



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **WILLIAM FLOYD UNION FREE
SCHOOL DISTRICT**
District ID **58-02-32-03-0000**
Superintendent **PAUL CASCIANO**
Telephone **(631) 874-1201**
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 WILLIAM FLOYD UNION FREE SCHOOL DISTRICT

District ID 58-02-32-03-0000

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	692	725	689
Grade 1	667	749	717
Grade 2	661	700	739
Grade 3	748	664	666
Grade 4	766	742	659
Grade 5	773	753	724
Grade 6	842	777	765
Ungraded Elementary	108	30	0
Grade 7	814	815	783
Grade 8	860	813	799
Grade 9	880	865	821
Grade 10	815	836	886
Grade 11	829	878	812
Grade 12	659	650	797
Ungraded Secondary	77	57	0
Total K-12	10191	10054	9857

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	25	25	24
Grade 8			
English	27	26	25
Mathematics	27	25	24
Science	27	25	25
Social Studies	27	26	25
Grade 10			
English	27	25	27
Mathematics	27	24	23
Science	26	24	24
Social Studies	28	27	27

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 **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**District ID **58-02-32-03-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2581	25%	2824	28%	2389	24%
Reduced-Price Lunch	1104	11%	926	9%	739	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	222	2%	245	2%	309	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	46	0%	56	1%	46	0%
Black or African American	1029	10%	1084	11%	1161	12%
Hispanic or Latino	1458	14%	1507	15%	1659	17%
Asian or Native Hawaiian/Other Pacific Islander	172	2%	173	2%	185	2%
White	7486	73%	7234	72%	6806	69%
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		93%		92%		92%
Student Suspensions	1073	10%	1022	10%	1069	11%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District WILLIAM FLOYD UNION FREE SCHOOL DISTRICT

District ID 58-02-32-03-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	663	663	659
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	3%	1%	2%
Percent with Fewer Than Three Years of Experience	12%	10%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	44%	46%	48%
Total Number of Core Classes*	N/A	2741	2120
Percent Not Taught by Highly Qualified Teachers	N/A	1%	2%
Total Number of Classes	2518	2517	2593
Percent Taught by Teachers Without Appropriate Certification	3%	2%	2%

* 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	20%	16%	18%
Turnover Rate of All Teachers	14%	13%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	82	79	56
Total Paraprofessionals*	244	227	226
Assistant Principals	20	20	19
Principals	8	9	9

* 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	6 of 8	8 of 8	1 of 1	4 of 6	4 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 6 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 (4488:4302)			99%		157	120		
Ethnicity								
American Indian or Alaska Native (28:28)	—	—	—	—	—	—	—	
Black or African American (583:518)			97%		136	117		
Hispanic or Latino (755:716)			98%		148	118		
Asian or Native Hawaiian/Other Pacific Islander (86:83)			98%		172	111		
White (3036:2957)			99%		163	120		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (732:688)			97%		93	118	111 104	
Limited English Proficient ⁵ (208:89)			89%		104	111	111 114	
Economically Disadvantaged (1696:1583)			98%		141	119		
Final AYP Determination		6 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 (4491:4259)			99%		166	84		
Ethnicity								
American Indian or Alaska Native (28:27)	—	—	—	—	—	—	—	
Black or African American (592:510)			97%		142	81		
Hispanic or Latino (758:705)			99%		155	82		
Asian or Native Hawaiian/Other Pacific Islander (85:83)			100%		189	75		
White (3028:2934)			99%		172	84		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (731:673)			97%		110	82		
Limited English Proficient ⁵ (110:95)			95%		125	76		
Economically Disadvantaged (1697:1549)			98%		151	83		
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 (1480:1364)		Qualified		97%		180	100	
Ethnicity								
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—	—
Black or African American (202:154)		Qualified		91%		168	100	
Hispanic or Latino (244:223)		Qualified		97%		169	100	
Asian or Native Hawaiian/Other Pacific Islander (29:28)	—	—	—	—	—	—	—	—
White (996:950)		Qualified		98%		184	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (223:194)		Qualified		94%		147	100	
Limited English Proficient ⁴ (36:32)	—	—	—	—		159	100	
Economically Disadvantaged (527:467)		Qualified		96%		171	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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 4 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	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 (715:673)			98%		173	155		
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	
Black or African American (127:53)			91%		142	146	134 148	
Hispanic or Latino (98:93)			98%		158	149		
Asian or Native Hawaiian/Other Pacific Islander (13:9)	—	—	—	—	—	—	—	
White (537:515)			99%		180	154		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (165:90)			83%		88	149	89‡ 99	
Limited English Proficient ⁴ (10:8)	—	—	—	—	—	—	—	
Economically Disadvantaged (125:126)			99%		158	150		
Final AYP Determination		4 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 4 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 (715:673)			99%		176	148		
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	
Black or African American (64:53)			98%		138	139	139 144	
Hispanic or Latino (98:93)			98%		175	142		
Asian or Native Hawaiian/Other Pacific Islander (13:9)	—	—	—	—	—	—	—	
White (537:515)			99%		179	147		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (81:90)			95%		92	142	102 [‡] 103	
Limited English Proficient ⁴ (10:8)	—	—	—	—	—	—	—	
Economically Disadvantaged (125:126)			100%		159	143		
Final AYP Determination		4 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 (644)			79%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (58)			66%	55%		
Hispanic or Latino (75)			77%	55%		
Asian or Native Hawaiian/Other Pacific Islander (14)		–	–	–		
White (496)			80%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (95)			41%	55%	45%	42%
Limited English Proficient ³ (6)		–	–	–		
Economically Disadvantaged (114)			64%	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 **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

District ID **58-02-32-03-0000**

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 75% of total

JOHN S HOBART ELEMENTARY SCHOOL
MORICHES ELEMENTARY SCHOOL
NATHANIEL WOODHULL ELEMENTARY SCHOOL
TANGIER SMITH ELEMENTARY SCHOOL
WILLIAM FLOYD ELEMENTARY SCHOOL
WILLIAM FLOYD MIDDLE SCHOOL

Improvement (Year 2)

1 school identified 13% of total

WILLIAM PACA MIDDLE SCHOOL

Requiring Academic Progress (Year 3)

1 school identified 13% of total

WILLIAM FLOYD HIGH SCHOOL

District WILLIAM FLOYD UNION FREE SCHOOL DISTRICT

District ID 58-02-32-03-0000

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	64%			666
Grade 4	65%			649
Grade 5	67%			721
Grade 6	64%			754
Grade 7	59%			787
Grade 8	59%			787
Mathematics				
Grade 3	83%			678
Grade 4	79%			644
Grade 5	78%			727
Grade 6	69%			756
Grade 7	69%			787
Grade 8	57%			791
Science				
Grade 4	91%			634
Grade 8	75%			783

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	71%			809
Mathematics	72%			809

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.

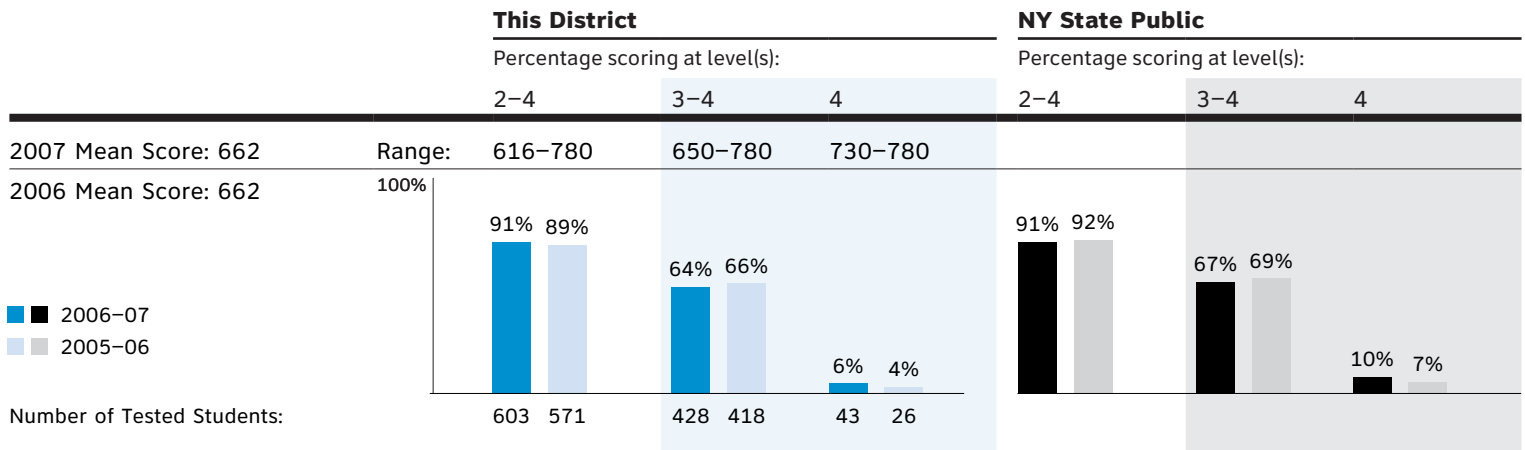
In this section, this district's performance is compared with that of public schools statewide.

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



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	666	91%	64%	6%	638	89%	66%	4%
Female	315	93%	69%	9%	319	94%	71%	6%
Male	351	88%	60%	5%	319	85%	60%	2%
American Indian or Alaska Native	5	80%	40%	0%	8	100%	63%	13%
Black or African American	83	78%	47%	1%	79	84%	51%	0%
Hispanic or Latino	108	91%	56%	4%	91	87%	60%	4%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	79%	7%	13	100%	92%	0%
White	456	93%	69%	8%	447	91%	68%	5%
Multiracial								
Small Group Totals								
General-Education Students	570	95%	72%	8%	536	94%	72%	5%
Students with Disabilities	96	63%	19%	0%	102	68%	29%	1%
English Proficient	642	91%	65%	7%	634	-	-	-
Limited English Proficient	24	88%	33%	0%	4	-	-	-
Economically Disadvantaged	262	85%	53%	4%	238	83%	58%	2%
Not Disadvantaged	404	94%	72%	8%	400	94%	70%	6%
Migrant								
Not Migrant	666	91%	64%	6%	638	89%	66%	4%

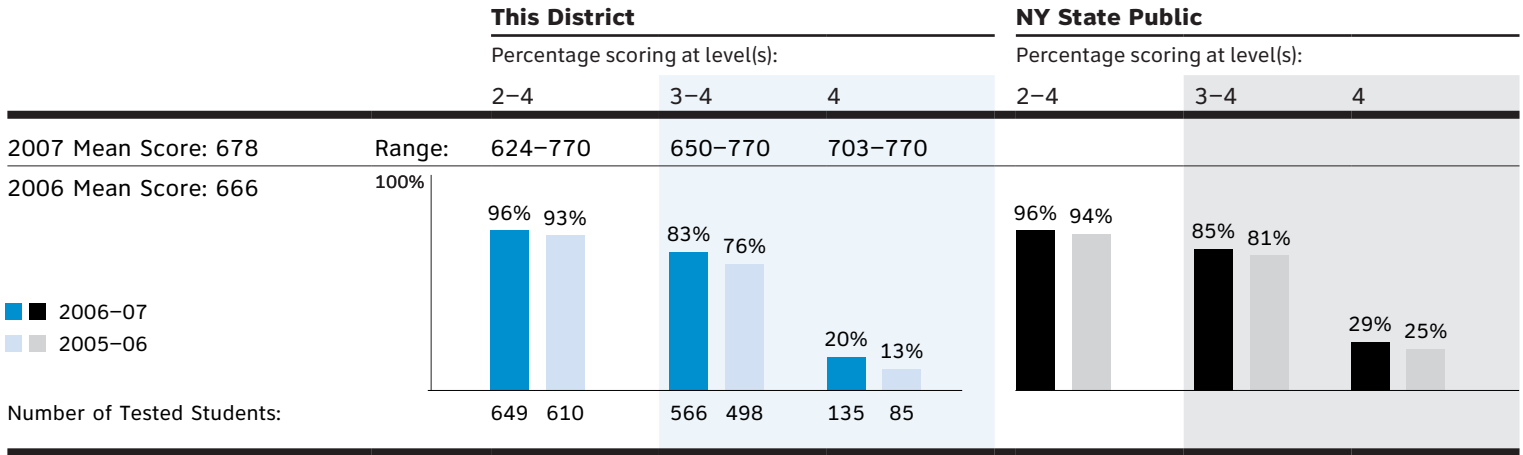
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	11	11	9	7	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

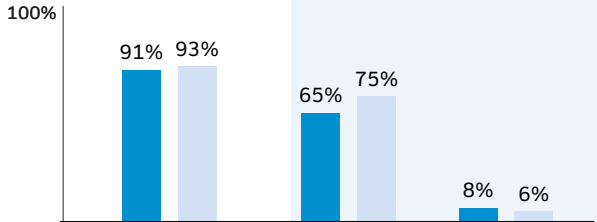
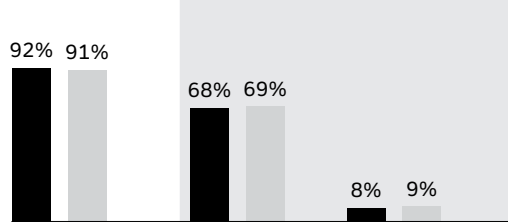
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	678	96%	83%	20%	659	93%	76%	13%
Female	317	96%	85%	22%	330	94%	76%	13%
Male	361	95%	82%	18%	329	91%	75%	13%
American Indian or Alaska Native	6	100%	100%	0%	9	89%	78%	33%
Black or African American	85	91%	71%	7%	79	82%	58%	8%
Hispanic or Latino	116	97%	76%	17%	110	94%	69%	9%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	33%	16	100%	100%	19%
White	456	96%	88%	23%	445	94%	79%	14%
Multiracial								
Small Group Totals								
General-Education Students	579	98%	89%	23%	555	95%	82%	15%
Students with Disabilities	99	82%	49%	3%	104	78%	43%	3%
English Proficient	649	96%	85%	20%	631	92%	76%	13%
Limited English Proficient	29	90%	59%	7%	28	96%	68%	7%
Economically Disadvantaged	270	93%	77%	15%	258	91%	68%	8%
Not Disadvantaged	408	98%	88%	23%	401	93%	80%	16%
Migrant								
Not Migrant	678	96%	83%	20%	659	93%	76%	13%

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	11	11	11	9	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: 664	612-775	650-775	716-775			
2006 Mean Score: 668						
						
Number of Tested Students:	592	636	42			

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	649	91%	65%	8%	687	93%	75%	6%
Female	324	94%	68%	12%	326	98%	81%	9%
Male	325	89%	61%	5%	361	88%	69%	3%
American Indian or Alaska Native	6	100%	100%	17%	5	80%	60%	0%
Black or African American	86	91%	48%	5%	78	87%	62%	5%
Hispanic or Latino	119	91%	54%	3%	93	92%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	76%	29%	7	100%	86%	29%
White	421	91%	70%	10%	504	93%	77%	7%
Multiracial								
Small Group Totals								
General-Education Students	544	96%	73%	10%	588	97%	81%	7%
Students with Disabilities	105	66%	20%	1%	99	65%	35%	0%
English Proficient	626	92%	66%	9%	686	-	-	-
Limited English Proficient	23	78%	35%	4%	1	-	-	-
Economically Disadvantaged	267	87%	51%	4%	250	88%	66%	4%
Not Disadvantaged	382	94%	74%	12%	437	95%	79%	7%
Migrant								
Not Migrant	649	91%	65%	8%	687	93%	75%	6%

NOTES

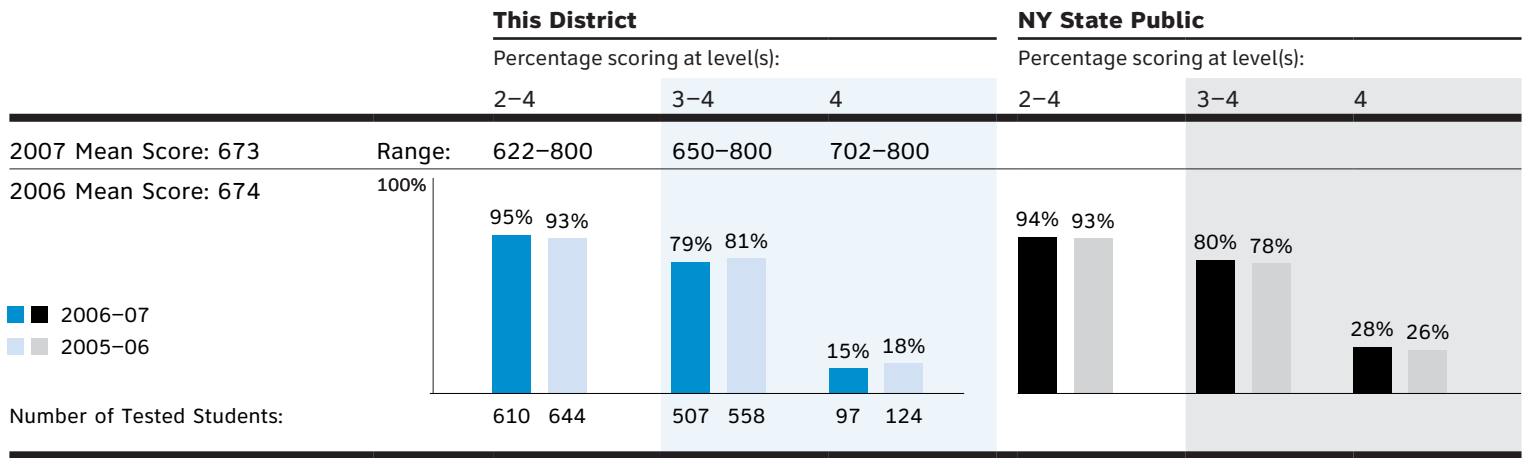
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Other Assessments

	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	7	7	6	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 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	644	95%	79%	15%	693	93%	81%	18%
Female	328	95%	79%	13%	328	96%	84%	16%
Male	316	94%	79%	18%	365	90%	77%	19%
American Indian or Alaska Native	6	83%	67%	33%	5	80%	80%	20%
Black or African American	86	90%	57%	7%	75	85%	65%	11%
Hispanic or Latino	117	92%	77%	9%	103	91%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	94%	29%	7	100%	100%	14%
White	418	97%	83%	17%	503	94%	84%	20%
Multiracial								
Small Group Totals								
General-Education Students	547	97%	83%	18%	592	97%	87%	21%
Students with Disabilities	97	79%	53%	1%	101	70%	42%	2%
English Proficient	618	95%	79%	16%	678	93%	81%	18%
Limited English Proficient	26	81%	62%	4%	15	87%	40%	0%
Economically Disadvantaged	258	92%	71%	12%	252	88%	73%	11%
Not Disadvantaged	386	96%	84%	17%	441	96%	85%	22%
Migrant								
Not Migrant	644	95%	79%	15%	693	93%	81%	18%

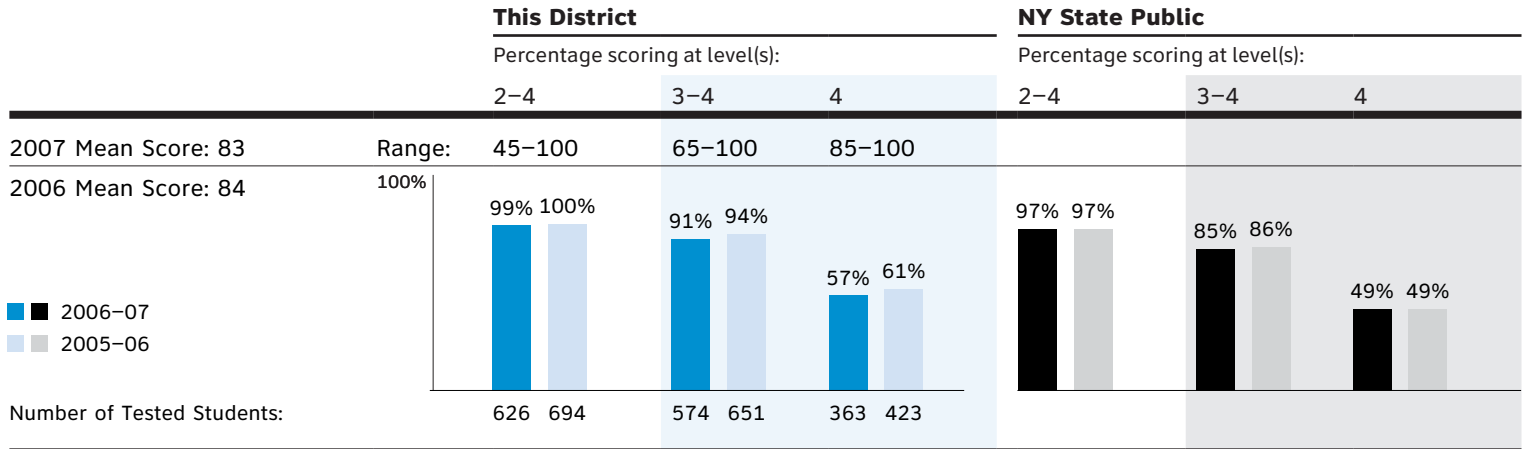
NOTES

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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	7	7	7	7	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

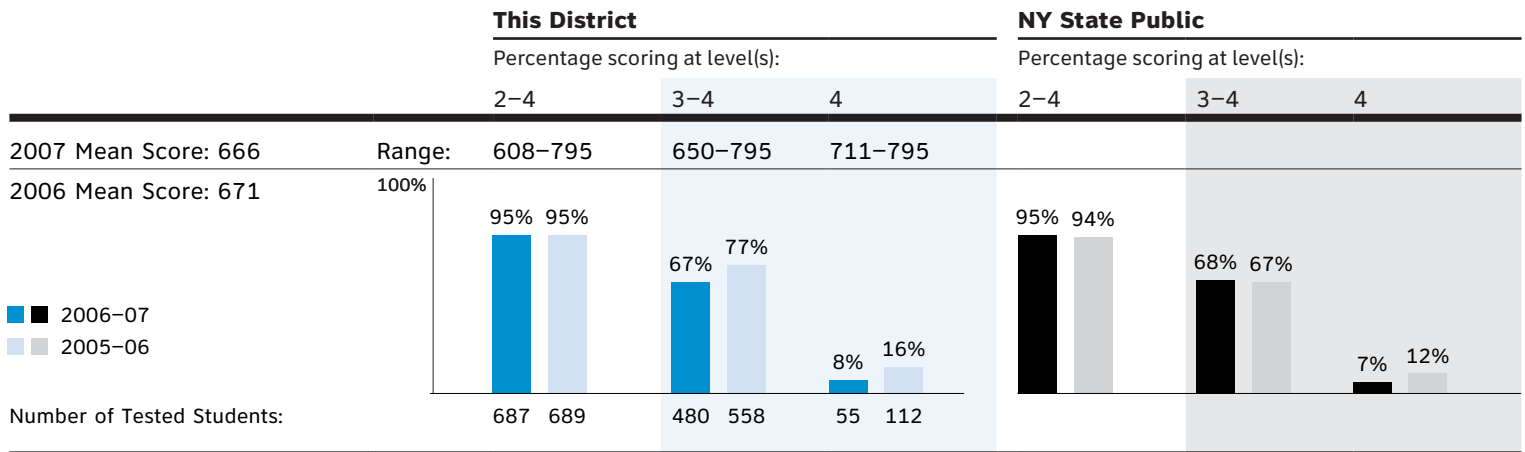
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	634	99%	91%	57%	696	100%	94%	61%
Female	322	99%	89%	55%	328	100%	94%	64%
Male	312	99%	92%	59%	368	99%	93%	58%
American Indian or Alaska Native	6	100%	100%	33%	5	100%	100%	60%
Black or African American	82	99%	82%	34%	75	97%	85%	44%
Hispanic or Latino	118	98%	88%	53%	105	100%	86%	53%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	94%	82%	7	100%	100%	71%
White	411	99%	93%	63%	504	100%	96%	65%
Multiracial								
Small Group Totals								
General-Education Students	541	99%	93%	63%	596	100%	96%	66%
Students with Disabilities	93	96%	78%	25%	100	99%	76%	31%
English Proficient	607	99%	91%	59%	680	100%	94%	62%
Limited English Proficient	27	93%	78%	26%	16	100%	56%	25%
Economically Disadvantaged	252	99%	87%	45%	253	100%	89%	49%
Not Disadvantaged	382	99%	93%	65%	443	100%	96%	67%
Migrant								
Not Migrant	634	99%	91%	57%	696	100%	94%	61%

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	7	7	7	6	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	721	95%	67%	8%	722	95%	77%	16%
Female	338	96%	70%	10%	364	96%	82%	18%
Male	383	95%	63%	6%	358	95%	72%	13%
American Indian or Alaska Native	5	100%	60%	0%	5	100%	100%	0%
Black or African American	93	97%	51%	5%	75	83%	55%	8%
Hispanic or Latino	115	91%	61%	4%	112	95%	72%	12%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	0%	15	100%	80%	13%
White	499	96%	71%	9%	515	97%	81%	18%
Multiracial								
Small Group Totals								
General-Education Students	604	99%	76%	9%	618	98%	83%	18%
Students with Disabilities	117	74%	20%	0%	104	78%	46%	1%
English Proficient	712	95%	67%	8%	722	95%	77%	16%
Limited English Proficient	9	89%	44%	11%				
Economically Disadvantaged	274	92%	57%	4%	273	91%	66%	9%
Not Disadvantaged	447	97%	72%	10%	449	98%	84%	19%
Migrant	2	-	-	-				
Not Migrant	719	-	-	-	722	95%	77%	16%

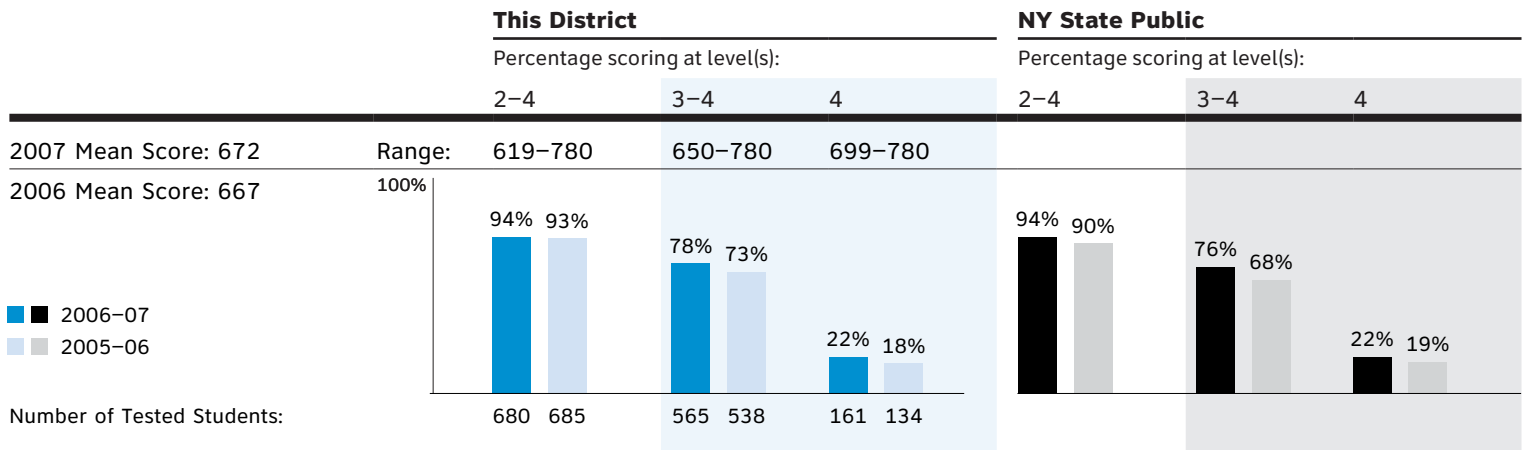
NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	14	14	14	10	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	727	94%	78%	22%	740	93%	73%	18%
Female	340	95%	81%	22%	376	94%	75%	18%
Male	387	93%	75%	22%	364	91%	71%	18%
American Indian or Alaska Native	5	100%	100%	60%	4	-	-	-
Black or African American	94	84%	61%	16%	78	78%	51%	6%
Hispanic or Latino	119	94%	74%	13%	126	90%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	89%	33%	16	-	-	-
White	500	95%	81%	25%	516	95%	77%	22%
Multiracial								
Small Group Totals					20	100%	85%	25%
General-Education Students	608	98%	85%	26%	634	96%	79%	21%
Students with Disabilities	119	71%	39%	3%	106	71%	35%	2%
English Proficient	715	94%	78%	23%	723	93%	74%	18%
Limited English Proficient	12	92%	33%	0%	17	65%	35%	6%
Economically Disadvantaged	277	90%	70%	14%	290	88%	63%	12%
Not Disadvantaged	450	96%	82%	27%	450	96%	79%	22%
Migrant	2	-	-	-				
Not Migrant	725	-	-	-	740	93%	73%	18%

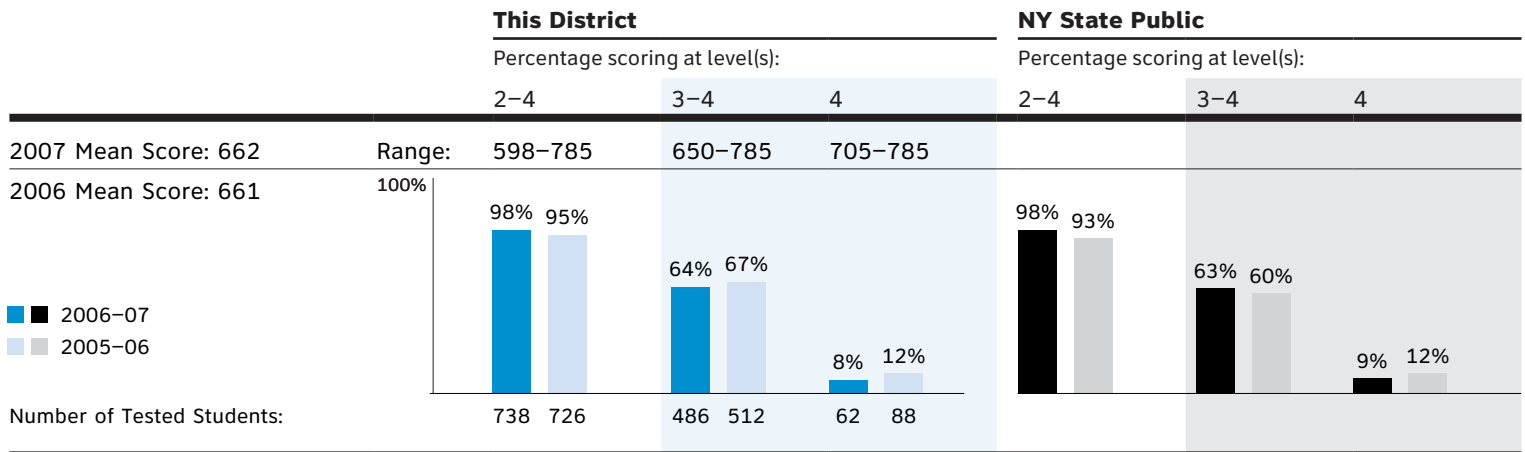
NOTES

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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	14	14	13	10	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	754	98%	64%	8%	765	95%	67%	12%
Female	375	99%	73%	11%	362	96%	70%	15%
Male	379	97%	56%	6%	403	94%	64%	8%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	90	96%	43%	2%	101	87%	43%	4%
Hispanic or Latino	131	96%	57%	5%	117	93%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	9	-	-	-
White	514	99%	69%	10%	535	97%	73%	14%
Multiracial								
Small Group Totals	19	100%	89%	26%	12	92%	75%	25%
General-Education Students	633	100%	75%	10%	642	98%	75%	14%
Students with Disabilities	121	89%	8%	0%	123	76%	25%	1%
English Proficient	740	98%	66%	8%	765	95%	67%	12%
Limited English Proficient	14	79%	0%	0%				
Economically Disadvantaged	296	97%	53%	3%	283	91%	52%	6%
Not Disadvantaged	458	99%	72%	11%	482	97%	76%	15%
Migrant	2	-	-	-				
Not Migrant	752	-	-	-	765	95%	67%	12%

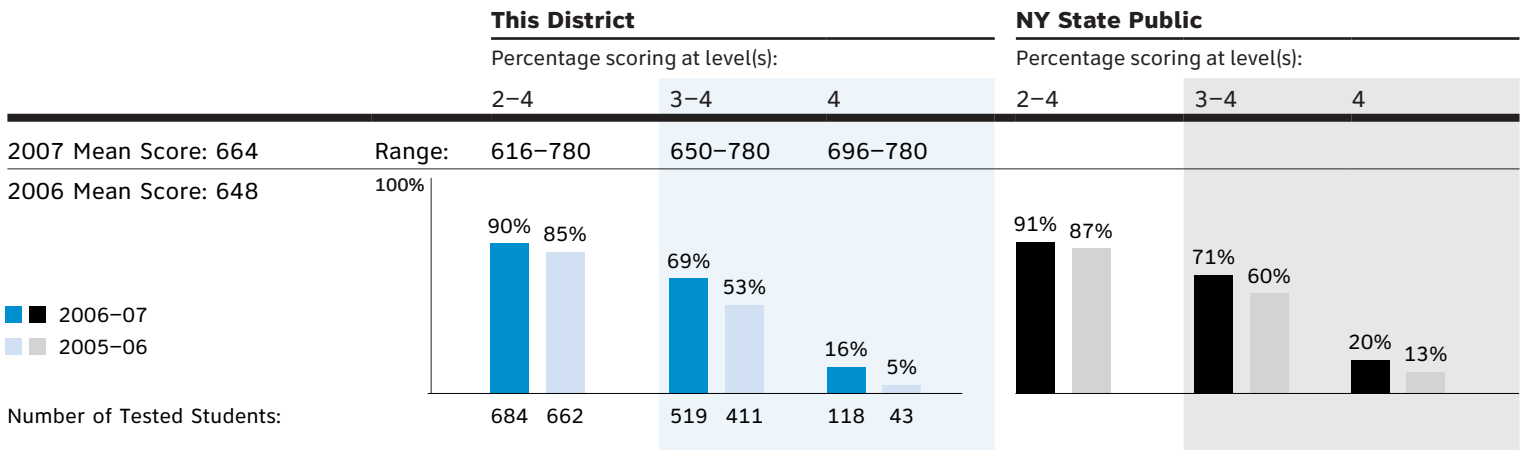
NOTES
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Other Assessments

	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	8	8	7	6	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

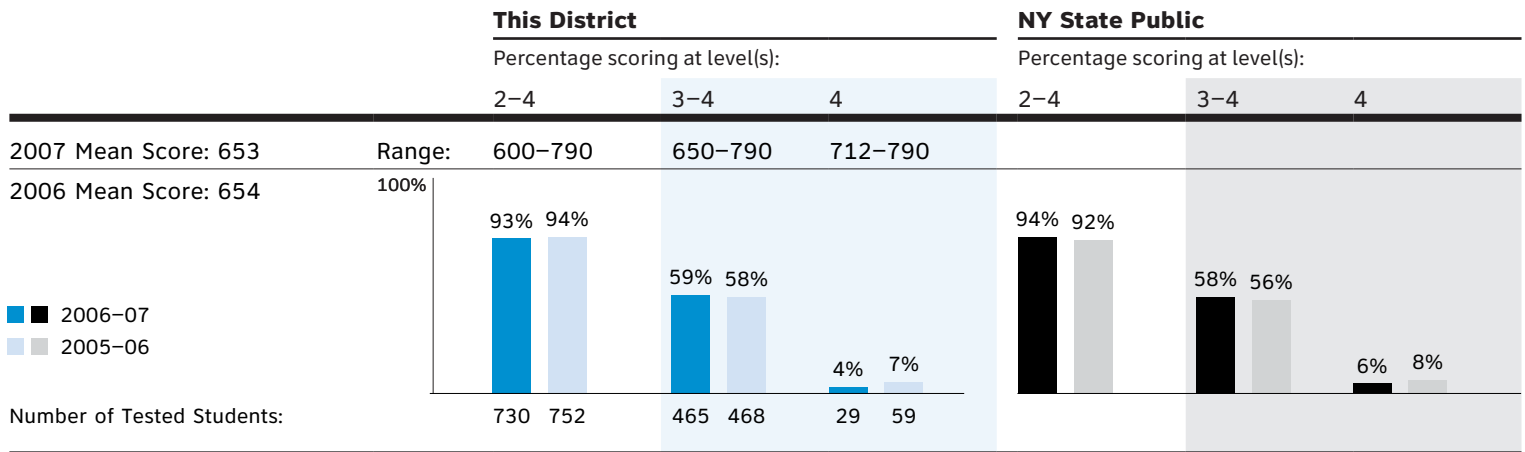
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	756	90%	69%	16%	782	85%	53%	5%
Female	381	91%	70%	14%	368	84%	51%	4%
Male	375	90%	67%	17%	414	86%	54%	7%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	91	69%	44%	4%	102	69%	31%	3%
Hispanic or Latino	131	89%	60%	7%	126	77%	41%	4%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	14	-	-	-
White	515	94%	74%	19%	537	89%	59%	6%
Multiracial								
Small Group Totals	19	100%	95%	37%	17	94%	59%	18%
General-Education Students	637	96%	78%	19%	656	90%	60%	6%
Students with Disabilities	119	62%	20%	0%	126	56%	16%	1%
English Proficient	740	91%	69%	16%	767	85%	53%	6%
Limited English Proficient	16	63%	38%	0%	15	60%	7%	0%
Economically Disadvantaged	299	84%	58%	9%	295	74%	37%	4%
Not Disadvantaged	457	95%	76%	20%	487	91%	62%	6%
Migrant	2	-	-	-				
Not Migrant	754	-	-	-	782	85%	53%	5%

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	8	8	7	7	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	787	93%	59%	4%	803	94%	58%	7%
Female	356	96%	65%	5%	391	95%	64%	10%
Male	431	90%	54%	3%	412	92%	53%	5%
American Indian or Alaska Native	6	83%	50%	17%	1	-	-	-
Black or African American	113	87%	40%	2%	94	87%	41%	4%
Hispanic or Latino	130	92%	48%	3%	114	91%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	63%	0%	11	-	-	-
White	522	94%	66%	4%	583	95%	61%	8%
Multiracial								
Small Group Totals					12	100%	83%	25%
General-Education Students	671	97%	67%	4%	704	97%	65%	8%
Students with Disabilities	116	68%	12%	0%	99	68%	11%	0%
English Proficient	774	93%	60%	4%	800	-	-	-
Limited English Proficient	13	54%	15%	0%	3	-	-	-
Economically Disadvantaged	291	87%	41%	1%	255	91%	44%	4%
Not Disadvantaged	496	96%	70%	5%	548	95%	65%	9%
Migrant	2	-	-	-				
Not Migrant	785	-	-	-	803	94%	58%	7%

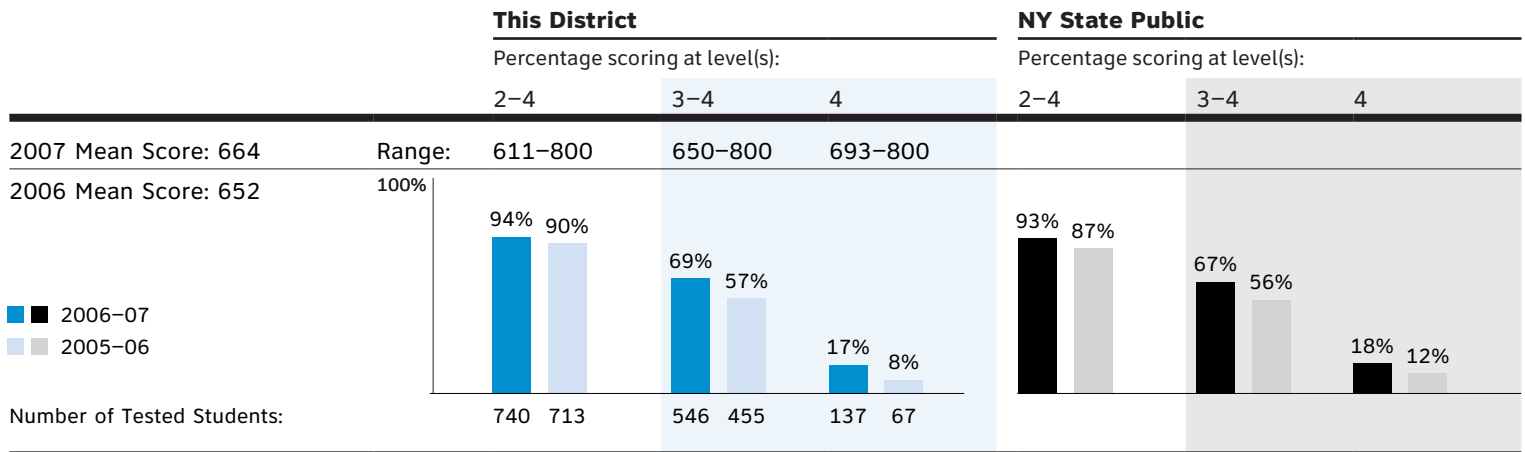
NOTES
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	12	11	9	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

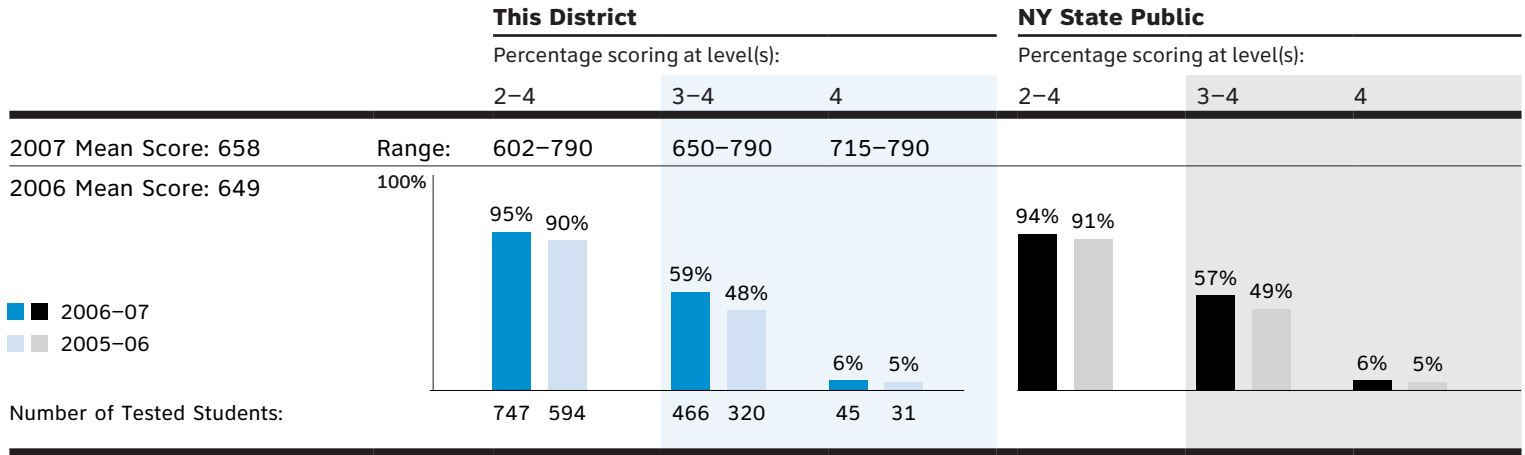
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	787	94%	69%	17%	794	90%	57%	8%
Female	354	96%	73%	18%	391	89%	59%	8%
Male	433	93%	66%	17%	403	90%	56%	9%
American Indian or Alaska Native	5	100%	100%	20%	2	-	-	-
Black or African American	113	91%	50%	8%	90	80%	42%	2%
Hispanic or Latino	131	90%	58%	9%	114	87%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	81%	38%	11	-	-	-
White	522	95%	76%	21%	577	92%	60%	10%
Multiracial								
Small Group Totals					13	100%	85%	8%
General-Education Students	670	98%	77%	20%	697	93%	63%	10%
Students with Disabilities	117	74%	24%	2%	97	64%	13%	0%
English Proficient	773	95%	70%	18%	787	90%	58%	9%
Limited English Proficient	14	50%	21%	0%	7	71%	0%	0%
Economically Disadvantaged	290	90%	51%	10%	251	84%	49%	3%
Not Disadvantaged	497	96%	80%	22%	543	92%	61%	11%
Migrant	2	-	-	-				
Not Migrant	785	-	-	-	794	90%	57%	8%

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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	12	12	10	8	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	787	95%	59%	6%	661	90%	48%	5%
Female	382	96%	67%	8%	293	95%	58%	6%
Male	405	94%	52%	4%	368	86%	41%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	96	89%	45%	2%	84	71%	23%	1%
Hispanic or Latino	119	92%	51%	2%	109	90%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	14	-	-	-
White	558	97%	63%	7%	453	93%	54%	6%
Multiracial								
Small Group Totals	14	93%	79%	0%	15	100%	73%	7%
General-Education Students	691	99%	67%	7%	561	97%	56%	6%
Students with Disabilities	96	67%	4%	0%	100	52%	7%	0%
English Proficient	781	95%	60%	6%	660	-	-	-
Limited English Proficient	6	67%	17%	0%	1	-	-	-
Economically Disadvantaged	256	91%	48%	4%	198	82%	33%	2%
Not Disadvantaged	531	97%	65%	7%	463	93%	55%	6%
Migrant								
Not Migrant	787	95%	59%	6%	661	90%	48%	5%

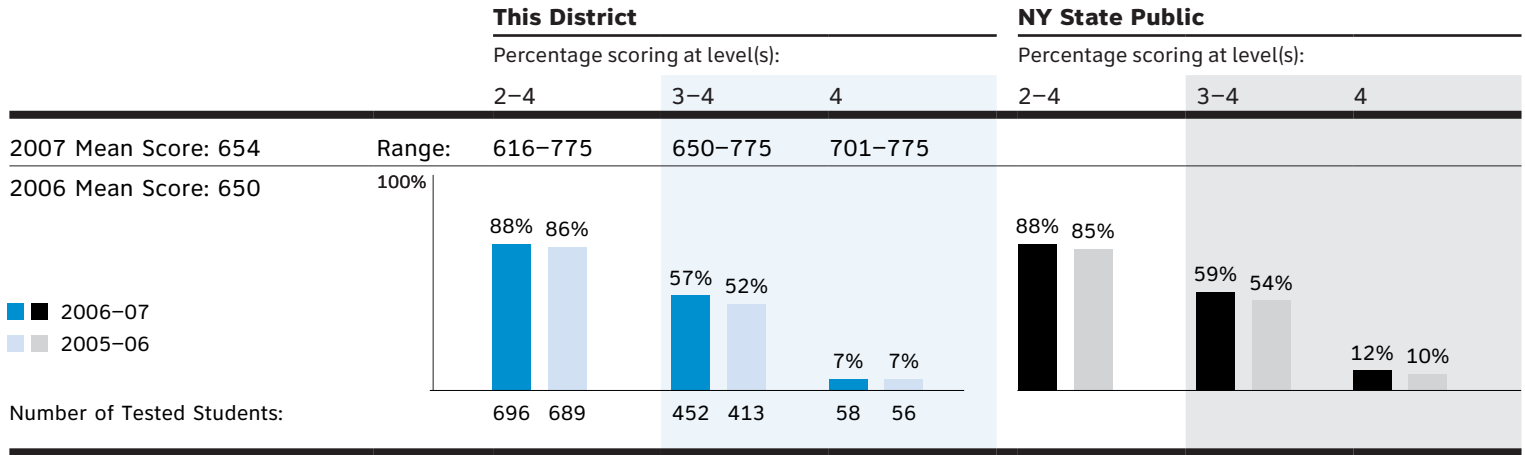
NOTES
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Other Assessments

	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	10	10	9	8	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

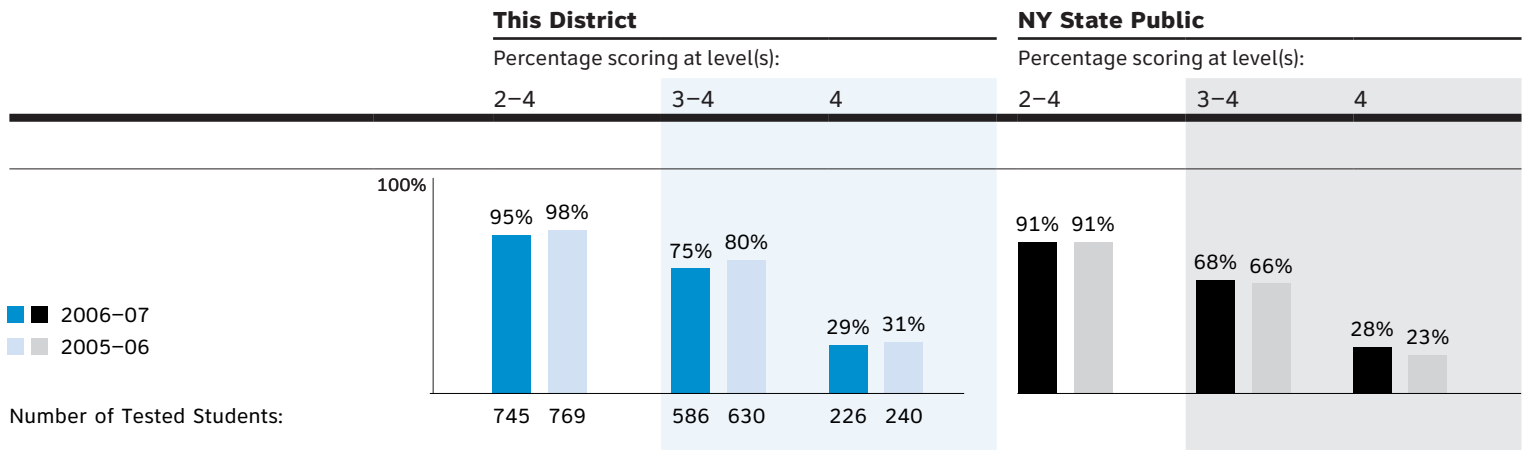
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	791	88%	57%	7%	797	86%	52%	7%
Female	386	88%	61%	8%	358	90%	56%	6%
Male	405	88%	54%	7%	439	83%	48%	8%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	99	79%	43%	3%	83	65%	27%	1%
Hispanic or Latino	118	81%	42%	6%	133	80%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	17	-	-	-
White	560	91%	62%	8%	563	91%	57%	8%
Multiracial								
Small Group Totals	14	100%	86%	36%	18	94%	83%	22%
General-Education Students	692	93%	64%	8%	701	91%	58%	8%
Students with Disabilities	99	54%	11%	0%	96	53%	8%	0%
English Proficient	785	89%	58%	7%	783	87%	52%	7%
Limited English Proficient	6	17%	0%	0%	14	79%	21%	0%
Economically Disadvantaged	257	82%	42%	2%	225	79%	36%	4%
Not Disadvantaged	534	91%	65%	10%	572	90%	58%	8%
Migrant								
Not Migrant	791	88%	57%	7%	797	86%	52%	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	10	10	9	5	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	783	95%	75%	29%	786	98%	80%	31%
Female	381	94%	75%	27%	351	99%	81%	28%
Male	402	96%	75%	30%	435	97%	79%	33%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	102	87%	61%	12%	80	90%	54%	9%
Hispanic or Latino	115	90%	59%	16%	128	98%	70%	20%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	-	-	-
White	551	97%	81%	34%	561	99%	86%	35%
Multiracial								
Small Group Totals	15	100%	80%	47%	17	100%	88%	59%
General-Education Students	683	98%	81%	33%	694	99%	85%	34%
Students with Disabilities	100	78%	30%	2%	92	91%	43%	5%
English Proficient	777	95%	75%	29%	772	98%	81%	31%
Limited English Proficient	6	50%	17%	0%	14	86%	36%	0%
Economically Disadvantaged	252	92%	61%	14%	218	96%	69%	19%
Not Disadvantaged	531	97%	82%	36%	568	99%	85%	35%
Migrant								
Not Migrant	783	95%	75%	29%	786	98%	80%	31%

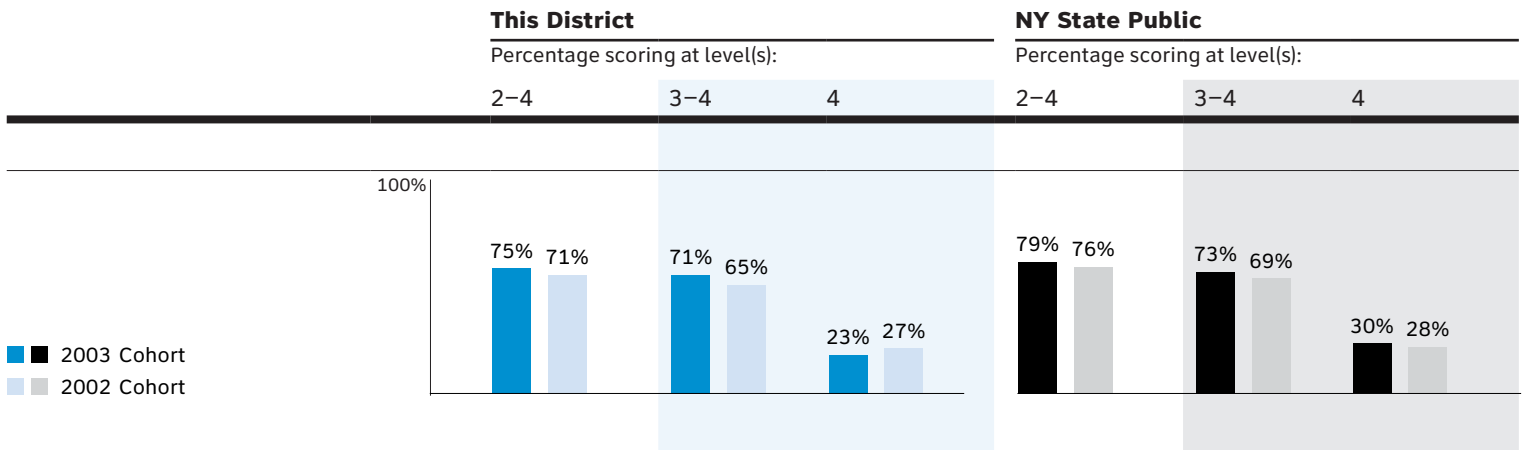
NOTES

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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	10	10	8	6	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	809	75%	71%	23%	789	71%	65%	27%
Female	391	78%	75%	27%	374	73%	69%	33%
Male	418	72%	67%	19%	415	69%	61%	21%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	80	48%	41%	5%	78	55%	47%	12%
Hispanic or Latino	117	65%	62%	18%	99	65%	60%	17%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	16	-	-	-
White	599	80%	77%	26%	594	73%	67%	30%
Multiracial								
Small Group Totals	13	85%	69%	15%	18	94%	83%	44%
General-Education Students	701	82%	79%	26%	684	77%	71%	31%
Students with Disabilities	108	31%	19%	1%	105	32%	21%	3%
English Proficient	796	75%	71%	23%	775	71%	65%	27%
Limited English Proficient	13	54%	46%	0%	14	57%	29%	0%
Economically Disadvantaged	166	62%	57%	11%	142	63%	58%	13%
Not Disadvantaged	643	78%	74%	26%	647	72%	66%	30%
Migrant								
Not Migrant					789	71%	65%	27%

NOTES

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Other Assessments

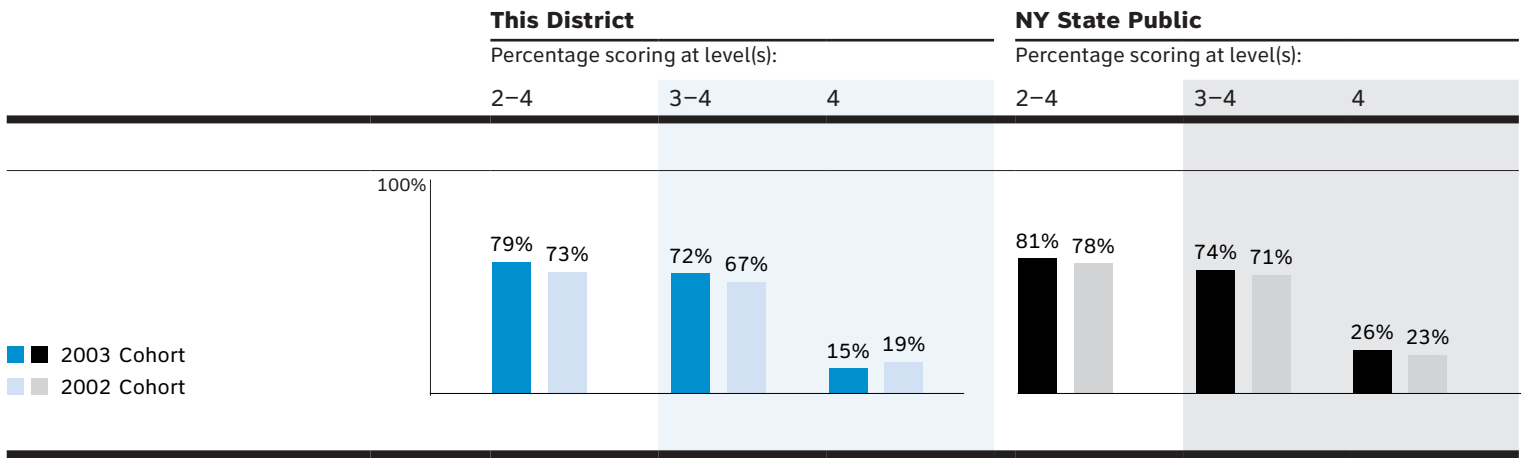
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				3	-	-	-

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

** 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	809	79%	72%	15%	789	73%	67%	19%
Female	391	80%	75%	13%	374	74%	69%	18%
Male	418	77%	70%	17%	415	71%	65%	20%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	80	59%	44%	8%	78	59%	50%	8%
Hispanic or Latino	117	76%	68%	10%	99	67%	61%	15%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	16	-	-	-
White	599	81%	77%	17%	594	75%	70%	20%
Multiracial								
Small Group Totals	13	92%	92%	31%	18	94%	94%	50%
General-Education Students	701	84%	80%	17%	684	78%	74%	22%
Students with Disabilities	108	42%	21%	1%	105	36%	20%	1%
English Proficient	796	79%	73%	15%	775	73%	67%	19%
Limited English Proficient	13	69%	38%	8%	14	57%	50%	14%
Economically Disadvantaged	166	67%	58%	10%	142	65%	56%	8%
Not Disadvantaged	643	81%	76%	16%	647	74%	70%	21%
Migrant								
Not Migrant					789	73%	67%	19%

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

	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				3	-	-	-

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

** 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.