



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **FARMINGDALE UNION FREE SCHOOL
DISTRICT**

District ID **28-05-22-03-0000**

Superintendent **JOHN LORENTZ**

Telephone **(516) 752-6510**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	478	445	422
Grade 1	465	469	443
Grade 2	475	458	469
Grade 3	484	476	451
Grade 4	551	491	481
Grade 5	468	540	474
Grade 6	526	461	529
Ungraded Elementary	44	50	48
Grade 7	526	524	447
Grade 8	514	526	531
Grade 9	514	489	522
Grade 10	484	493	503
Grade 11	480	471	466
Grade 12	378	444	476
Ungraded Secondary	23	30	23
Total K-12	6410	6367	6285

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	22	22	22
Grade 8			
English	20	22	20
Mathematics	22	23	23
Science	23	22	25
Social Studies	21	20	22
Grade 10			
English	20	18	19
Mathematics	20	24	22
Science	23	17	24
Social Studies	19	20	22

Enrollment Information

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

Average Class Size Information

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

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**District ID **28-05-22-03-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	589	9%	597	9%	499	8%
Reduced-Price Lunch	259	4%	228	4%	245	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	178	3%	192	3%	191	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	14	0%	3	0%	11	0%
Black or African American	382	6%	378	6%	353	6%
Hispanic or Latino	679	11%	709	11%	743	12%
Asian or Native Hawaiian/Other Pacific Islander	213	3%	251	4%	239	4%
White	5122	80%	5026	79%	4931	78%
Multiracial**	N/A	N/A	N/A	N/A	8	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	96%		95%		95%	
Student Suspensions	135	2%	158	2%	226	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	535	536	488
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	6%	6%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	59%	64%
Total Number of Core Classes*	N/A	2100	1490
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	1953	1933	1882
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	14%	23%
Turnover Rate of All Teachers	15%	13%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	74	69	67
Total Paraprofessionals*	140	150	139
Assistant Principals	8	8	8
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06

2006–07

2007–08

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	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✓	✓	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1

AYP Status

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

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

7 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

This district will be in good standing in 2008-09. [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 2006–07	2007–08
All Students (2981:2936)	✓	✓	100%	✓	174	120		
Ethnicity								
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—	—
Black or African American (171:162)	✓	✓	99%	✓	142	114		
Hispanic or Latino (323:308)	✓	✓	100%	✓	149	116		
Asian or Native Hawaiian/Other Pacific Islander (123:123)	✓	✓	100%	✓	175	113		
White (2359:2338)	✓	✓	100%	✓	180	120		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (390:382)	✓ ^{SH}	✓	99%	✓ ^{SH}	115	116	115	124
Limited English Proficient ⁵ (48:63)	✗	✓	100%	✗	90	110	110	101
Economically Disadvantaged (436:417)	✓	✓	100%	✓	144	117		
Final AYP Determination	✗ 7 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)



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 2008-09. [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 2006–07 2007–08
All Students (2985:2937)	✓	✓	100%	✓	184	84	
Ethnicity							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (169:161)	✓	✓	99%	✓	152	78	
Hispanic or Latino (325:311)	✓	✓	99%	✓	168	80	
Asian or Native Hawaiian/Other Pacific Islander (126:123)	✓	✓	100%	✓	192	77	
White (2360:2337)	✓	✓	100%	✓	188	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (388:377)	✓	✓	98%	✓	140	80	
Limited English Proficient ⁵ (51:68)	✓	✓	98%	✓	131	74	
Economically Disadvantaged (442:421)	✓	✓	99%	✓	162	81	
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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
All Students (1035:998)		Qualified		97%		192	100	
Ethnicity								
American Indian or Alaska Native (3:3)		—	—	—	—	—	—	—
Black or African American (64:62)		Qualified		98%		171	100	
Hispanic or Latino (105:100)		Qualified		99%		169	100	
Asian or Native Hawaiian/Other Pacific Islander (46:42)		Qualified		96%		200	100	
White (817:791)		Qualified		97%		196	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (129:127)		Qualified		99%		172	100	
Limited English Proficient ⁴ (21:18)		—	—	—	—	—	—	—
Economically Disadvantaged (144:135)		Qualified		98%		176	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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (499:483)	✓	✓	99%	✓	183	154	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (30:28)	—	—	—	—	—	—	—
Hispanic or Latino (56:57)	✓	✓	96%	✓	168	146	
Asian or Native Hawaiian/Other Pacific Islander (17:16)	—	—	—	—	—	—	—
White (395:382)	✓	✓	100%	✓	189	153	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (50:58)	✓	✓	98%	✓	148	146	
Limited English Proficient ⁴ (12:14)	—	—	—	—	—	—	—
Economically Disadvantaged (56:60)	✓	✓	96%	✓	152	147	
Final AYP Determination	✓ 5 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (499:483)	✓	✓	99%	✓	190	147	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (30:28)	—	—	—	—	—	—	—
Hispanic or Latino (56:57)	✓	✓	98%	✓	172	139	
Asian or Native Hawaiian/Other Pacific Islander (17:16)	—	—	—	—	—	—	—
White (395:382)	✓	✓	99%	✓	195	146	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (50:58)	✓	✓	100%	✓	157	139	
Limited English Proficient ⁴ (12:14)	—	—	—	—	—	—	—
Economically Disadvantaged (56:60)	✓	✓	98%	✓	167	140	
Final AYP Determination	✓ 5 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08
All Students (468)			93%	55%	
Ethnicity					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (34)			85%	55%	
Hispanic or Latino (44)			75%	55%	
Asian or Native Hawaiian/Other Pacific Islander (19)		–	–	–	
White (368)			96%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (54)			78%	55%	
Limited English Proficient ³ (9)		–	–	–	
Economically Disadvantaged (56)			79%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **FARMINGDALE UNION FREE SCHOOL DISTRICT**

District ID **28-05-22-03-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

2 schools identified 33% of total

NORTHSIDE ELEMENTARY SCHOOL

SALTZMAN EAST MEMORIAL ELEMENTARY SCHOOL

New York State Status

Good Standing

4 schools identified 67% of total

ALBANY AVENUE ELEMENTARY SCHOOL

FARMINGDALE SENIOR HIGH SCHOOL







HOWITT SCHOOL

WOODWARD PARKWAY ELEMENTARY SCHOOL







District **FARMINGDALE UNION FREE SCHOOL DISTRICT**District ID **28-05-22-03-0000**

Summary of 2006–07 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	77%			463
Grade 4	82%			482
Grade 5	81%			477
Grade 6	77%			530
Grade 7	72%			449
Grade 8	73%			533

Mathematics

Grade 3	93%		466
Grade 4	91%		483
Grade 5	88%		477
Grade 6	86%		533
Grade 7	82%		454
Grade 8	79%		533

Science

Grade 4	96%		484
Grade 8	88%		382

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	85%			503
Mathematics	90%			503

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.

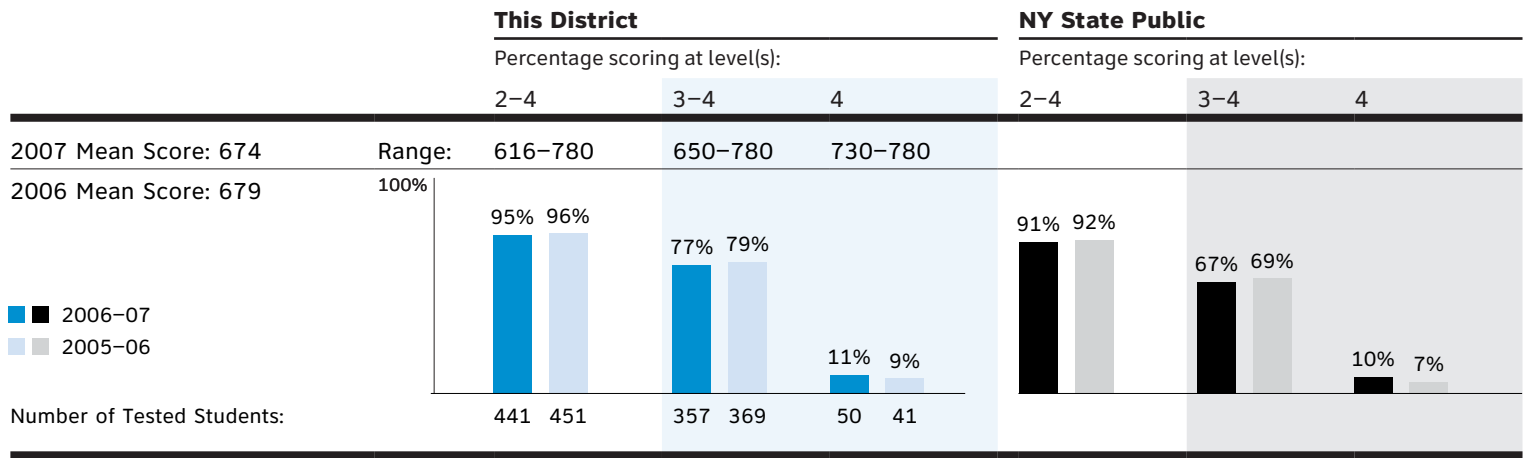
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	463	95%	77%	11%	469	96%	79%	9%
Female	230	95%	82%	12%	227	97%	82%	10%
Male	233	95%	72%	9%	242	95%	76%	7%
American Indian or Alaska Native								
Black or African American	17	76%	47%	0%	24	96%	71%	4%
Hispanic or Latino	61	90%	62%	5%	43	88%	58%	9%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	6%	20	100%	80%	0%
White	367	97%	81%	13%	382	97%	81%	9%
Multiracial								
Small Group Totals								
General-Education Students	413	98%	83%	12%	415	99%	84%	9%
Students with Disabilities	50	74%	30%	4%	54	78%	39%	4%
English Proficient	450	97%	79%	11%	469	96%	79%	9%
Limited English Proficient	13	46%	0%	0%				
Economically Disadvantaged	72	85%	57%	1%	51	90%	63%	4%
Not Disadvantaged	391	97%	81%	13%	418	97%	81%	9%
Migrant	1	—	—	—				
Not Migrant	462	—	—	—	469	96%	79%	9%

NOTES

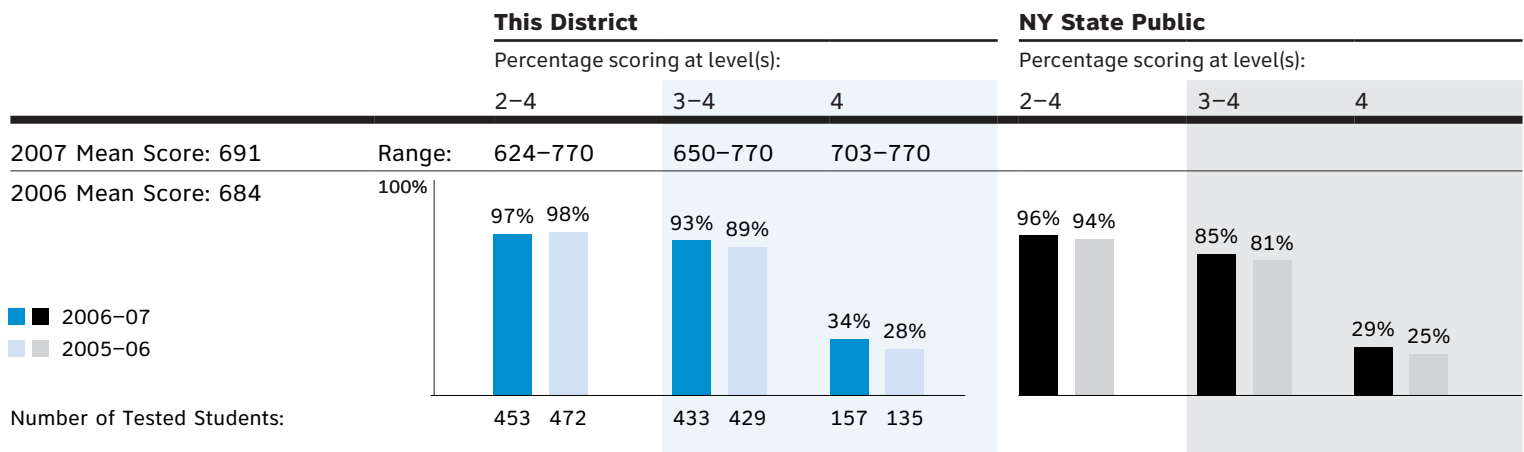
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	7	7	6	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	466	97%	93%	34%	482	98%	89%	28%
Female	232	96%	91%	34%	232	99%	89%	27%
Male	234	98%	94%	33%	250	97%	89%	29%
American Indian or Alaska Native								
Black or African American	17	88%	65%	0%	26	96%	69%	19%
Hispanic or Latino	62	97%	87%	19%	51	98%	76%	14%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	58%	22	100%	95%	14%
White	368	98%	95%	36%	383	98%	92%	31%
Multiracial								
Small Group Totals								
General-Education Students	417	99%	95%	35%	425	99%	91%	31%
Students with Disabilities	49	82%	71%	18%	57	88%	72%	7%
English Proficient	452	98%	94%	35%	472	98%	89%	29%
Limited English Proficient	14	71%	43%	0%	10	100%	80%	0%
Economically Disadvantaged	75	96%	81%	19%	58	98%	81%	16%
Not Disadvantaged	391	97%	95%	37%	424	98%	90%	30%
Migrant	1	—	—	—				
Not Migrant	465	—	—	—	482	98%	89%	28%

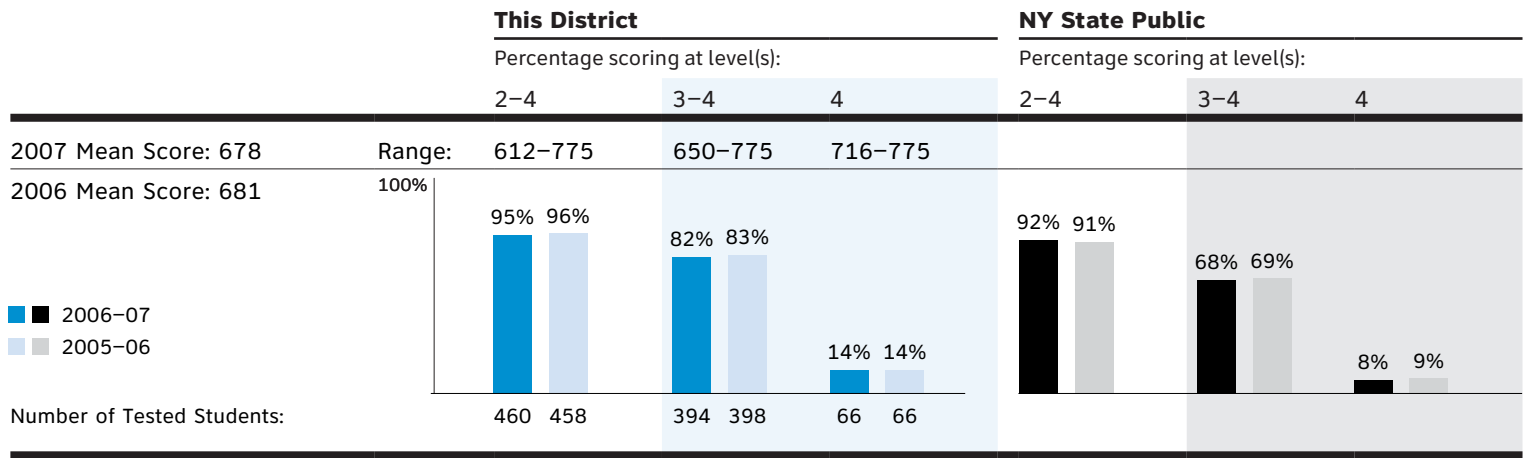
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	7	7	6	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 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	482	95%	82%	14%	479	96%	83%	14%
Female	223	98%	87%	16%	235	97%	88%	14%
Male	259	93%	77%	12%	244	95%	79%	13%
American Indian or Alaska Native					1	—	—	—
Black or African American	29	86%	76%	7%	24	83%	54%	0%
Hispanic or Latino	46	89%	67%	4%	44	91%	59%	16%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	78%	13%	17	—	—	—
White	384	97%	84%	15%	393	97%	87%	14%
Multiracial								
Small Group Totals					18	100%	89%	17%
General-Education Students	419	99%	89%	16%	430	98%	89%	15%
Students with Disabilities	63	75%	33%	0%	49	73%	31%	2%
English Proficient	473	96%	83%	14%	478	—	—	—
Limited English Proficient	9	56%	11%	0%	1	—	—	—
Economically Disadvantaged	60	85%	65%	3%	70	89%	66%	7%
Not Disadvantaged	422	97%	84%	15%	409	97%	86%	15%
Migrant								
Not Migrant	482	95%	82%	14%	479	96%	83%	14%

NOTES

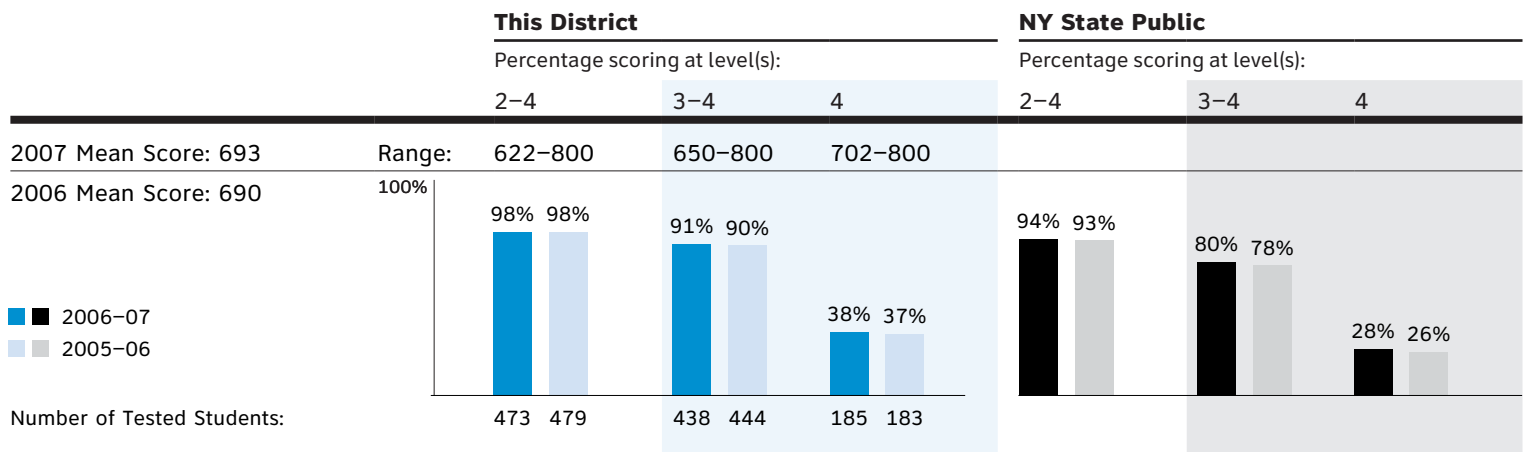
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	4	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	483	98%	91%	38%	491	98%	90%	37%
Female	223	99%	93%	33%	244	97%	90%	33%
Male	260	97%	89%	43%	247	98%	91%	41%
American Indian or Alaska Native					1	—	—	—
Black or African American	29	90%	66%	17%	25	92%	68%	4%
Hispanic or Latino	46	100%	85%	15%	52	87%	71%	17%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	96%	43%	18	—	—	—
White	385	98%	93%	42%	395	99%	94%	41%
Multiracial								
Small Group Totals					19	100%	95%	58%
General-Education Students	420	99%	95%	42%	440	99%	94%	41%
Students with Disabilities	63	89%	59%	14%	51	88%	61%	8%
English Proficient	473	98%	91%	39%	481	98%	91%	38%
Limited English Proficient	10	90%	60%	10%	10	80%	60%	0%
Economically Disadvantaged	61	97%	80%	16%	77	90%	74%	14%
Not Disadvantaged	422	98%	92%	41%	414	99%	93%	42%
Migrant								
Not Migrant	483	98%	91%	38%	491	98%	90%	37%

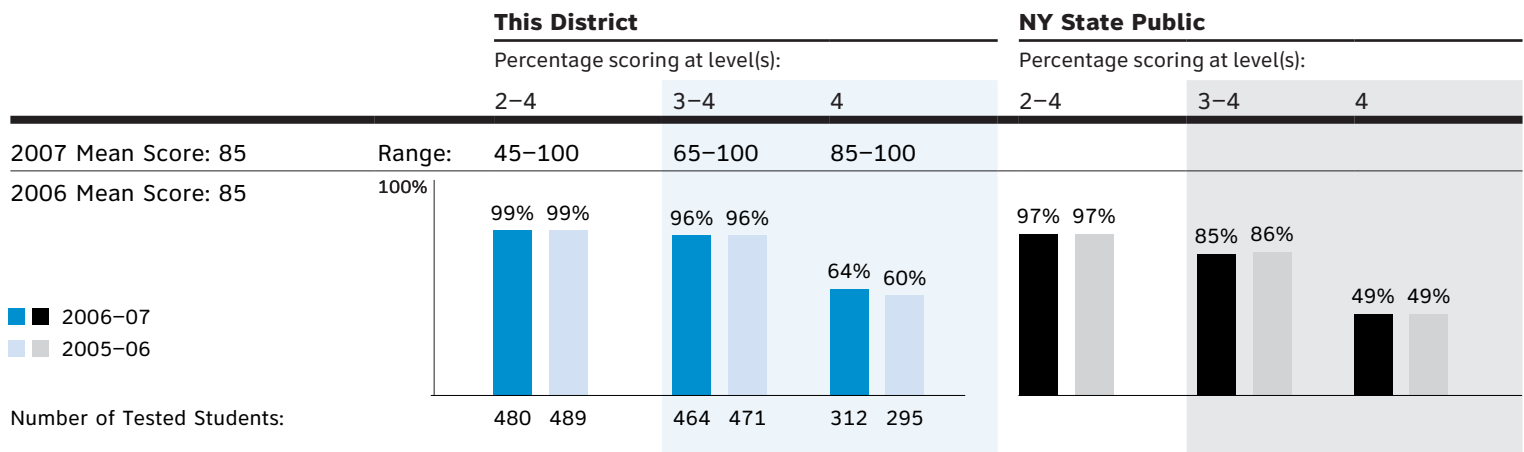
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	484	99%	96%	64%	492	99%	96%	60%
Female	223	100%	97%	64%	246	99%	95%	58%
Male	261	98%	95%	65%	246	100%	96%	62%
American Indian or Alaska Native					1	—	—	—
Black or African American	29	97%	90%	48%	24	96%	75%	38%
Hispanic or Latino	47	98%	83%	47%	54	98%	83%	31%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	100%	70%	18	—	—	—
White	385	99%	98%	68%	395	100%	99%	65%
Multiracial								
Small Group Totals					19	100%	89%	58%
General-Education Students	421	100%	97%	69%	440	100%	97%	64%
Students with Disabilities	63	95%	86%	35%	52	96%	85%	29%
English Proficient	474	99%	97%	66%	481	100%	96%	61%
Limited English Proficient	10	100%	40%	0%	11	91%	73%	9%
Economically Disadvantaged	62	98%	87%	40%	78	96%	82%	32%
Not Disadvantaged	422	99%	97%	68%	414	100%	98%	65%
Migrant								
Not Migrant	484	99%	96%	64%	492	99%	96%	60%

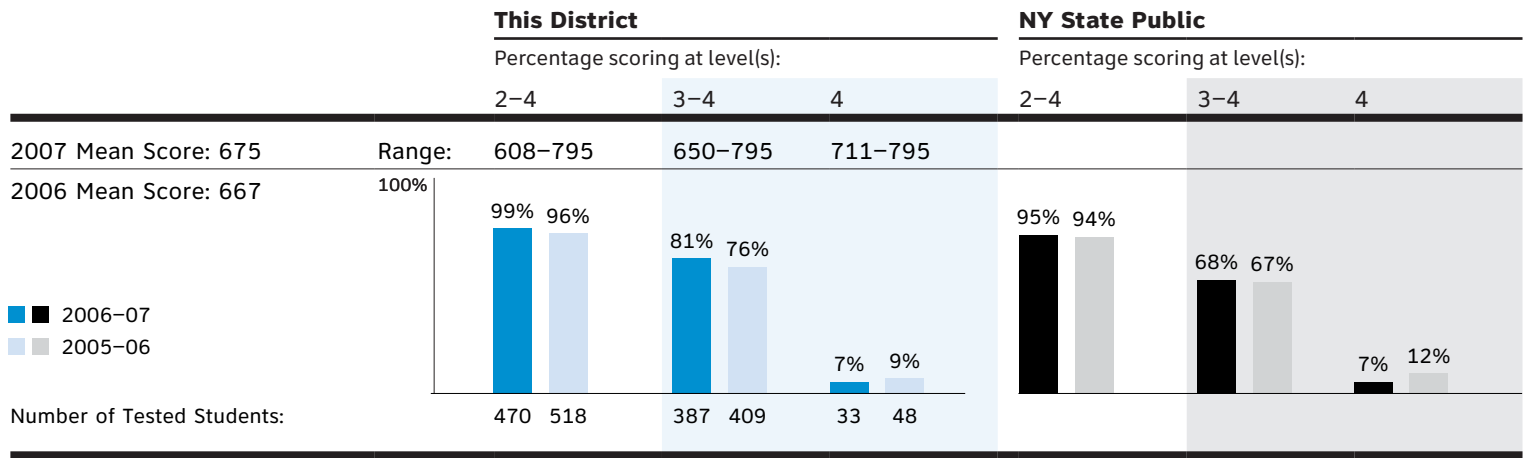
NOTES

The — symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 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	477	99%	81%	7%	538	96%	76%	9%
Female	236	99%	84%	8%	259	97%	80%	12%
Male	241	98%	78%	6%	279	96%	72%	6%
American Indian or Alaska Native	1	—	—	—				
Black or African American	23	96%	57%	9%	30	90%	57%	0%
Hispanic or Latino	50	94%	54%	4%	57	96%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	24	96%	75%	4%
White	386	99%	87%	7%	427	97%	80%	11%
Multiracial								
Small Group Totals	18	100%	72%	6%				
General-Education Students	424	100%	87%	8%	473	99%	80%	10%
Students with Disabilities	53	91%	36%	0%	65	80%	46%	3%
English Proficient	473	—	—	—	536	—	—	—
Limited English Proficient	4	—	—	—	2	—	—	—
Economically Disadvantaged	73	95%	66%	0%	65	89%	57%	5%
Not Disadvantaged	404	99%	84%	8%	473	97%	79%	10%
Migrant					2	—	—	—
Not Migrant	477	99%	81%	7%	536	—	—	—

NOTES

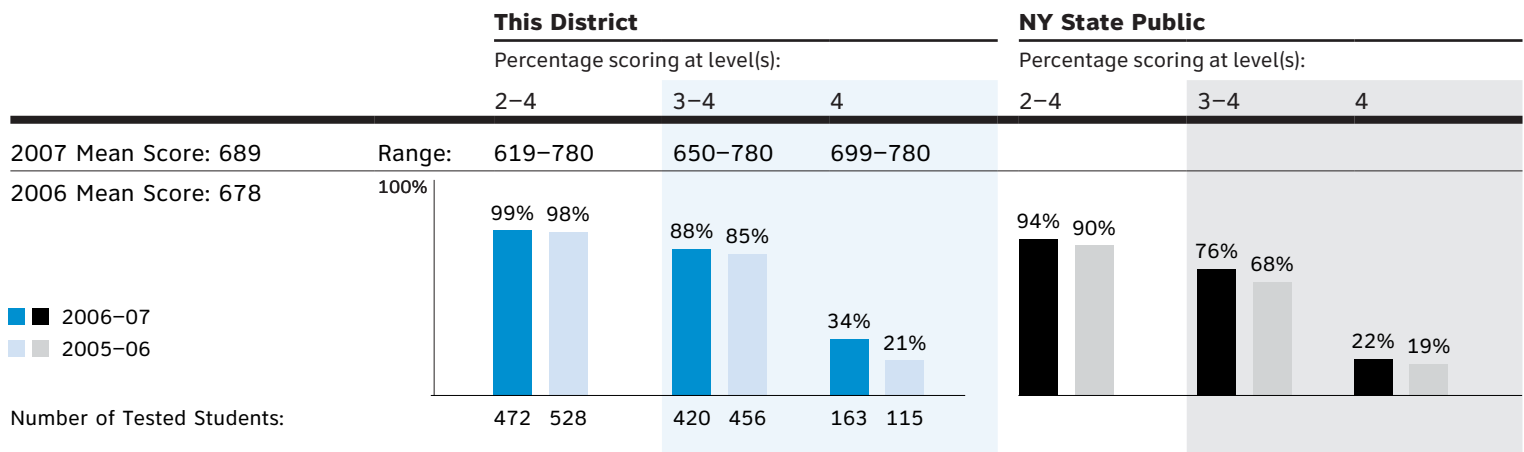
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	477	99%	88%	34%	538	98%	85%	21%
Female	237	99%	86%	27%	259	98%	84%	19%
Male	240	99%	90%	41%	279	98%	86%	23%
American Indian or Alaska Native	1	—	—	—				
Black or African American	23	91%	61%	13%	28	96%	68%	7%
Hispanic or Latino	52	96%	65%	17%	58	95%	67%	5%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	24	96%	88%	38%
White	384	100%	92%	37%	428	99%	88%	24%
Multiracial								
Small Group Totals	18	100%	94%	50%				
General-Education Students	424	100%	91%	38%	472	99%	88%	24%
Students with Disabilities	53	94%	62%	8%	66	92%	61%	5%
English Proficient	471	99%	89%	34%	533	98%	85%	22%
Limited English Proficient	6	83%	50%	17%	5	80%	60%	0%
Economically Disadvantaged	76	95%	68%	17%	66	94%	65%	9%
Not Disadvantaged	401	100%	92%	37%	472	99%	88%	23%
Migrant					2	—	—	—
Not Migrant	477	99%	88%	34%	536	—	—	—

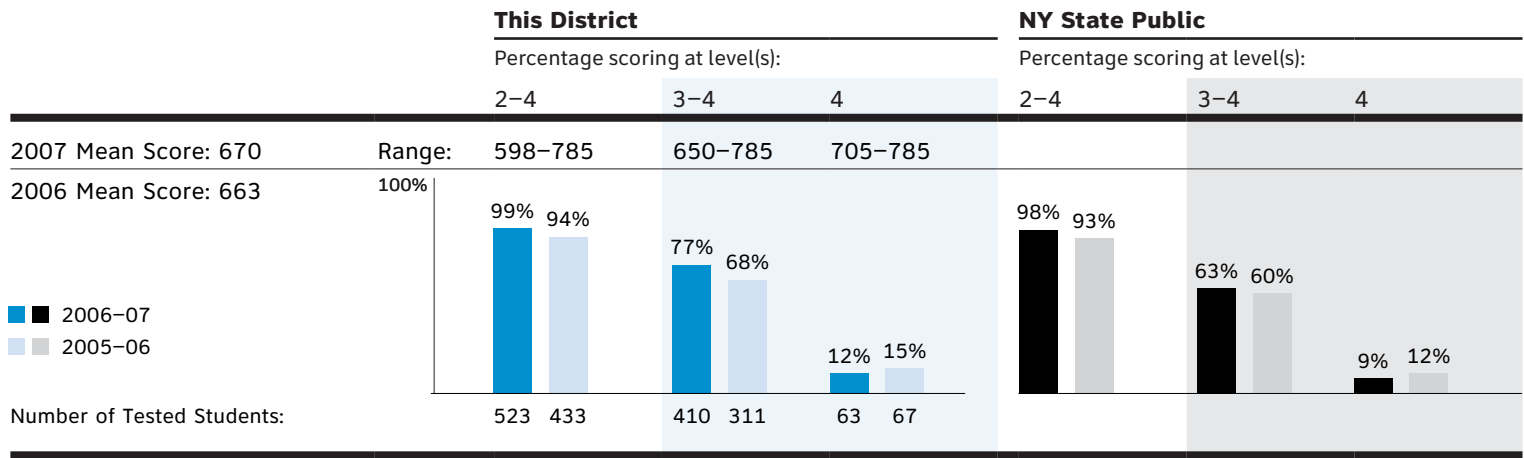
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 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	530	99%	77%	12%	459	94%	68%	15%
Female	251	99%	81%	16%	230	96%	73%	17%
Male	279	98%	74%	8%	229	93%	63%	12%
American Indian or Alaska Native					1	—	—	—
Black or African American	32	94%	56%	16%	34	82%	38%	3%
Hispanic or Latino	52	100%	65%	10%	48	85%	48%	15%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	77%	23%	16	—	—	—
White	420	99%	80%	11%	360	96%	73%	15%
Multiracial								
Small Group Totals					17	100%	65%	29%
General-Education Students	462	100%	84%	14%	390	100%	77%	17%
Students with Disabilities	68	90%	32%	0%	69	62%	13%	0%
English Proficient	528	—	—	—	459	94%	68%	15%
Limited English Proficient	2	—	—	—				
Economically Disadvantaged	68	99%	54%	7%	73	82%	40%	4%
Not Disadvantaged	462	99%	81%	13%	386	97%	73%	17%
Migrant	2	—	—	—				
Not Migrant	528	—	—	—	459	94%	68%	15%

NOTES

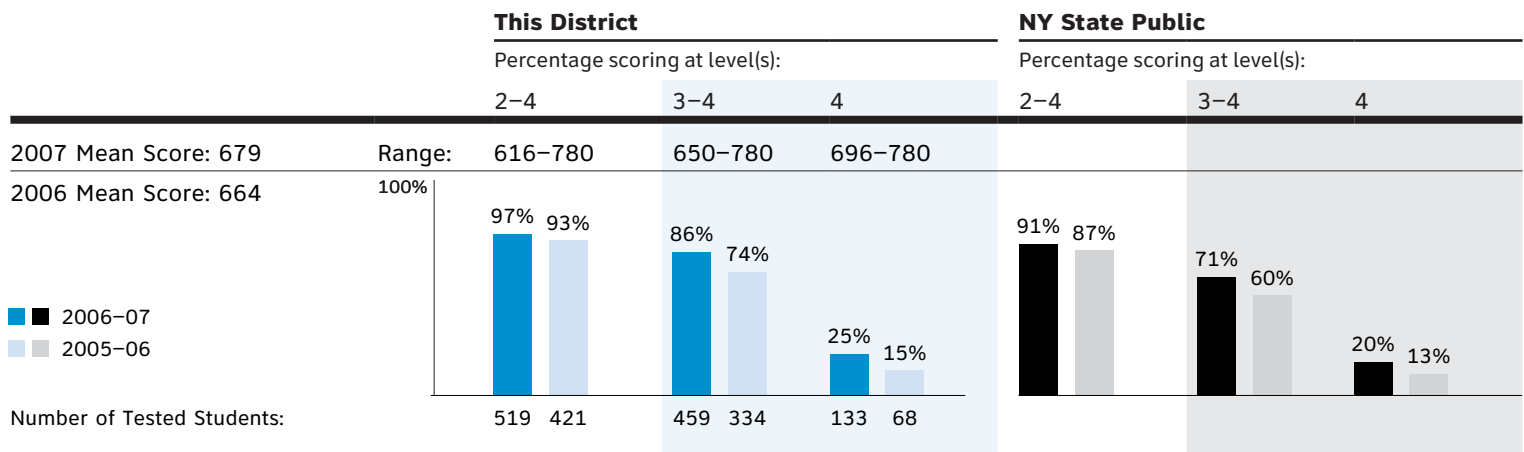
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Other Assessments

	2006-07 School Year				2005-06 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	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	533	97%	86%	25%	451	93%	74%	15%
Female	254	98%	86%	26%	222	95%	75%	16%
Male	279	97%	86%	24%	229	92%	73%	14%
American Indian or Alaska Native					1	—	—	—
Black or African American	32	94%	75%	16%	34	85%	35%	3%
Hispanic or Latino	53	94%	70%	9%	53	85%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	26	96%	81%	38%	18	—	—	—
White	422	98%	89%	27%	345	95%	81%	17%
Multiracial								
Small Group Totals					19	100%	84%	26%
General-Education Students	466	99%	91%	28%	382	98%	82%	17%
Students with Disabilities	67	87%	52%	4%	69	65%	29%	3%
English Proficient	529	—	—	—	444	94%	75%	15%
Limited English Proficient	4	—	—	—	7	57%	29%	0%
Economically Disadvantaged	70	94%	71%	10%	78	82%	45%	0%
Not Disadvantaged	463	98%	88%	27%	373	96%	80%	18%
Migrant	2	—	—	—				
Not Migrant	531	—	—	—	451	93%	74%	15%

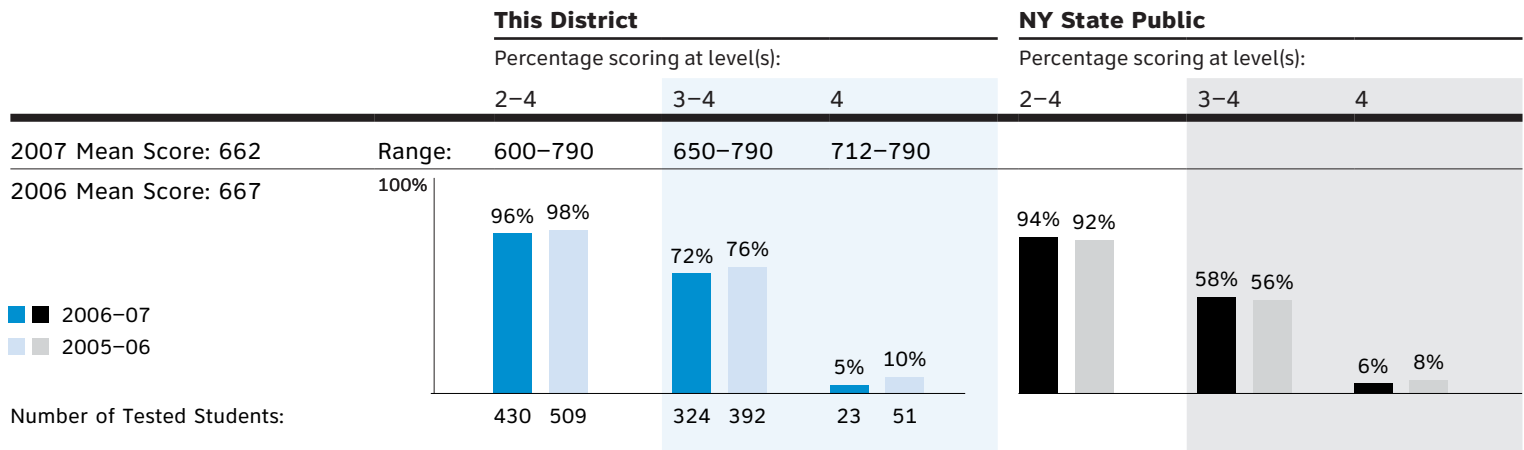
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	449	96%	72%	5%	517	98%	76%	10%
Female	221	97%	81%	6%	230	99%	82%	13%
Male	228	94%	64%	4%	287	98%	71%	7%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	31	87%	39%	0%	29	93%	55%	3%
Hispanic or Latino	48	85%	52%	0%	42	95%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	19	—	—	—
White	351	98%	78%	6%	424	99%	80%	11%
Multiracial								
Small Group Totals	19	100%	74%	5%	22	100%	77%	5%
General-Education Students	378	99%	82%	6%	468	100%	81%	11%
Students with Disabilities	71	76%	20%	0%	49	84%	27%	0%
English Proficient	444	96%	73%	5%	516	—	—	—
Limited English Proficient	5	40%	0%	0%	1	—	—	—
Economically Disadvantaged	74	82%	38%	1%	74	95%	54%	4%
Not Disadvantaged	375	98%	79%	6%	443	99%	79%	11%
Migrant								
Not Migrant	449	96%	72%	5%	517	98%	76%	10%

NOTES

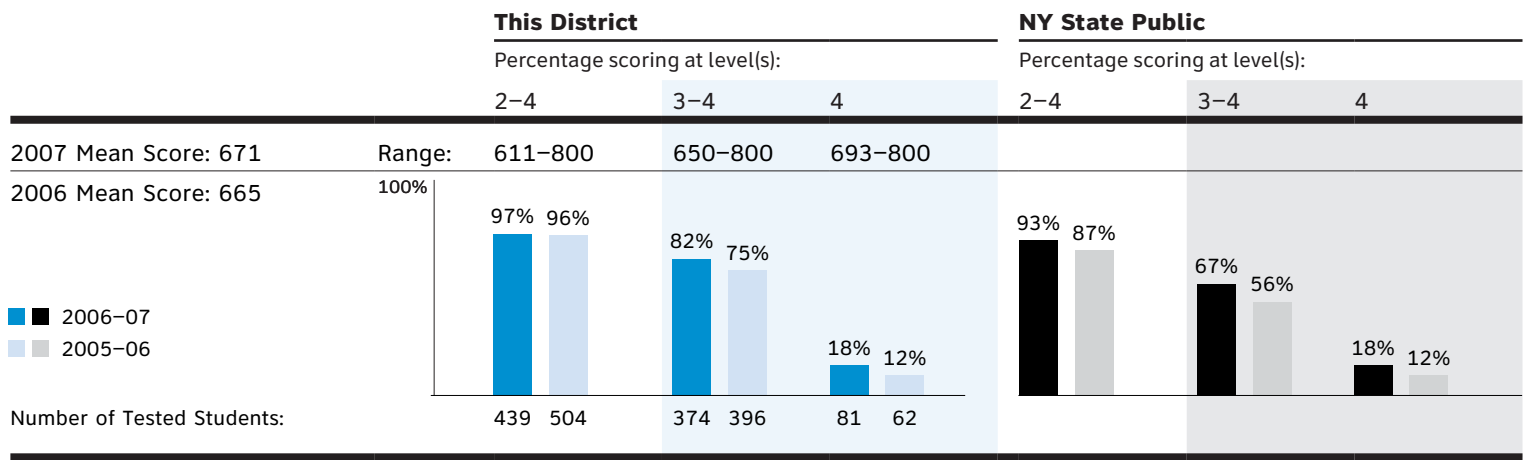
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	454	97%	82%	18%	526	96%	75%	12%
Female	226	97%	85%	20%	236	95%	74%	11%
Male	228	96%	79%	15%	290	96%	77%	12%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	32	94%	47%	9%	30	93%	57%	3%
Hispanic or Latino	51	96%	69%	8%	50	72%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	19	—	—	—
White	352	97%	87%	19%	424	99%	80%	14%
Multiracial								
Small Group Totals	19	100%	100%	42%	22	100%	73%	9%
General-Education Students	382	100%	91%	21%	475	98%	81%	13%
Students with Disabilities	72	81%	35%	3%	51	73%	18%	0%
English Proficient	448	97%	83%	18%	516	97%	76%	12%
Limited English Proficient	6	67%	17%	0%	10	30%	20%	0%
Economically Disadvantaged	77	88%	57%	8%	81	85%	48%	2%
Not Disadvantaged	377	98%	88%	20%	445	98%	80%	13%
Migrant								
Not Migrant	454	97%	82%	18%	526	96%	75%	12%

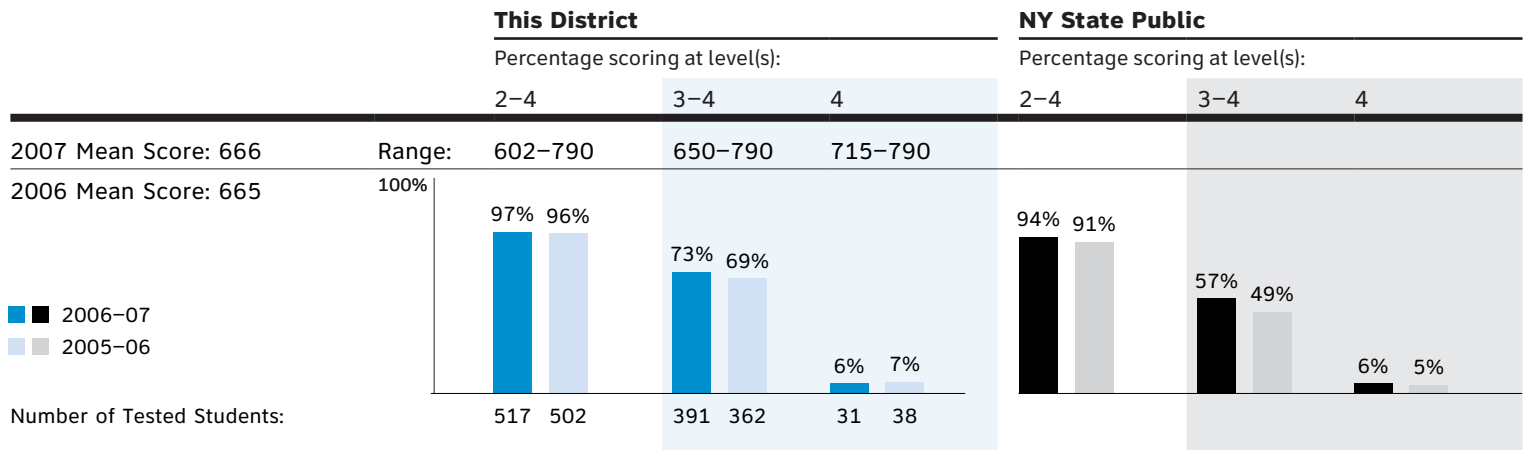
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	533	97%	73%	6%	523	96%	69%	7%
Female	244	98%	79%	7%	237	97%	81%	8%
Male	289	97%	69%	5%	286	95%	59%	6%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	34	94%	50%	3%	30	87%	47%	0%
Hispanic or Latino	56	80%	50%	2%	46	93%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	10	—	—	—
White	419	99%	78%	6%	436	97%	73%	8%
Multiracial								
Small Group Totals	24	100%	79%	8%	11	100%	64%	9%
General-Education Students	479	99%	79%	6%	444	99%	78%	9%
Students with Disabilities	54	83%	22%	0%	79	77%	18%	0%
English Proficient	525	98%	74%	6%	523	96%	69%	7%
Limited English Proficient	8	25%	0%	0%				
Economically Disadvantaged	79	89%	51%	3%	69	88%	45%	0%
Not Disadvantaged	454	98%	77%	6%	454	97%	73%	8%
Migrant								
Not Migrant	533	97%	73%	6%	523	96%	69%	7%

NOTES

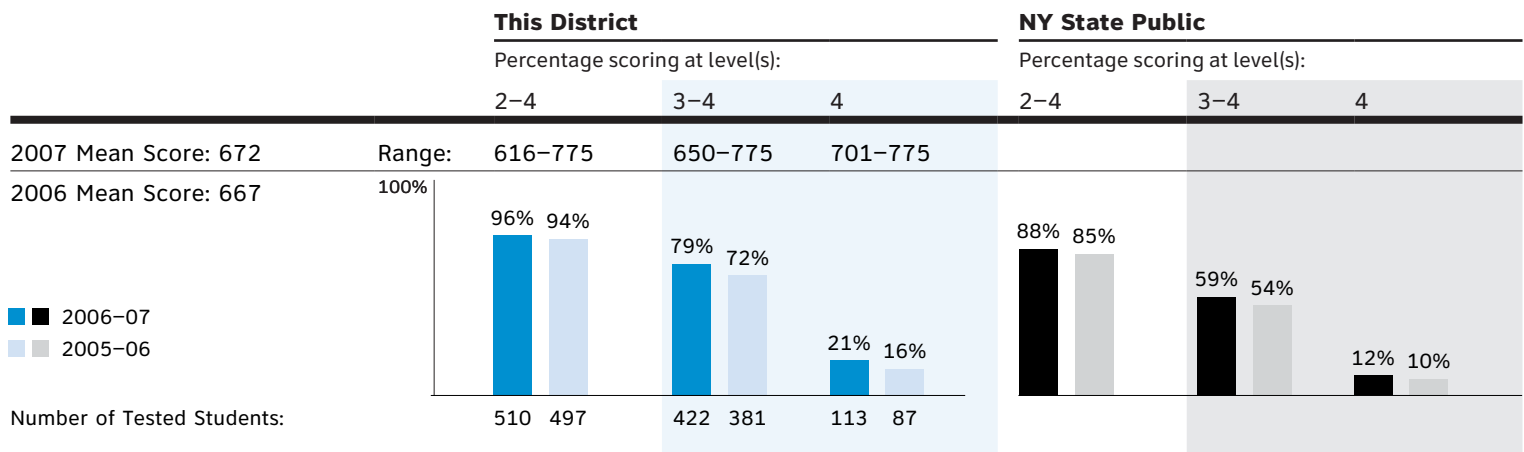
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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	533	96%	79%	21%	529	94%	72%	16%
Female	242	96%	80%	22%	237	96%	75%	16%
Male	291	95%	79%	20%	292	92%	70%	17%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	32	88%	63%	9%	29	76%	31%	3%
Hispanic or Latino	56	77%	57%	4%	51	88%	39%	8%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	13	—	—	—
White	419	99%	83%	24%	435	96%	78%	17%
Multiracial								
Small Group Totals	26	96%	85%	27%	14	100%	100%	57%
General-Education Students	482	98%	84%	23%	450	98%	79%	19%
Students with Disabilities	51	75%	35%	2%	79	73%	33%	1%
English Proficient	523	97%	81%	22%	518	94%	73%	17%
Limited English Proficient	10	20%	0%	0%	11	73%	36%	9%
Economically Disadvantaged	79	86%	58%	5%	70	84%	47%	6%
Not Disadvantaged	454	97%	83%	24%	459	95%	76%	18%
Migrant								
Not Migrant	533	96%	79%	21%	529	94%	72%	16%

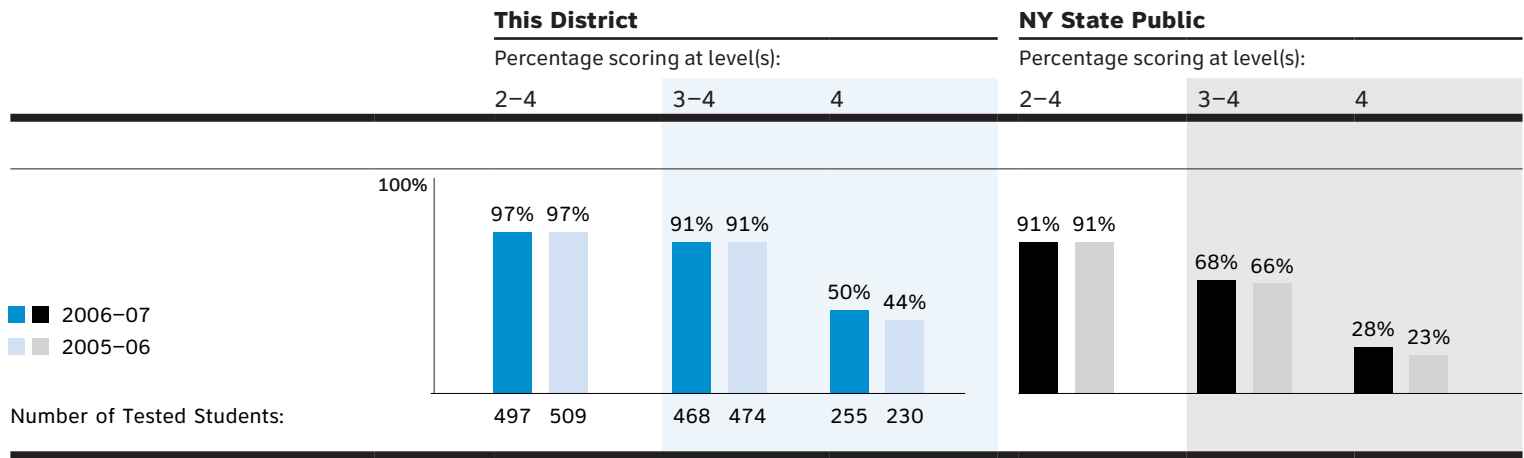
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	5	5	4	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	382	96%	88%	42%	367	96%	87%	29%
Female	171	96%	84%	39%	161	98%	88%	27%
Male	211	95%	91%	45%	206	95%	85%	31%
American Indian or Alaska Native	3	—	—	—				
Black or African American	30	90%	70%	30%	25	96%	80%	16%
Hispanic or Latino	53	85%	60%	19%	40	85%	58%	15%
Asian or Native Hawaiian/Other								
Pacific Islander	17	—	—	—	7	100%	100%	57%
White	279	99%	95%	48%	295	98%	91%	32%
Multiracial								
Small Group Totals	20	95%	95%	40%				
General-Education Students	329	98%	91%	45%	292	98%	90%	33%
Students with Disabilities	53	85%	68%	21%	75	89%	72%	15%
English Proficient	371	97%	91%	43%	359	97%	88%	30%
Limited English Proficient	11	45%	0%	0%	8	50%	13%	0%
Economically Disadvantaged	74	89%	72%	22%	62	87%	66%	13%
Not Disadvantaged	308	97%	92%	47%	305	98%	91%	32%
Migrant								
Not Migrant	382	96%	88%	42%	367	96%	87%	29%

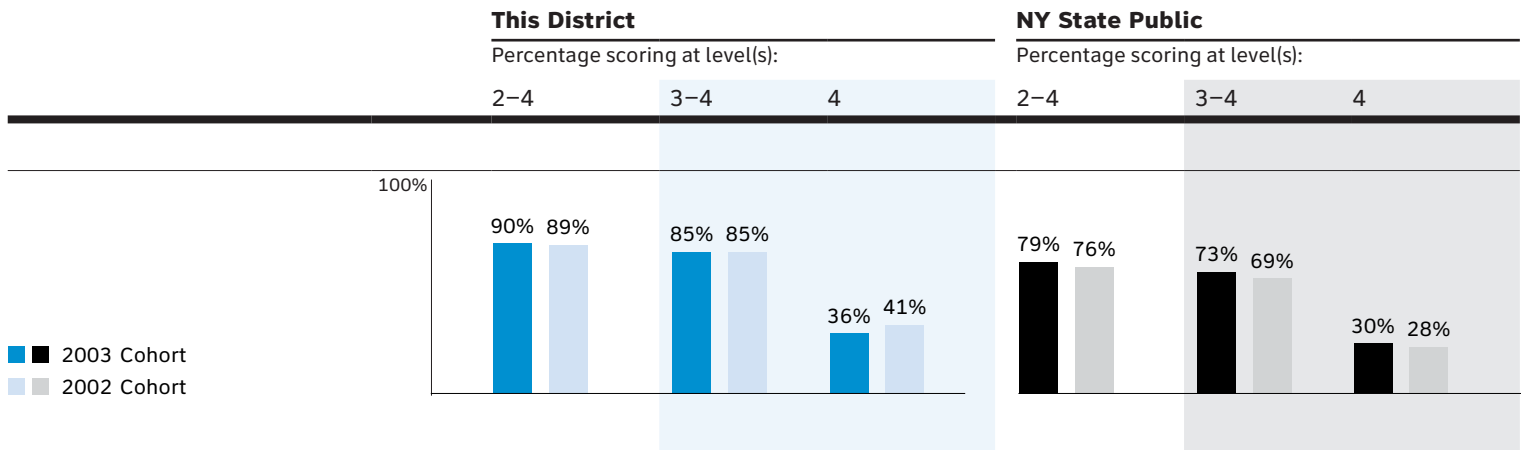
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	132	131	131	95	156	156	156	123

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	503	90%	85%	36%	498	89%	85%	41%
Female	233	93%	88%	42%	235	91%	91%	54%
Male	270	88%	83%	30%	263	88%	79%	29%
American Indian or Alaska Native					3	–	–	–
Black or African American	31	68%	52%	19%	39	79%	67%	15%
Hispanic or Latino	61	84%	77%	16%	50	70%	66%	18%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	88%	47%	21	–	–	–
White	394	93%	89%	40%	385	93%	89%	45%
Multiracial								
Small Group Totals					24	88%	88%	58%
General-Education Students	442	93%	90%	40%	442	93%	89%	45%
Students with Disabilities	61	69%	52%	5%	56	64%	54%	9%
English Proficient	487	92%	87%	37%	485	91%	86%	42%
Limited English Proficient	16	50%	31%	0%	13	38%	31%	0%
Economically Disadvantaged	63	76%	63%	14%	60	87%	77%	18%
Not Disadvantaged	440	92%	88%	39%	438	90%	86%	44%
Migrant					1	–	–	–
Not Migrant					497	–	–	–

NOTES

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Other Assessments

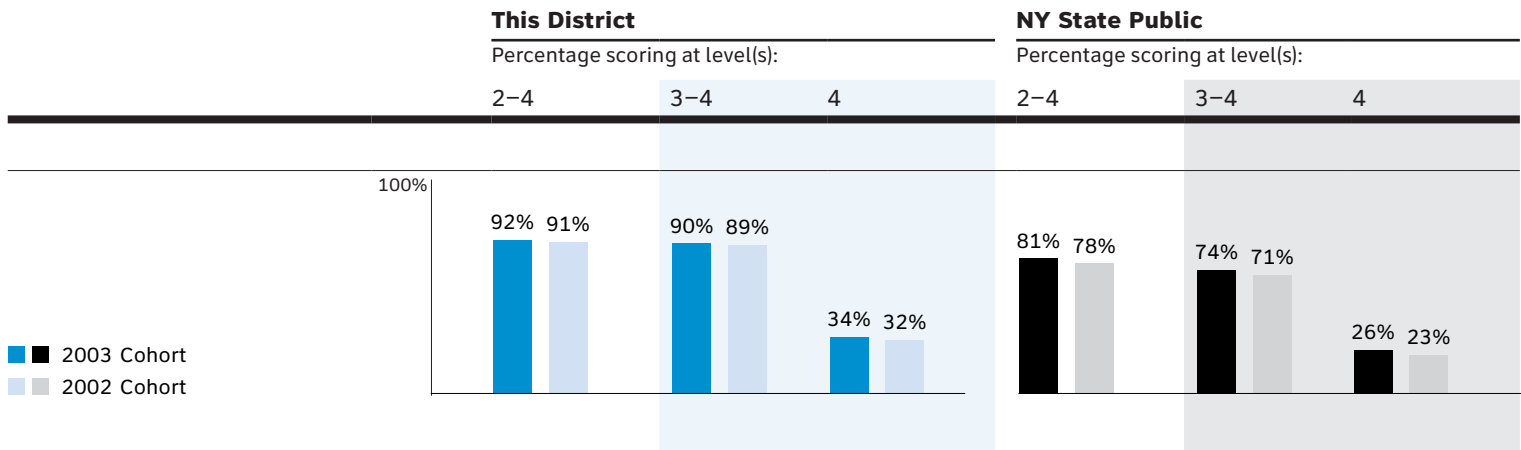
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	503	92%	90%	34%	498	91%	89%	32%
Female	233	94%	94%	32%	235	93%	92%	37%
Male	270	90%	87%	36%	263	89%	86%	28%
American Indian or Alaska Native					3	–	–	–
Black or African American	31	68%	68%	13%	39	82%	82%	8%
Hispanic or Latino	61	82%	75%	16%	50	80%	78%	14%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	94%	59%	21	–	–	–
White	394	95%	94%	37%	385	94%	91%	36%
Multiracial								
Small Group Totals					24	88%	88%	46%
General-Education Students	442	95%	94%	38%	442	94%	92%	36%
Students with Disabilities	61	69%	57%	5%	56	66%	59%	5%
English Proficient	487	93%	91%	35%	485	93%	90%	33%
Limited English Proficient	16	69%	56%	6%	13	31%	31%	8%
Economically Disadvantaged	63	81%	73%	17%	60	85%	85%	13%
Not Disadvantaged	440	94%	92%	36%	438	92%	89%	35%
Migrant					1	–	–	–
Not Migrant					497	–	–	–

NOTES

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Other Assessments

Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.