



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **AMITYVILLE UNION FREE SCHOOL  
DISTRICT**

District ID **580106030000**

Superintendent **BRIAN DESORBE**

Telephone **(631) 598-6507**

Grades **PK-12**

## 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 **AMITYVILLE 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	132	84	80
Kindergarten	210	195	172
Grade 1	229	217	219
Grade 2	240	203	213
Grade 3	204	215	194
Grade 4	236	212	199
Grade 5	244	228	206
Grade 6	225	217	226
Ungraded Elementary	0	0	0
Grade 7	248	231	212
Grade 8	254	226	218
Grade 9	230	253	302
Grade 10	215	189	189
Grade 11	220	147	161
Grade 12	196	171	153
Ungraded Secondary	0	55	0
<b>Total K-12</b>	<b>2951</b>	<b>2759</b>	<b>2664</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	20	20	21
<b>Grade 8</b>			
English	22	20	20
Mathematics	23	21	18
Science	22	20	18
Social Studies	24	20	18
<b>Grade 10</b>			
English	19	18	17
Mathematics	22	18	22
Science	18	13	15
Social Studies	20	20	18

### 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 **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1147	39%	1099	40%	975	37%
Reduced-Price Lunch	328	11%	338	12%	329	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	221	7%	226	8%	225	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	0	0%	3	0%
Black or African American	1880	64%	1708	62%	1627	61%
Hispanic or Latino	645	22%	660	24%	705	26%
Asian or Native Hawaiian/Other Pacific Islander	40	1%	46	2%	42	2%
White	383	13%	345	13%	287	11%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	501	N/A	426	14%	300	11%

## 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 **AMITYVILLE 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	660	842	975
Percent Not Taught by Highly Qualified Teachers	3%	2%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	4	2	0
Percent with No Valid Teaching Certificate	1%	1%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	7	5	1
Percentage of Total	3%	2%	0%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	37%	42%	41%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	264	263	247
Total Other Professional Staff	23	25	22
Total Paraprofessionals*	68	71	49
Assistant Principals	4	4	4
Principals	5	5	4

\* 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.

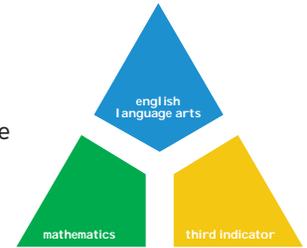
## Staff Counts Information

*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:

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

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](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:

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

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](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 **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<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>	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts

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

**Accountability Measures** 6 of 7 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### 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> (1300:1216)			99%		137	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (777:736)			99%		130	118	
Hispanic or Latino (381:343)			99%		138	116	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	–	–	–	–	–	–	–
White (130:125)			99%		170	113	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (197:182)			97%		71	114	93    84
Limited English Proficient (122:94)			98%		115	112	
Economically Disadvantaged (579:576)			100%		132	117	
<b>Final AYP Determination</b>		6 of 7					

#### 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 **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) <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> (1299:1194)			100%		144	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (777:720)			99%		137	82	
Hispanic or Latino (377:338)			100%		145	80	
Asian or Native Hawaiian/Other Pacific Islander (13:12)	–	–	–	–	–	–	–
White (132:124)			100%		178	77	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (196:180)			98%		87	78	
Limited English Proficient (118:95)			100%		112	76	
Economically Disadvantaged (566:559)			100%		142	81	
<b>Final AYP Determination</b>	 7 of 7						

#### 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 **AMITYVILLE 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) <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> (429:390)		Qualified		99%		177	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (252:232)		Qualified		99%		177	100	
Hispanic or Latino (127:112)		Qualified		99%		170	100	
Asian or Native Hawaiian/Other Pacific Islander (3:3)		–	–	–	–	–	–	–
White (47:43)		Qualified		100%		193	100	
<b>Other Groups</b>								
Students with Disabilities (63:55)		Qualified		97%		162	100	
Limited English Proficient (41:30)		Qualified		100%		120	100	
Economically Disadvantaged (183:180)		Qualified		99%		176	100	
<b>Final AYP Determination</b>	 1 of 1							

#### 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.

#### AYP Status

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

District **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## Secondary-Level English Language Arts

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

**Accountability Measures** 3 of 4 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### 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> (170:178)			99%		165	146	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (109:118)			100%		162	144	
Hispanic or Latino (29:28)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–	–
White (27:27)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (19:33)		–	–		85	137	106 <sup>‡</sup> 97
Limited English Proficient (3:6)	–	–	–	–	–	–	–
Economically Disadvantaged (45:46)			100%		165	140	
<b>Final AYP Determination</b>	 3 of 4						

#### 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.
- <sup>‡</sup> 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 **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## Secondary-Level Mathematics

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

**Accountability Measures** 3 of 4 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### 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> (170:178)			99%		164	138	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (109:118)			100%		160	136	
Hispanic or Latino (29:28)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–	–
White (27:27)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (19:33)		–	–		73	129	97†    86
Limited English Proficient (3:6)	–	–	–	–	–	–	–
Economically Disadvantaged (45:46)			100%		165	132	
<b>Final AYP Determination</b>	 3 of 4						

#### 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 **AMITYVILLE 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) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (192)			73%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (116)			74%	55%		
Hispanic or Latino (30)			40%	55%	55%	41%
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–	–	–
White (43)			93%	55%		
<b>Other Groups</b>						
Students with Disabilities (38)			45%	55%	47%	46%
Limited English Proficient (9)		–	–	–	–	–
Economically Disadvantaged (67)			75%	55%		
<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 **AMITYVILLE 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

4 schools identified 80% of total

EDMUND W. MILES MIDDLE SCHOOL

NORTHEAST SCHOOL

NORTHWEST ELEMENTARY SCHOOL

PARK AVENUE SCHOOL

#### Corrective Action

1 school identified 20% of total

AMITYVILLE MEMORIAL HIGH SCHOOL

District **AMITYVILLE 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	59%			181
Grade 4	51%			183
Grade 5	53%			202
Grade 6	47%			213
Grade 7	45%			199
Grade 8	36%			200

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	80%			200
Grade 4	63%			208
Grade 5	63%			216
Grade 6	58%			218
Grade 7	36%			217
Grade 8	38%			208

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	83%			208
Grade 8	65%			165

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	65%			213
Mathematics	67%			213

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	67%			213

### 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:

#### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **AMITYVILLE 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: 659	Range: 616-780			650-780			730-780
Number of Students:	164	107	7				

## 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>181</b>	<b>91%</b>	<b>59%</b>	<b>4%</b>				
Female	77	96%	65%	6%				
Male	104	87%	55%	2%				
American Indian or Alaska Native								
Black or African American	120	89%	55%	1%				
Hispanic or Latino	38	95%	63%	8%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	21	-	-	-	This test was not given in 2004-05.			
Small Group Totals	23	91%	74%	13%				
General-Education Students	163	93%	62%	4%				
Students with Disabilities	18	67%	33%	0%				
English Proficient	181	91%	59%	4%				
Limited English Proficient								
Economically Disadvantaged	82	89%	56%	4%				
Not Disadvantaged	99	92%	62%	4%				
Migrant								
Not Migrant	181	91%	59%	4%				

### 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.

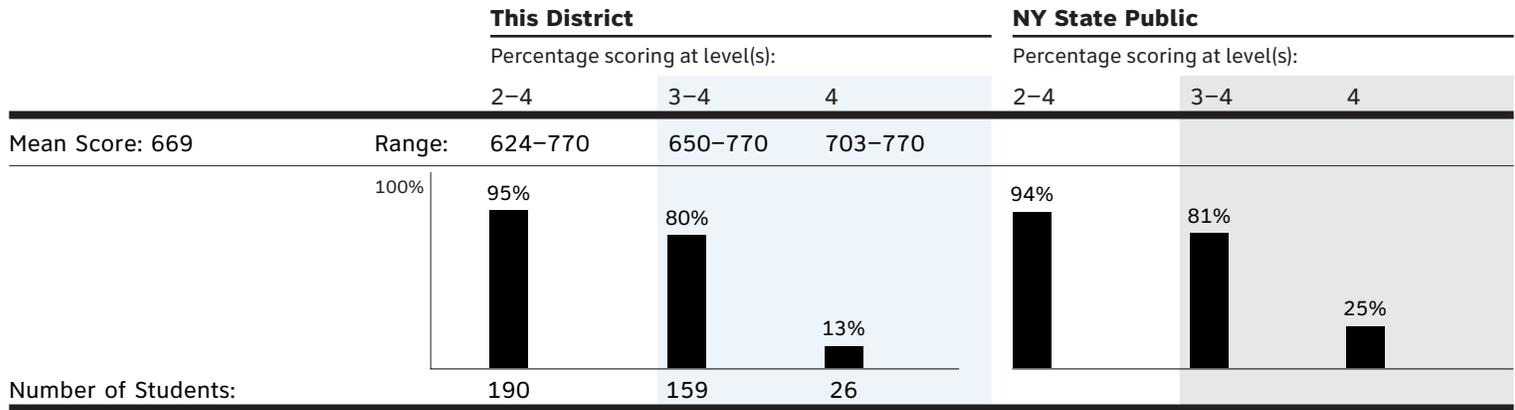
## Other Assessments

	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	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	19	4	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 **AMITYVILLE 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>200</b>	<b>95%</b>	<b>80%</b>	<b>13%</b>				
Female	87	97%	83%	13%				
Male	113	94%	77%	13%				
American Indian or Alaska Native								
Black or African American	123	94%	80%	9%				
Hispanic or Latino	52	94%	75%	10%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	22	-	-	-	This test was not given in 2004-05.			
Small Group Totals	25	100%	88%	40%				
General-Education Students	176	97%	82%	15%				
Students with Disabilities	24	83%	63%	0%				
English Proficient	182	96%	85%	14%				
Limited English Proficient	18	83%	28%	0%				
Economically Disadvantaged	83	98%	82%	5%				
Not Disadvantaged	117	93%	78%	19%				
Migrant								
Not Migrant	200	95%	80%	13%				

### NOTES

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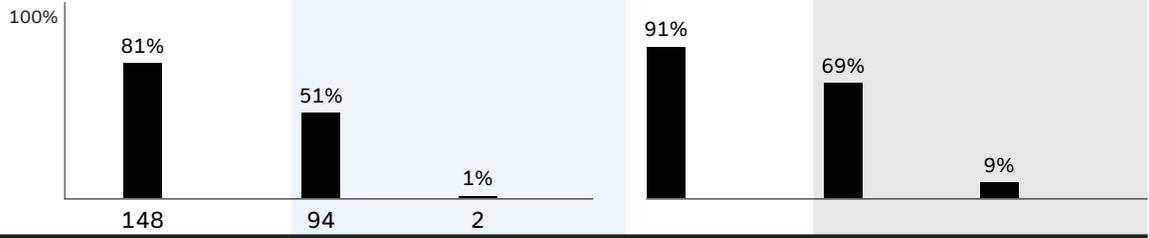
## Other Assessments

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

District **AMITYVILLE 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: 646	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	148	94	2	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
<b>All Students</b>	<b>183</b>	<b>81%</b>	<b>51%</b>	<b>1%</b>				
Female	86	87%	56%	1%				
Male	97	75%	47%	1%				
American Indian or Alaska Native								
Black or African American	115	77%	44%	2%				
Hispanic or Latino	47	85%	57%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White	21	90%	76%	0%				
Small Group Totals								
General-Education Students	158	88%	58%	1%				
Students with Disabilities	25	36%	12%	0%				
English Proficient	179	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	79	76%	49%	0%				
Not Disadvantaged	104	85%	53%	2%				
Migrant	1	-	-	-				
Not Migrant	182	-	-	-				

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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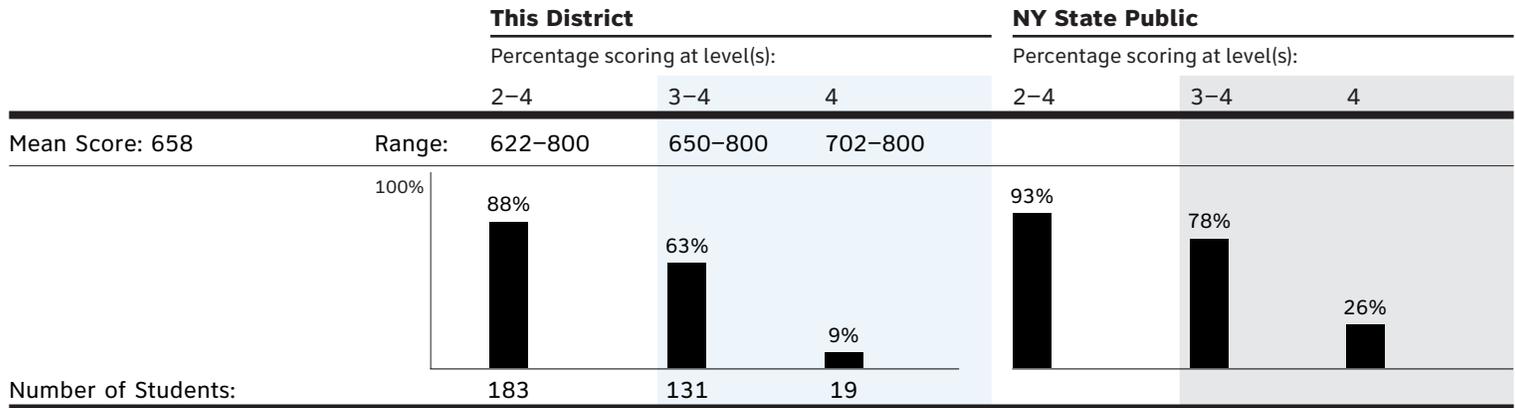
## Other Assessments

	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	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	24	15	13	N/A	29	24	17	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 **AMITYVILLE 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>208</b>	<b>88%</b>	<b>63%</b>	<b>9%</b>				
Female	98	87%	57%	4%				
Male	110	89%	68%	14%				
American Indian or Alaska Native								
Black or African American	117	86%	58%	9%				
Hispanic or Latino	67	87%	61%	6%				
Asian or Native Hawaiian/Other Pacific Islander								
White	24	100%	92%	17%				
Small Group Totals								
General-Education Students	180	90%	64%	10%				
Students with Disabilities	28	75%	54%	4%				
English Proficient	182	91%	68%	10%				
Limited English Proficient	26	65%	31%	0%				
Economically Disadvantaged	83	89%	61%	7%				
Not Disadvantaged	125	87%	64%	10%				
Migrant	1	-	-	-				
Not Migrant	207	-	-	-				

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

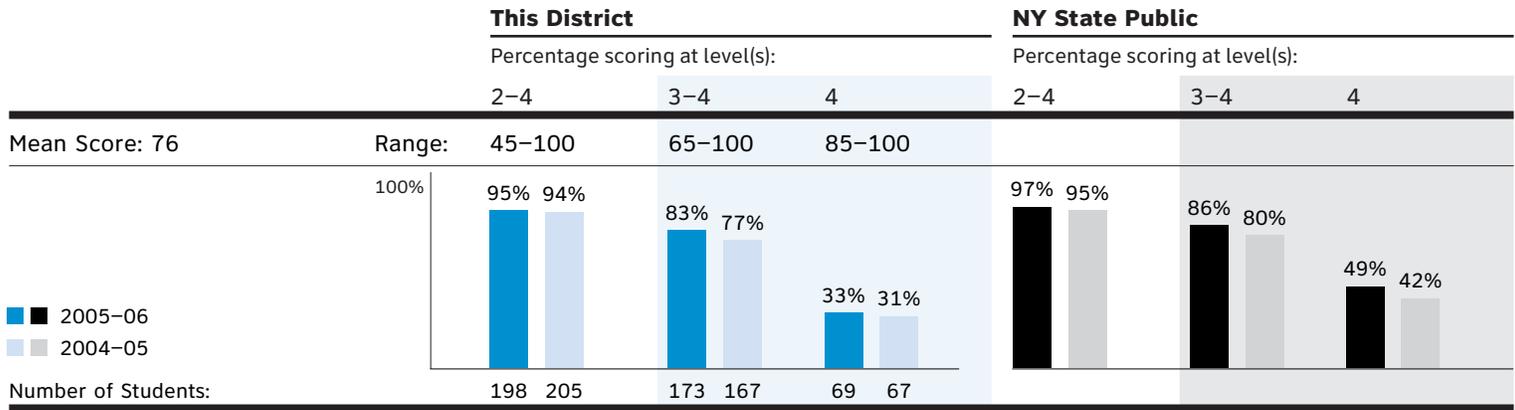
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## Other Assessments

	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	2	-	-	-	2	-	-	-

District **AMITYVILLE 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>208</b>	<b>95%</b>	<b>83%</b>	<b>33%</b>	<b>217</b>	<b>94%</b>	<b>77%</b>	<b>31%</b>
Female	97	96%	79%	29%	99	97%	79%	31%
Male	111	95%	86%	37%	118	92%	75%	31%
American Indian or Alaska Native								
Black or African American	117	97%	83%	30%	119	96%	76%	28%
Hispanic or Latino	67	91%	79%	27%	75	92%	75%	35%
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	24	100%	96%	67%	21	-	-	-
Small Group Totals					23	96%	91%	35%
General-Education Students	181	96%	83%	32%	186	97%	81%	34%
Students with Disabilities	27	93%	85%	41%	31	77%	55%	13%
English Proficient	181	98%	89%	36%	188	96%	81%	35%
Limited English Proficient	27	74%	44%	11%	29	83%	48%	3%
Economically Disadvantaged	82	98%	83%	33%	124	94%	79%	26%
Not Disadvantaged	126	94%	83%	33%	93	96%	74%	38%
Migrant								
Not Migrant	208	95%	83%	33%	217	94%	77%	31%

### 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	2	-	-	-	2	-	-	-

District **AMITYVILLE 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: 648	608-795	650-795	711-795			
Number of Students:	179	108	7			

## 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>202</b>	<b>89%</b>	<b>53%</b>	<b>3%</b>				
Female	94	93%	57%	2%				
Male	108	85%	50%	5%				
American Indian or Alaska Native								
Black or African American	118	84%	48%	1%				
Hispanic or Latino	64	94%	56%	5%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	18	-	-	-	This test was not given in 2004-05.			
Small Group Totals	20	100%	75%	15%				
General-Education Students	174	95%	61%	4%				
Students with Disabilities	28	46%	4%	0%				
English Proficient	190	88%	55%	4%				
Limited English Proficient	12	92%	33%	0%				
Economically Disadvantaged	94	89%	52%	4%				
Not Disadvantaged	108	88%	55%	3%				
Migrant	1	-	-	-				
Not Migrant	201	-	-	-				

### NOTES

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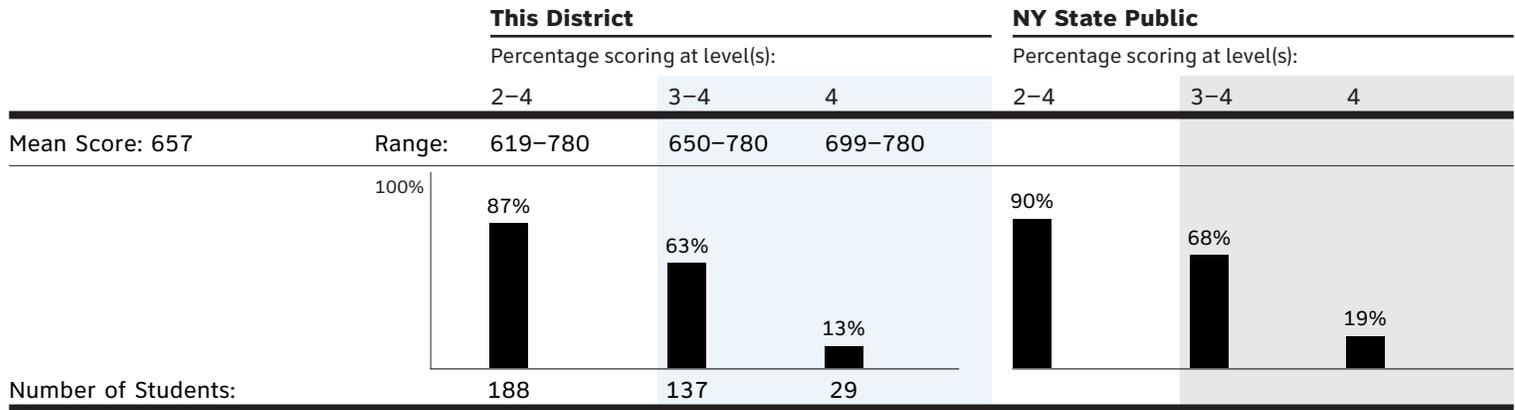
## Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	12	10	10	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 **AMITYVILLE 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>216</b>	<b>87%</b>	<b>63%</b>	<b>13%</b>				
Female	104	91%	64%	13%				
Male	112	83%	63%	13%				
American Indian or Alaska Native								
Black or African American	119	86%	56%	8%				
Hispanic or Latino	77	87%	73%	17%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	18	-	-	-	This test was not given in 2004-05.			
Small Group Totals	20	95%	70%	30%				
General-Education Students	188	94%	72%	15%				
Students with Disabilities	28	39%	7%	0%				
English Proficient	191	89%	65%	14%				
Limited English Proficient	25	72%	52%	8%				
Economically Disadvantaged	101	86%	65%	17%				
Not Disadvantaged	115	88%	62%	10%				
Migrant	1	-	-	-				
Not Migrant	215	-	-	-				

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

District **AMITYVILLE 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: 644	Range: 598-785			650-785 705-785		
Number of Students:	191	100	6			

## 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>213</b>	<b>90%</b>	<b>47%</b>	<b>3%</b>				
Female	98	92%	58%	5%				
Male	115	88%	37%	1%				
American Indian or Alaska Native								
Black or African American	140	89%	42%	2%				
Hispanic or Latino	47	87%	47%	2%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	24	-	-	-	This test was not given in 2004-05.			
Small Group Totals	26	100%	73%	8%				
General-Education Students	182	97%	53%	3%				
Students with Disabilities	31	48%	13%	0%				
English Proficient	203	90%	49%	3%				
Limited English Proficient	10	80%	10%	0%				
Economically Disadvantaged	102	88%	41%	1%				
Not Disadvantaged	111	91%	52%	5%				
Migrant	28	54%	14%	0%				
Not Migrant	185	95%	52%	3%				

### NOTES

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## Other Assessments

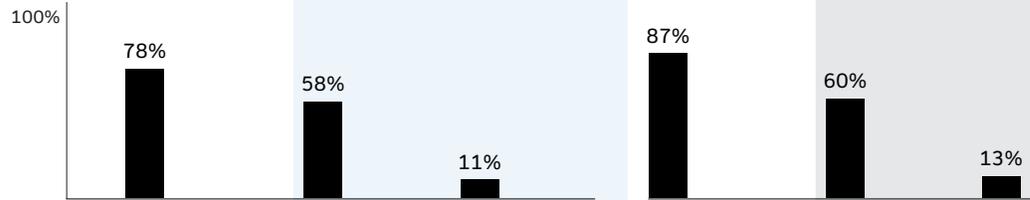
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	8	6	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 **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 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: 648	616-780	650-780	696-780			
Range:						
Number of Students:	170	127	24	170	127	24



## 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>218</b>	<b>78%</b>	<b>58%</b>	<b>11%</b>				
Female	102	80%	67%	12%				
Male	116	76%	51%	10%				
American Indian or Alaska Native								
Black or African American	137	77%	55%	7%				
Hispanic or Latino	54	74%	54%	17%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	25	-	-	-				
Small Group Totals	27	93%	85%	22%				
General-Education Students	187	87%	67%	12%				
Students with Disabilities	31	23%	6%	3%				
English Proficient	200	81%	62%	12%				
Limited English Proficient	18	50%	22%	0%				
Economically Disadvantaged	99	76%	56%	9%				
Not Disadvantaged	119	80%	61%	13%				
Migrant	28	29%	7%	4%				
Not Migrant	190	85%	66%	12%				

This test was not given in 2004-05.

### NOTES

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## Other Assessments

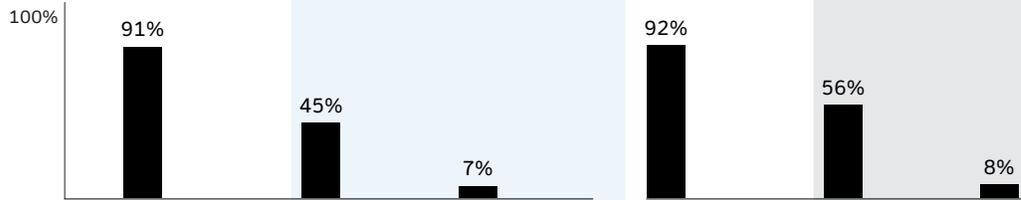
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5				

This test was not given in 2004-05.

District **AMITYVILLE 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: 647	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	182	89	14	182	89	14



## 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>199</b>	<b>91%</b>	<b>45%</b>	<b>7%</b>				
Female	103	92%	50%	10%				
Male	96	91%	39%	4%				
American Indian or Alaska Native								
Black or African American	121	88%	40%	7%				
Hispanic or Latino	56	96%	41%	4%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	19	-	-	-	This test was not given in 2004-05.			
Small Group Totals	22	100%	77%	14%				
General-Education Students	172	96%	51%	8%				
Students with Disabilities	27	63%	7%	0%				
English Proficient	194	91%	46%	7%				
Limited English Proficient	5	100%	0%	0%				
Economically Disadvantaged	89	92%	37%	4%				
Not Disadvantaged	110	91%	51%	9%				
Migrant	17	71%	6%	0%				
Not Migrant	182	93%	48%	8%				

### NOTES

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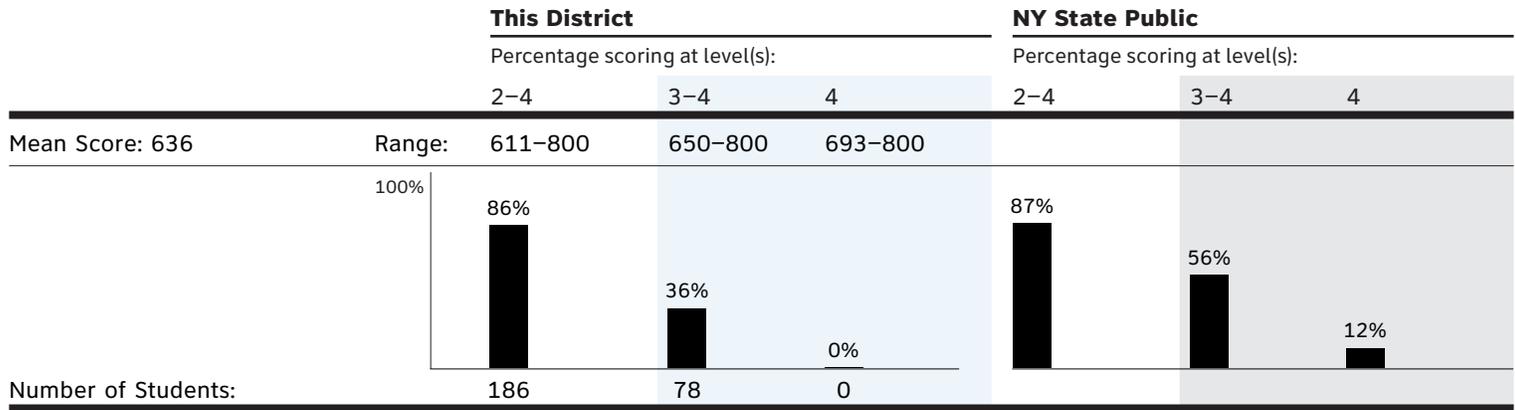
## Other Assessments

	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	6	6	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	10	9	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 **AMITYVILLE 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>217</b>	<b>86%</b>	<b>36%</b>	<b>0%</b>				
Female	112	86%	45%	0%				
Male	105	86%	27%	0%				
American Indian or Alaska Native								
Black or African American	127	84%	29%	0%				
Hispanic or Latino	67	87%	34%	0%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	20	-	-	-	This test was not given in 2004-05.			
Small Group Totals	23	91%	78%	0%				
General-Education Students	188	91%	41%	0%				
Students with Disabilities	29	48%	3%	0%				
English Proficient	201	87%	37%	0%				
Limited English Proficient	16	75%	25%	0%				
Economically Disadvantaged	93	92%	40%	0%				
Not Disadvantaged	124	81%	33%	0%				
Migrant	21	52%	0%	0%				
Not Migrant	196	89%	40%	0%				

### NOTES

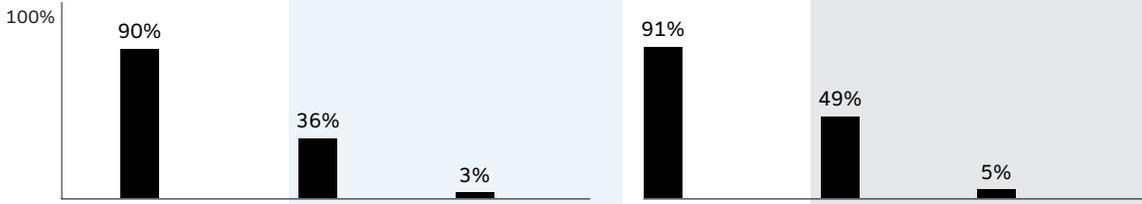
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## Other Assessments

	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	6	6	6	6	This test was not given in 2004-05.			

District **AMITYVILLE 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: 640	602-790	650-790	715-790			
						
Number of Students:	180	71	6			

## 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>200</b>	<b>90%</b>	<b>36%</b>	<b>3%</b>				
Female	100	95%	44%	5%				
Male	100	85%	27%	1%				
American Indian or Alaska Native								
Black or African American	124	90%	29%	2%				
Hispanic or Latino	52	85%	35%	0%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	22	-	-	-				
Small Group Totals	24	100%	71%	17%				
General-Education Students	175	96%	41%	3%				
Students with Disabilities	25	48%	0%	0%				
English Proficient	197	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	99	95%	27%	1%				
Not Disadvantaged	101	85%	44%	5%				
Migrant	19	47%	0%	0%				
Not Migrant	181	94%	39%	3%				

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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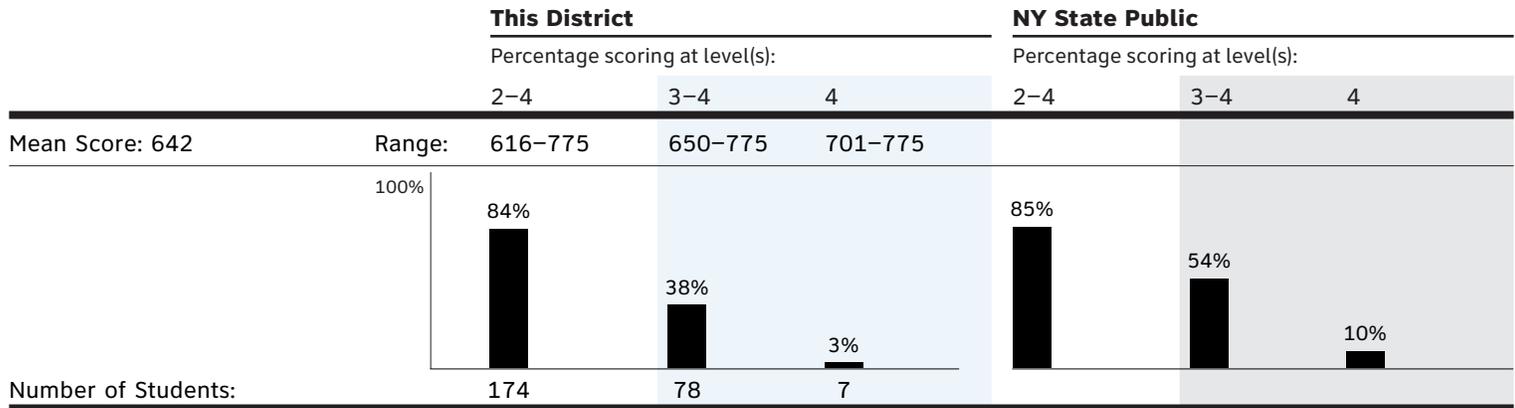
## Other Assessments

	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	9	9	7	6	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	11	8	8	N/A	15	14	13	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 **AMITYVILLE 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>208</b>	<b>84%</b>	<b>38%</b>	<b>3%</b>				
Female	103	88%	42%	4%				
Male	105	79%	33%	3%				
American Indian or Alaska Native								
Black or African American	125	82%	30%	4%				
Hispanic or Latino	59	81%	41%	2%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	22	-	-	-				
Small Group Totals	24	100%	71%	4%				
General-Education Students	183	85%	42%	4%				
Students with Disabilities	25	72%	8%	0%				
English Proficient	194	84%	38%	4%				
Limited English Proficient	14	79%	29%	0%				
Economically Disadvantaged	101	80%	29%	3%				
Not Disadvantaged	107	87%	46%	4%				
Migrant	19	79%	16%	0%				
Not Migrant	189	84%	40%	4%				

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

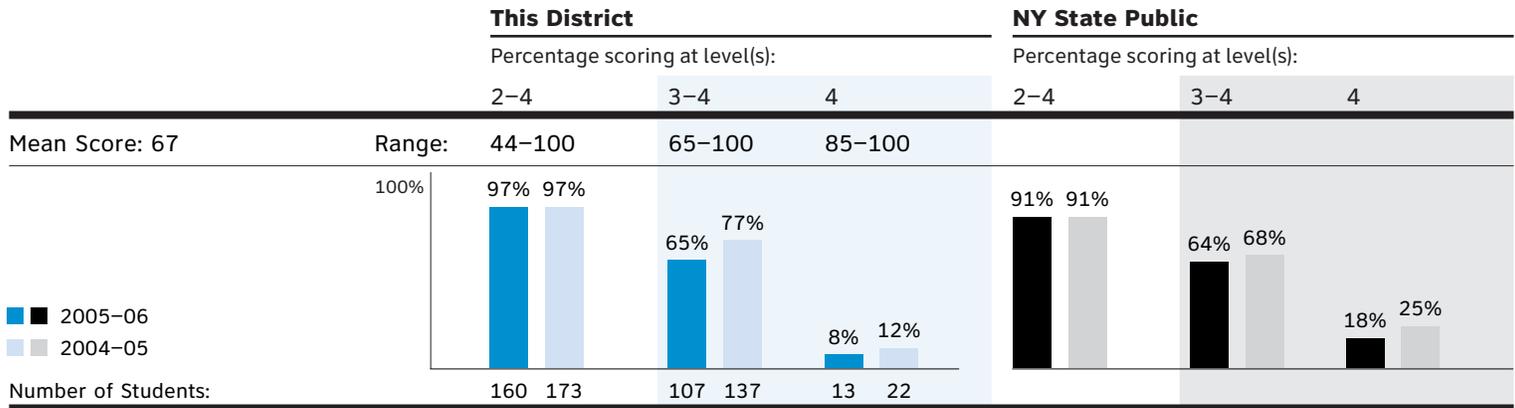
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## Other Assessments

	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	9	8	6	4	4	-	-	-

District **AMITYVILLE 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>165</b>	<b>97%</b>	<b>65%</b>	<b>8%</b>	<b>178</b>	<b>97%</b>	<b>77%</b>	<b>12%</b>
Female	78	99%	64%	9%	83	98%	71%	11%
Male	87	95%	66%	7%	95	97%	82%	14%
American Indian or Alaska Native								
Black or African American	107	98%	67%	7%	119	97%	81%	13%
Hispanic or Latino	50	94%	58%	8%	39	95%	59%	5%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	7	-	-	-	19	-	-	-
Small Group Totals	8	100%	75%	13%	20	100%	90%	25%
General-Education Students	141	96%	70%	9%	140	99%	80%	14%
Students with Disabilities	24	100%	38%	4%	38	89%	66%	5%
English Proficient	151	100%	68%	9%	164	98%	81%	13%
Limited English Proficient	14	64%	29%	0%	14	86%	29%	0%
Economically Disadvantaged	88	100%	68%	3%	93	97%	74%	13%
Not Disadvantaged	77	94%	61%	13%	85	98%	80%	12%
Migrant	19	100%	37%	0%				
Not Migrant	146	97%	68%	9%	178	97%	77%	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 8 Equivalent	8	8	6	3	4	-	-	-
Regents Science	43	43	43	23	40	40	40	15

District **AMITYVILLE 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

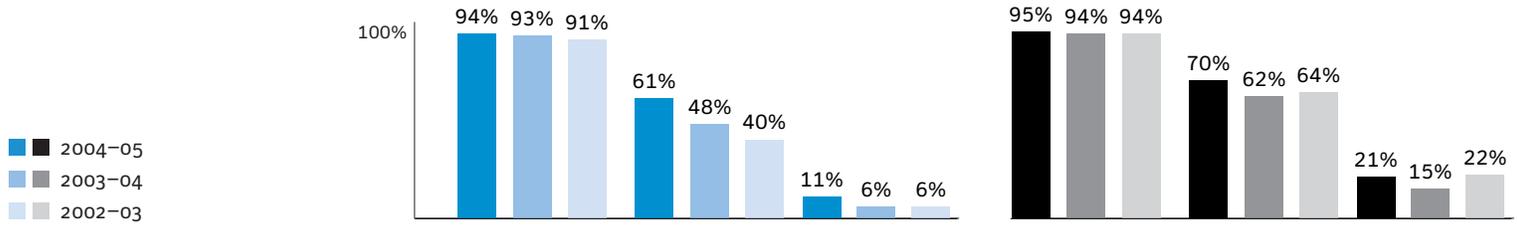
Percentage scoring at level(s):

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	11	61	94	21	187	654
Feb 2004	15	99	92	13	219	644
Feb 2003	21	120	79	15	235	638

### Grade 8

#### This School

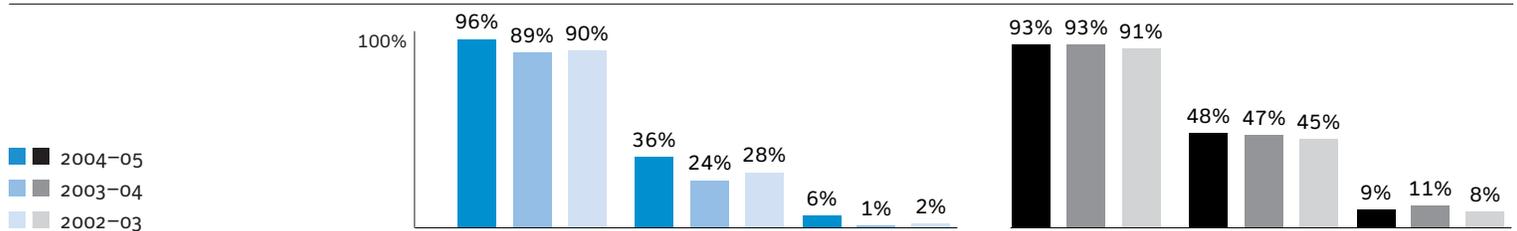
Percentage scoring at level(s):

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	8	126	62	12	208	694
Jan 2004	28	157	56	3	244	683
Jan 2003	22	130	55	4	211	685

District **AMITYVILLE 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

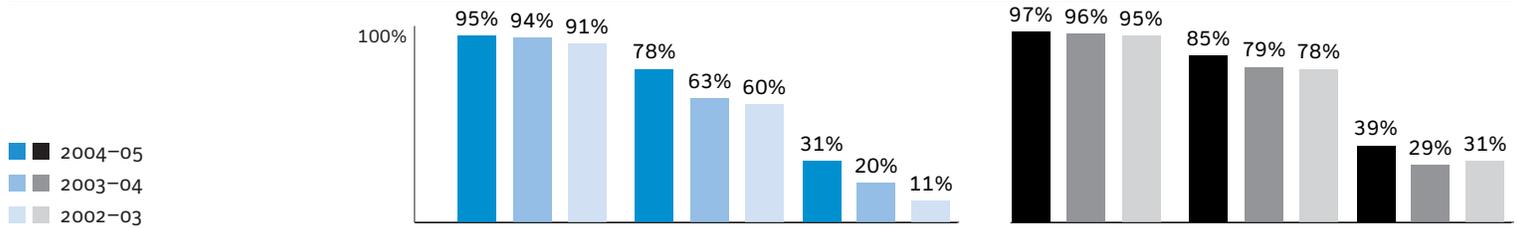
Percentage scoring at level(s):

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	10	37	102	67	216	662
May 2004	14	75	105	48	242	651
May 2003	23	83	127	29	262	641

### Grade 8

#### This School

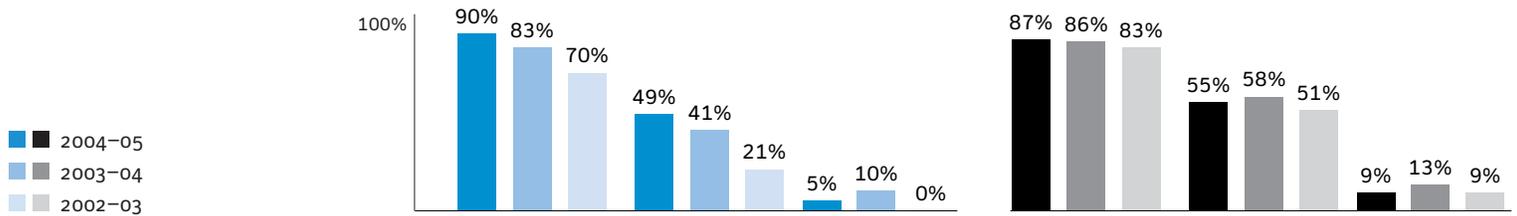
Percentage scoring at level(s):

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	22	96	100	12	230	715
May 2004	43	104	77	24	248	708
May 2003	72	117	49	1	239	693

District **AMITYVILLE 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

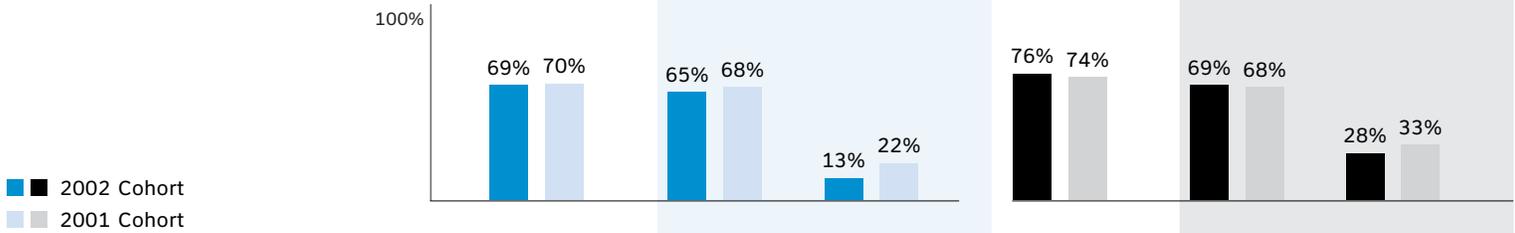
### NY State Public

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
<b>All Students</b>	<b>213</b>	<b>69%</b>	<b>65%</b>	<b>13%</b>	<b>216</b>	<b>70%</b>	<b>68%</b>	<b>22%</b>
Female	96	81%	79%	18%	102	75%	74%	25%
Male	117	58%	54%	9%	114	66%	63%	20%
American Indian or Alaska Native	2	–	–	–				
Black or African American	142	67%	63%	10%	130	72%	69%	15%
Hispanic or Latino	34	65%	65%	9%	36	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	3	–	–	–
White	32	78%	75%	31%	47	87%	85%	49%
Small Group Totals	5	80%	80%	20%	39	44%	44%	15%
General-Education Students	178	77%	74%	16%	172	80%	79%	26%
Students with Disabilities	35	26%	23%	0%	44	30%	25%	7%
English Proficient	206	70%	67%	14%	206	72%	70%	23%
Limited English Proficient	7	29%	29%	0%	10	20%	20%	0%
Economically Disadvantaged	58	67%	66%	5%				
Not Disadvantaged	155	69%	65%	16%				
Migrant								
Not Migrant	213	69%	65%	13%				

### 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	3	3

\* 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 **AMITYVILLE 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

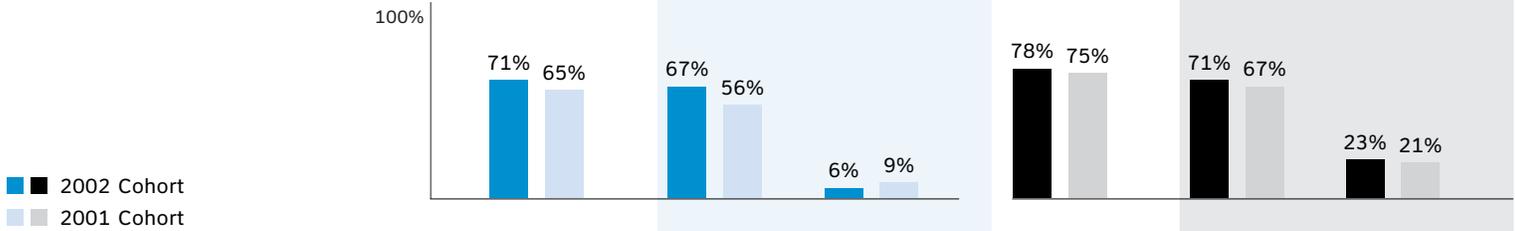
### NY State Public

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
<b>All Students</b>	<b>213</b>	<b>71%</b>	<b>67%</b>	<b>6%</b>	<b>216</b>	<b>65%</b>	<b>56%</b>	<b>9%</b>
Female	96	83%	79%	4%	102	67%	61%	14%
Male	117	62%	57%	7%	114	64%	51%	5%
American Indian or Alaska Native	2	-	-	-				
Black or African American	142	69%	63%	3%	130	66%	53%	3%
Hispanic or Latino	34	68%	65%	6%	36	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	32	84%	84%	19%	47	81%	79%	30%
Small Group Totals	5	80%	80%	0%	39	44%	36%	5%
General-Education Students	178	81%	78%	7%	172	75%	66%	12%
Students with Disabilities	35	23%	11%	0%	44	27%	14%	0%
English Proficient	206	72%	68%	6%	206	67%	58%	10%
Limited English Proficient	7	43%	29%	0%	10	20%	10%	0%
Economically Disadvantaged	58	71%	66%	0%				
Not Disadvantaged	155	72%	68%	8%				
Migrant								
Not Migrant	213	71%	67%	6%				

### 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	3	2

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

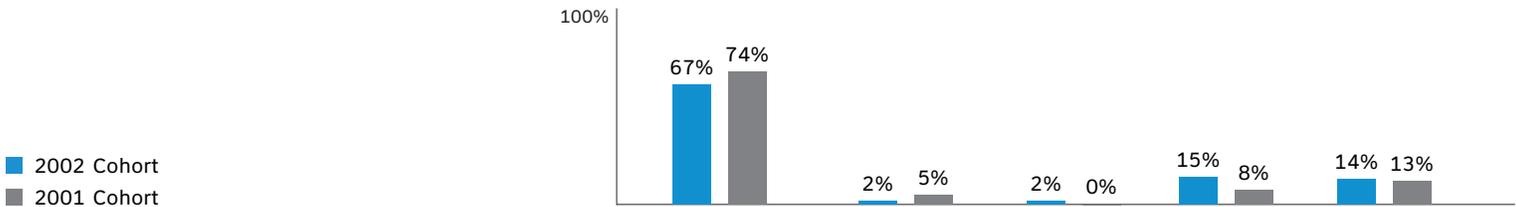
District **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## 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>213</b>	<b>67%</b>	<b>2%</b>	<b>2%</b>	<b>15%</b>	<b>14%</b>
	<b>2001</b>	<b>216</b>	<b>74%</b>	<b>5%</b>	<b>0%</b>	<b>8%</b>	<b>13%</b>
Female	2002	96	79%	1%	0%	11%	8%
	2001	102	79%	4%	1%	4%	12%
Male	2002	117	57%	3%	3%	19%	18%
	2001	114	69%	5%	0%	12%	13%
American Indian or Alaska Native	2002	2	–	–	–	–	–
Black or African American	2002	142	63%	2%	3%	20%	12%
	2001	130	75%	6%	0%	8%	11%
Hispanic or Latino	2002	34	71%	0%	0%	6%	24%
	2001	36	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	3	–	–	–	–	–
White	2002	32	78%	0%	0%	9%	13%
	2001	47	91%	0%	0%	6%	2%
Small Group Totals	2002	5	80%	20%	0%	0%	0%
	2001	39	49%	5%	3%	13%	31%
General-Education Students	2002	178	74%	0%	2%	8%	16%
	2001	172	81%	0%	1%	5%	13%
Students with Disabilities	2002	35	31%	11%	0%	54%	3%
	2001	44	45%	23%	0%	20%	11%
English Proficient	2002	206	68%	2%	1%	15%	14%
	2001	206	77%	4%	0%	8%	11%
Limited English Proficient	2002	7	43%	0%	14%	29%	14%
	2001	10	20%	10%	10%	10%	50%
Economically Disadvantaged	2002	58	67%	3%	3%	10%	16%
	2001	58	67%	3%	3%	10%	16%
Not Disadvantaged	2002	155	67%	1%	1%	17%	13%
	2001	155	67%	1%	1%	17%	13%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	213	67%	2%	2%	15%	14%
	2001	213	67%	2%	2%	15%	14%

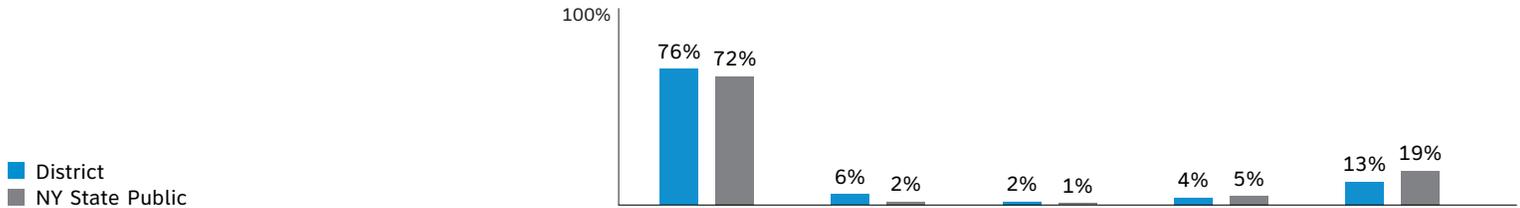
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District **AMITYVILLE UNION FREE SCHOOL DISTRICT**

## 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>217</b>	<b>76%</b>	<b>6%</b>	<b>2%</b>	<b>4%</b>	<b>13%</b>
Female	104	80%	5%	3%	2%	11%
Male	113	72%	7%	1%	5%	15%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	129	79%	7%	1%	4%	9%
Hispanic or Latino	39	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–
White	46	91%	2%	0%	4%	2%
Small Group Totals	42	48%	7%	7%	2%	36%
General-Education Students	173	84%	0%	2%	1%	13%
Students with Disabilities	44	43%	30%	2%	14%	11%
English Proficient	206	79%	6%	1%	4%	10%
Limited English Proficient	11	9%	9%	9%	0%	73%
Economically Disadvantaged	75	76%	5%	1%	1%	16%
Not Disadvantaged	142	75%	6%	2%	5%	11%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	217	76%	6%	2%	4%	13%

### NOTES

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