



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **HUNTINGTON UNION FREE SCHOOL
DISTRICT**

District ID **58-04-03-03-0000**

Superintendent **JOHN FINELLO**

Telephone **(631) 673-2038**

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 HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	367	401	359
Grade 1	371	345	376
Grade 2	354	350	337
Grade 3	335	346	337
Grade 4	364	326	346
Grade 5	301	351	318
Grade 6	310	307	346
Ungraded Elementary	9	6	5
Grade 7	335	317	316
Grade 8	326	317	321
Grade 9	329	310	296
Grade 10	315	321	306
Grade 11	270	274	276
Grade 12	217	270	289
Ungraded Secondary	0	0	0
Total K-12	4203	4241	4228

Average Class Size

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

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 HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1013	24%	1120	26%	821	19%
Reduced-Price Lunch	233	6%	249	6%	174	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	561	13%	521	12%	582	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	4	0%	0	0%
Black or African American	528	13%	538	13%	565	13%
Hispanic or Latino	906	22%	991	23%	1033	24%
Asian or Native Hawaiian/Other Pacific Islander	50	1%	63	1%	81	2%
White	2718	65%	2645	62%	2549	60%
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%		94%
Student Suspensions	252	6%	262	6%	376	9%

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 HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	389	385	371
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer Than Three Years of Experience	13%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	55%	59%
Total Number of Core Classes*	N/A	1347	938
Percent Not Taught by Highly Qualified Teachers	N/A	0%	0%
Total Number of Classes	1185	1169	1237
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

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

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	24%	27%
Turnover Rate of All Teachers	13%	17%	15%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	65	57	59
Total Paraprofessionals*	137	187	182
Assistant Principals	1	1	1
Principals	8	8	8

* 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)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	7 of 8	8 of 8	1 of 1	5 of 6	6 of 6	1 of 1

AYP Status


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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

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

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

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




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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (1979:1904)			100%		164	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (271:261)			100%		120	115	
Hispanic or Latino (494:440)			100%		135	117	
Asian or Native Hawaiian/Other Pacific Islander (41:38)			100%		184	106	
White (1173:1165)			100%		184	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (279:268)			100%		99	115	95 109
Limited English Proficient ⁵ (253:276)			100%		109	115	110 118
Economically Disadvantaged (693:632)			100%		128	118	
Final AYP Determination	 7 of 8						

NOTES


- 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.
 - 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.
 - 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.
 - 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.
 - 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 (1975:1923)			100%		174	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (267:256)			99%		139	79	
Hispanic or Latino (494:463)			100%		155	81	
Asian or Native Hawaiian/Other Pacific Islander (42:41)			100%		185	71	
White (1172:1163)			100%		189	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (285:270)			99%		124	79	
Limited English Proficient ⁵ (254:307)			100%		140	80	
Economically Disadvantaged (690:649)			100%		147	82	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status

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

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (651:626)		Qualified		99%		182	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (91:86)		Qualified		99%		156	100	
Hispanic or Latino (136:124)		Qualified		99%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (9:8)		—	—	—	—	—	—	—
White (415:408)		Qualified		98%		193	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (96:88)		Qualified		97%		144	100	
Limited English Proficient ⁴ (70:73)		Qualified		99%		141	100	
Economically Disadvantaged (204:190)		Qualified		100%		158	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 5 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 (298:276)			99%		178	152	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (49:44)			98%		132	144	20 139
Hispanic or Latino (49:44)			98%		159	144	
Asian or Native Hawaiian/Other Pacific Islander (8:5)	—	—	—	—	—	—	—
White (192:183)			100%		192	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (38:43)		—	—		109	144	20 118
Limited English Proficient ⁴ (1:5)	—	—	—	—	—	—	—
Economically Disadvantaged (48:51)			100%		143	146	146 149
Final AYP Determination		5 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 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 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 (298:276)			99%		183	145	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (49:44)			100%		150	137	
Hispanic or Latino (49:44)			96%		168	137	
Asian or Native Hawaiian/Other Pacific Islander (8:5)	—	—	—	—	—	—	—
White (192:183)			99%		194	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (38:43)		—	—		144	137	
Limited English Proficient ⁴ (1:5)	—	—	—	—	—	—	—
Economically Disadvantaged (48:51)			100%		171	139	
Final AYP Determination		6 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 (275)			78%	55%		
Ethnicity						
American Indian or Alaska Native (1)	–	–	–	–		
Black or African American (29)	–	–	–	–		
Hispanic or Latino (47)			62%	55%		
Asian or Native Hawaiian/Other Pacific Islander (4)	–	–	–	–		
White (194)			86%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (41)			56%	55%		
Limited English Proficient ³ (4)	–	–	–	–		
Economically Disadvantaged (50)			58%	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 **HUNTINGTON UNION FREE SCHOOL DISTRICT**

District ID **58-04-03-03-0000**

2007–08 Accountability Status of Schools in Your District

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

Federal Title I Status

Good Standing

4 schools identified 50% of total

JEFFERSON SCHOOL
SOUTHDOWN SCHOOL
WASHINGTON SCHOOL
WOODHULL INTERMEDIATE SCHOOL

New York State Status

Good Standing

2 schools identified 25% of total

FLOWER HILL SCHOOL
HUNTINGTON HIGH SCHOOL

Requiring Academic Progress (Year 1)

2 schools identified 25% of total















HUNTINGTON INTERMEDIATE SCHOOL
J TAYLOR FINLEY MIDDLE SCHOOL



District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	73%			336
Grade 4	75%			322
Grade 5	70%			309
Grade 6	69%			336
Grade 7	65%			306
Grade 8	65%			309
Mathematics				
Grade 3	90%			337
Grade 4	77%			333
Grade 5	70%			315
Grade 6	73%			342
Grade 7	81%			313
Grade 8	81%			315
Science				
Grade 4	87%			334
Grade 8	77%			255

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	80%			295
Mathematics	82%			295

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

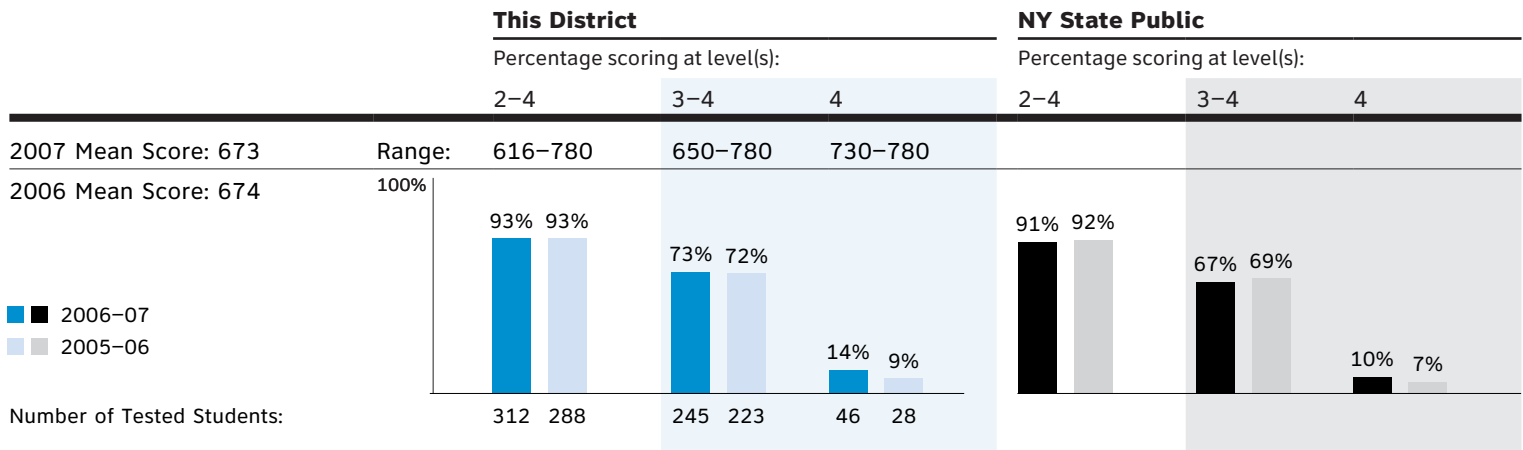
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	336	93%	73%	14%	309	93%	72%	9%
Female	161	94%	79%	16%	146	95%	78%	10%
Male	175	91%	67%	12%	163	91%	67%	8%
American Indian or Alaska Native								
Black or African American	44	-	-	-	39	69%	28%	0%
Hispanic or Latino	95	87%	56%	4%	55	95%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	80%	80%	20%
White	193	97%	87%	19%	210	98%	84%	12%
Multiracial								
Small Group Totals	48	85%	52%	13%				
General-Education Students	302	96%	78%	15%	278	96%	77%	10%
Students with Disabilities	34	65%	29%	6%	31	65%	32%	3%
English Proficient	276	95%	80%	16%	299	93%	74%	9%
Limited English Proficient	60	85%	42%	2%	10	90%	30%	0%
Economically Disadvantaged	126	85%	53%	5%	91	84%	42%	1%
Not Disadvantaged	210	98%	85%	19%	218	97%	85%	12%
Migrant								
Not Migrant	336	93%	73%	14%	309	93%	72%	9%

NOTES

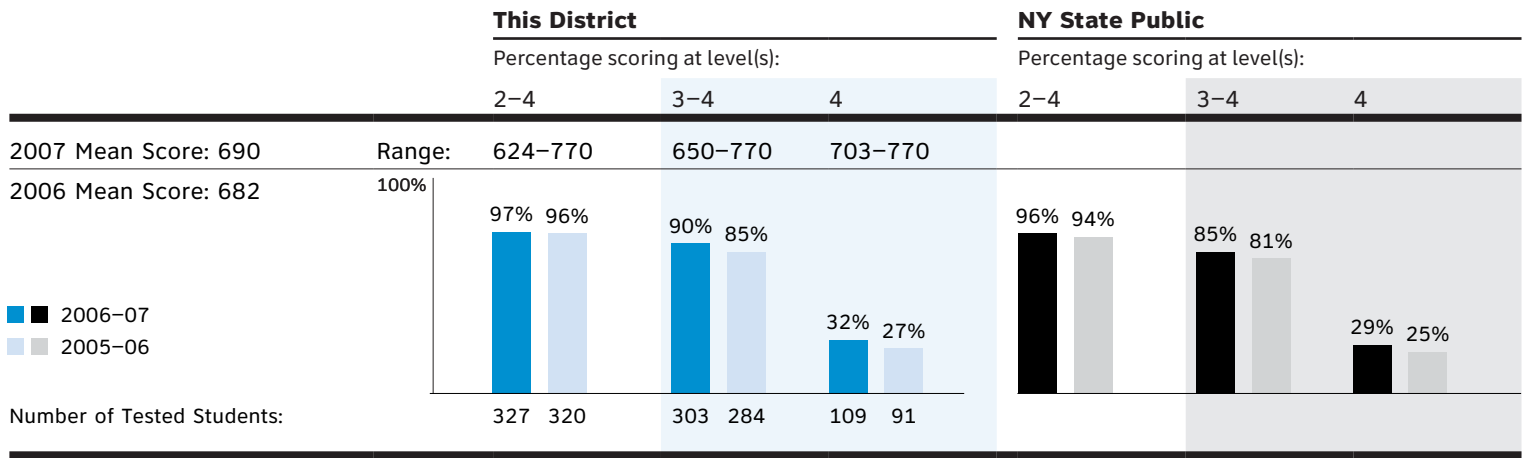
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	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 3	8	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	337	97%	90%	32%	335	96%	85%	27%
Female	161	97%	91%	35%	161	97%	87%	27%
Male	176	97%	89%	30%	174	94%	83%	28%
American Indian or Alaska Native								
Black or African American	41	-	-	-	42	88%	40%	17%
Hispanic or Latino	98	96%	83%	24%	76	93%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	83%	83%	33%
White	194	98%	95%	40%	211	98%	96%	34%
Multiracial								
Small Group Totals	45	93%	82%	18%				
General-Education Students	303	99%	92%	35%	300	98%	89%	29%
Students with Disabilities	34	82%	68%	6%	35	77%	51%	11%
English Proficient	271	97%	93%	35%	296	96%	88%	30%
Limited English Proficient	66	95%	76%	21%	39	90%	59%	5%
Economically Disadvantaged	128	95%	81%	21%	113	91%	65%	12%
Not Disadvantaged	209	99%	95%	39%	222	98%	95%	35%
Migrant								
Not Migrant	337	97%	90%	32%	335	96%	85%	27%

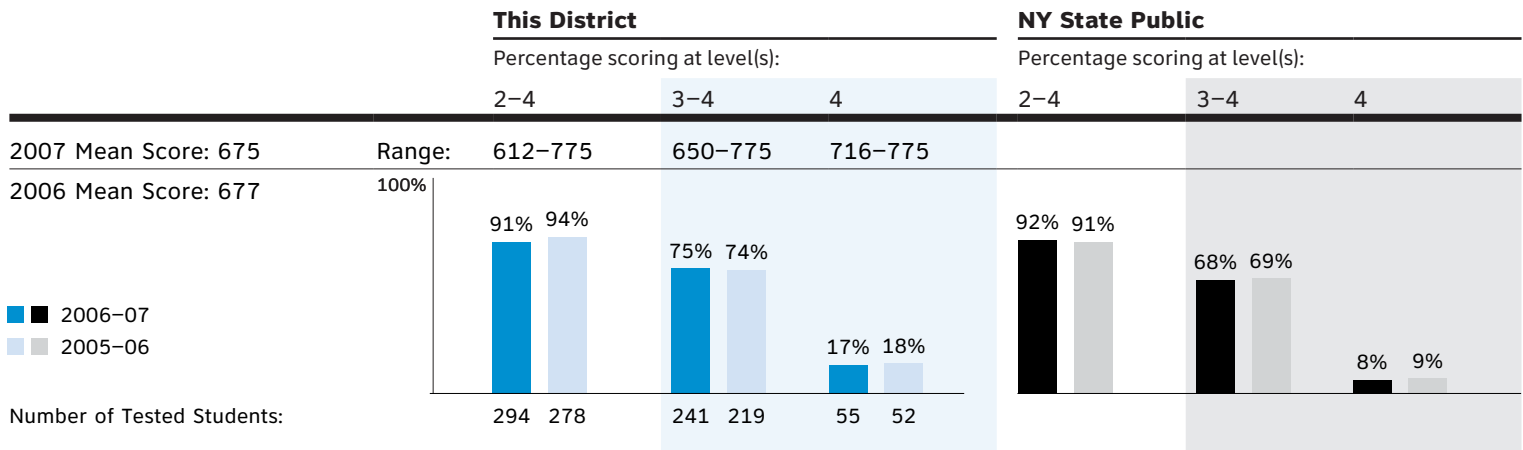
NOTES

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	322	91%	75%	17%	295	94%	74%	18%
Female	159	95%	78%	21%	138	94%	75%	21%
Male	163	88%	72%	13%	157	94%	73%	15%
American Indian or Alaska Native								
Black or African American	45	-	-	-	40	90%	48%	5%
Hispanic or Latino	66	82%	52%	6%	65	94%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	83%	83%	0%
White	207	99%	89%	24%	184	96%	84%	26%
Multiracial								
Small Group Totals	49	71%	45%	4%				
General-Education Students	282	96%	82%	19%	269	98%	80%	19%
Students with Disabilities	40	58%	28%	5%	26	58%	19%	0%
English Proficient	293	94%	80%	19%	279	95%	77%	19%
Limited English Proficient	29	66%	24%	0%	16	88%	25%	0%
Economically Disadvantaged	105	78%	51%	1%	89	92%	57%	4%
Not Disadvantaged	217	98%	86%	25%	206	95%	82%	23%
Migrant								
Not Migrant	322	91%	75%	17%	295	94%	74%	18%

NOTES

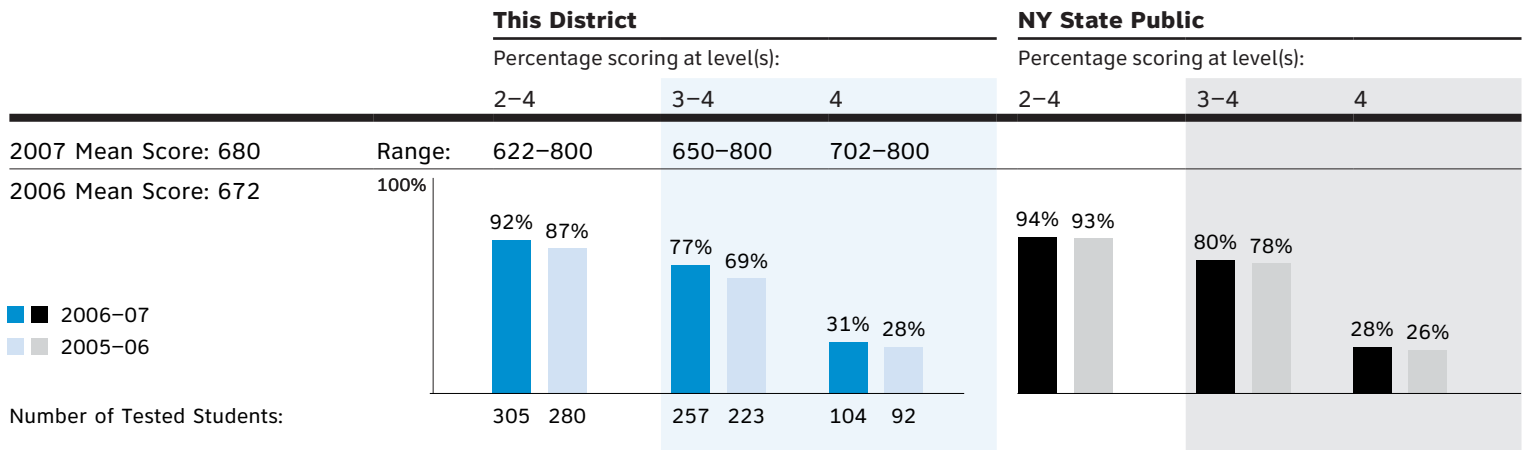
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Other Assessments

	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	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	9	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	333	92%	77%	31%	323	87%	69%	28%
Female	163	96%	77%	28%	154	83%	67%	25%
Male	170	88%	77%	35%	169	90%	71%	32%
American Indian or Alaska Native								
Black or African American	47	-	-	-	43	79%	40%	7%
Hispanic or Latino	74	82%	55%	16%	90	71%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	7	86%	86%	57%
White	208	99%	92%	42%	183	96%	88%	40%
Multiracial								
Small Group Totals	51	75%	49%	8%				
General-Education Students	292	96%	83%	34%	289	92%	74%	32%
Students with Disabilities	41	63%	39%	10%	34	41%	24%	0%
English Proficient	294	95%	84%	35%	279	92%	78%	33%
Limited English Proficient	39	64%	28%	3%	44	52%	14%	2%
Economically Disadvantaged	113	79%	52%	12%	114	71%	41%	8%
Not Disadvantaged	220	98%	90%	41%	209	95%	84%	40%
Migrant								
Not Migrant	333	92%	77%	31%	323	87%	69%	28%

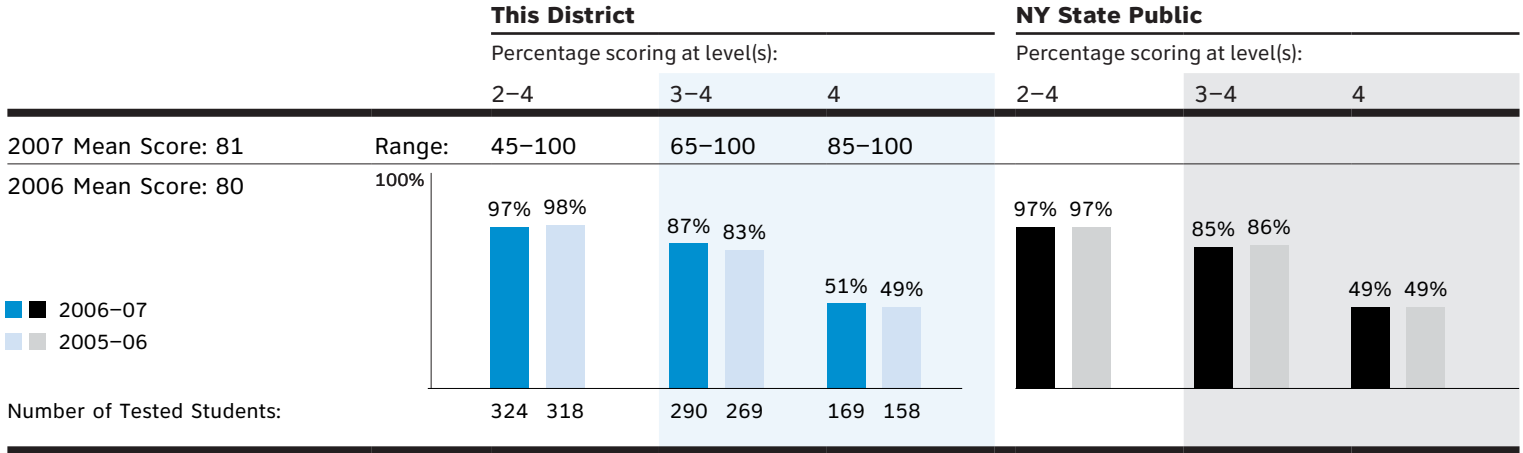
NOTES

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Other Assessments

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

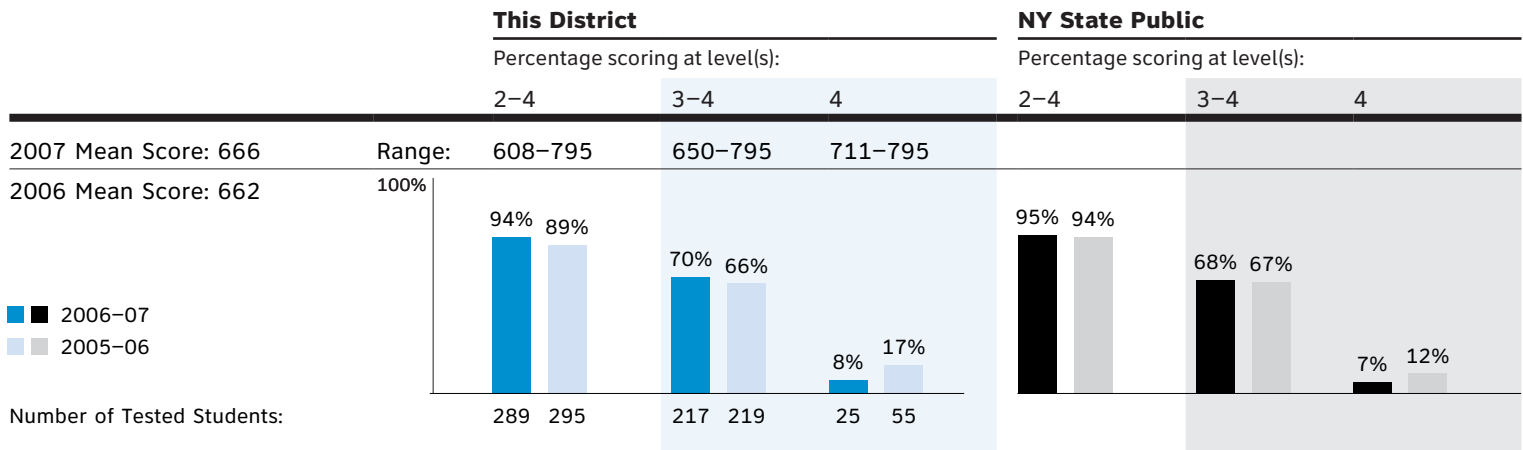
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	334	97%	87%	51%	324	98%	83%	49%
Female	163	99%	88%	50%	155	97%	81%	48%
Male	171	95%	85%	51%	169	99%	85%	49%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	47	87%	72%	11%	44	93%	66%	18%
Hispanic or Latino	74	96%	69%	28%	90	98%	70%	26%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	100%	7	86%	86%	71%
White	208	100%	96%	66%	183	100%	93%	67%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	293	99%	90%	54%	290	99%	87%	53%
Students with Disabilities	41	85%	63%	24%	34	91%	50%	9%
English Proficient	295	98%	92%	56%	280	99%	88%	56%
Limited English Proficient	39	92%	51%	10%	44	93%	50%	2%
Economically Disadvantaged	113	93%	69%	19%	115	97%	68%	21%
Not Disadvantaged	221	99%	96%	67%	209	99%	91%	64%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	334	97%	87%	51%	324	98%	83%	49%

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



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	309	94%	70%	8%	330	89%	66%	17%
Female	145	92%	69%	9%	186	90%	68%	19%
Male	164	95%	71%	7%	144	88%	64%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	36	89%	33%	0%	45	69%	31%	2%
Hispanic or Latino	86	85%	52%	1%	78	77%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	83%	17%	14	100%	86%	14%
White	181	99%	86%	13%	193	98%	85%	26%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	272	96%	77%	9%	281	96%	74%	19%
Students with Disabilities	37	73%	19%	0%	49	51%	20%	2%
English Proficient	280	96%	76%	9%	292	93%	73%	19%
Limited English Proficient	29	66%	10%	0%	38	61%	16%	0%
Economically Disadvantaged	103	84%	45%	1%	118	74%	31%	1%
Not Disadvantaged	206	98%	83%	12%	212	98%	86%	25%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	309	94%	70%	8%	330	89%	66%	17%

NOTES

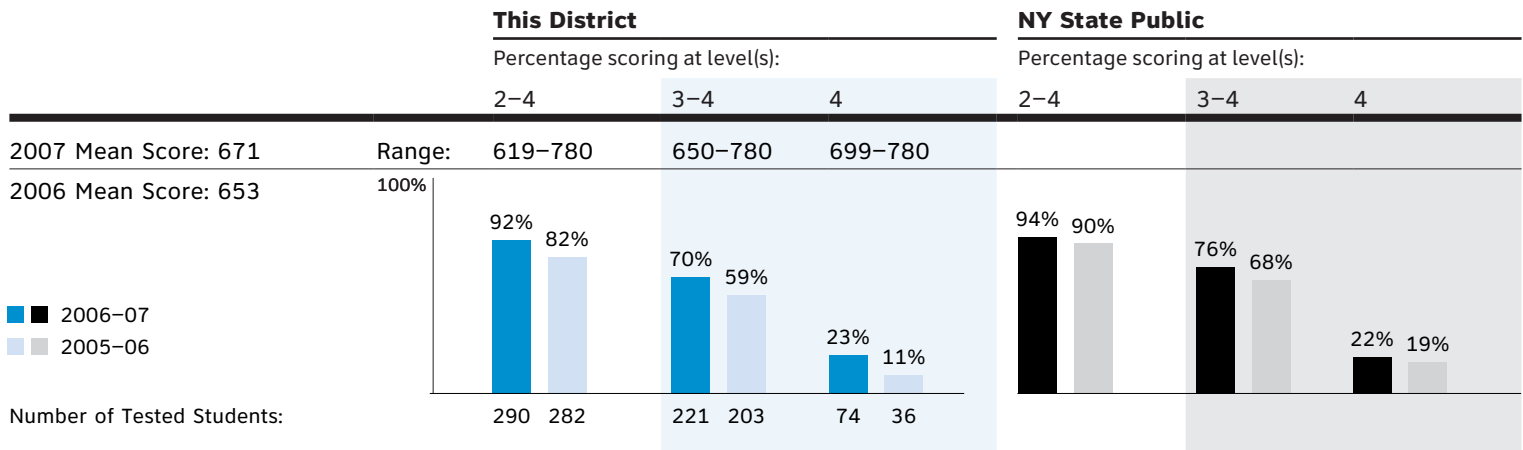
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 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	315	92%	70%	23%	342	82%	59%	11%
Female	146	92%	68%	24%	188	81%	61%	10%
Male	169	92%	72%	23%	154	84%	58%	12%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	34	85%	32%	6%	47	60%	23%	0%
Hispanic or Latino	92	85%	54%	10%	86	65%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	88%	38%	14	100%	93%	36%
White	181	97%	85%	33%	195	94%	76%	16%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	277	96%	77%	27%	289	89%	67%	12%
Students with Disabilities	38	66%	21%	0%	53	45%	15%	2%
English Proficient	279	96%	77%	27%	291	89%	66%	12%
Limited English Proficient	36	64%	17%	0%	51	47%	24%	0%
Economically Disadvantaged	108	83%	45%	6%	127	64%	28%	0%
Not Disadvantaged	207	97%	83%	33%	215	93%	78%	17%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	315	92%	70%	23%	342	82%	59%	11%

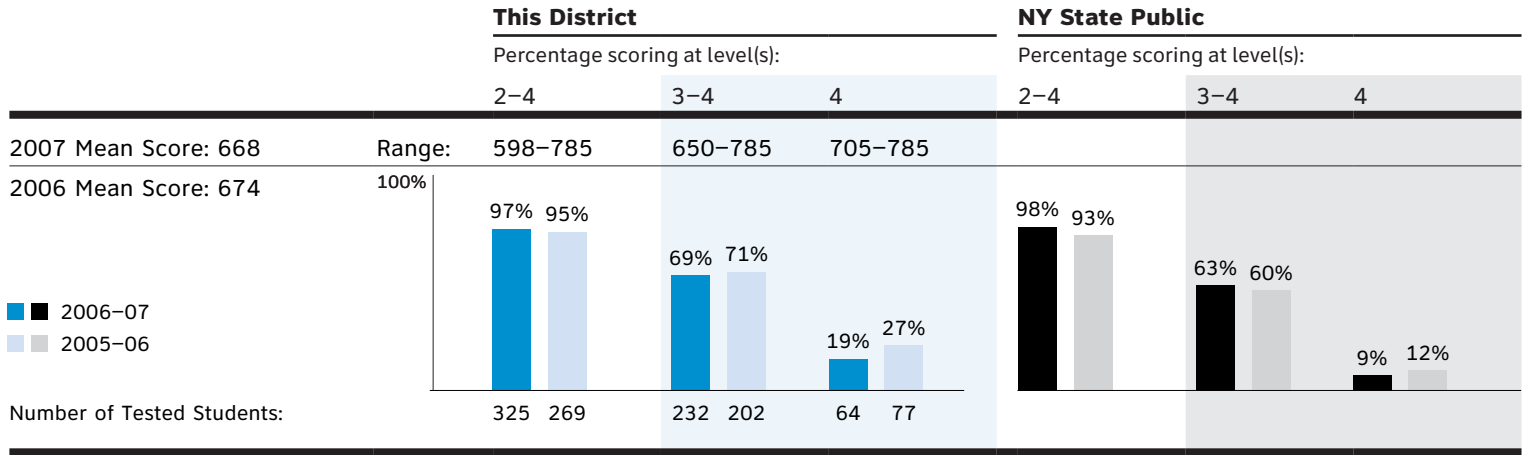
NOTES

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Other Assessments

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	336	97%	69%	19%	284	95%	71%	27%
Female	186	97%	72%	20%	128	97%	75%	29%
Male	150	97%	66%	18%	156	93%	68%	26%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	47	94%	34%	6%	48	81%	40%	6%
Hispanic or Latino	77	91%	34%	1%	60	95%	50%	10%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	33%	5	100%	80%	40%
White	197	99%	90%	28%	171	98%	87%	39%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	285	99%	77%	22%	239	99%	80%	31%
Students with Disabilities	51	84%	25%	2%	45	71%	24%	4%
English Proficient	296	99%	78%	22%	261	95%	77%	30%
Limited English Proficient	40	83%	3%	0%	23	91%	9%	0%
Economically Disadvantaged	117	92%	29%	3%	102	90%	45%	8%
Not Disadvantaged	219	99%	90%	27%	182	97%	86%	38%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	336	97%	69%	19%	284	95%	71%	27%

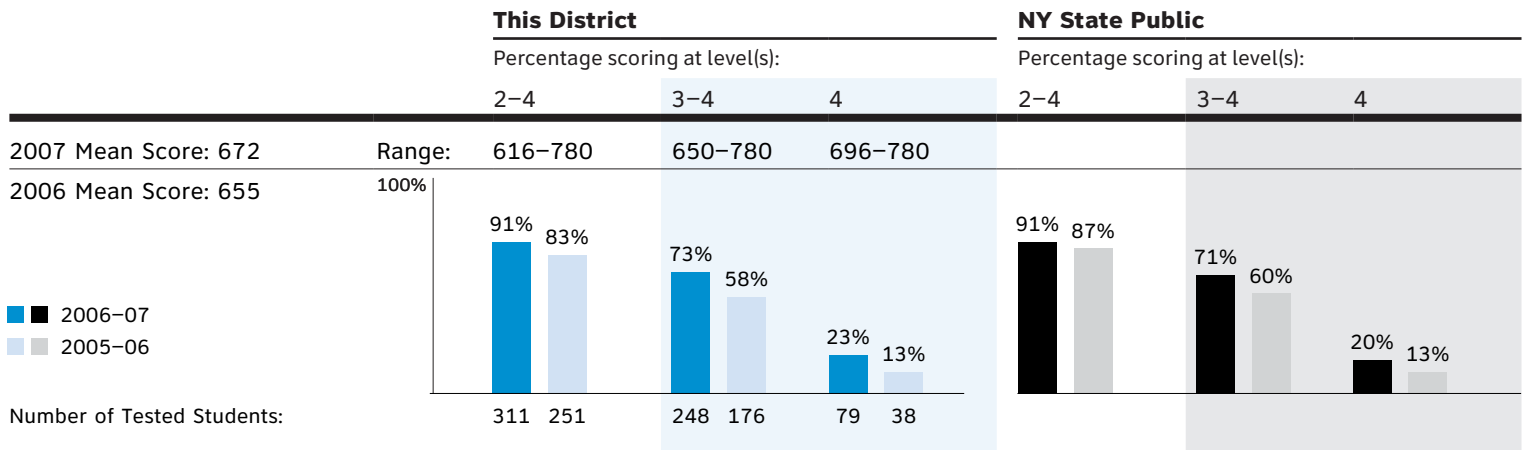
NOTES
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Other Assessments

	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	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 6	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 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	342	91%	73%	23%	303	83%	58%	13%
Female	188	91%	72%	21%	138	86%	59%	10%
Male	154	91%	73%	26%	165	80%	57%	15%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	48	81%	50%	8%	50	64%	28%	2%
Hispanic or Latino	83	80%	40%	6%	76	67%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	87%	53%	5	100%	60%	40%
White	196	97%	91%	32%	172	95%	78%	20%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	288	96%	79%	26%	258	88%	64%	14%
Students with Disabilities	54	65%	37%	6%	45	53%	22%	4%
English Proficient	296	95%	80%	27%	262	88%	65%	15%
Limited English Proficient	46	65%	22%	0%	41	49%	17%	0%
Economically Disadvantaged	123	80%	44%	6%	122	67%	30%	1%
Not Disadvantaged	219	97%	89%	33%	181	93%	77%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	342	91%	73%	23%	303	83%	58%	13%

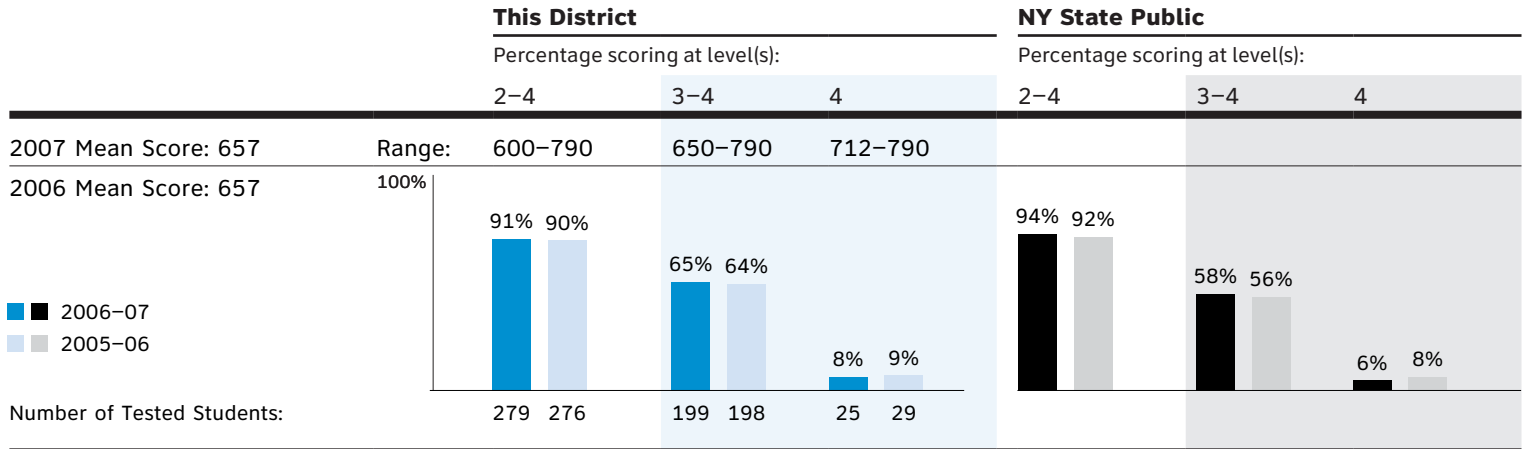
NOTES

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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	1	-	-	-	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	306	91%	65%	8%	308	90%	64%	9%
Female	136	93%	66%	10%	127	91%	67%	11%
Male	170	90%	64%	6%	181	89%	62%	8%
American Indian or Alaska Native								
Black or African American	49	78%	24%	2%	51	-	-	-
Hispanic or Latino	73	84%	47%	4%	51	76%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	33%	3	-	-	-
White	178	98%	83%	11%	203	96%	79%	13%
Multiracial								
Small Group Totals					54	80%	31%	2%
General-Education Students	256	97%	75%	10%	261	96%	73%	11%
Students with Disabilities	50	62%	14%	0%	47	53%	17%	0%
English Proficient	279	94%	71%	9%	296	92%	67%	10%
Limited English Proficient	27	59%	7%	0%	12	42%	8%	0%
Economically Disadvantaged	115	82%	37%	3%	88	76%	31%	2%
Not Disadvantaged	191	97%	82%	12%	220	95%	78%	12%
Migrant								
Not Migrant	306	91%	65%	8%	308	90%	64%	9%

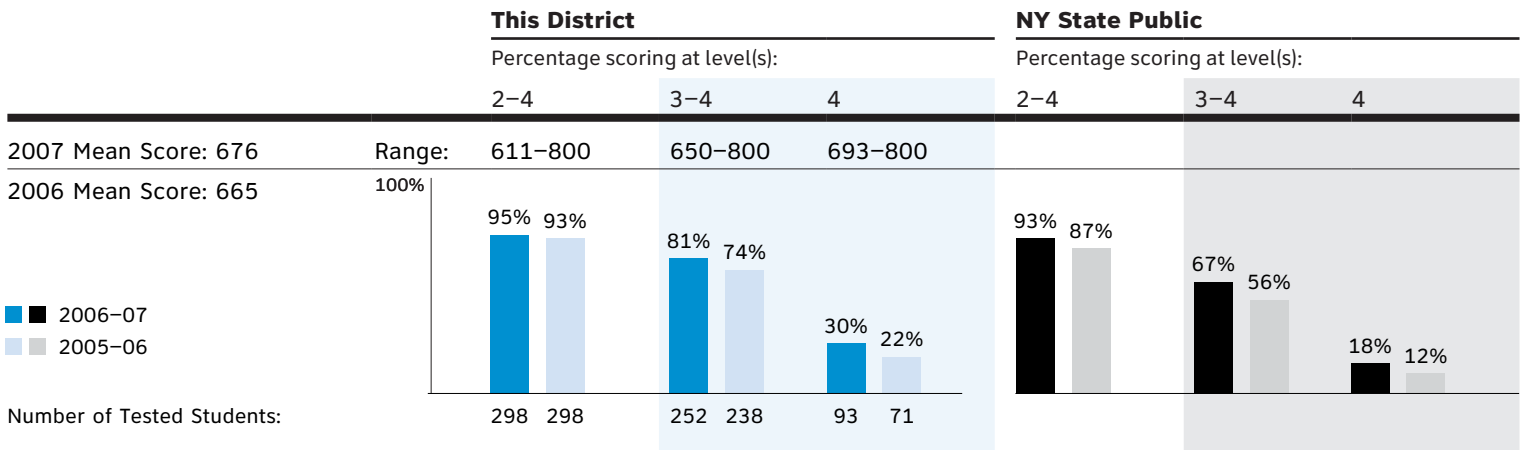
NOTES
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Other Assessments

	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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	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

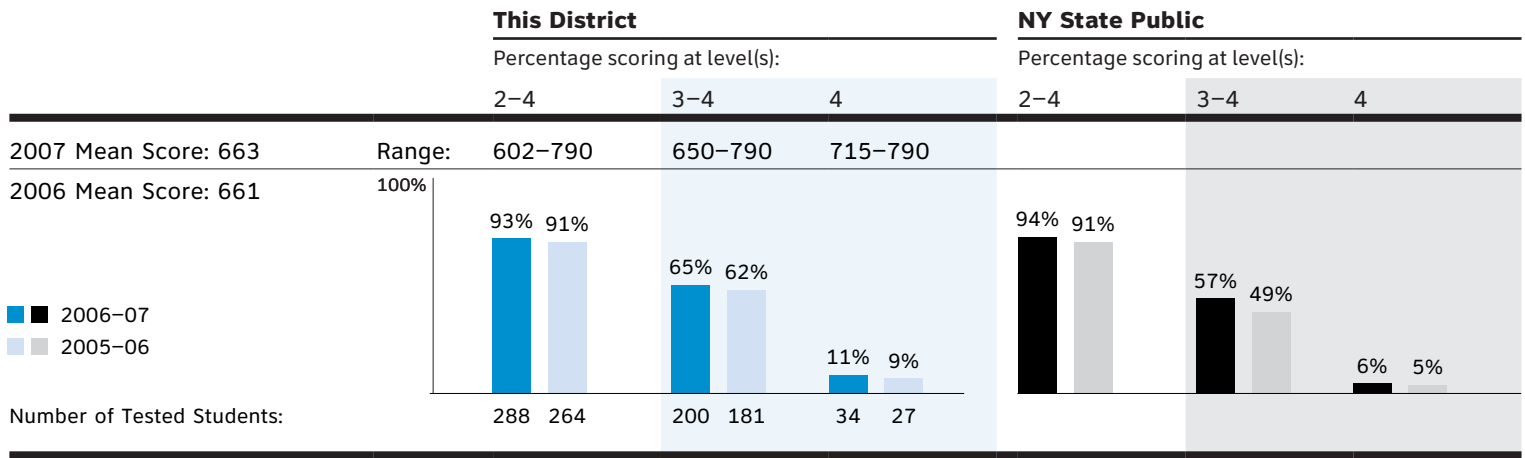
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	313	95%	81%	30%	322	93%	74%	22%
Female	141	96%	83%	26%	135	93%	73%	17%
Male	172	94%	78%	33%	187	92%	74%	26%
American Indian or Alaska Native								
Black or African American	48	85%	54%	6%	51	-	-	-
Hispanic or Latino	80	94%	69%	5%	66	83%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	3	-	-	-
White	178	98%	92%	47%	202	97%	87%	32%
Multiracial								
Small Group Totals					54	89%	56%	4%
General-Education Students	263	98%	87%	34%	273	96%	81%	26%
Students with Disabilities	50	78%	48%	8%	49	71%	35%	0%
English Proficient	278	96%	85%	33%	295	95%	80%	24%
Limited English Proficient	35	89%	49%	0%	27	67%	11%	0%
Economically Disadvantaged	121	92%	63%	7%	102	83%	49%	4%
Not Disadvantaged	192	97%	92%	44%	220	97%	85%	30%
Migrant								
Not Migrant	313	95%	81%	30%	322	93%	74%	22%

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	5	5	4	1	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	309	93%	65%	11%	291	91%	62%	9%
Female	126	94%	68%	15%	139	93%	64%	13%
Male	183	92%	62%	8%	152	89%	61%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	46	-	-	-	47	-	-	-
Hispanic or Latino	57	84%	40%	2%	57	89%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	203	97%	79%	16%	185	99%	83%	12%
Multiracial								
Small Group Totals	49	90%	35%	2%	49	61%	22%	6%
General-Education Students	260	97%	73%	13%	251	96%	69%	10%
Students with Disabilities	49	71%	18%	0%	40	58%	18%	3%
English Proficient	287	95%	70%	12%	283	91%	64%	10%
Limited English Proficient	22	64%	0%	0%	8	75%	13%	0%
Economically Disadvantaged	87	85%	32%	1%	90	78%	28%	2%
Not Disadvantaged	222	96%	77%	15%	201	97%	78%	12%
Migrant								
Not Migrant	309	93%	65%	11%	291	91%	62%	9%

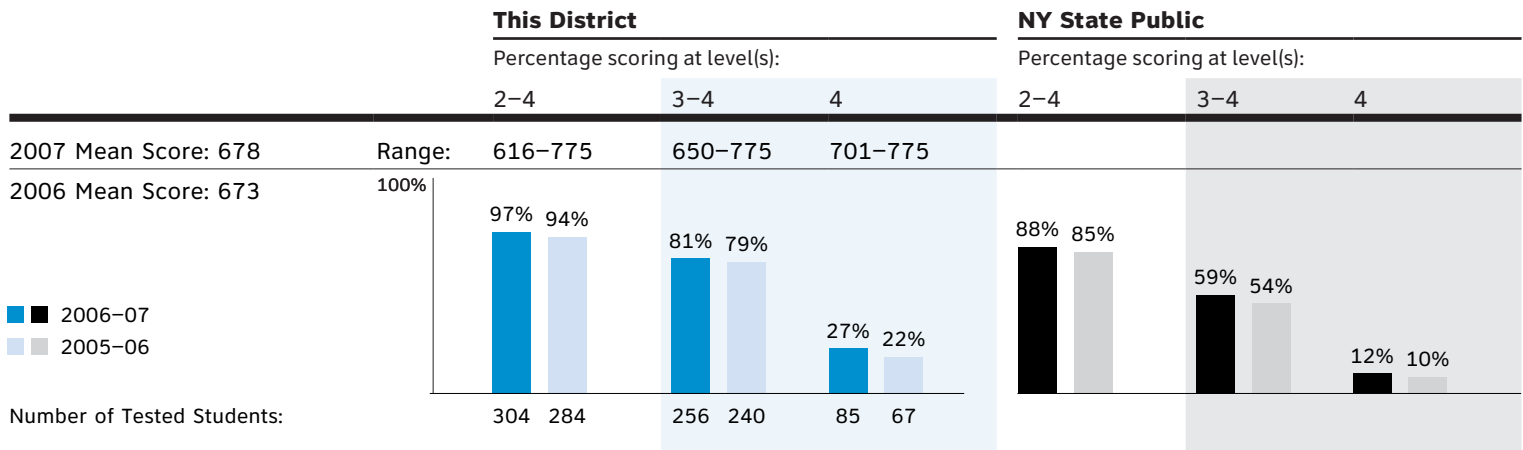
NOTES
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Other Assessments

	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	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 8	8	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	315	97%	81%	27%	302	94%	79%	22%
Female	133	97%	88%	29%	146	96%	85%	23%
Male	182	96%	76%	26%	156	92%	74%	22%
American Indian or Alaska Native								
Black or African American	45	-	-	-	47	-	-	-
Hispanic or Latino	63	97%	73%	13%	70	84%	64%	1%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	203	98%	89%	36%	182	99%	92%	33%
Multiracial								
Small Group Totals	49	92%	59%	6%	50	88%	56%	12%
General-Education Students	266	98%	87%	32%	263	95%	83%	25%
Students with Disabilities	49	90%	51%	2%	39	87%	54%	5%
English Proficient	285	97%	84%	29%	277	96%	83%	24%
Limited English Proficient	30	90%	53%	3%	25	68%	44%	4%
Economically Disadvantaged	93	94%	65%	6%	102	87%	61%	3%
Not Disadvantaged	222	98%	88%	36%	200	98%	89%	32%
Migrant								
Not Migrant	315	97%	81%	27%	302	94%	79%	22%

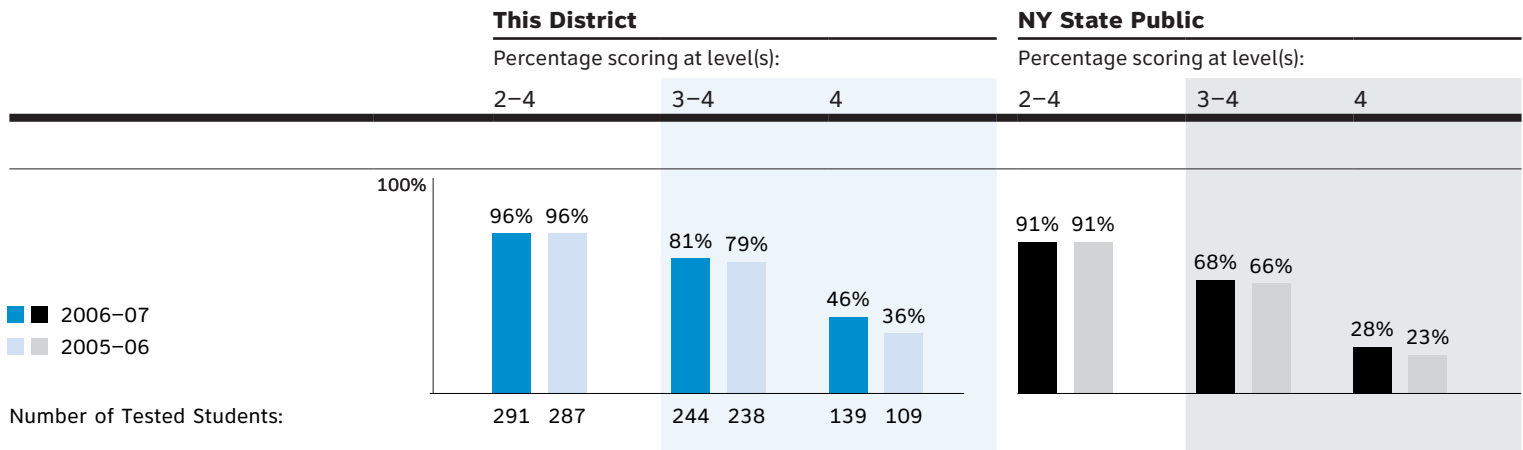
NOTES

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

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	255	95%	77%	37%	245	95%	75%	23%
Female	104	97%	76%	31%	119	99%	78%	17%
Male	151	94%	77%	42%	126	90%	71%	29%
American Indian or Alaska Native								
Black or African American	42	-	-	-	45	-	-	-
Hispanic or Latino	59	97%	54%	17%	67	91%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	151	97%	91%	53%	130	99%	92%	35%
Multiracial								
Small Group Totals	45	89%	60%	11%	48	88%	50%	13%
General-Education Students	208	98%	85%	42%	206	97%	81%	26%
Students with Disabilities	47	85%	43%	15%	39	85%	41%	8%
English Proficient	226	96%	84%	42%	220	97%	79%	25%
Limited English Proficient	29	90%	24%	0%	25	76%	36%	4%
Economically Disadvantaged	88	92%	55%	15%	98	90%	56%	10%
Not Disadvantaged	167	97%	89%	49%	147	98%	87%	31%
Migrant								
Not Migrant	255	95%	77%	37%	245	95%	75%	23%

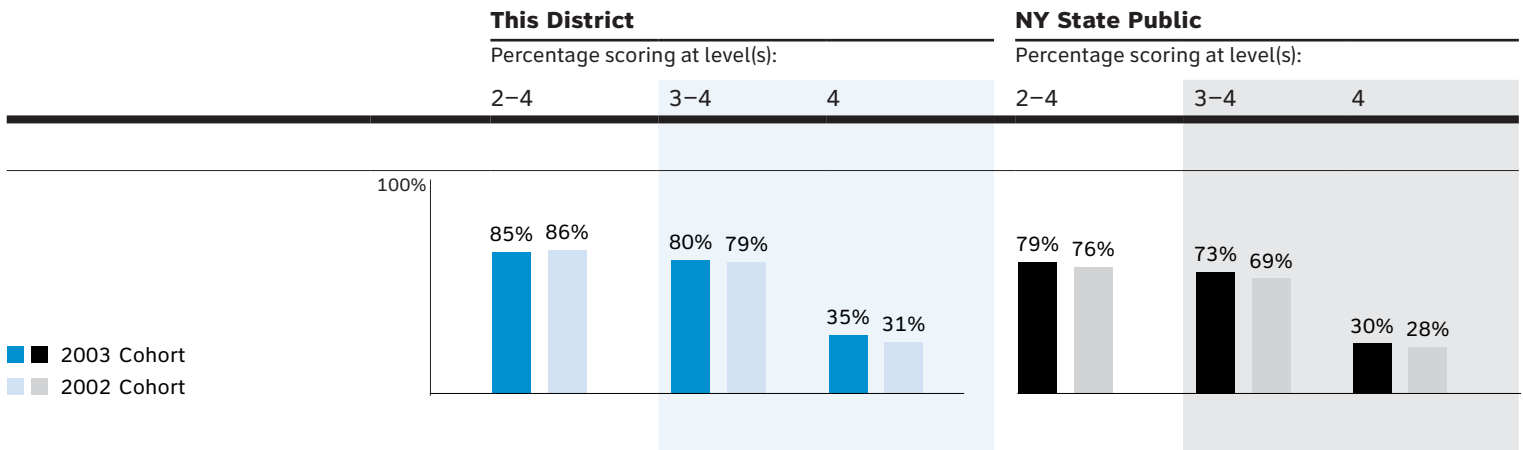
NOTES

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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	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	48	48	48	44	55	55	55	53

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	295	85%	80%	35%	285	86%	79%	31%
Female	153	87%	81%	46%	136	83%	78%	37%
Male	142	83%	78%	23%	149	88%	81%	25%
American Indian or Alaska Native					1	-	-	-
Black or African American	48	65%	50%	6%	33	55%	33%	6%
Hispanic or Latino	57	68%	58%	11%	53	70%	62%	8%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	40%	4	-	-	-
White	185	95%	94%	50%	194	95%	92%	41%
Multiracial								
Small Group Totals					5	100%	60%	20%
General-Education Students	250	93%	88%	41%	262	90%	83%	33%
Students with Disabilities	45	42%	33%	4%	23	39%	35%	4%
English Proficient	285	87%	82%	36%	274	88%	82%	32%
Limited English Proficient	10	30%	10%	0%	11	27%	18%	0%
Economically Disadvantaged	62	66%	55%	6%	53	64%	55%	8%
Not Disadvantaged	233	90%	86%	43%	232	91%	85%	36%
Migrant								
Not Migrant					285	86%	79%	31%

NOTES

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Other Assessments

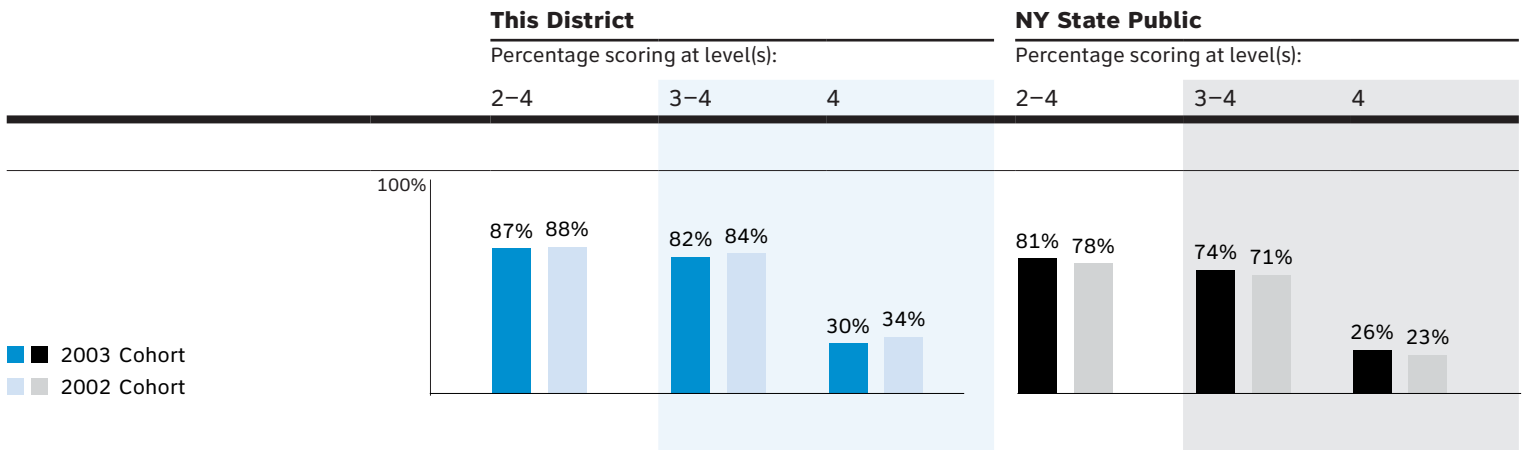
	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	-	-	-

* 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	295	87%	82%	30%	285	88%	84%	34%
Female	153	90%	84%	34%	136	85%	80%	32%
Male	142	85%	80%	25%	149	91%	87%	36%
American Indian or Alaska Native					1	-	-	-
Black or African American	48	73%	54%	13%	33	67%	52%	6%
Hispanic or Latino	57	72%	63%	5%	53	79%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	40%	4	-	-	-
White	185	95%	95%	42%	194	94%	92%	44%
Multiracial								
Small Group Totals					5	100%	100%	80%
General-Education Students	250	92%	88%	33%	262	94%	89%	37%
Students with Disabilities	45	58%	49%	11%	23	30%	26%	4%
English Proficient	285	89%	84%	31%	274	91%	86%	35%
Limited English Proficient	10	30%	20%	0%	11	27%	18%	0%
Economically Disadvantaged	62	76%	66%	6%	53	77%	70%	9%
Not Disadvantaged	233	90%	86%	36%	232	91%	87%	40%
Migrant								
Not Migrant					285	88%	84%	34%

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				1	-	-	-

* 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.