



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **WYANDANCH UNION FREE SCHOOL
DISTRICT**

District ID **58-01-09-02-0000**

Superintendent **SHERMAN ROBERTS**

Telephone **(631) 491-1012**

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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

District ID **58-01-09-02-0000**

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	63	66	70
Kindergarten	169	180	169
Grade 1	206	189	182
Grade 2	184	181	174
Grade 3	165	158	150
Grade 4	188	134	133
Grade 5	187	115	134
Grade 6	176	152	129
Ungraded Elementary	0	59	34
Grade 7	185	156	144
Grade 8	169	172	133
Grade 9	189	185	182
Grade 10	128	102	144
Grade 11	156	84	99
Grade 12	89	84	89
Ungraded Secondary	0	85	0
Total K-12	2191	2036	1896

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	23	23	22
Grade 8			
English	16	25	19
Mathematics	24	22	20
Science	23	23	20
Social Studies	23	22	20
Grade 10			
English	15	26	24
Mathematics	12	19	20
Science	22		25
Social Studies	22	21	23

Enrollment Information

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

Average Class Size Information

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

District **WYANDANCH UNION FREE SCHOOL DISTRICT**District ID **58-01-09-02-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	964	44%	1213	60%	1152	61%
Reduced-Price Lunch	117	5%	133	7%	192	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	221	10%	246	12%	171	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	3	0%
Black or African American	1782	81%	1639	81%	1429	75%
Hispanic or Latino	408	19%	391	19%	459	24%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	0	0%	0	0%
White	1	0%	5	0%	5	0%
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		94%		94%		93%
Student Suspensions	423	19%	350	16%	358	18%

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 **WYANDANCH UNION FREE SCHOOL DISTRICT**District ID **58-01-09-02-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	183	183	174
Percent with No Valid Teaching Certificate	3%	2%	4%
Percent Teaching Out of Certification	8%	9%	5%
Percent with Fewer Than Three Years of Experience	16%	8%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	31%	34%
Total Number of Core Classes*	N/A	619	385
Percent Not Taught by Highly Qualified Teachers	N/A	13%	6%
Total Number of Classes	538	543	491
Percent Taught by Teachers Without Appropriate Certification	9%	10%	5%

* 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	22%	36%	36%
Turnover Rate of All Teachers	18%	35%	23%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	44	35	10
Total Paraprofessionals*	45	54	43
Assistant Principals	4	3	4
Principals	5	4	4

* 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:

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

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)

▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	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	✓ ^{SH}	✓		✗	✗	
Hispanic or Latino	✓	✓		—	—	
Asian or Native Hawaiian/Other Pacific Islander						
White	—	—				
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		—	—	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓ ^{SH}	✓		✗	✗	
Student groups making AYP in each subject	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1	✗ 0 of 3	✗ 0 of 3	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts




















Accountability Status for This Subject (2007-08)  Improvement (Year 5)

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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 (894:836)			98%		119	118		
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	
Black or African American (670:635)			99%		117	118	115 125	
Hispanic or Latino (216:194)			97%		122	114		
Asian or Native Hawaiian/Other Pacific Islander (0:0)	—	—	—	—	—	—	—	
White (5:4)	—	—	—	—	—	—	—	
Multiracial (0:0)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities ⁴ (128:120)			96%		74	113	69 87	
Limited English Proficient ⁵ (130:108)			96%		96	112	112 106	
Economically Disadvantaged (811:753)			98%		117	118	115 125	
Final AYP Determination		5 of 6						

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 6 of 6 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 (907:831)			99%		131	82	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (680:625)			99%		131	82	
Hispanic or Latino (219:199)			100%		130	78	
Asian or Native Hawaiian/Other Pacific Islander (0:0)	—	—	—	—	—	—	—
White (5:4)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (129:120)			96%		88	77	
Limited English Proficient ⁵ (132:118)			99%		107	76	
Economically Disadvantaged (826:750)			99%		129	82	
Final AYP Determination	 6 of 6						

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 (296:257)		Qualified		96%		151	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (216:188)		Qualified		96%		148	100	
Hispanic or Latino (77:67)		Qualified		97%		158	100	
Asian or Native Hawaiian/Other Pacific Islander (0:0)		—	—	—	—	—	—	—
White (2:1)	—	—	—	—	—	—	—	—
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (42:34)		Qualified		90%		132	100	
Limited English Proficient ⁴ (46:39)		Qualified		96%		136	100	
Economically Disadvantaged (270:232)		Qualified		96%		148	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  Improvement (Year 5)
for This Subject
(2007–08)

Accountability Measures 0 of 3 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]




How did students in each accountability group perform on secondary-level English Language Arts 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 (169:90)			91%		117	149	100	125
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (153:81)			92%		120	148	103	128
Hispanic or Latino (7:9)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (12:19)	—	—	—	—	—	—	—	—
Limited English Proficient ⁴ (3:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (151:84)			90%		117	148	102	125
Final AYP Determination	 0 of 3							

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 0 of 3 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 (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 (169:90)			88%		127	142	115	134
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (153:81)			88%		125	141	118	133
Hispanic or Latino (7:9)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (12:19)	—	—	—	—	—	—	—	—
Limited English Proficient ⁴ (3:3)	—	—	—	—	—	—	—	—
Economically Disadvantaged (151:84)			87%		127	141	114	134
Final AYP Determination	 0 of 3							

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		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2006–07 2007–08	
All Students (106)			54%	55%	45%	55%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (96)			55%	55%		
Hispanic or Latino (10)	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (0)						
Multiracial (0)						
Other Groups						
Students with Disabilities (22)	–	–	–	–		
Limited English Proficient ³ (4)	–	–	–	–		
Economically Disadvantaged (105)			54%	55%	50%	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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

District ID **58-01-09-02-0000**

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

1 school identified 25% of total

LA FRANCIS HARDIMAN ELEMENTARY SCHOOL

Improvement (Year 1)

1 school identified 25% of total

MARTIN LUTHER KING ELEMENTARY SCHOOL

Restructuring (Year 3)

2 schools identified 50% of total

MILTON L OLIVE MIDDLE SCHOOL















WYANDANCH MEMORIAL HIGH SCHOOL



District WYANDANCH UNION FREE SCHOOL DISTRICT

District ID 58-01-09-02-0000

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	42%			154
Grade 4	32%			146
Grade 5	34%			154
Grade 6	37%			129
Grade 7	22%			142
Grade 8	31%			127
Mathematics				
Grade 3	64%			158
Grade 4	53%			156
Grade 5	37%			161
Grade 6	42%			136
Grade 7	34%			145
Grade 8	37%			127
Science				
Grade 4	66%			153
Grade 8	51%			128

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	39%			122
Mathematics	42%			122

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:

High Need/Resource Urban-Suburban Districts

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

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 643	616-780	650-780	730-780			
2006 Mean Score: 635						
Number of Tested Students:	131	107	64	49	1	0

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	154	85%	42%	1%	147	73%	33%	0%
Female	87	89%	48%	1%	78	76%	40%	0%
Male	67	81%	33%	0%	69	70%	26%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	115	83%	41%	0%	127	71%	32%	0%
Hispanic or Latino	37	-	-	-	20	85%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	39	90%	44%	3%				
General-Education Students	139	87%	44%	1%	136	76%	36%	0%
Students with Disabilities	15	67%	20%	0%	11	36%	0%	0%
English Proficient	128	84%	43%	0%	144	-	-	-
Limited English Proficient	26	88%	35%	4%	3	-	-	-
Economically Disadvantaged	141	84%	43%	1%	139	73%	34%	0%
Not Disadvantaged	13	92%	31%	0%	8	75%	25%	0%
Migrant								
Not Migrant	154	85%	42%	1%	147	73%	33%	0%

NOTES

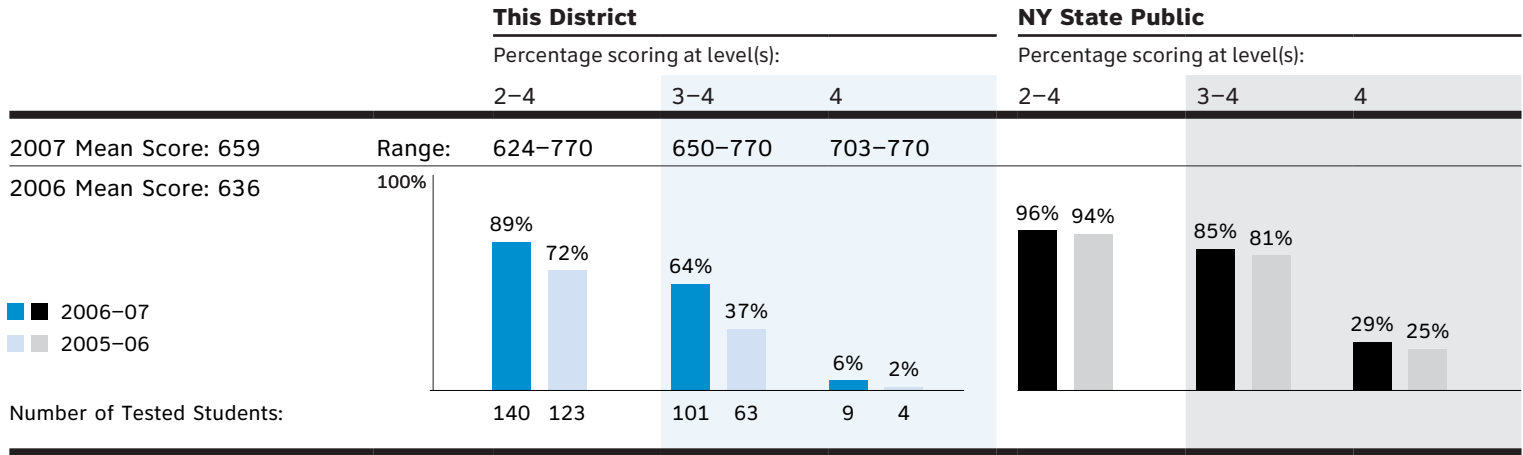
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	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 3	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 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	158	89%	64%	6%	172	72%	37%	2%
Female	91	93%	65%	5%	89	70%	35%	1%
Male	67	82%	63%	6%	83	73%	39%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	118	90%	68%	7%	129	68%	38%	1%
Hispanic or Latino	38	-	-	-	43	81%	33%	7%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	40	85%	53%	3%				
General-Education Students	143	90%	63%	4%	156	74%	40%	3%
Students with Disabilities	15	73%	73%	20%	16	50%	6%	0%
English Proficient	130	91%	69%	6%	142	72%	40%	2%
Limited English Proficient	28	79%	39%	4%	30	70%	20%	3%
Economically Disadvantaged	147	88%	64%	5%	159	70%	38%	2%
Not Disadvantaged	11	100%	64%	18%	13	85%	23%	8%
Migrant								
Not Migrant	158	89%	64%	6%	172	72%	37%	2%

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	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts

	This District			NY State Public								
	Percentage scoring at level(s):			Percentage scoring at level(s):								
	2-4	3-4	4	2-4	3-4	4						
2007 Mean Score: 638	Range: 612-775			650-775			716-775					
2006 Mean Score: 650												
Number of Tested Students:	115	124	47	81	5	6	92%	91%	68%	69%	8%	9%

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	146	79%	32%	3%	148	84%	55%	4%
Female	74	84%	35%	4%	76	87%	62%	5%
Male	72	74%	29%	3%	72	81%	47%	3%
American Indian or Alaska Native								
Black or African American	102	77%	33%	4%	116	85%	55%	5%
Hispanic or Latino	44	82%	30%	2%	32	78%	53%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	133	82%	34%	4%	122	90%	61%	5%
Students with Disabilities	13	46%	15%	0%	26	54%	23%	0%
English Proficient	117	80%	38%	4%	135	85%	55%	4%
Limited English Proficient	29	72%	10%	0%	13	69%	54%	8%
Economically Disadvantaged	134	78%	32%	4%	129	81%	52%	4%
Not Disadvantaged	12	83%	33%	0%	19	100%	74%	5%
Migrant	1	-	-	-				
Not Migrant	145	-	-	-	148	84%	55%	4%

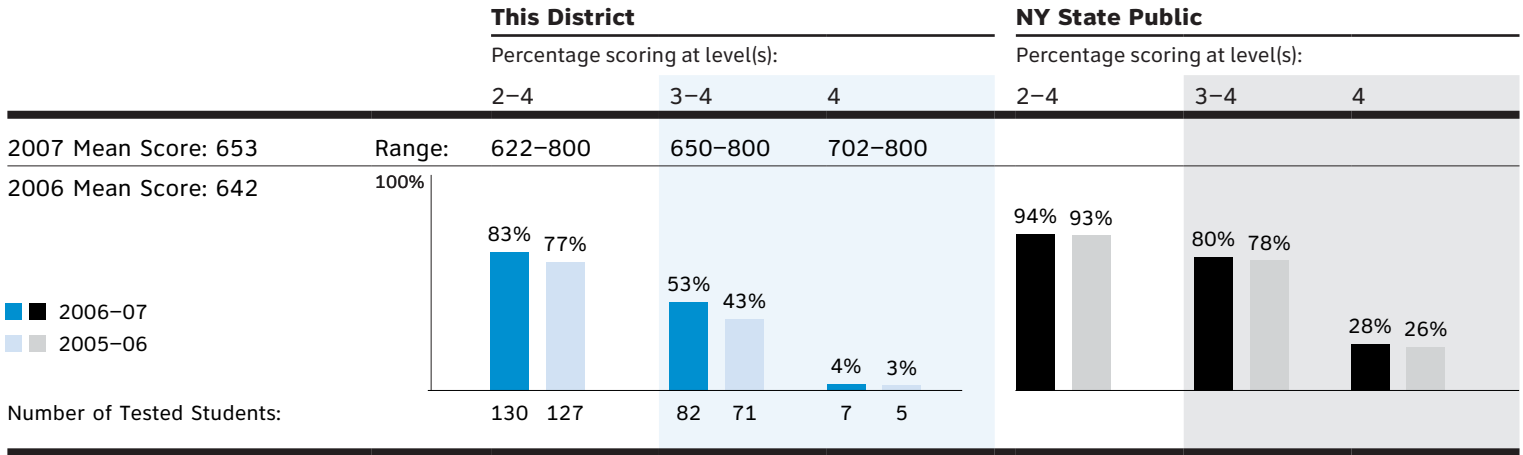
NOTES
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Other Assessments

	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 4 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 4	4	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

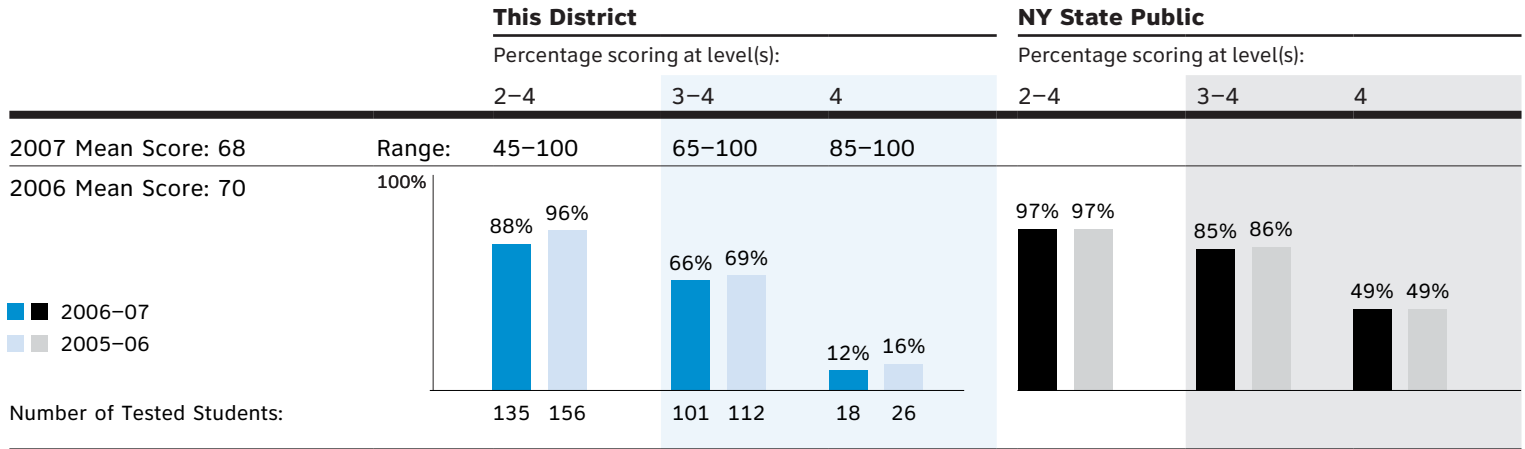
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	156	83%	53%	4%	165	77%	43%	3%
Female	80	86%	54%	4%	87	77%	37%	1%
Male	76	80%	51%	5%	78	77%	50%	5%
American Indian or Alaska Native								
Black or African American	106	83%	58%	4%	124	78%	44%	4%
Hispanic or Latino	50	84%	42%	6%	41	73%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	142	88%	57%	5%	140	79%	45%	4%
Students with Disabilities	14	36%	7%	0%	25	68%	32%	0%
English Proficient	123	85%	58%	6%	142	80%	45%	4%
Limited English Proficient	33	76%	33%	0%	23	61%	30%	0%
Economically Disadvantaged	144	84%	53%	5%	143	76%	43%	3%
Not Disadvantaged	12	75%	50%	0%	22	86%	45%	0%
Migrant	1	-	-	-				
Not Migrant	155	-	-	-	165	77%	43%	3%

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	3	-	-	-	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

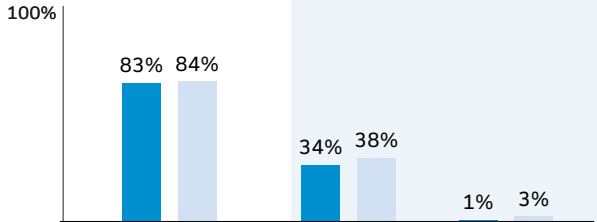
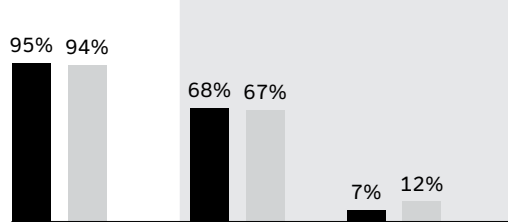
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	153	88%	66%	12%	162	96%	69%	16%
Female	79	91%	67%	10%	85	95%	61%	14%
Male	74	85%	65%	14%	77	97%	78%	18%
American Indian or Alaska Native								
Black or African American	104	88%	69%	11%	123	97%	74%	17%
Hispanic or Latino	49	88%	59%	14%	39	95%	54%	13%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students	138	88%	66%	12%	137	96%	68%	15%
Students with Disabilities	15	87%	67%	7%	25	100%	76%	20%
English Proficient	122	89%	71%	14%	141	99%	73%	18%
Limited English Proficient	31	84%	45%	3%	21	81%	43%	5%
Economically Disadvantaged	142	87%	65%	13%	140	96%	69%	14%
Not Disadvantaged	11	100%	82%	0%	22	100%	73%	27%
Migrant	1	-	-	-				
Not Migrant	152	-	-	-	162	96%	69%	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 4 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 638	608-795	650-795	711-795			
2006 Mean Score: 635						
						
Number of Tested Students:	128	116	53	52	1	4

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	154	83%	34%	1%	138	84%	38%	3%
Female	81	85%	33%	1%	63	86%	43%	3%
Male	73	81%	36%	0%	75	83%	33%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	114	84%	35%	1%	118	82%	40%	3%
Hispanic or Latino	40	80%	33%	0%	20	95%	25%	5%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	132	89%	39%	1%	116	92%	42%	3%
Students with Disabilities	22	50%	9%	0%	22	41%	14%	0%
English Proficient	131	85%	37%	1%	128	83%	40%	3%
Limited English Proficient	23	70%	17%	0%	10	100%	10%	0%
Economically Disadvantaged	138	81%	33%	1%	122	82%	37%	3%
Not Disadvantaged	16	100%	44%	0%	16	100%	44%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	154	83%	34%	1%	138	84%	38%	3%

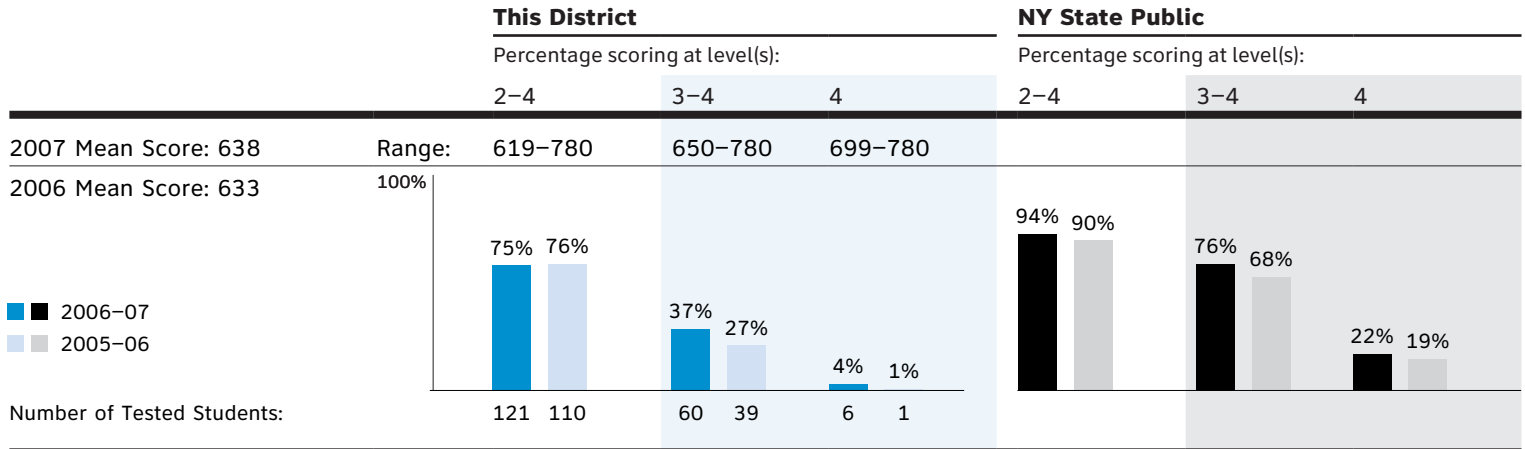
NOTES
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Other Assessments

	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	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 5	3	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	161	75%	37%	4%	144	76%	27%	1%
Female	83	76%	37%	2%	69	77%	26%	0%
Male	78	74%	37%	5%	75	76%	28%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	119	74%	34%	5%	121	75%	27%	1%
Hispanic or Latino	42	79%	48%	0%	23	83%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	138	78%	43%	4%	125	80%	30%	1%
Students with Disabilities	23	57%	4%	0%	19	53%	11%	0%
English Proficient	136	77%	40%	4%	133	77%	28%	1%
Limited English Proficient	25	64%	24%	0%	11	73%	18%	0%
Economically Disadvantaged	145	73%	35%	3%	128	73%	24%	1%
Not Disadvantaged	16	94%	56%	6%	16	100%	50%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	161	75%	37%	4%	144	76%	27%	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 5 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 644	598-785	650-785	705-785			
2006 Mean Score: 625						
Number of Tested Students:	124	111	48	39	1	0

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	129	96%	37%	1%	144	77%	27%	0%
Female	56	95%	48%	0%	81	78%	28%	0%
Male	73	97%	29%	1%	63	76%	25%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	103	96%	39%	1%	119	75%	22%	0%
Hispanic or Latino	24	-	-	-	24	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	2	-	-	-				
Multiracial								
Small Group Totals	26	96%	31%	0%	25	88%	52%	0%
General-Education Students	115	97%	42%	1%	112	87%	34%	0%
Students with Disabilities	14	86%	0%	0%	32	44%	3%	0%
English Proficient	116	97%	38%	1%	140	-	-	-
Limited English Proficient	13	92%	31%	0%	4	-	-	-
Economically Disadvantaged	115	96%	37%	1%	129	75%	27%	0%
Not Disadvantaged	14	100%	43%	0%	15	93%	27%	0%
Migrant								
Not Migrant	129	96%	37%	1%	144	77%	27%	0%

NOTES

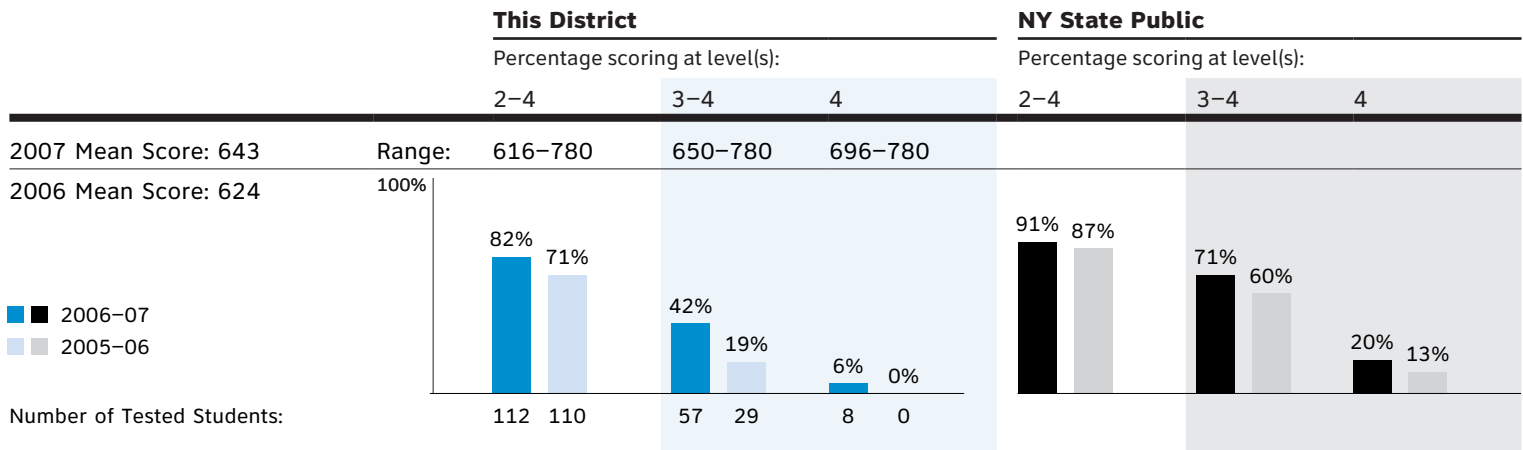
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Other Assessments

	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	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 6	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 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	136	82%	42%	6%	154	71%	19%	0%
Female	58	88%	45%	5%	84	73%	21%	0%
Male	78	78%	40%	6%	70	70%	16%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	107	82%	44%	7%	120	71%	14%	0%
Hispanic or Latino	27	-	-	-	33	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	2	-	-	-				
Multiracial								
Small Group Totals	29	83%	34%	3%	34	74%	35%	0%
General-Education Students	122	86%	47%	7%	120	78%	23%	0%
Students with Disabilities	14	50%	0%	0%	34	47%	3%	0%
English Proficient	119	83%	44%	7%	139	75%	19%	0%
Limited English Proficient	17	76%	29%	0%	15	40%	20%	0%
Economically Disadvantaged	122	80%	41%	4%	139	71%	18%	0%
Not Disadvantaged	14	100%	50%	21%	15	73%	27%	0%
Migrant								
Not Migrant	136	82%	42%	6%	154	71%	19%	0%

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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 623	600-790	650-790	712-790			
2006 Mean Score: 616						
Number of Tested Students:	111	107	31	25	1	2

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	142	78%	22%	1%	148	72%	17%	1%
Female	80	85%	26%	1%	72	71%	24%	1%
Male	62	69%	16%	0%	76	74%	11%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	110	76%	18%	1%	125	70%	16%	2%
Hispanic or Latino	31	-	-	-	23	83%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	32	84%	34%	0%				
General-Education Students	117	85%	26%	1%	116	85%	22%	2%
Students with Disabilities	25	44%	0%	0%	32	25%	0%	0%
English Proficient	131	80%	23%	1%	145	-	-	-
Limited English Proficient	11	55%	9%	0%	3	-	-	-
Economically Disadvantaged	129	77%	22%	1%	132	71%	14%	2%
Not Disadvantaged	13	92%	23%	0%	16	81%	44%	0%
Migrant								
Not Migrant	142	78%	22%	1%	148	72%	17%	1%

NOTES

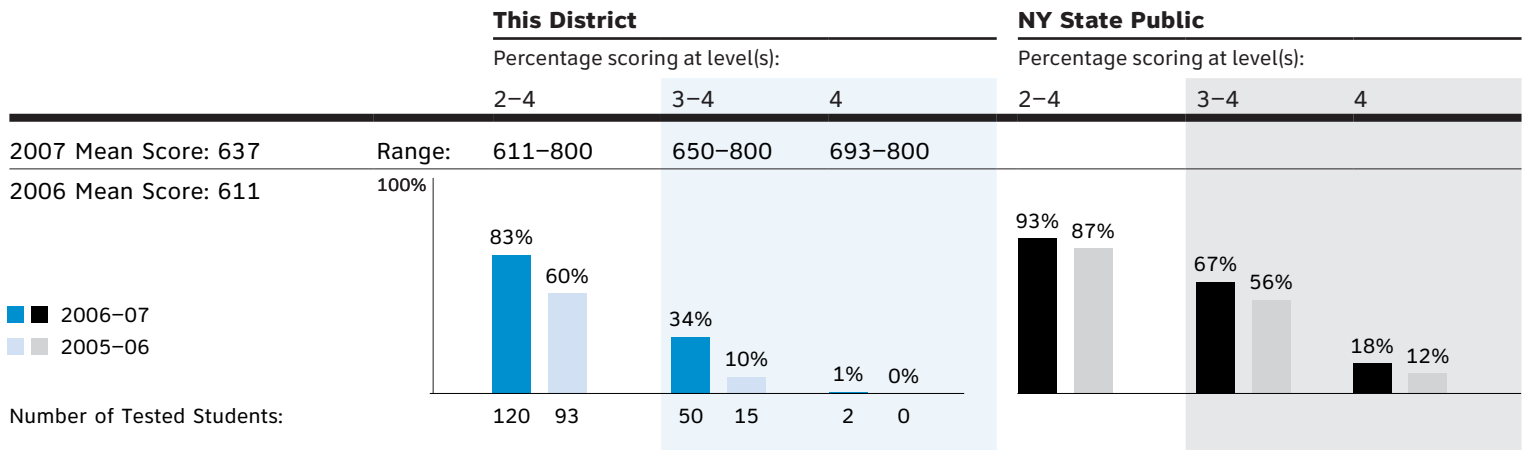
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Other Assessments

	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.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 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	145	83%	34%	1%	155	60%	10%	0%
Female	77	84%	39%	0%	75	59%	5%	0%
Male	68	81%	29%	3%	80	61%	14%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	110	83%	31%	1%	126	56%	10%	0%
Hispanic or Latino	34	-	-	-	29	76%	7%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	35	83%	46%	3%				
General-Education Students	120	85%	39%	2%	123	63%	12%	0%
Students with Disabilities	25	72%	12%	0%	32	47%	0%	0%
English Proficient	131	85%	35%	2%	142	61%	11%	0%
Limited English Proficient	14	57%	29%	0%	13	54%	0%	0%
Economically Disadvantaged	132	82%	33%	2%	139	58%	7%	0%
Not Disadvantaged	13	92%	46%	0%	16	75%	31%	0%
Migrant								
Not Migrant	145	83%	34%	1%	155	60%	10%	0%

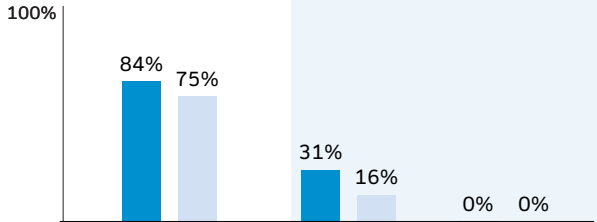
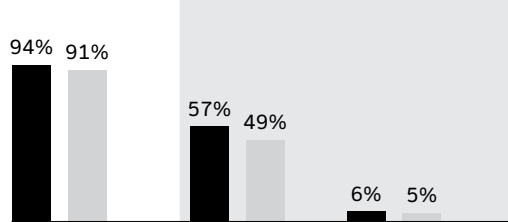
NOTES

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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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 630	602-790	650-790	715-790			
2006 Mean Score: 621						
						
Number of Tested Students:	107	119	39	25	0	0

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	127	84%	31%	0%	159	75%	16%	0%
Female	62	87%	39%	0%	71	77%	21%	0%
Male	65	82%	23%	0%	88	73%	11%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	103	82%	27%	0%	140	73%	15%	0%
Hispanic or Latino	22	-	-	-	19	89%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	24	96%	46%	0%				
General-Education Students	108	91%	35%	0%	128	85%	20%	0%
Students with Disabilities	19	47%	5%	0%	31	32%	0%	0%
English Proficient	118	86%	32%	0%	159	75%	16%	0%
Limited English Proficient	9	67%	11%	0%				
Economically Disadvantaged	113	83%	28%	0%	146	75%	16%	0%
Not Disadvantaged	14	93%	50%	0%	13	77%	15%	0%
Migrant								
Not Migrant	127	84%	31%	0%	159	75%	16%	0%

NOTES

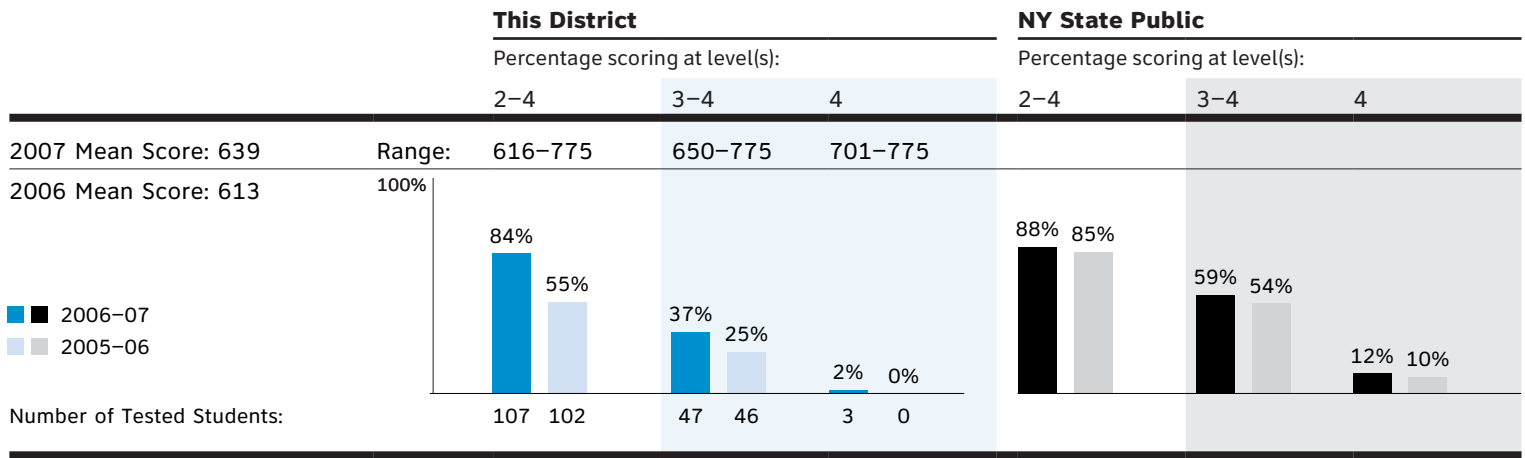
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Other Assessments

	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	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 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	127	84%	37%	2%	185	55%	25%	0%
Female	63	87%	32%	2%	81	56%	27%	0%
Male	64	81%	42%	3%	104	55%	23%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	101	85%	35%	1%	154	53%	22%	0%
Hispanic or Latino	24	-	-	-	31	68%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	26	81%	46%	8%				
General-Education Students	109	87%	41%	3%	146	64%	32%	0%
Students with Disabilities	18	67%	11%	0%	39	21%	0%	0%
English Proficient	115	88%	38%	3%	173	55%	25%	0%
Limited English Proficient	12	50%	25%	0%	12	58%	25%	0%
Economically Disadvantaged	113	82%	34%	1%	173	54%	24%	0%
Not Disadvantaged	14	100%	64%	14%	12	67%	33%	0%
Migrant								
Not Migrant	127	84%	37%	2%	185	55%	25%	0%

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	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science

This District

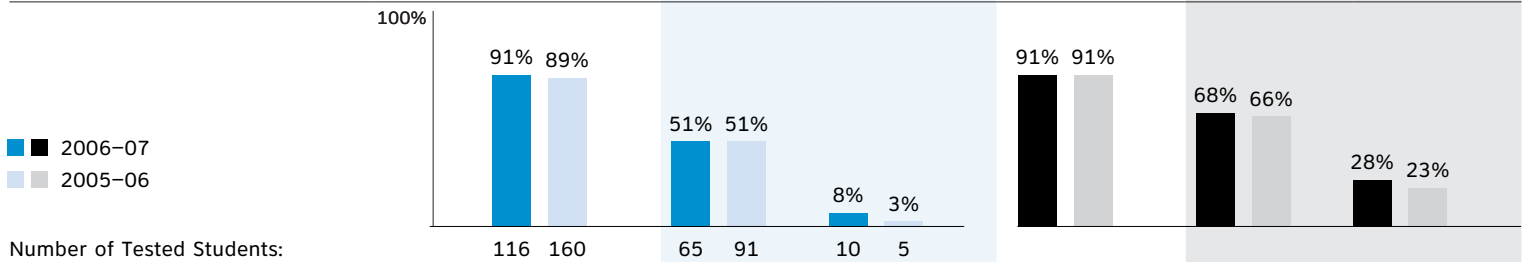
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2005-06 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2006-07 School Year				2005-06 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	128	91%	51%	8%	179	89%	51%	3%
Female	64	91%	47%	3%	82	87%	48%	2%
Male	64	91%	55%	13%	97	92%	54%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	102	88%	46%	5%	149	88%	50%	3%
Hispanic or Latino	24	-	-	-	30	97%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	26	100%	69%	19%				
General-Education Students	109	93%	56%	8%	141	94%	59%	4%
Students with Disabilities	19	79%	21%	5%	38	71%	21%	0%
English Proficient	116	91%	53%	9%	167	89%	51%	3%
Limited English Proficient	12	92%	33%	0%	12	92%	42%	0%
Economically Disadvantaged	114	89%	47%	8%	168	89%	51%	3%
Not Disadvantaged	14	100%	79%	7%	11	91%	45%	0%
Migrant								
Not Migrant	128	91%	51%	8%	179	89%	51%	3%

NOTES

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Other Assessments

2006-07 School Year

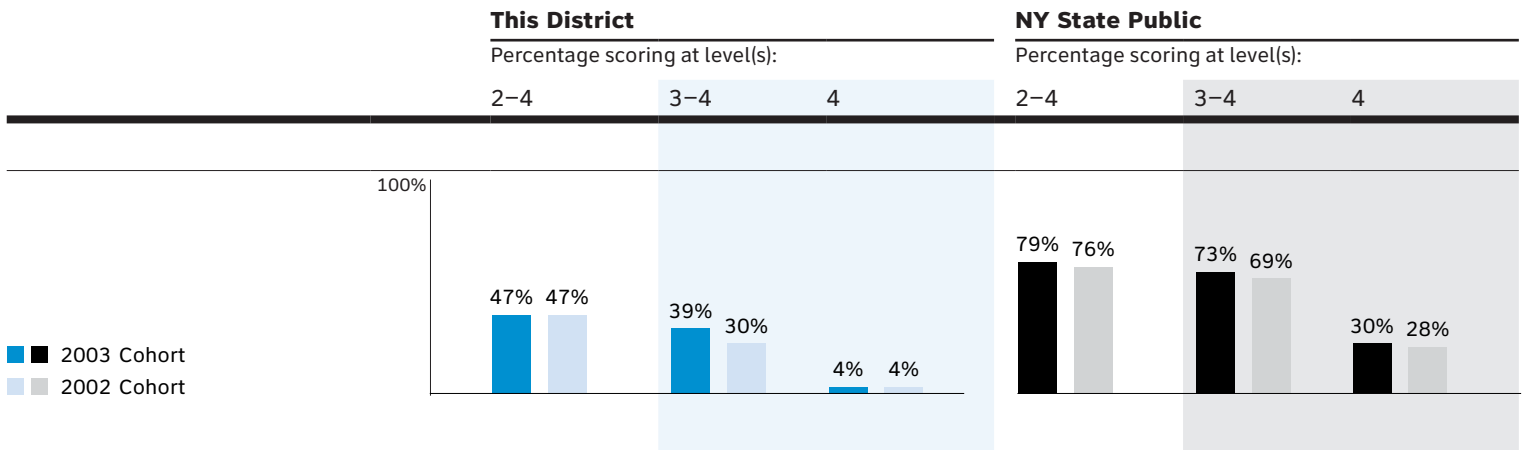
Total Tested Number scoring at level(s):
2-4 3-4 4

2005-06 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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	122	47%	39%	4%	127	47%	30%	4%
Female	59	61%	53%	3%	70	49%	27%	4%
Male	63	33%	27%	5%	57	46%	33%	4%
American Indian or Alaska Native	2	-	-	-				
Black or African American	103	49%	42%	5%	110	49%	32%	5%
Hispanic or Latino	16	-	-	-	17	35%	18%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	19	37%	26%	0%				
General-Education Students	88	61%	51%	6%	99	57%	36%	5%
Students with Disabilities	34	9%	9%	0%	28	14%	7%	0%
English Proficient	114	48%	41%	4%	116	47%	31%	3%
Limited English Proficient	8	25%	13%	0%	11	45%	18%	9%
Economically Disadvantaged	114	46%	39%	4%	117	48%	31%	4%
Not Disadvantaged	8	50%	38%	0%	10	40%	20%	0%
Migrant								
Not Migrant					127	47%	30%	4%

NOTES

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Other Assessments

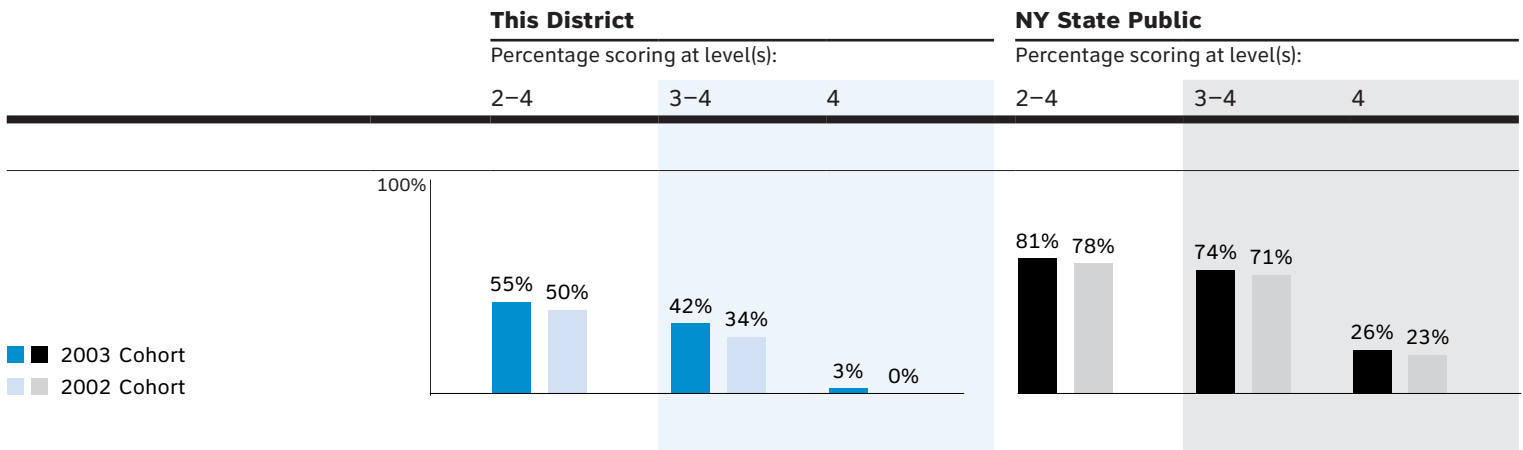
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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	122	55%	42%	3%	127	50%	34%	0%
Female	59	64%	46%	7%	70	50%	33%	0%
Male	63	46%	38%	0%	57	51%	35%	0%
American Indian or Alaska Native	2	-	-	-				
Black or African American	103	54%	44%	4%	110	54%	35%	0%
Hispanic or Latino	16	-	-	-	17	29%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	-	-	-				
Multiracial								
Small Group Totals	19	58%	32%	0%				
General-Education Students	88	73%	56%	5%	99	59%	37%	0%
Students with Disabilities	34	9%	6%	0%	28	21%	21%	0%
English Proficient	114	55%	44%	4%	116	52%	34%	0%
Limited English Proficient	8	50%	13%	0%	11	36%	27%	0%
Economically Disadvantaged	114	55%	43%	4%	117	50%	35%	0%
Not Disadvantaged	8	50%	25%	0%	10	60%	20%	0%
Migrant								
Not Migrant					127	50%	34%	0%

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.