%	5%	12%	2%
American Indian or Alaska Native	2002	3	—	—	—	—	—
	2001	1	—	—	—	—	—
Black or African American	2002	39	72%	0%	0%	15%	13%
	2001	35	80%	3%	3%	14%	0%
Hispanic or Latino	2002	50	62%	4%	0%	22%	12%
	2001	37	65%	11%	16%	5%	3%
Asian or Native Hawaiian/Other Pacific Islander	2002	21	—	—	—	—	—
	2001	17	—	—	—	—	—
White	2002	385	90%	1%	1%	6%	3%
	2001	334	84%	2%	3%	7%	3%
Small Group Totals	2002	24	83%	4%	0%	8%	4%
	2001	18	72%	0%	6%	22%	0%
General-Education Students	2002	442	88%	0%	0%	8%	3%
	2001	360	87%	0%	4%	6%	3%
Students with Disabilities	2002	56	66%	11%	0%	11%	13%
	2001	64	53%	19%	6%	20%	2%
English Proficient	2002	485	87%	1%	0%	7%	4%
	2001	413	83%	3%	4%	8%	2%
Limited English Proficient	2002	13	23%	0%	0%	62%	15%
	2001	11	55%	0%	9%	27%	9%
Economically Disadvantaged	2002	60	70%	2%	0%	22%	7%
Not Disadvantaged	2002	438	88%	1%	0%	6%	4%
Migrant	2002	1	—	—	—	—	—
Not Migrant	2002	497	—	—	—	—	—

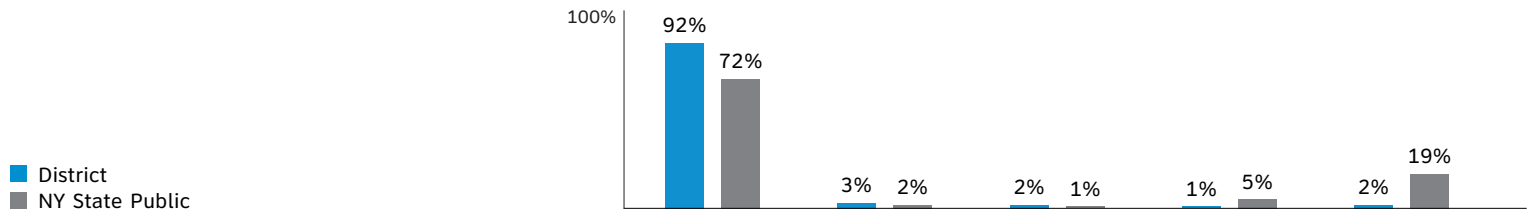
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District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

## 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
<b>All Students</b>	<b>417</b>	<b>92%</b>	<b>3%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>
Female	197	94%	2%	1%	1%	3%
Male	220	90%	4%	2%	2%	2%
American Indian or Alaska Native	1	—	—	—	—	—
Black or African American	35	94%	3%	0%	3%	0%
Hispanic or Latino	37	76%	11%	5%	5%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—	—
White	327	94%	2%	1%	1%	3%
Small Group Totals	18	89%	0%	6%	6%	0%
General-Education Students	363	94%	0%	2%	1%	2%
Students with Disabilities	54	74%	20%	2%	2%	2%
English Proficient	406	93%	3%	1%	1%	2%
Limited English Proficient	11	64%	0%	9%	18%	9%
Economically Disadvantaged	27	74%	7%	7%	7%	4%
Not Disadvantaged	390	93%	2%	1%	1%	2%
Migrant	1	—	—	—	—	—
Not Migrant	416	—	—	—	—	—

### NOTES

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