



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **SOUTH HUNTINGTON UNION FREE
SCHOOL DISTRICT**

District ID **580413030000**

Superintendent **THOMAS SHEA**

Telephone **(631) 425-5300**

Grades **K-12, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	432	507	479
Grade 1	465	440	489
Grade 2	437	472	428
Grade 3	430	448	445
Grade 4	449	454	447
Grade 5	478	463	441
Grade 6	480	482	462
Ungraded Elementary	76	0	0
Grade 7	457	491	472
Grade 8	481	457	487
Grade 9	507	547	473
Grade 10	469	458	475
Grade 11	423	478	458
Grade 12	436	440	440
Ungraded Secondary	91	0	1
Total K-12	6111	6137	5997

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	21
Grade 8			
English	25	24	23
Mathematics	24	24	24
Science	26	24	25
Social Studies	26	25	25
Grade 10			
English	25	25	25
Mathematics	22	23	20
Science	20	18	18
Social Studies	25	24	23

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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1282	21%	1188	19%	1220	20%
Reduced-Price Lunch	287	5%	383	6%	397	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	483	8%	536	9%	583	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	670	11%	677	11%	618	10%
Hispanic or Latino	872	14%	961	16%	1026	17%
Asian or Native Hawaiian/Other Pacific Islander	346	6%	271	4%	268	4%
White	4222	69%	4227	69%	4083	68%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	305	N/A	434	7%	307	5%

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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1099	1256	1713
Percent Not Taught by Highly Qualified Teachers	1%	0%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	0	1	4
Percent with No Valid Teaching Certificate	0%	0%	1%
Individuals Teaching Out of Certification			
Number of Teachers	6	4	6
Percentage of Total	1%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	38%	42%	47%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	467	484	490
Total Other Professional Staff	75	76	76
Total Paraprofessionals*	153	181	185
Assistant Principals	9	9	8
Principals	6	6	7

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓	✓		✓	✓	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

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


Accountability Status Levels

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2802:2709)			100%		171	120	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (339:310)			99%		146	116	
Hispanic or Latino (495:453)			99%		151	117	
Asian or Native Hawaiian/Other Pacific Islander (153:148)			99%		176	113	
White (1814:1797)			100%		181	119	
Other Groups							
Students with Disabilities ⁴ (322:299)			98%		102	116	105 112
Limited English Proficient (267:232)			98%		136	115	
Economically Disadvantaged (787:724)			99%		146	118	
Final AYP Determination	 8 of 8						

NOTES

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




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

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

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

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


AYP Status

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

District **SOUTH HUNTINGTON 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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2791:2697)			100%		168	84	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (333:304)			99%		138	80	
Hispanic or Latino (489:454)			100%		146	81	
Asian or Native Hawaiian/Other Pacific Islander (155:149)			99%		177	77	
White (1813:1789)			100%		179	83	
Other Groups							
Students with Disabilities ⁴ (322:299)			98%		105	80	
Limited English Proficient (260:240)			100%		118	79	
Economically Disadvantaged (779:718)			100%		140	82	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (954:914)		Qualified		99%		187	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (105:98)		Qualified		99%		172	100	
Hispanic or Latino (173:153)		Qualified		98%		169	100	
Asian or Native Hawaiian/Other Pacific Islander (45:42)		Qualified		100%		183	100	
White (631:621)		Qualified		100%		194	100	
Other Groups								
Students with Disabilities (110:101)		Qualified		95%		155	100	
Limited English Proficient (95:83)		Qualified		97%		153	100	
Economically Disadvantaged (268:244)		Qualified		99%		171	100	
Final AYP Determination		1 of 1						

NOTES

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


AYP Status

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**




















Secondary-Level English Language Arts

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

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) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (477:452)			100%		190	149	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (47:42)			100%		164	139	
Hispanic or Latino (66:66)			100%		179	142	
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–
White (343:324)			100%		195	148	
Other Groups							
Students with Disabilities (72:75)			100%		168	143	
Limited English Proficient (26:21)	–	–	–	–	–	–	–
Economically Disadvantaged (90:89)			100%		176	143	
Final AYP Determination	 6 of 6						

NOTES


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


AYP Status

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**




















Secondary-Level Mathematics

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

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	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (477:452)			100%		188	141	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (47:42)			100%		169	131	
Hispanic or Latino (66:66)			100%		173	134	
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–
White (343:324)			100%		193	140	
Other Groups							
Students with Disabilities (72:75)			100%		163	135	
Limited English Proficient (26:21)	–	–	–	–	–	–	–
Economically Disadvantaged (90:89)			100%		179	135	
Final AYP Determination	 6 of 6						

NOTES

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

AYP Status

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**









Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (414)			94%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (47)			89%	55%		
Hispanic or Latino (43)			77%	55%		
Asian or Native Hawaiian/Other Pacific Islander (15)	–		–	–	–	–
White (309)			97%	55%		
Other Groups						
Students with Disabilities (67)			93%	55%		
Limited English Proficient (19)	–		–	–	–	–
Economically Disadvantaged (79)			87%	55%		
Final AYP Determination	 1 of 1					

NOTES

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **SOUTH HUNTINGTON 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















6 schools identified 100% of total


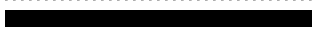
BIRCHWOOD INTERMEDIATE SCHOOL
COUNTRYWOOD PRIMARY CENTER
HENRY L. STIMSON MIDDLE SCHOOL
MAPLEWOOD INTERMEDIATE SCHOOL
OAKWOOD PRIMARY CENTER
WALT WHITMAN HIGH SCHOOL


District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	81%			410
Grade 4	83%			390
Grade 5	80%			420
Grade 6	76%			443
Grade 7	73%			457
Grade 8	68%			470
Mathematics				
Grade 3	87%			455
Grade 4	85%			445
Grade 5	78%			432
Grade 6	63%			467
Grade 7	66%			468
Grade 8	68%			488
Science				
Grade 4	91%			447
Grade 8	79%			340

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	87%			487
Mathematics	85%			487

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	87%			487

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

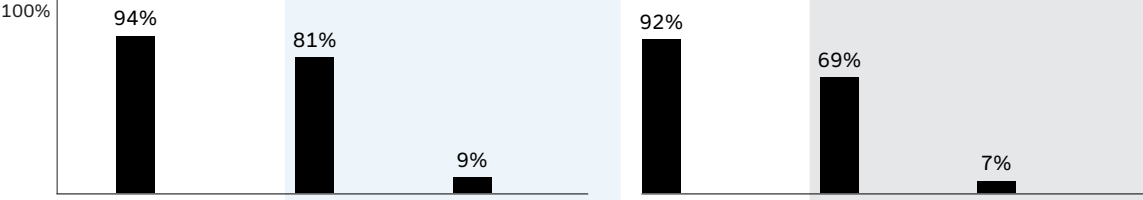
This District's N/RC Category:

Average Need Districts

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

District **SOUTH HUNTINGTON 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: 679	Range: 616-780	650-780	730-780			
						
Number of Students:	387	334	38			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	410	94%	81%	9%				
Female	220	95%	84%	12%				
Male	190	93%	79%	6%				
American Indian or Alaska Native								
Black or African American	50	86%	64%	0%				
Hispanic or Latino	67	97%	81%	6%				
Asian or Native Hawaiian/Other Pacific Islander	29	100%	86%	10%				
White	264	95%	84%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	370	97%	86%	10%				
Students with Disabilities	40	73%	38%	0%				
English Proficient	392	94%	82%	9%				
Limited English Proficient	18	94%	67%	6%				
Economically Disadvantaged	106	89%	69%	3%				
Not Disadvantaged	304	96%	86%	12%				
Migrant								
Not Migrant	410	94%	81%	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	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	46	18	11	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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 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: 686	Range: 624-770	650-770	703-770			
Number of Students:	437	394	145			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	455	96%	87%	32%				
Female	243	95%	86%	30%				
Male	212	97%	87%	33%				
American Indian or Alaska Native								
Black or African American	52	90%	79%	10%				
Hispanic or Latino	102	93%	80%	21%				
Asian or Native Hawaiian/Other Pacific Islander	30	100%	90%	37%				
White	271	98%	90%	40%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	404	98%	91%	35%				
Students with Disabilities	51	82%	55%	8%				
English Proficient	393	98%	90%	36%				
Limited English Proficient	62	82%	63%	6%				
Economically Disadvantaged	145	93%	77%	13%				
Not Disadvantaged	310	97%	91%	41%				
Migrant								
Not Migrant	455	96%	87%	32%				

NOTES

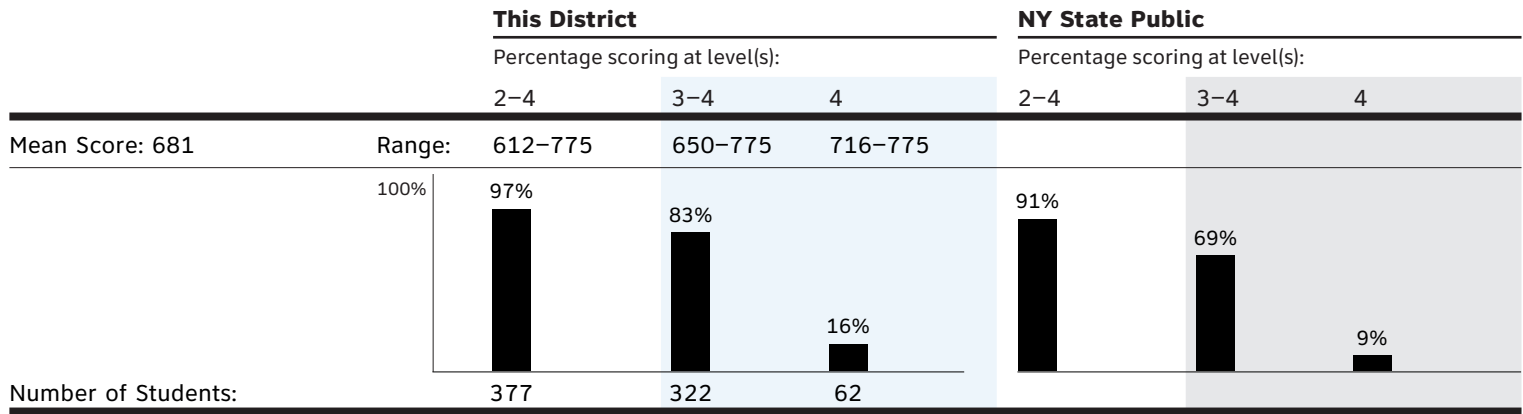
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Other Assessments

	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 **SOUTH HUNTINGTON 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
All Students	390	97%	83%	16%				
Female	173	97%	86%	17%				
Male	217	96%	80%	15%				
American Indian or Alaska Native								
Black or African American	47	87%	62%	9%				
Hispanic or Latino	42	98%	76%	5%				
Asian or Native Hawaiian/Other Pacific Islander	23	96%	83%	4%				
White	278	98%	87%	20%				
Small Group Totals								
General-Education Students	355	99%	86%	17%				
Students with Disabilities	35	69%	46%	0%				
English Proficient	376	97%	82%	16%				
Limited English Proficient	14	100%	100%	0%				
Economically Disadvantaged	89	93%	73%	7%				
Not Disadvantaged	301	98%	85%	19%				
Migrant								
Not Migrant	390	97%	83%	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

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Other Assessments

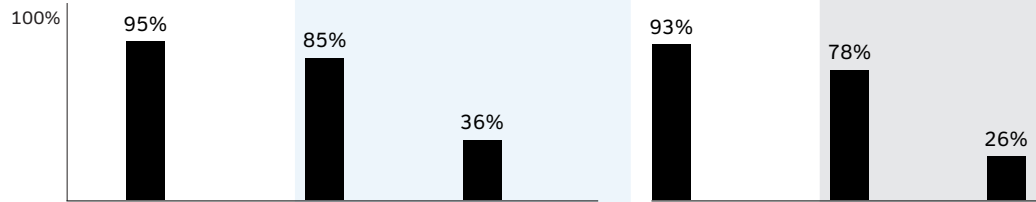
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	53	36	27	N/A	59	40	25	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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 688	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	424	378	161			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	445	95%	85%	36%				
Female	197	92%	83%	34%				
Male	248	98%	87%	38%				
American Indian or Alaska Native								
Black or African American	53	85%	64%	17%				
Hispanic or Latino	81	86%	69%	15%				
Asian or Native Hawaiian/Other Pacific Islander	28	100%	93%	29%				
White	283	99%	93%	47%				
Small Group Totals								
General-Education Students	400	98%	88%	40%				
Students with Disabilities	45	76%	56%	4%				
English Proficient	379	98%	89%	41%				
Limited English Proficient	66	79%	59%	8%				
Economically Disadvantaged	133	88%	70%	21%				
Not Disadvantaged	312	98%	91%	43%				
Migrant								
Not Migrant	445	95%	85%	36%				

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

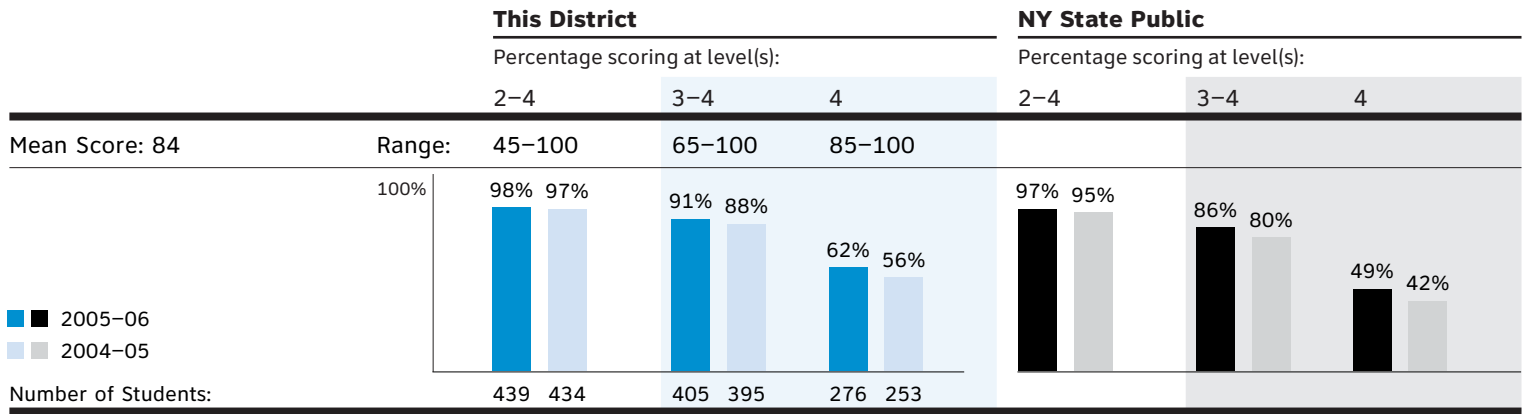
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Other Assessments

	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	4	–	–	–	2	–	–	–

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	447	98%	91%	62%	449	97%	88%	56%
Female	200	97%	87%	64%	219	95%	87%	57%
Male	247	99%	94%	60%	230	98%	89%	56%
American Indian or Alaska Native								
Black or African American	53	98%	79%	36%	55	91%	65%	36%
Hispanic or Latino	85	93%	72%	34%	85	91%	80%	29%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	93%	59%	12	100%	92%	67%
White	282	100%	98%	75%	297	99%	94%	67%
Small Group Totals								
General-Education Students	404	99%	93%	66%	407	98%	92%	60%
Students with Disabilities	43	93%	70%	23%	42	86%	48%	17%
English Proficient	379	100%	96%	69%	390	98%	92%	64%
Limited English Proficient	68	90%	62%	21%	59	86%	59%	8%
Economically Disadvantaged	135	96%	79%	37%	127	91%	70%	24%
Not Disadvantaged	312	99%	96%	72%	322	99%	95%	69%
Migrant								
Not Migrant	447	98%	91%	62%	449	97%	88%	56%

NOTES

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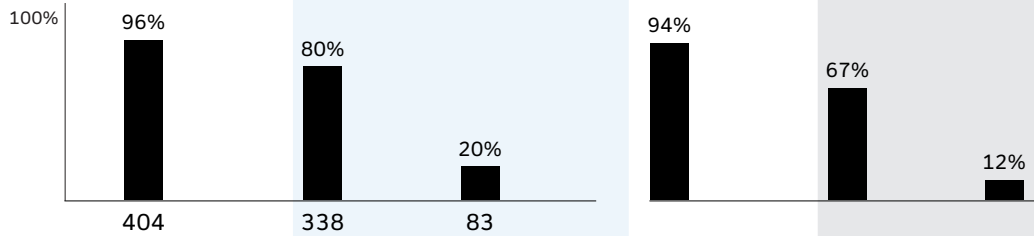
Other Assessments

	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	4	–	–	–	2	–	–	–

District **SOUTH HUNTINGTON 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: 677	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	404	338	83	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	420	96%	80%	20%				
Female	203	97%	83%	21%				
Male	217	96%	78%	18%				
American Indian or Alaska Native								
Black or African American	58	83%	57%	5%				
Hispanic or Latino	65	97%	72%	9%				
Asian or Native Hawaiian/Other Pacific Islander	22	91%	77%	18%				
White	275	99%	88%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	374	99%	88%	22%				
Students with Disabilities	46	70%	20%	0%				
English Proficient	398	97%	83%	21%				
Limited English Proficient	22	86%	27%	0%				
Economically Disadvantaged	110	90%	60%	5%				
Not Disadvantaged	310	98%	88%	25%				
Migrant								
Not Migrant	420	96%	80%	20%				

NOTES

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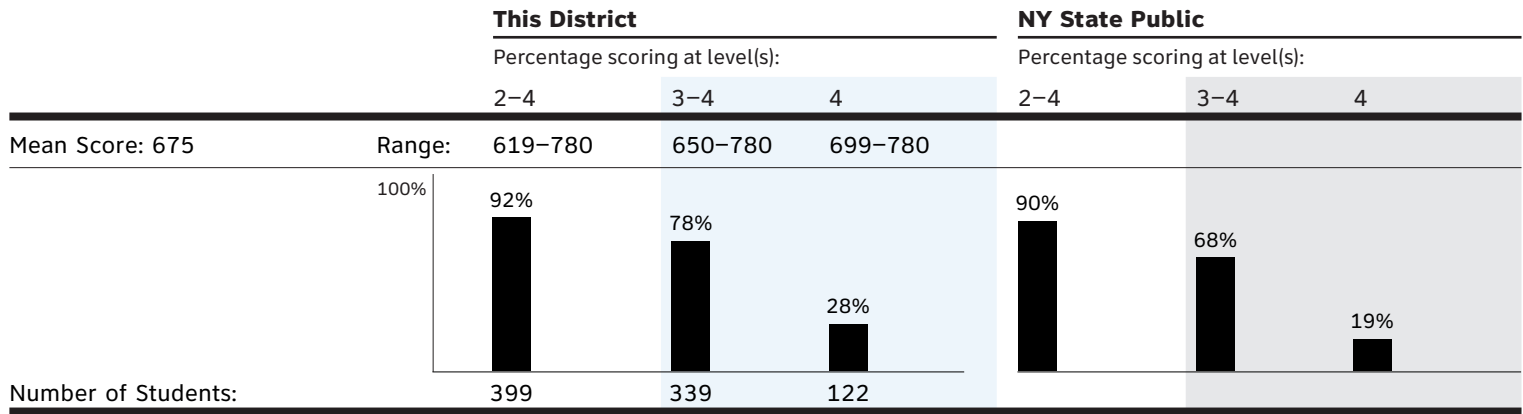
Other Assessments

	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	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	15	14	12	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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	432	92%	78%	28%				
Female	208	92%	77%	28%				
Male	224	93%	80%	29%				
American Indian or Alaska Native								
Black or African American	57	68%	47%	9%				
Hispanic or Latino	76	93%	71%	11%				
Asian or Native Hawaiian/Other Pacific Islander	24	96%	83%	25%				
White	275	97%	87%	37%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	388	96%	84%	31%				
Students with Disabilities	44	61%	34%	2%				
English Proficient	395	93%	82%	31%				
Limited English Proficient	37	81%	41%	3%				
Economically Disadvantaged	122	84%	55%	13%				
Not Disadvantaged	310	95%	88%	34%				
Migrant								
Not Migrant	432	92%	78%	28%				

NOTES

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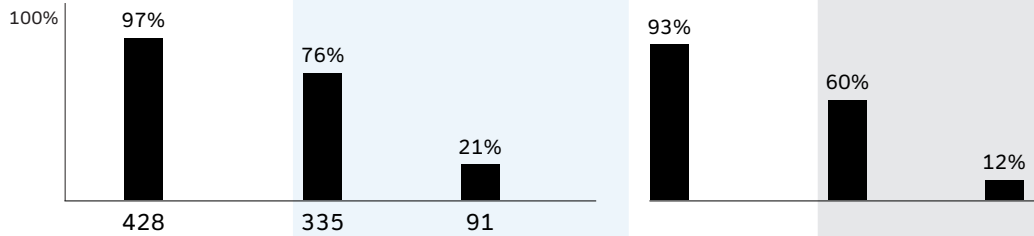
Other Assessments

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 673	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	428	335	91	93%	60%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	443	97%	76%	21%				
Female	196	96%	72%	23%				
Male	247	97%	78%	18%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	47	89%	55%	6%				
Hispanic or Latino	60	92%	47%	10%				
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-				
White	314	98%	83%	23%	This test was not given in 2004-05.			
Small Group Totals	22	100%	91%	45%				
General-Education Students	391	100%	83%	23%				
Students with Disabilities	52	73%	17%	0%				
English Proficient	428	97%	77%	21%				
Limited English Proficient	15	87%	27%	0%				
Economically Disadvantaged	118	92%	54%	9%				
Not Disadvantaged	325	98%	83%	25%				
Migrant								
Not Migrant	443	97%	76%	21%				

NOTES

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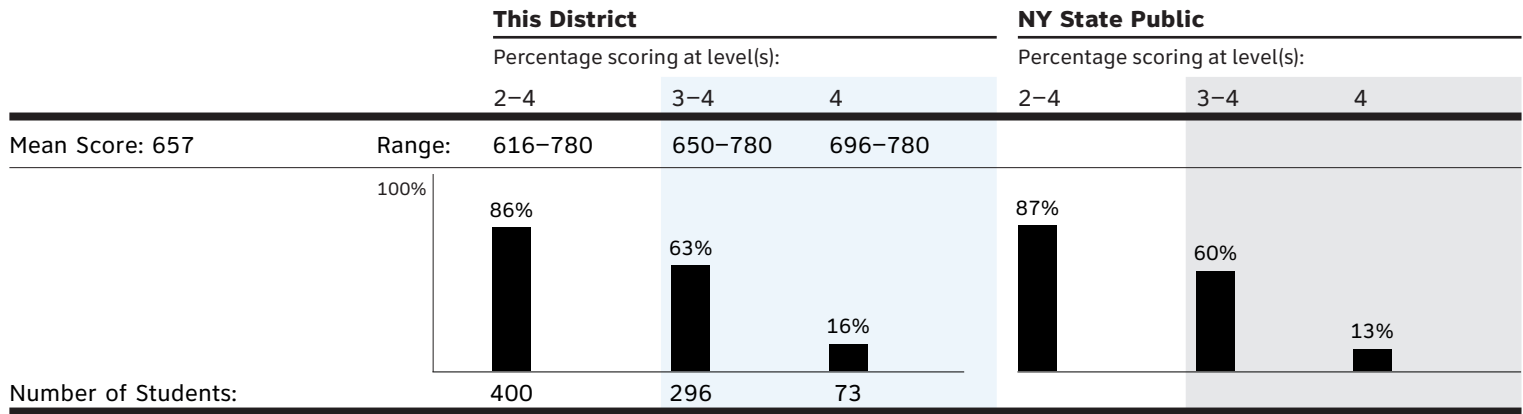
Other Assessments

	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	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	23	18	17	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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	467	86%	63%	16%				
Female	210	84%	58%	10%				
Male	257	87%	68%	20%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	46	72%	37%	2%				
Hispanic or Latino	79	65%	34%	4%				
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-				
White	317	92%	74%	19%	This test was not given in 2004-05.			
Small Group Totals	25	92%	76%	40%				
General-Education Students	413	92%	70%	18%				
Students with Disabilities	54	39%	11%	0%				
English Proficient	427	89%	68%	17%				
Limited English Proficient	40	45%	10%	0%				
Economically Disadvantaged	138	70%	39%	5%				
Not Disadvantaged	329	92%	74%	20%				
Migrant								
Not Migrant	467	86%	63%	16%				

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

District **SOUTH HUNTINGTON 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: 668	Range: 600-790			650-790 712-790		
Number of Students:	439	335	64			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	457	96%	73%	14%				
Female	213	98%	82%	20%				
Male	244	95%	66%	9%				
American Indian or Alaska Native								
Black or African American	66	91%	56%	0%				
Hispanic or Latino	52	94%	38%	2%				
Asian or Native Hawaiian/Other Pacific Islander	26	96%	73%	19%				
White	313	97%	83%	19%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	411	99%	78%	15%				
Students with Disabilities	46	70%	28%	2%				
English Proficient	444	96%	75%	14%				
Limited English Proficient	13	92%	31%	0%				
Economically Disadvantaged	98	92%	44%	3%				
Not Disadvantaged	359	97%	81%	17%				
Migrant								
Not Migrant	457	96%	73%	14%				

NOTES

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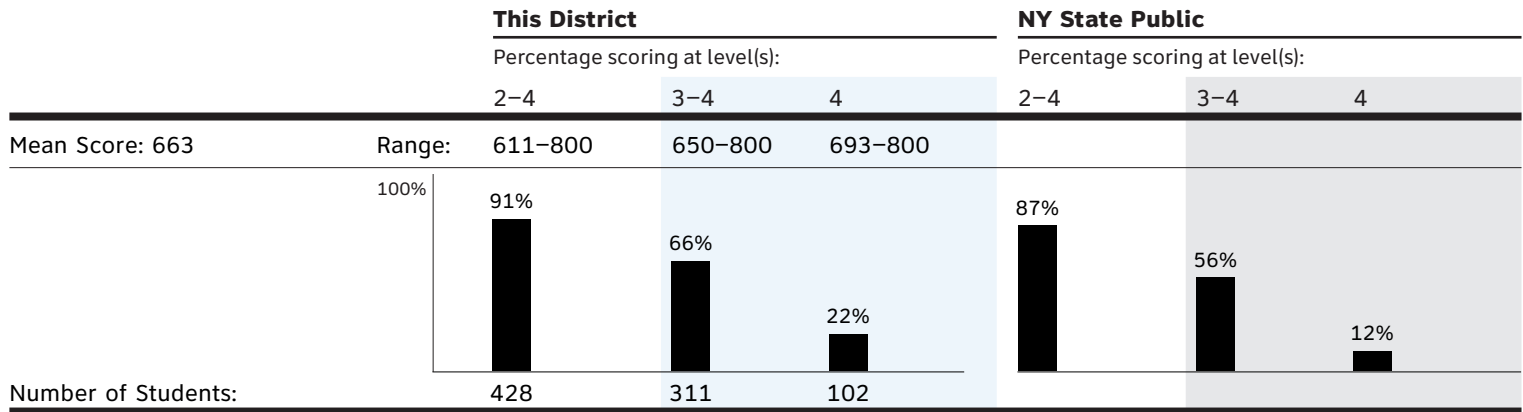
Other Assessments

	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	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	16	16	16	N/A	N/A	N/A	N/A	N/A

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	468	91%	66%	22%				
Female	216	94%	73%	25%				
Male	252	89%	61%	19%				
American Indian or Alaska Native								
Black or African American	66	80%	45%	8%				
Hispanic or Latino	64	80%	42%	3%				
Asian or Native Hawaiian/Other Pacific Islander	27	93%	81%	52%				
White	311	96%	75%	26%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	421	96%	72%	24%				
Students with Disabilities	47	53%	19%	4%				
English Proficient	439	93%	69%	23%				
Limited English Proficient	29	72%	24%	7%				
Economically Disadvantaged	107	76%	42%	5%				
Not Disadvantaged	361	96%	74%	27%				
Migrant								
Not Migrant	468	91%	66%	22%				

NOTES

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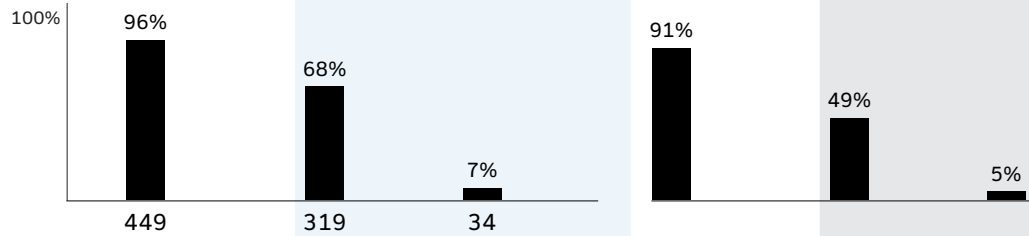
Other Assessments

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

District **SOUTH HUNTINGTON 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: 666	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	449	319	34	449	319	34



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	470	96%	68%	7%				
Female	223	97%	75%	11%				
Male	247	94%	62%	4%				
American Indian or Alaska Native								
Black or African American	51	90%	43%	0%				
Hispanic or Latino	65	94%	49%	3%				
Asian or Native Hawaiian/Other Pacific Islander	17	94%	41%	6%				
White	337	97%	77%	9%				
Small Group Totals								
General-Education Students	421	98%	74%	8%				
Students with Disabilities	49	71%	16%	0%				
English Proficient	466	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	116	92%	41%	1%				
Not Disadvantaged	354	97%	77%	9%				
Migrant								
Not Migrant	470	96%	68%	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

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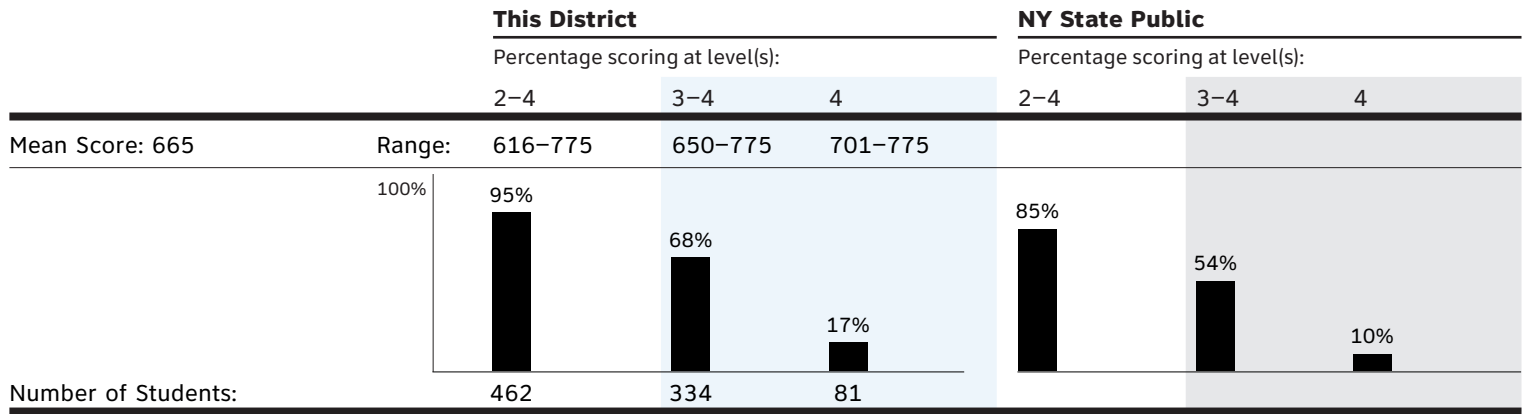
Other Assessments

	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	11	11	9	8	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	20	18	17	N/A	22	22	21	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 **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	488	95%	68%	17%				
Female	236	96%	67%	18%				
Male	252	93%	69%	15%				
American Indian or Alaska Native								
Black or African American	48	85%	52%	2%				
Hispanic or Latino	81	88%	52%	4%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	39%	17%				
White	341	97%	76%	22%				
Small Group Totals								
General-Education Students	441	97%	73%	18%				
Students with Disabilities	47	72%	21%	0%				
English Proficient	464	96%	71%	17%				
Limited English Proficient	24	67%	17%	0%				
Economically Disadvantaged	127	87%	46%	3%				
Not Disadvantaged	361	97%	76%	21%				
Migrant								
Not Migrant	488	95%	68%	17%				

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

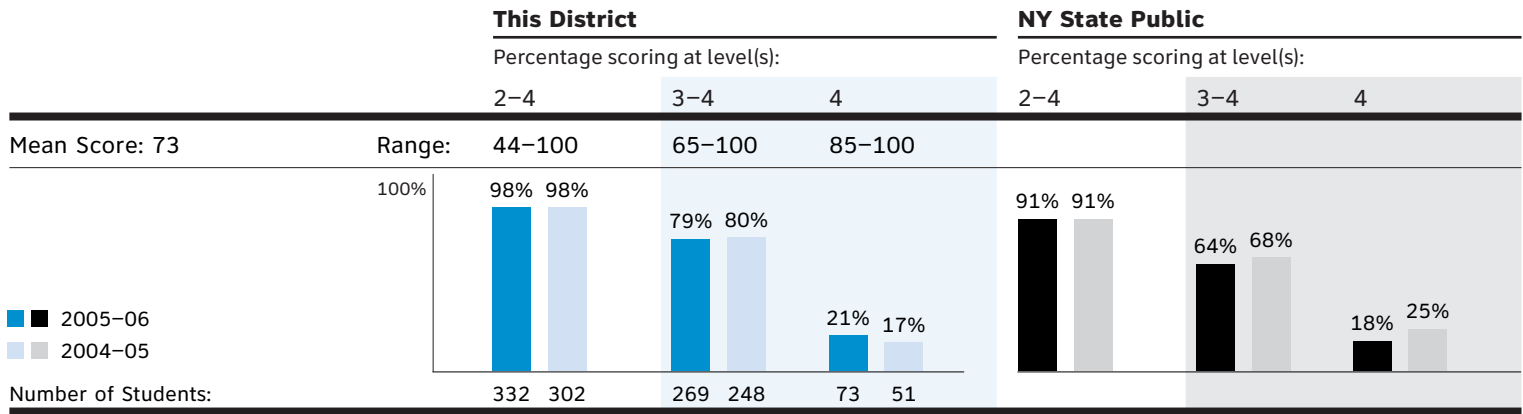
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Other Assessments

	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	11	11	8	8	4	–	–	–

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	340	98%	79%	21%	309	98%	80%	17%
Female	152	97%	74%	14%	148	98%	76%	16%
Male	188	98%	83%	28%	161	98%	84%	17%
American Indian or Alaska Native								
Black or African American	44	95%	64%	14%	45	91%	47%	7%
Hispanic or Latino	72	93%	69%	8%	60	97%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	64%	7%	14	100%	86%	21%
White	210	100%	87%	29%	190	99%	91%	21%
Small Group Totals								
General-Education Students	291	99%	85%	23%	248	98%	86%	19%
Students with Disabilities	49	90%	45%	12%	61	97%	57%	7%
English Proficient	317	98%	81%	23%	286	99%	85%	18%
Limited English Proficient	23	91%	48%	4%	23	78%	22%	0%
Economically Disadvantaged	119	96%	66%	9%	110	96%	65%	10%
Not Disadvantaged	221	99%	86%	28%	199	98%	89%	20%
Migrant								
Not Migrant	340	98%	79%	21%	309	98%	80%	17%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	8	7	4	–	–	–
Regents Science	147	147	147	135	144	144	144	101

District **SOUTH HUNTINGTON 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

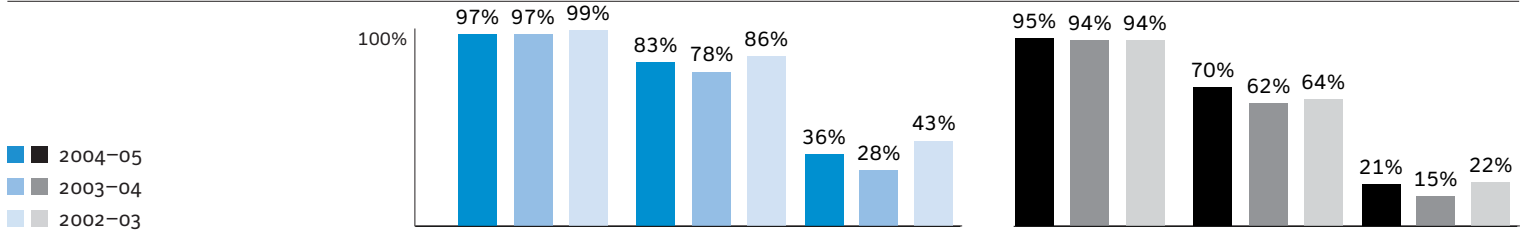
Percentage scoring at level(s):

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	12	53	186	140	391	683
Feb 2004	12	81	217	118	428	670
Feb 2003	4	61	194	195	454	686

Grade 8

This School

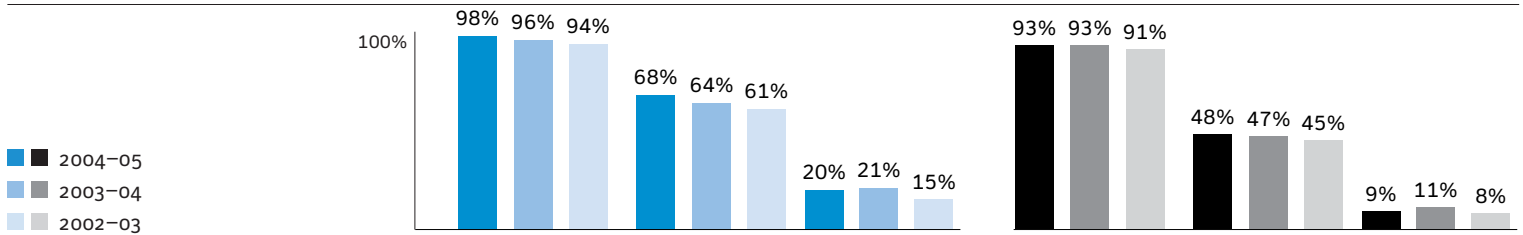
Percentage scoring at level(s):

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

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	10	131	207	88	436	712
Jan 2004	18	157	203	102	480	713
Jan 2003	27	153	212	69	461	704

District **SOUTH HUNTINGTON 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

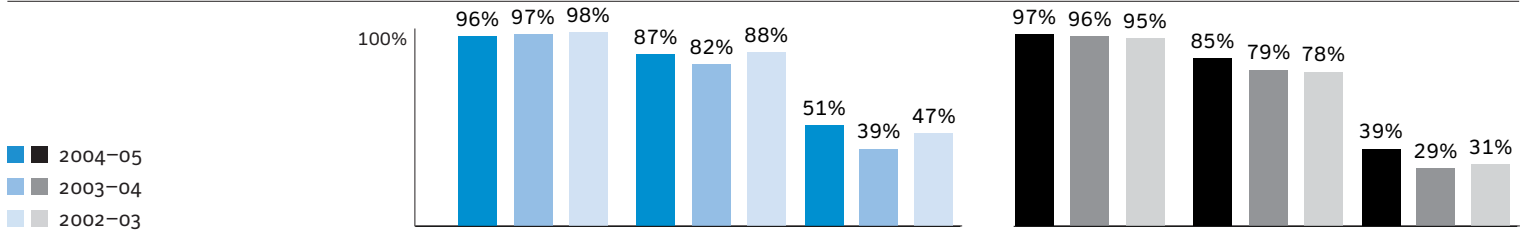
Percentage scoring at level(s):

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	16	42	158	227	443	679
May 2004	15	67	205	180	467	666
May 2003	10	47	200	228	485	673

Grade 8

This School

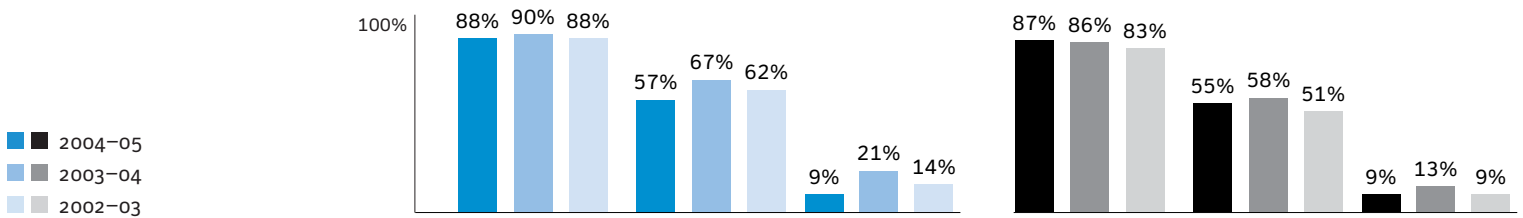
Percentage scoring at level(s):

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	56	141	222	40	459	719
May 2004	48	116	227	104	495	729
May 2003	54	124	223	66	467	723

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

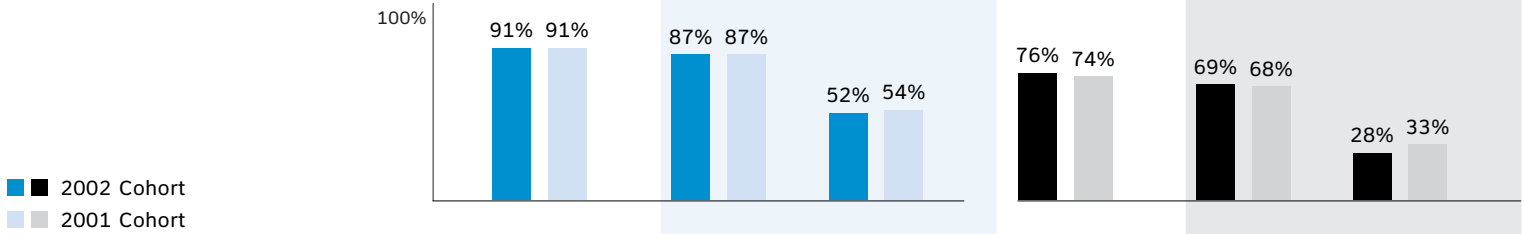
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	487	91%	87%	52%	450	91%	87%	54%
Female	237	91%	88%	56%	204	94%	91%	60%
Male	250	91%	86%	48%	246	89%	83%	50%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	49	78%	63%	14%	53	72%	64%	32%
Hispanic or Latino	80	78%	70%	24%	59	75%	64%	20%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	91%	59%	17	100%	94%	47%
White	336	96%	94%	64%	321	97%	94%	65%
Small Group Totals								
General-Education Students	409	93%	90%	59%	375	94%	91%	62%
Students with Disabilities	78	81%	71%	13%	75	73%	65%	15%
English Proficient	454	93%	90%	55%	424	92%	89%	57%
Limited English Proficient	33	61%	42%	12%	26	65%	46%	8%
Economically Disadvantaged	103	82%	70%	28%	-	-	-	-
Not Disadvantaged	384	93%	91%	58%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	487	91%	87%	52%	-	-	-	-

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	0

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

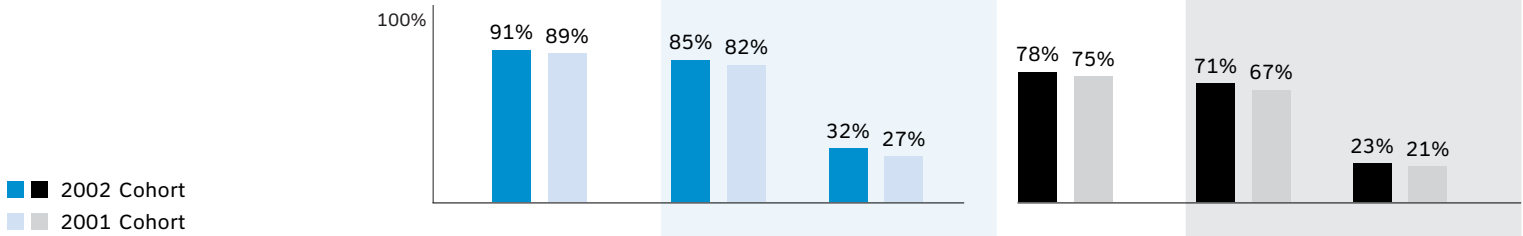
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	487	91%	85%	32%	450	89%	82%	27%
Female	237	92%	84%	30%	204	93%	84%	25%
Male	250	90%	86%	33%	246	86%	80%	28%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	49	80%	65%	4%	53	72%	58%	8%
Hispanic or Latino	80	76%	65%	14%	59	73%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	91%	91%	50%	17	100%	82%	24%
White	336	96%	92%	39%	321	95%	90%	34%
Small Group Totals								
General-Education Students	409	94%	89%	36%	375	95%	88%	31%
Students with Disabilities	78	74%	63%	6%	75	63%	49%	4%
English Proficient	454	93%	87%	33%	424	90%	83%	28%
Limited English Proficient	33	58%	48%	12%	26	77%	58%	0%
Economically Disadvantaged	103	82%	72%	17%	-	-	-	-
Not Disadvantaged	384	93%	88%	36%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	487	91%	85%	32%	-	-	-	-

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	0

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

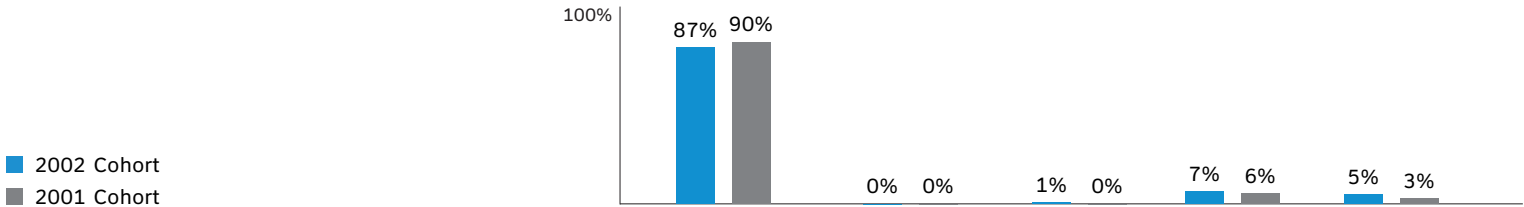
District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	487	87%	0%	1%	7%	5%
	2001	450	90%	0%	0%	6%	3%
Female	2002	237	88%	0%	1%	6%	5%
	2001	204	93%	0%	0%	4%	2%
Male	2002	250	86%	0%	1%	8%	4%
	2001	246	89%	0%	0%	8%	3%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	49	76%	0%	0%	20%	4%
	2001	53	79%	0%	2%	13%	6%
Hispanic or Latino	2002	80	61%	0%	4%	20%	15%
	2001	59	68%	0%	0%	24%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	22	91%	0%	0%	0%	9%
White	2002	336	95%	0%	0%	3%	2%
	2001	321	96%	0%	0%	2%	1%
Small Group Totals							
General-Education Students	2002	409	89%	0%	1%	6%	5%
	2001	375	91%	0%	0%	6%	3%
Students with Disabilities	2002	78	81%	1%	1%	15%	1%
	2001	75	88%	1%	0%	9%	1%
English Proficient	2002	454	91%	0%	0%	5%	3%
	2001	424	93%	0%	0%	4%	2%
Limited English Proficient	2002	33	30%	0%	6%	33%	30%
	2001	26	46%	0%	0%	46%	8%
Economically Disadvantaged	2002	103	72%	0%	2%	18%	8%
	2001	103	72%	0%	2%	18%	8%
Not Disadvantaged	2002	384	91%	0%	1%	4%	4%
	2001	384	91%	0%	1%	4%	4%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	487	87%	0%	1%	7%	5%

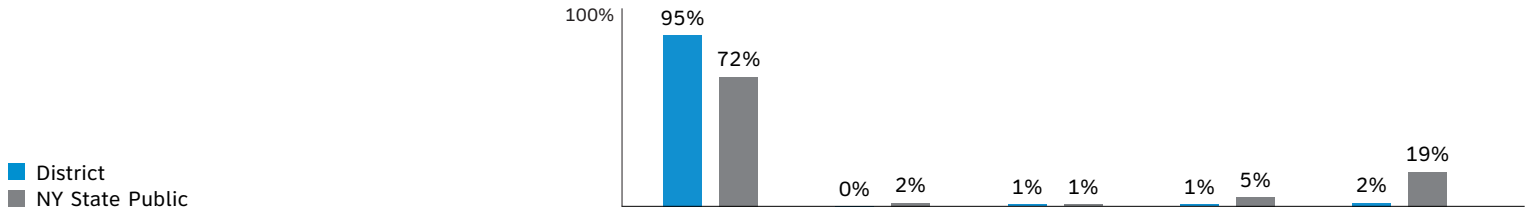
NOTES

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

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	445	95%	0%	1%	1%	2%
Female	203	95%	0%	1%	1%	2%
Male	242	95%	0%	2%	1%	2%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	54	83%	0%	4%	6%	7%
Hispanic or Latino	56	84%	0%	7%	4%	5%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	0%	0%	0%	0%
White	319	98%	0%	0%	0%	1%
Small Group Totals						
General-Education Students	372	95%	0%	1%	1%	2%
Students with Disabilities	73	95%	1%	1%	0%	3%
English Proficient	422	96%	0%	1%	0%	2%
Limited English Proficient	23	74%	0%	4%	13%	9%
Economically Disadvantaged	93	87%	1%	4%	2%	5%
Not Disadvantaged	352	97%	0%	1%	1%	2%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	445	95%	0%	1%	1%	2%

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.