



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NORTH BABYLON UNION FREE
SCHOOL DISTRICT**

District ID **58-01-03-03-0000**

Superintendent **ROBERT ALOISE**

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

This District's Report Card

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

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

For more information:

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

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 NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

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	393	362	335
Grade 1	349	367	366
Grade 2	394	349	376
Grade 3	392	375	370
Grade 4	406	399	370
Grade 5	426	401	406
Grade 6	414	419	411
Ungraded Elementary	0	0	0
Grade 7	445	404	413
Grade 8	430	439	377
Grade 9	444	445	424
Grade 10	382	413	417
Grade 11	375	337	374
Grade 12	311	361	331
Ungraded Secondary	0	0	6
Total K-12	5161	5071	4976

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	23	22
Grade 8			
English	23	24	23
Mathematics	24	25	22
Science	24	23	22
Social Studies	26	26	24
Grade 10			
English	22	23	24
Mathematics	21	22	22
Science	20	20	20
Social Studies	26	25	24

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 NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	585	11%	642	13%	662	13%
Reduced-Price Lunch	308	6%	366	7%	358	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	123	2%	136	3%	146	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	6	0%	3	0%
Black or African American	1066	21%	1055	21%	1088	22%
Hispanic or Latino	554	11%	590	12%	632	13%
Asian or Native Hawaiian/Other Pacific Islander	164	3%	131	3%	154	3%
White	3374	65%	3289	65%	3099	62%
Multiracial**	N/A	N/A	N/A	N/A	0	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		95%		95%		95%
Student Suspensions	361	7%	332	6%	326	6%

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 NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	388	384	377
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	3%	2%	2%
Percent with Fewer Than Three Years of Experience	10%	7%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	51%	56%
Total Number of Core Classes*	N/A	1453	1055
Percent Not Taught by Highly Qualified Teachers	N/A	3%	3%
Total Number of Classes	1393	1392	1410
Percent Taught by Teachers Without Appropriate Certification	5%	3%	3%

* 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	19%	17%	9%
Turnover Rate of All Teachers	13%	12%	7%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	31	39	55
Total Paraprofessionals*	80	82	82
Assistant Principals	4	4	4
Principals	7	7	7

* 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:

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

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

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

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

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

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			English		
	Language Arts	Mathematics	Science	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						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 8	8 of 8	1 of 1	1 of 6	3 of 6	1 of 1

AYP Status


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

Accountability Status Levels

- | Federal | 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) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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 (2401:2338)			99%		169	120		
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	
Black or African American (533:508)			99%		154	117		
Hispanic or Latino (303:286)			96%		165	116		
Asian or Native Hawaiian/Other Pacific Islander (82:79)			96%		178	111		
White (1481:1463)			100%		175	119		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (506:491)			98%		125	117		
Limited English Proficient ⁵ (122:54)			89%		124	109		
Economically Disadvantaged (650:620)			98%		156	118		
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  Good Standing
for This Subject
(2007-08)

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 (2393:2334)			100%		173	84	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (540:507)			99%		158	81	
Hispanic or Latino (298:286)			99%		167	80	
Asian or Native Hawaiian/Other Pacific Islander (82:82)			100%		188	75	
White (1471:1457)			100%		178	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (504:491)			99%		125	81	
Limited English Proficient ⁵ (53:60)			98%		148	74	
Economically Disadvantaged (636:606)			99%		161	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 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 (767:719)		Qualified		96%		189	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (167:143)		Qualified		93%		184	100	
Hispanic or Latino (92:87)		Qualified		96%		186	100	
Asian or Native Hawaiian/Other Pacific Islander (28:27)	—	—	—	—	—	—	—	—
White (479:461)		Qualified		97%		191	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (154:138)		Qualified		92%		167	100	
Limited English Proficient ⁴ (13:12)	—	—	—	—	—	—	—	—
Economically Disadvantaged (197:180)		Qualified		94%		183	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  Good Standing
for This Subject
(2007–08)

Accountability Measures 1 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

How did students in each accountability group perform on secondary-level English Language Arts 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 2006–07	2007–08
(12th Graders: 2003 Cohort) ¹								
All Students (749:350)			94%		157	153		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (159:91)			91%		146	149	149	151
Hispanic or Latino (38:34)		–	–		109	142	142	118
Asian or Native Hawaiian/Other Pacific Islander (14:12)	–	–	–	–	–	–		–
White (478:213)			96%		168	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (121:69)			85%		72	147	122	85
Limited English Proficient ⁴ (3:4)	–	–	–	–	–	–		–
Economically Disadvantaged (93:64)			89%		130	147	147	137
Final AYP Determination		1 of 6						

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  Good Standing
for This Subject
(2007–08)

Accountability Measures 3 of 6 Student groups making AYP in Mathematics
 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 secondary-level Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (749:350)			95%		165	146	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (159:91)			91%		154	142	
Hispanic or Latino (38:34)		–	–		135	135	
Asian or Native Hawaiian/Other Pacific Islander (14:12)	–	–	–	–	–	–	–
White (478:213)			96%		175	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (121:69)			83%		101	140	140 111
Limited English Proficient ⁴ (3:4)	–	–	–	–	–	–	–
Economically Disadvantaged (93:64)			89%		147	140	
Final AYP Determination		3 of 6					

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		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (378)			88%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (66)			83%	55%		
Hispanic or Latino (42)			74%	55%		
Asian or Native Hawaiian/Other Pacific Islander (17)	–	–	–	–		
White (253)			91%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (63)			57%	55%		
Limited English Proficient ³ (13)		–	–	–		
Economically Disadvantaged (34)			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 **NORTH BABYLON UNION FREE SCHOOL DISTRICT**

District ID **58-01-03-03-0000**

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

New York State Status

Good Standing

6 schools identified 86% of total

BELMONT ELEMENTARY SCHOOL

MARION G VEDDER ELEMENTARY SCHOOL

PARLIAMENT PLACE SCHOOL

ROBERT MOSES MIDDLE SCHOOL

WILLIAM E DELUCA JR ELEMENTARY SCHOOL

WOODS ROAD ELEMENTARY SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 14% of total

NORTH BABYLON HIGH SCHOOL

District NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	82%			375
Grade 4	78%			362
Grade 5	79%			403
Grade 6	61%			406
Grade 7	66%			413
Grade 8	64%			391
Mathematics				
Grade 3	93%			378
Grade 4	90%			361
Grade 5	88%			406
Grade 6	68%			406
Grade 7	67%			415
Grade 8	59%			395
Science				
Grade 4	95%			349
Grade 8	84%			337

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	74%			375
Mathematics	77%			375

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.

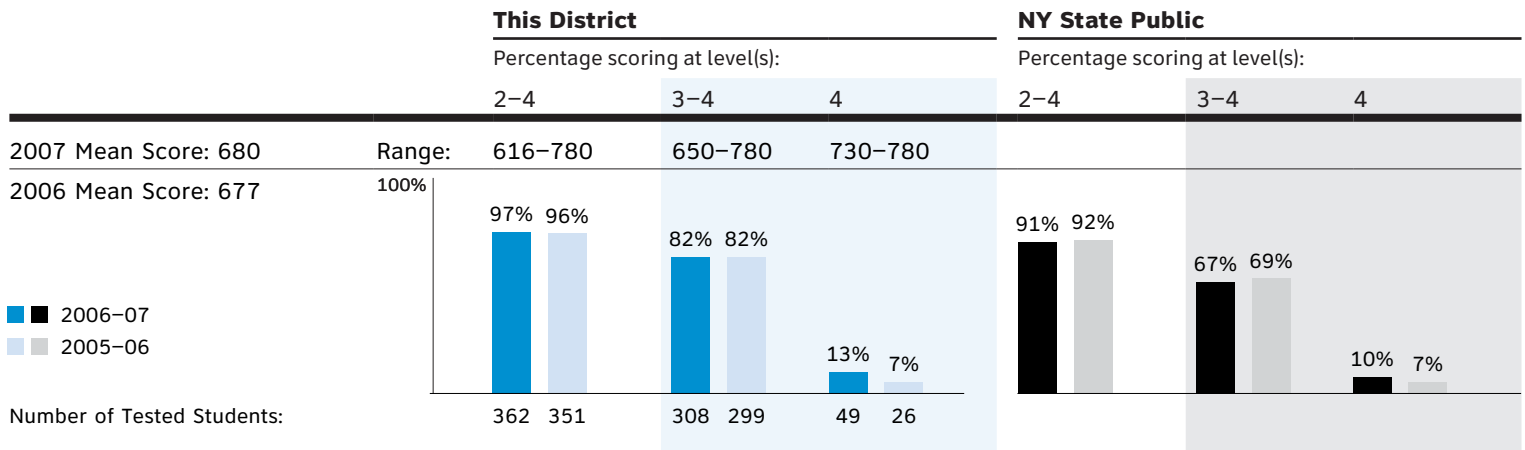
In this section, this district's performance is compared with that of public schools statewide.

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	375	97%	82%	13%	366	96%	82%	7%
Female	190	98%	85%	15%	184	96%	83%	8%
Male	185	95%	79%	11%	182	96%	80%	7%
American Indian or Alaska Native					2	-	-	-
Black or African American	80	91%	69%	4%	67	96%	72%	4%
Hispanic or Latino	41	95%	85%	12%	37	95%	89%	3%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	75%	20%	15	-	-	-
White	234	99%	87%	16%	245	96%	83%	9%
Multiracial								
Small Group Totals					17	100%	82%	6%
General-Education Students	316	99%	88%	14%	316	98%	87%	8%
Students with Disabilities	59	83%	53%	7%	50	84%	48%	2%
English Proficient	363	97%	83%	13%	364	-	-	-
Limited English Proficient	12	92%	58%	0%	2	-	-	-
Economically Disadvantaged	89	96%	75%	7%	94	96%	79%	2%
Not Disadvantaged	286	97%	84%	15%	272	96%	83%	9%
Migrant								
Not Migrant	375	97%	82%	13%	366	96%	82%	7%

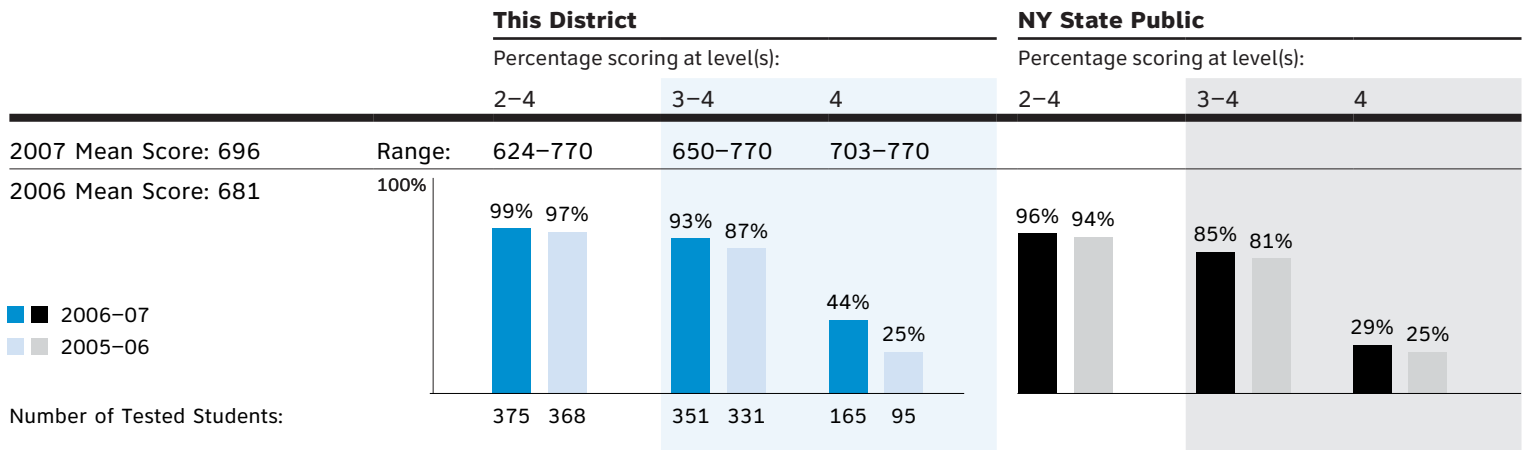
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	4	-	-	-	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	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 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	378	99%	93%	44%	381	97%	87%	25%
Female	190	100%	94%	41%	191	96%	86%	25%
Male	188	98%	92%	46%	190	97%	87%	25%
American Indian or Alaska Native					2	-	-	-
Black or African American	83	96%	83%	29%	67	97%	81%	10%
Hispanic or Latino	42	100%	93%	38%	49	96%	84%	24%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	50%	16	-	-	-
White	233	100%	97%	49%	247	96%	89%	28%
Multiracial								
Small Group Totals					18	100%	94%	39%
General-Education Students	318	100%	97%	48%	328	99%	91%	27%
Students with Disabilities	60	97%	73%	22%	53	83%	64%	9%
English Proficient	366	99%	93%	45%	367	97%	88%	25%
Limited English Proficient	12	100%	83%	8%	14	93%	64%	14%
Economically Disadvantaged	89	99%	87%	25%	102	95%	82%	21%
Not Disadvantaged	289	99%	95%	49%	279	97%	89%	27%
Migrant								
Not Migrant	378	99%	93%	44%	381	97%	87%	25%

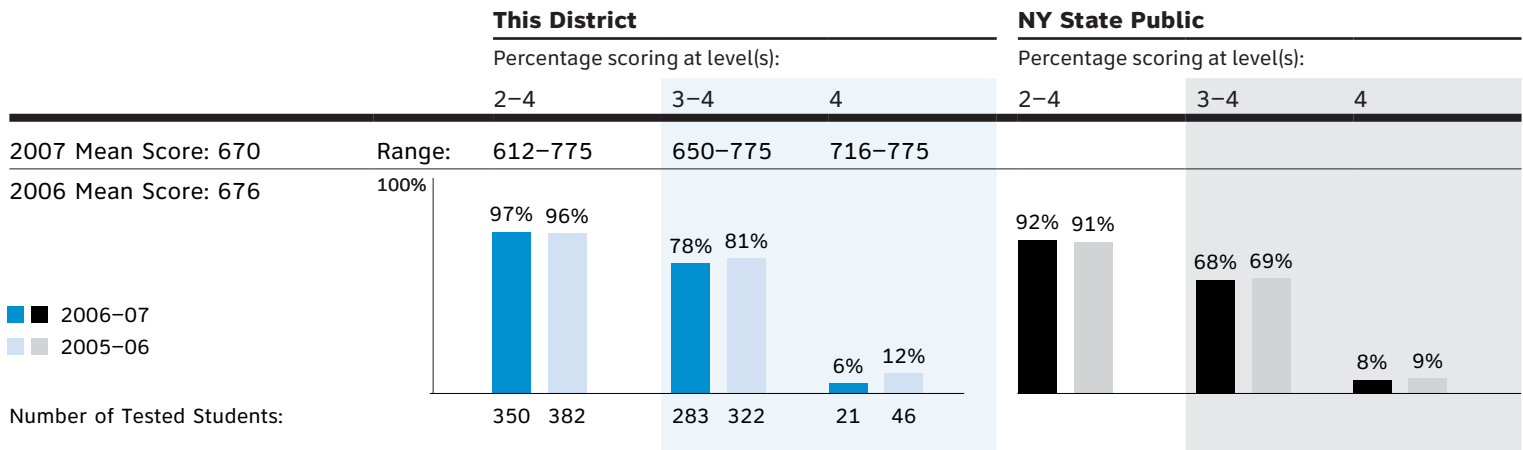
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Other Assessments

	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	4	-	-	-	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	362	97%	78%	6%	400	96%	81%	12%
Female	173	97%	82%	6%	188	96%	83%	13%
Male	189	96%	75%	5%	212	95%	78%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	70	93%	70%	1%	87	92%	74%	7%
Hispanic or Latino	50	94%	72%	2%	59	95%	76%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	7	100%	86%	14%
White	228	98%	82%	8%	247	97%	84%	15%
Multiracial								
Small Group Totals	14	100%	71%	7%				
General-Education Students	300	99%	84%	7%	325	98%	85%	13%
Students with Disabilities	62	85%	52%	0%	75	87%	61%	5%
English Proficient	354	97%	79%	6%	392	96%	81%	12%
Limited English Proficient	8	88%	25%	0%	8	88%	63%	0%
Economically Disadvantaged	101	96%	69%	3%	123	94%	69%	2%
Not Disadvantaged	261	97%	82%	7%	277	96%	86%	16%
Migrant								
Not Migrant	362	97%	78%	6%	400	96%	81%	12%

NOTES

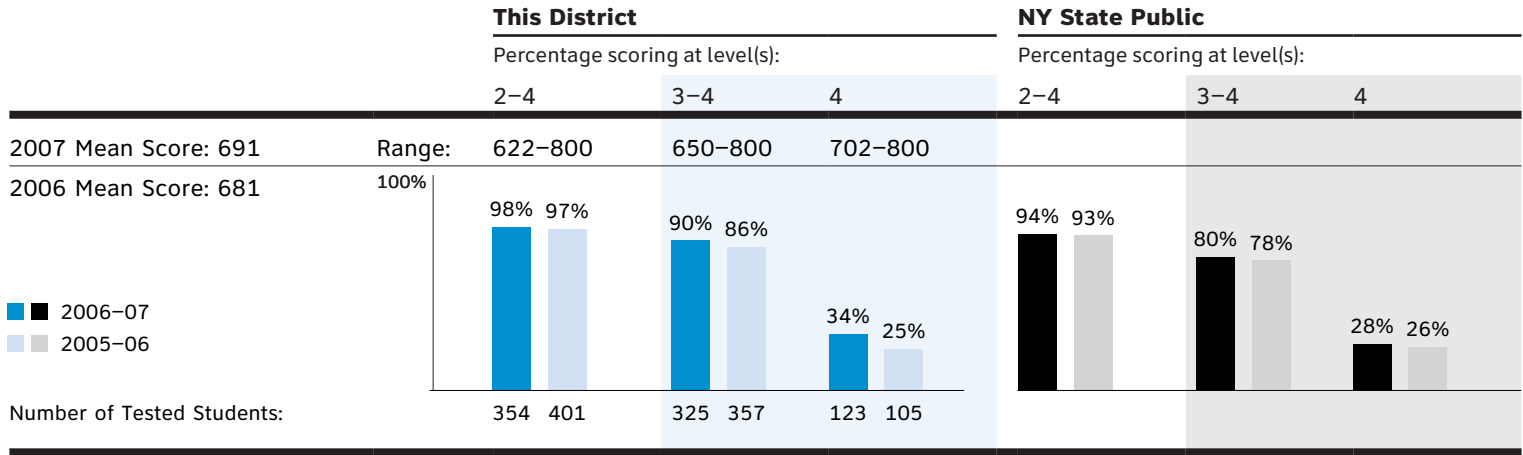
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Other Assessments

	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	4	-	-	-	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	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 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	361	98%	90%	34%	415	97%	86%	25%
Female	174	99%	90%	32%	194	98%	85%	22%
Male	187	97%	90%	36%	221	95%	87%	29%
American Indian or Alaska Native	1	-	-	-				
Black or African American	70	97%	84%	21%	92	92%	79%	11%
Hispanic or Latino	48	98%	90%	27%	66	95%	80%	32%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	10	100%	100%	40%
White	227	98%	91%	39%	247	98%	89%	28%
Multiracial								
Small Group Totals	16	100%	100%	38%				
General-Education Students	299	99%	93%	37%	340	97%	89%	26%
Students with Disabilities	62	92%	74%	21%	75	95%	72%	21%
English Proficient	352	98%	90%	34%	393	97%	87%	26%
Limited English Proficient	9	89%	78%	33%	22	82%	68%	14%
Economically Disadvantaged	99	98%	86%	25%	131	97%	80%	19%
Not Disadvantaged	262	98%	92%	37%	284	96%	89%	28%
Migrant								
Not Migrant	361	98%	90%	34%	415	97%	86%	25%

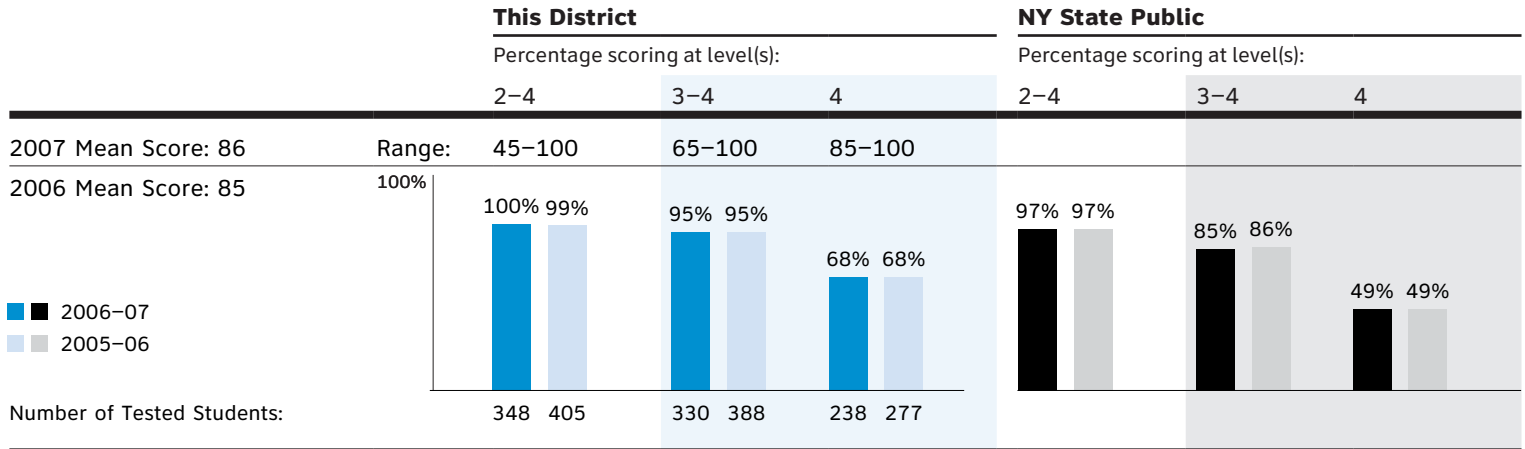
NOTES

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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	4	-	-	-				
					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

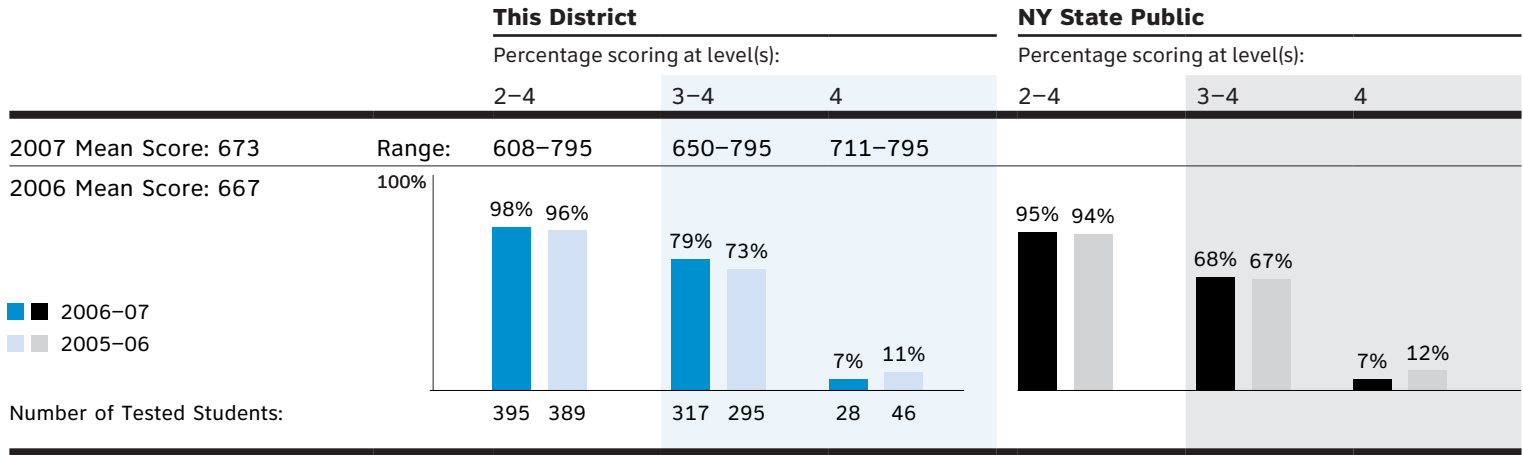
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	349	100%	95%	68%	410	99%	95%	68%
Female	167	100%	95%	71%	192	100%	96%	65%
Male	182	99%	95%	66%	218	98%	93%	70%
American Indian or Alaska Native	1	-	-	-				
Black or African American	70	100%	91%	57%	91	97%	89%	55%
Hispanic or Latino	46	100%	91%	63%	66	98%	88%	64%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	10	100%	100%	80%
White	218	100%	96%	72%	243	100%	98%	73%
Multiracial								
Small Group Totals	15	100%	100%	80%				
General-Education Students	288	100%	97%	74%	338	99%	94%	68%
Students with Disabilities	61	98%	85%	43%	72	100%	97%	65%
English Proficient	340	100%	95%	70%	388	99%	96%	69%
Limited English Proficient	9	100%	67%	0%	22	91%	64%	41%
Economically Disadvantaged	99	100%	93%	55%	127	99%	92%	59%
Not Disadvantaged	250	100%	95%	74%	283	99%	96%	71%
Migrant								
Not Migrant	349	100%	95%	68%	410	99%	95%	68%

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	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	403	98%	79%	7%	404	96%	73%	11%
Female	186	98%	81%	8%	195	97%	78%	13%
Male	217	98%	77%	6%	209	95%	68%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	91	97%	64%	3%	85	98%	68%	6%
Hispanic or Latino	64	97%	75%	5%	43	91%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	11%	13	92%	92%	15%
White	239	99%	85%	9%	263	97%	78%	14%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	315	100%	88%	9%	311	98%	82%	14%
Students with Disabilities	88	91%	45%	1%	93	89%	44%	1%
English Proficient	393	98%	80%	7%	398	96%	74%	12%
Limited English Proficient	10	100%	40%	0%	6	83%	0%	0%
Economically Disadvantaged	128	96%	70%	5%	110	95%	61%	5%
Not Disadvantaged	275	99%	83%	8%	294	97%	78%	14%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	403	98%	79%	7%	404	96%	73%	11%

NOTES

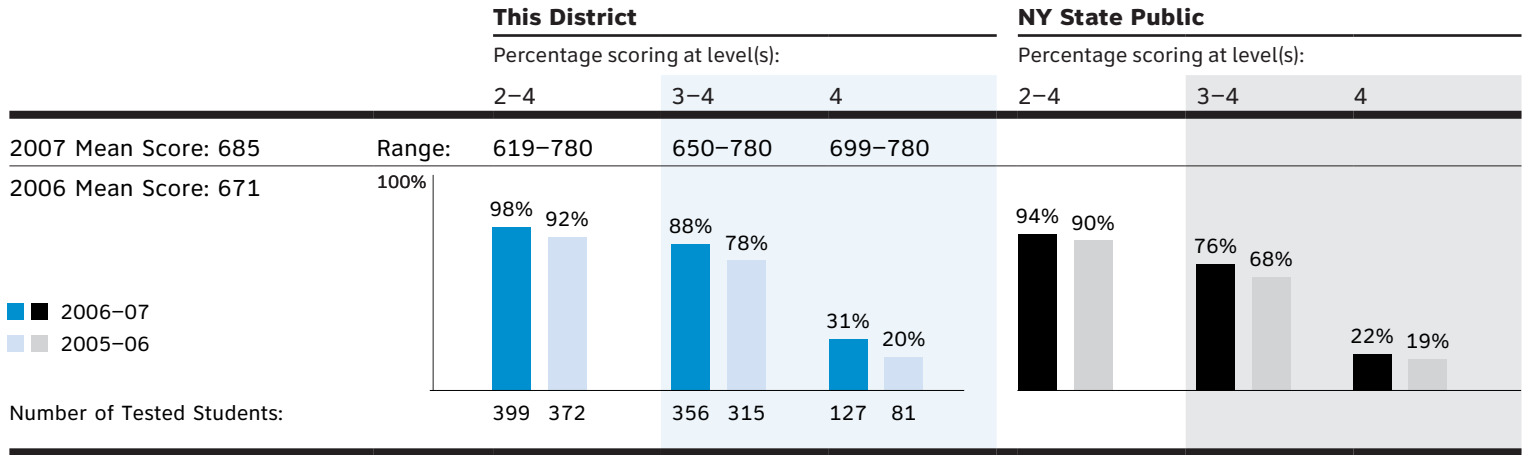
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Other Assessments

	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	4	-	-	-	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	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 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	406	98%	88%	31%	406	92%	78%	20%
Female	187	98%	86%	26%	197	93%	80%	17%
Male	219	98%	89%	36%	209	90%	75%	23%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	91	97%	77%	21%	85	89%	76%	8%
Hispanic or Latino	66	100%	86%	24%	49	88%	65%	12%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	50%	13	100%	92%	31%
White	239	98%	92%	36%	259	93%	80%	25%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	318	100%	91%	36%	311	98%	87%	25%
Students with Disabilities	88	92%	77%	16%	95	71%	47%	2%
English Proficient	392	98%	89%	32%	394	92%	78%	21%
Limited English Proficient	14	100%	50%	7%	12	83%	50%	0%
Economically Disadvantaged	123	98%	85%	20%	114	88%	71%	11%
Not Disadvantaged	283	98%	89%	36%	292	93%	80%	24%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	406	98%	88%	31%	406	92%	78%	20%

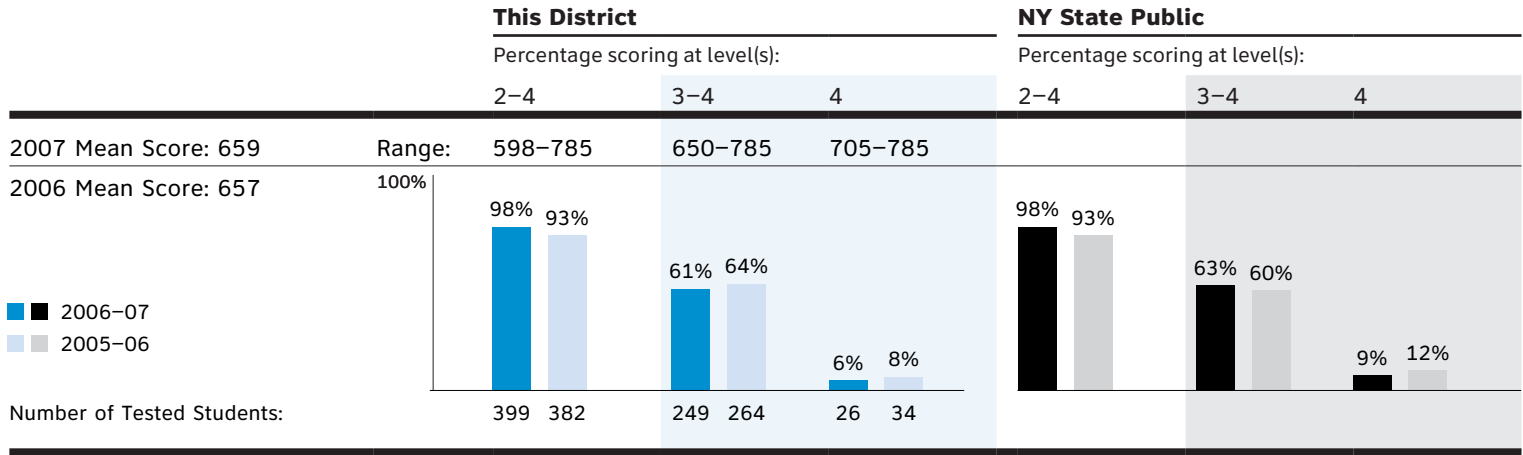
NOTES

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	4	-	-	-	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	406	98%	61%	6%	411	93%	64%	8%
Female	205	99%	68%	7%	196	94%	69%	11%
Male	201	98%	54%	6%	215	92%	60%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	96	100%	52%	2%	92	89%	39%	1%
Hispanic or Latino	45	93%	49%	4%	51	88%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	9%	10	-	-	-
White	254	98%	66%	8%	257	95%	73%	11%
Multiracial								
Small Group Totals					11	100%	91%	18%
General-Education Students	313	100%	74%	8%	323	98%	77%	10%
Students with Disabilities	93	94%	18%	0%	88	74%	18%	1%
English Proficient	397	99%	63%	7%	410	-	-	-
Limited English Proficient	9	78%	0%	0%	1	-	-	-
Economically Disadvantaged	112	98%	46%	0%	107	89%	49%	3%
Not Disadvantaged	294	98%	67%	9%	304	94%	70%	10%
Migrant								
Not Migrant	406	98%	61%	6%	411	93%	64%	8%

NOTES

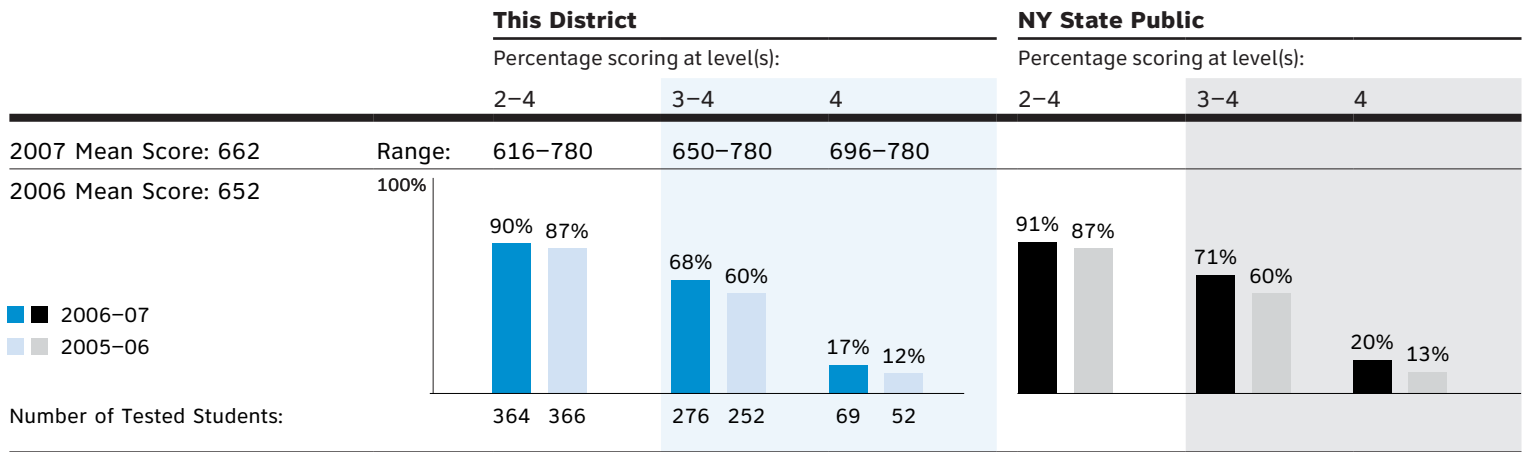
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Other Assessments

	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	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 6	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 6 Mathematics



Results by Student Group

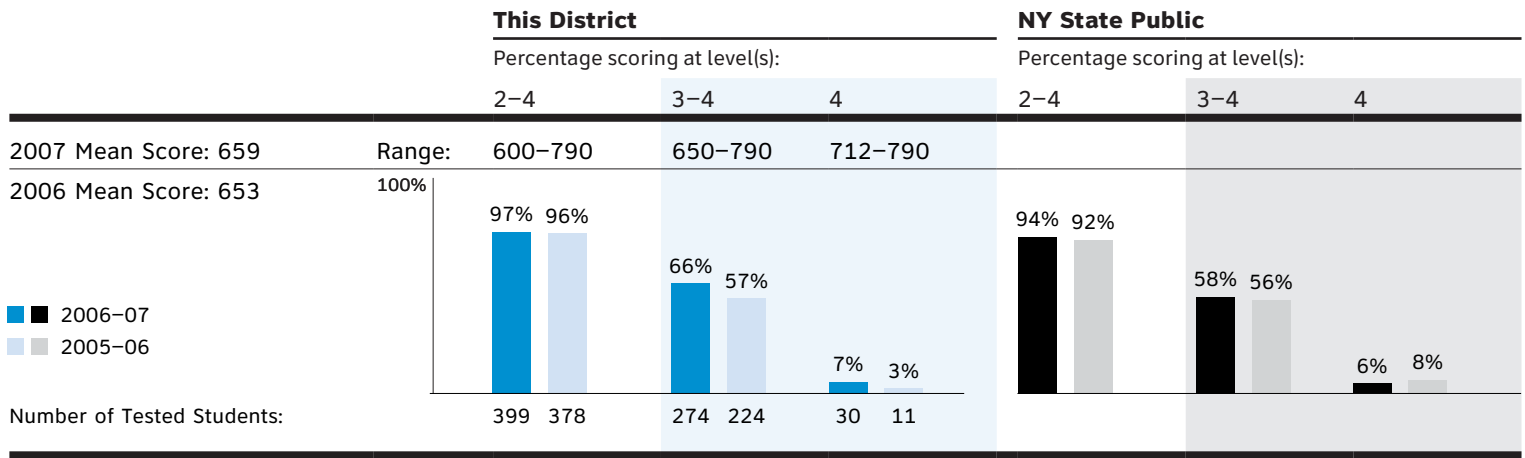
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	406	90%	68%	17%	423	87%	60%	12%
Female	204	90%	72%	17%	202	89%	58%	15%
Male	202	89%	64%	17%	221	85%	61%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	97	87%	64%	6%	97	76%	42%	3%
Hispanic or Latino	45	82%	56%	2%	56	80%	59%	20%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	18%	10	-	-	-
White	253	92%	71%	24%	259	91%	65%	13%
Multiracial								
Small Group Totals					11	100%	91%	36%
General-Education Students	313	98%	82%	22%	334	95%	69%	15%
Students with Disabilities	93	61%	22%	0%	89	54%	25%	1%
English Proficient	397	90%	69%	17%	415	87%	60%	12%
Limited English Proficient	9	56%	22%	0%	8	50%	25%	13%
Economically Disadvantaged	110	84%	58%	5%	112	79%	49%	7%
Not Disadvantaged	296	92%	72%	21%	311	89%	63%	14%
Migrant								
Not Migrant	406	90%	68%	17%	423	87%	60%	12%

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	2	-	-	-	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	413	97%	66%	7%	392	96%	57%	3%
Female	196	96%	71%	10%	165	98%	65%	2%
Male	217	97%	62%	5%	227	95%	51%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	99	94%	51%	4%	92	92%	40%	0%
Hispanic or Latino	47	98%	60%	9%	37	95%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	100%	62%	0%
White	254	97%	73%	8%	250	98%	63%	4%
Multiracial								
Small Group Totals	13	100%	77%	8%				
General-Education Students	323	100%	79%	9%	329	98%	64%	3%
Students with Disabilities	90	86%	22%	2%	63	90%	21%	0%
English Proficient	411	-	-	-	391	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	114	94%	53%	3%	95	92%	39%	0%
Not Disadvantaged	299	98%	72%	9%	297	98%	63%	4%
Migrant								
Not Migrant	413	97%	66%	7%	392	96%	57%	3%

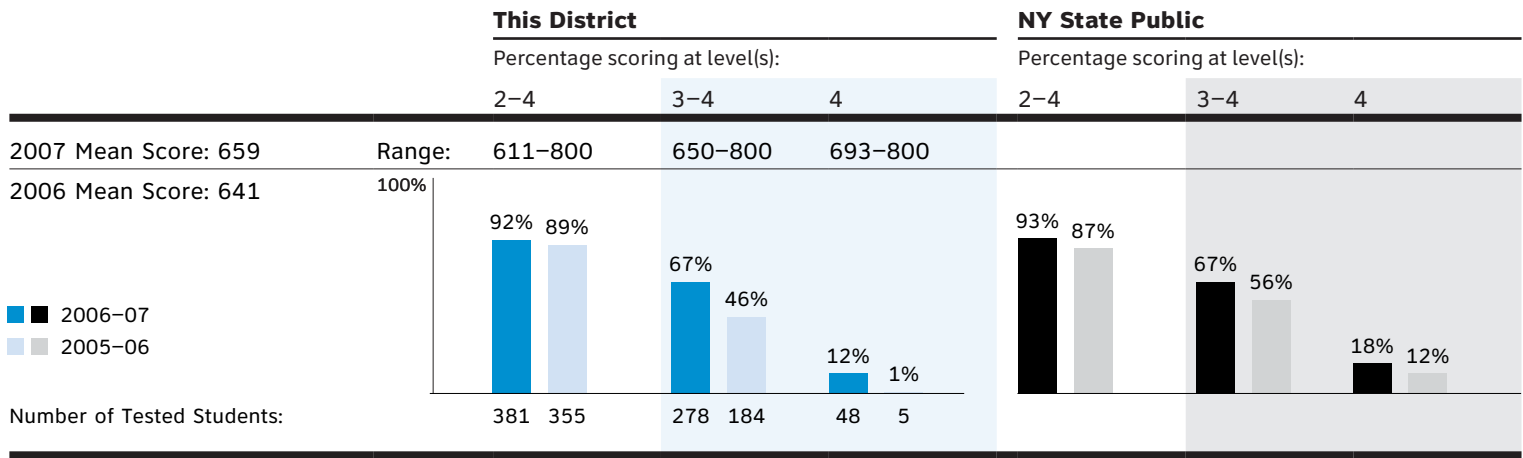
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Other Assessments

	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	4	-	-	-	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	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 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	415	92%	67%	12%	400	89%	46%	1%
Female	197	95%	71%	13%	170	92%	45%	1%
Male	218	89%	64%	10%	230	86%	47%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	99	84%	46%	6%	93	78%	27%	0%
Hispanic or Latino	50	86%	62%	6%	43	81%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	13	100%	62%	0%
White	253	96%	75%	13%	251	93%	53%	2%
Multiracial								
Small Group Totals	13	100%	85%	38%				
General-Education Students	325	98%	78%	14%	336	93%	52%	1%
Students with Disabilities	90	70%	28%	2%	64	66%	13%	0%
English Proficient	410	92%	68%	12%	394	89%	47%	1%
Limited English Proficient	5	40%	20%	0%	6	50%	0%	0%
Economically Disadvantaged	111	86%	56%	4%	97	80%	22%	0%
Not Disadvantaged	304	94%	71%	14%	303	91%	54%	2%
Migrant								
Not Migrant	415	92%	67%	12%	400	89%	46%	1%

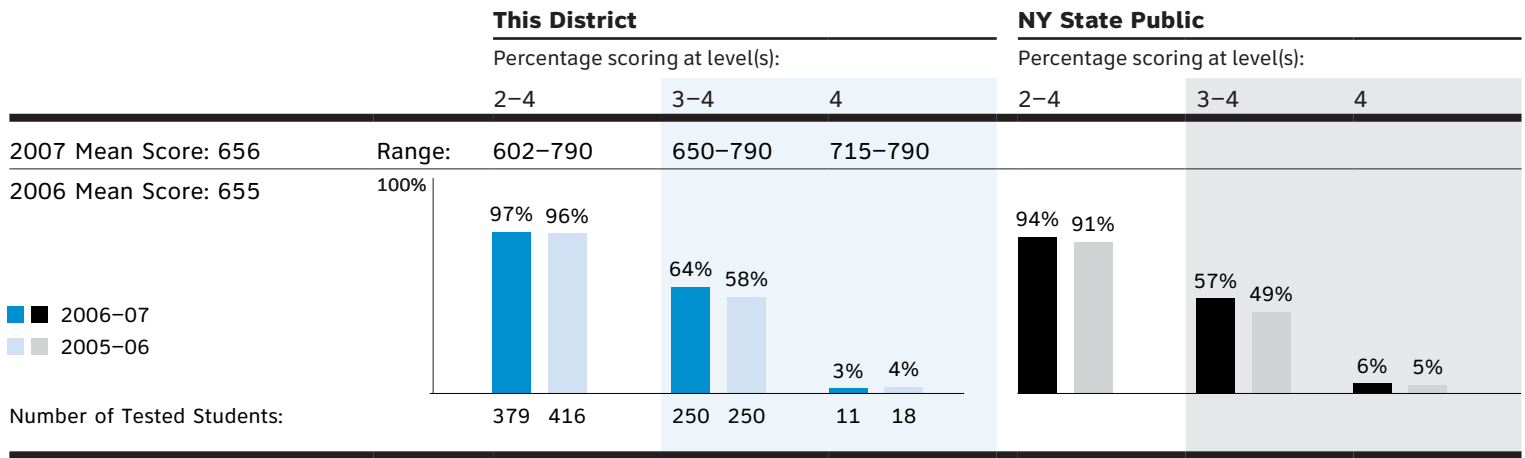
NOTES

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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	4	-	-	-	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	391	97%	64%	3%	434	96%	58%	4%
Female	168	99%	77%	2%	196	97%	68%	5%
Male	223	95%	54%	3%	238	95%	49%	4%
American Indian or Alaska Native								
Black or African American	89	92%	47%	1%	87	90%	51%	3%
Hispanic or Latino	43	98%	72%	2%	48	96%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	0%	15	100%	93%	20%
White	246	98%	67%	4%	284	98%	59%	4%
Multiracial								
Small Group Totals								
General-Education Students	312	100%	74%	4%	360	99%	68%	5%
Students with Disabilities	79	85%	25%	0%	74	82%	5%	0%
English Proficient	389	-	-	-	431	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	95	94%	52%	1%	91	95%	52%	1%
Not Disadvantaged	296	98%	68%	3%	343	96%	59%	5%
Migrant								
Not Migrant	391	97%	64%	3%	434	96%	58%	4%

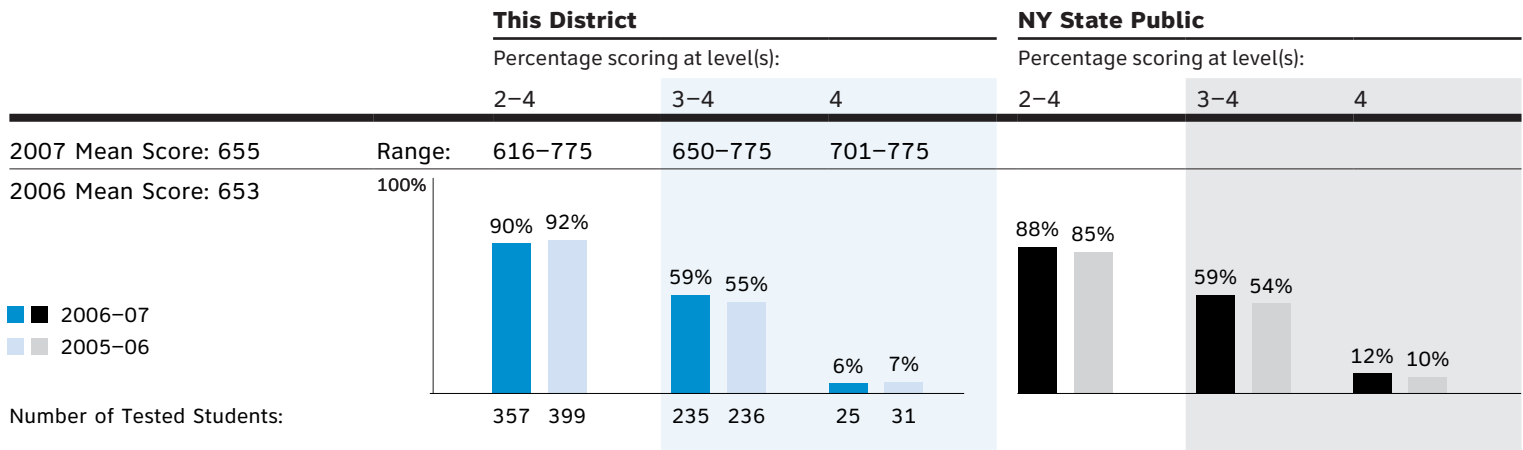
NOTES
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Other Assessments

	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	6	5	5	5	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	395	90%	59%	6%	433	92%	55%	7%
Female	167	95%	62%	5%	195	93%	56%	8%
Male	228	87%	58%	7%	238	92%	53%	7%
American Indian or Alaska Native								
Black or African American	93	82%	44%	2%	85	86%	40%	5%
Hispanic or Latino	44	86%	48%	11%	49	90%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	69%	0%	16	100%	81%	13%
White	245	94%	67%	7%	283	94%	60%	8%
Multiracial								
Small Group Totals								
General-Education Students	315	98%	71%	8%	360	97%	62%	9%
Students with Disabilities	80	60%	15%	0%	73	67%	16%	0%
English Proficient	392	-	-	-	429	-	-	-
Limited English Proficient	3	-	-	-	4	-	-	-
Economically Disadvantaged	97	81%	42%	2%	86	87%	47%	5%
Not Disadvantaged	298	93%	65%	8%	347	93%	56%	8%
Migrant								
Not Migrant	395	90%	59%	6%	433	92%	55%	7%

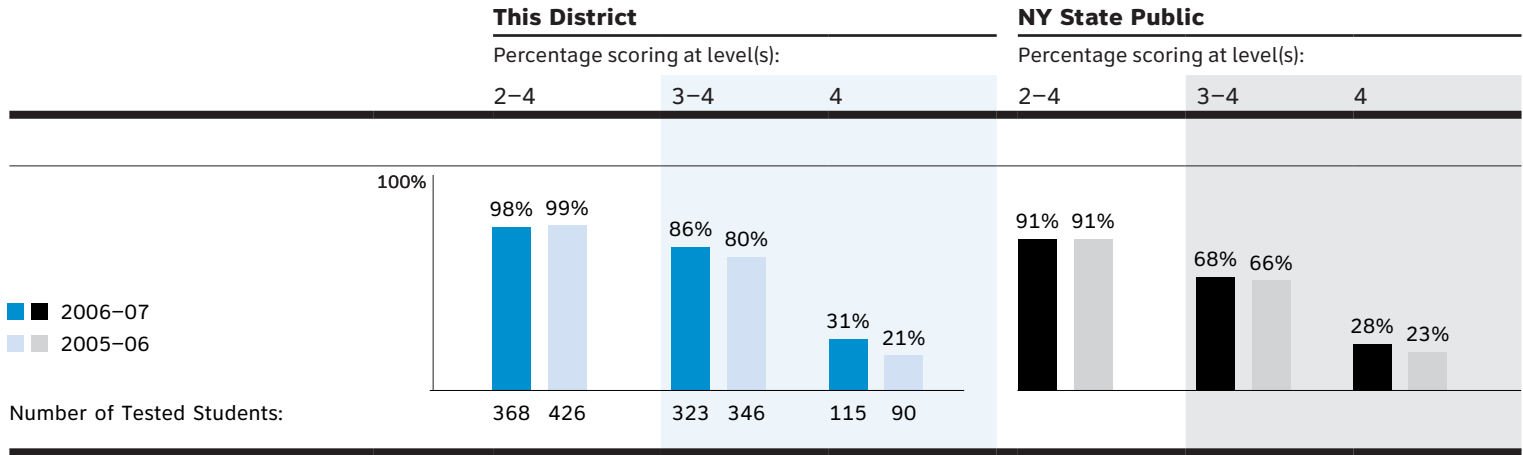
NOTES

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 8 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 8 Science



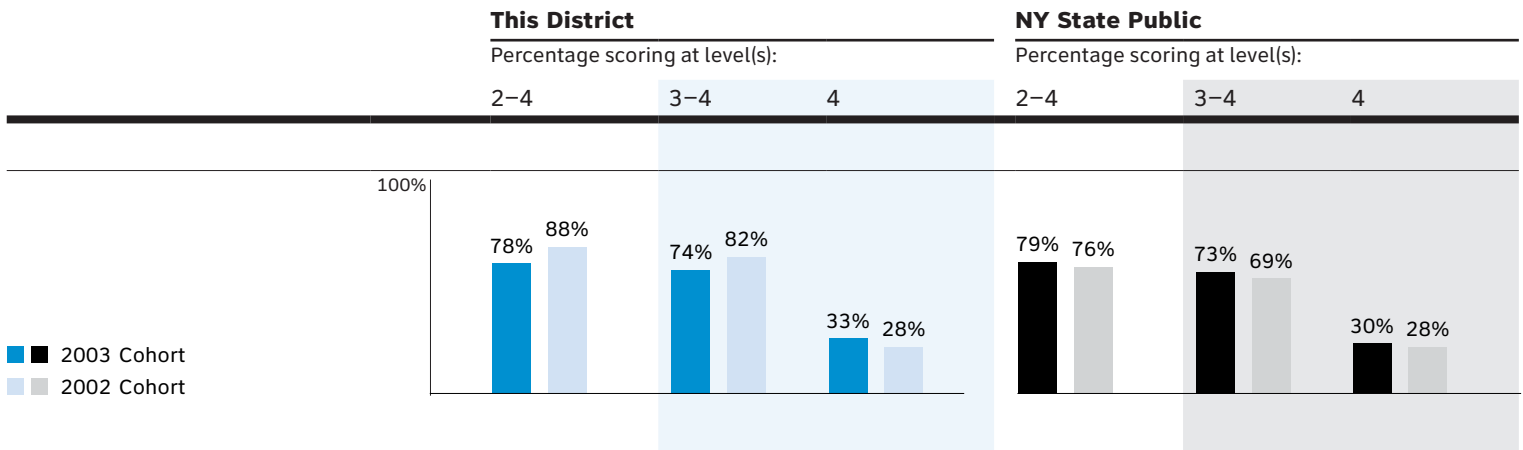
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	337	98%	84%	28%	370	99%	77%	16%
Female	141	99%	87%	21%	166	98%	77%	12%
Male	196	96%	83%	33%	204	100%	77%	19%
American Indian or Alaska Native								
Black or African American	81	96%	78%	16%	77	97%	62%	12%
Hispanic or Latino	40	98%	83%	38%	44	98%	68%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	27%	10	100%	90%	30%
White	205	98%	86%	30%	239	99%	83%	18%
Multiracial								
Small Group Totals								
General-Education Students	266	100%	91%	34%	299	99%	86%	18%
Students with Disabilities	71	90%	58%	3%	71	97%	39%	4%
English Proficient	334	-	-	-	367	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	84	95%	76%	19%	80	96%	74%	11%
Not Disadvantaged	253	98%	87%	30%	290	99%	78%	17%
Migrant								
Not Migrant	337	98%	84%	28%	370	99%	77%	16%

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 8 Equivalent	6	6	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	39	39	39	22	61	61	61	32

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



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	375	78%	74%	33%	388	88%	82%	28%
Female	190	86%	83%	38%	194	91%	85%	35%
Male	185	69%	64%	28%	194	86%	79%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	93	75%	68%	19%	66	86%	77%	14%
Hispanic or Latino	40	53%	50%	13%	43	81%	70%	14%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	100%	94%	50%
White	228	82%	80%	43%	261	89%	84%	33%
Multiracial								
Small Group Totals	14	86%	86%	21%				
General-Education Students	294	88%	86%	41%	322	96%	91%	33%
Students with Disabilities	81	40%	28%	2%	66	50%	36%	5%
English Proficient	370	79%	75%	34%	379	88%	82%	29%
Limited English Proficient	5	0%	0%	0%	9	100%	89%	11%
Economically Disadvantaged	68	66%	59%	16%	32	91%	84%	19%
Not Disadvantaged	307	80%	77%	37%	356	88%	82%	29%
Migrant					1	-	-	-
Not Migrant					387	-	-	-

NOTES

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Other Assessments

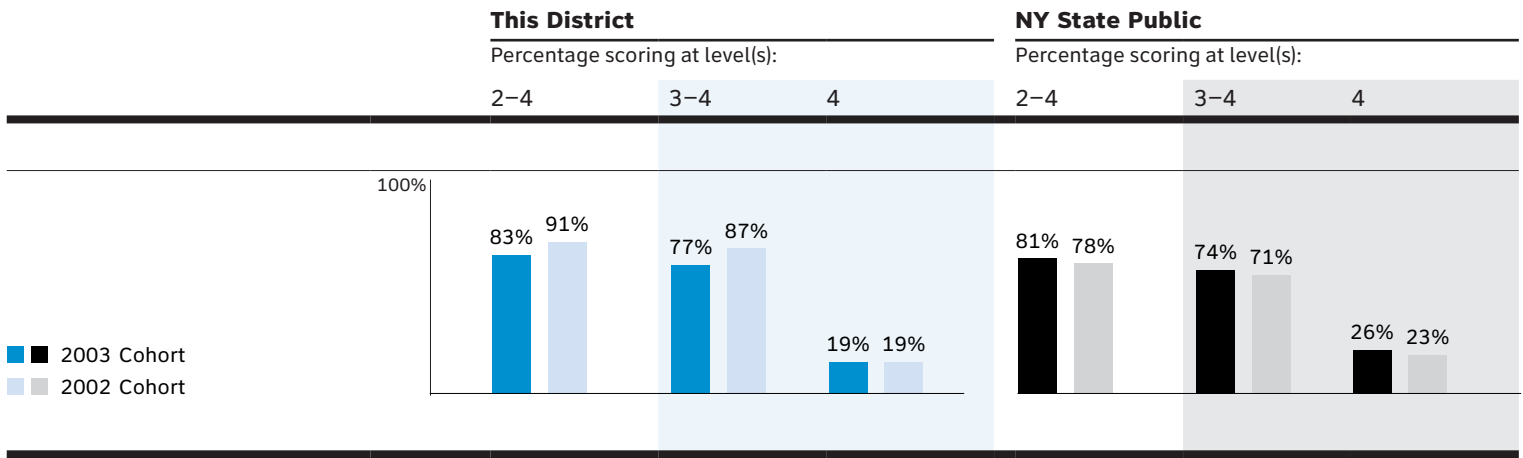
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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

	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	375	83%	77%	19%	388	91%	87%	19%
Female	190	86%	83%	16%	194	92%	88%	17%
Male	185	79%	71%	22%	194	91%	87%	21%
American Indian or Alaska Native	1	-	-	-				
Black or African American	93	77%	70%	10%	66	89%	79%	6%
Hispanic or Latino	40	65%	58%	10%	43	86%	84%	12%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	100%	100%	50%
White	228	88%	83%	24%	261	92%	89%	21%
Multiracial								
Small Group Totals	14	86%	86%	29%				
General-Education Students	294	90%	88%	24%	322	97%	95%	22%
Students with Disabilities	81	54%	36%	0%	66	67%	48%	3%
English Proficient	370	83%	78%	19%	379	91%	87%	19%
Limited English Proficient	5	40%	40%	20%	9	100%	100%	22%
Economically Disadvantaged	68	72%	65%	4%	32	97%	88%	19%
Not Disadvantaged	307	85%	80%	22%	356	91%	87%	19%
Migrant					1	-	-	-
Not Migrant					387	-	-	-

NOTES

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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.