



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **EAST MEADOW UNION FREE
SCHOOL DISTRICT**

District ID **28-02-03-03-0000**

Superintendent **LEON CAMPO**

Telephone **(516) 478-5776**

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 2008–09 accountability status.

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	411	442	471
Grade 1	498	523	499
Grade 2	523	557	563
Grade 3	508	600	541
Grade 4	496	576	584
Grade 5	565	562	586
Grade 6	619	623	559
Ungraded Elementary	141	6	9
Grade 7	633	632	630
Grade 8	679	635	627
Grade 9	662	672	642
Grade 10	689	657	662
Grade 11	602	701	653
Grade 12	625	613	681
Ungraded Secondary	0	0	5
Total K-12	7651	7799	7712

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	23	23	23
Grade 8			
English	23	23	22
Mathematics	23	23	23
Science	22	22	23
Social Studies	24	23	23
Grade 10			
English	26	23	23
Mathematics	19	20	21
Science	21	19	18
Social Studies	23	21	22

Enrollment Information

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

Average Class Size Information

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

District **EAST MEADOW UNION FREE SCHOOL DISTRICT**District ID **28-02-03-03-0000**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	427	6%	414	5%	325	4%
Reduced-Price Lunch	359	5%	329	4%	322	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	290	4%	289	4%	308	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	9	0%	5	0%	5	0%
Black or African American	181	2%	188	2%	217	3%
Hispanic or Latino	918	12%	1027	13%	1095	14%
Asian or Native Hawaiian/Other Pacific Islander	1103	14%	1156	15%	1168	15%
White	5440	71%	5423	70%	5221	68%
Multiracial**	N/A	N/A	0	0%	6	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	96%		97%		96%	
Student Suspensions	222	3%	691	9%	205	3%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	644	556	639
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	6%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	54%	57%
Total Number of Core Classes	2302	1610	1816
Percent Not Taught by Highly Qualified Teachers	1%	1%	1%
Total Number of Classes	2408	2444	2472
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	23%	25%
Turnover Rate of All Teachers	13%	11%	13%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	84	71	66
Total Paraprofessionals*	94	110	119
Assistant Principals	13	13	13
Principals	9	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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

▲ 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

2006–07

2007–08

2008–09

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		—	—	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓	✓		✗	✓	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		—	—	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 5	✓ 5 of 5	✓ 1 of 1

AYP Status

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

Accountability Status Levels

Federal

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

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (3569:3517)	✓	✓	100%	✓	186	131	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (105:97)	✓	✓	99%	✓	178	123	
Hispanic or Latino (512:493)	✓	✓	100%	✓	176	128	
Asian or Native Hawaiian/Other Pacific Islander (560:547)	✓	✓	100%	✓	189	128	
White (2389:2377)	✓	✓	100%	✓	187	131	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (445:442)	✓	✓	100%	✓	149	128	
Limited English Proficient ⁵ (101:187)	✓	✓	100%	✓	161	125	
Economically Disadvantaged (383:373)	✓	✓	100%	✓	177	127	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (3568:3501)	✓	✓	100%	✓	194	100	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (105:95)	✓	✓	100%	✓	185	92	
Hispanic or Latino (517:493)	✓	✓	100%	✓	191	97	
Asian or Native Hawaiian/Other Pacific Islander (562:548)	✓	✓	100%	✓	197	97	
White (2381:2362)	✓	✓	100%	✓	195	100	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (444:438)	✓	✓	100%	✓	171	97	
Limited English Proficient ⁵ (103:191)	✓	✓	100%	✓	190	94	
Economically Disadvantaged (380:370)	✓	✓	99%	✓	191	96	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1232:1195)		Qualified		99%		194	100	
Ethnicity								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (38:33)		Qualified	–	–		188	100	
Hispanic or Latino (190:179)		Qualified		99%		188	100	
Asian or Native Hawaiian/Other Pacific Islander (179:171)		Qualified		97%		196	100	
White (824:811)		Qualified		99%		195	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (153:150)		Qualified		99%		172	100	
Limited English Proficient ⁴ (31:60)		Qualified	–	–		188	100	
Economically Disadvantaged (120:114)		Qualified		98%		192	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

4 of 5

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (687:679)	✓	✓	98%	✓	186	161	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (16:13)	–	–	–	–	–	–	–
Hispanic or Latino (76:72)	✓	✓	96%	✓	172	154	
Asian or Native Hawaiian/Other Pacific Islander (94:95)	✓	✓	97%	✓	187	155	
White (501:499)	✓	✓	98%	✓	188	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (46:49)	✗	✓	96%	✗	141	151	148 147
Limited English Proficient ⁴ (16:15)	–	–	–	–	–	–	–
Economically Disadvantaged (24:23)	–	–	–	–	–	–	–
Final AYP Determination	✗ 4 of 5						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (687:679)	✓	✓	98%	✓	189	155	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (16:13)	–	–	–	–	–	–	–
Hispanic or Latino (76:72)	✓	✓	100%	✓	178	148	
Asian or Native Hawaiian/Other Pacific Islander (94:95)	✓	✓	98%	✓	189	149	
White (501:499)	✓	✓	98%	✓	191	154	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (46:49)	✓	✓	96%	✓	159	145	
Limited English Proficient ⁴ (16:15)	–	–	–	–	–	–	–
Economically Disadvantaged (24:23)	–	–	–	–	–	–	–
Final AYP Determination	✓ 5 of 5						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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	2007–08	2008–09
All Students (642)			92%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (21)		–	–	–		
Hispanic or Latino (69)			78%	55%		
Asian or Native Hawaiian/Other Pacific Islander (79)			99%	55%		
White (473)			93%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (48)			73%	55%		
Limited English Proficient ³ (22)		–	–	–		
Economically Disadvantaged (40)			85%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **EAST MEADOW UNION FREE SCHOOL DISTRICT**

District ID **28-02-03-03-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

Good Standing

7 schools identified 78% of total

BARNUM WOODS SCHOOL

BOWLING GREEN SCHOOL

CLARKE MIDDLE SCHOOL

MCVEY ELEMENTARY SCHOOL

MEADOWBROOK ELEMENTARY SCHOOL

PARKWAY SCHOOL

WOODLAND MIDDLE SCHOOL

New York State Status

Good Standing

2 schools identified 22% of total







EAST MEADOW HIGH SCHOOL

W TRESPER CLARKE HIGH SCHOOL







District **EAST MEADOW UNION FREE SCHOOL DISTRICT**District ID **28-02-03-03-0000**

Summary of 2007–08 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	87%			537
Grade 4	90%			585
Grade 5	91%			586
Grade 6	86%			559
Grade 7	83%			628
Grade 8	81%			630

Mathematics

Grade 3	98%		540
Grade 4	98%		588
Grade 5	98%		583
Grade 6	95%		559
Grade 7	95%		629
Grade 8	89%		629

Science

Grade 4	99%		587
Grade 8	88%		508

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	87%			712
Mathematics	90%			712

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.

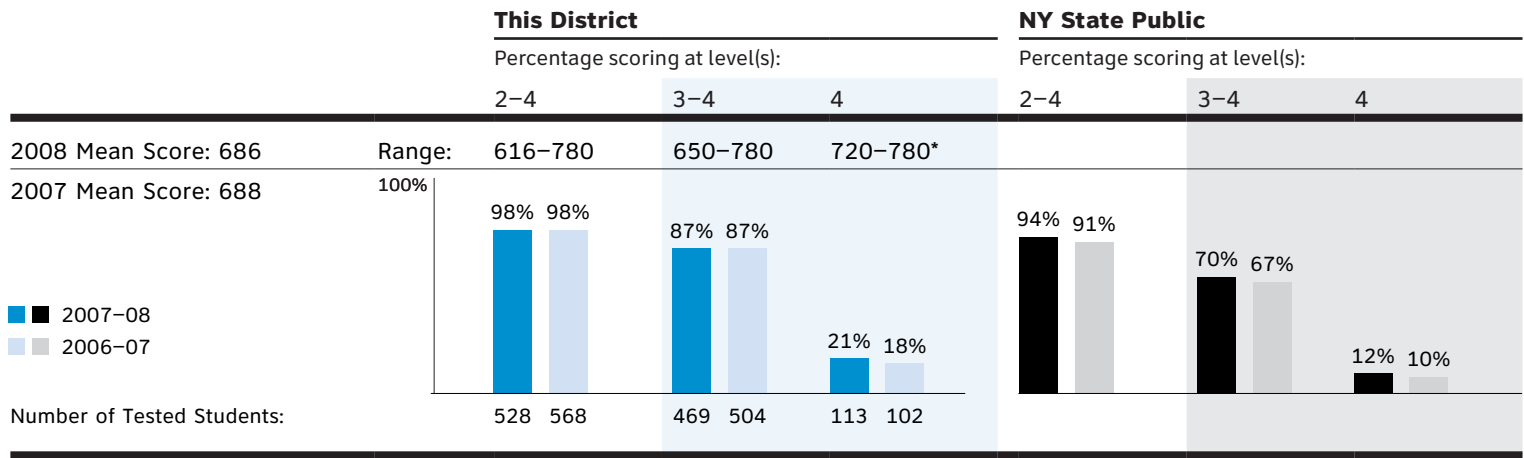
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	537	98%	87%	21%	579	98%	87%	18%
Female	283	99%	90%	22%	319	99%	91%	19%
Male	254	97%	84%	20%	260	97%	83%	16%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	14	—	—	—	13	—	—	—
Hispanic or Latino	83	96%	78%	13%	85	95%	78%	9%
Asian or Native Hawaiian/Other Pacific Islander	91	100%	87%	19%	85	100%	93%	18%
White	347	98%	90%	24%	395	98%	88%	18%
Multiracial								
Small Group Totals	16	100%	81%	6%	14	100%	86%	43%
General-Education Students	464	100%	91%	23%	531	99%	90%	19%
Students with Disabilities	73	90%	66%	10%	48	88%	58%	2%
English Proficient	506	99%	90%	22%	561	98%	88%	18%
Limited English Proficient	31	90%	45%	3%	18	89%	61%	0%
Economically Disadvantaged	68	96%	79%	4%	55	95%	69%	5%
Not Disadvantaged	469	99%	88%	23%	524	98%	89%	19%
Migrant								
Not Migrant	537	98%	87%	21%	579	98%	87%	18%

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.

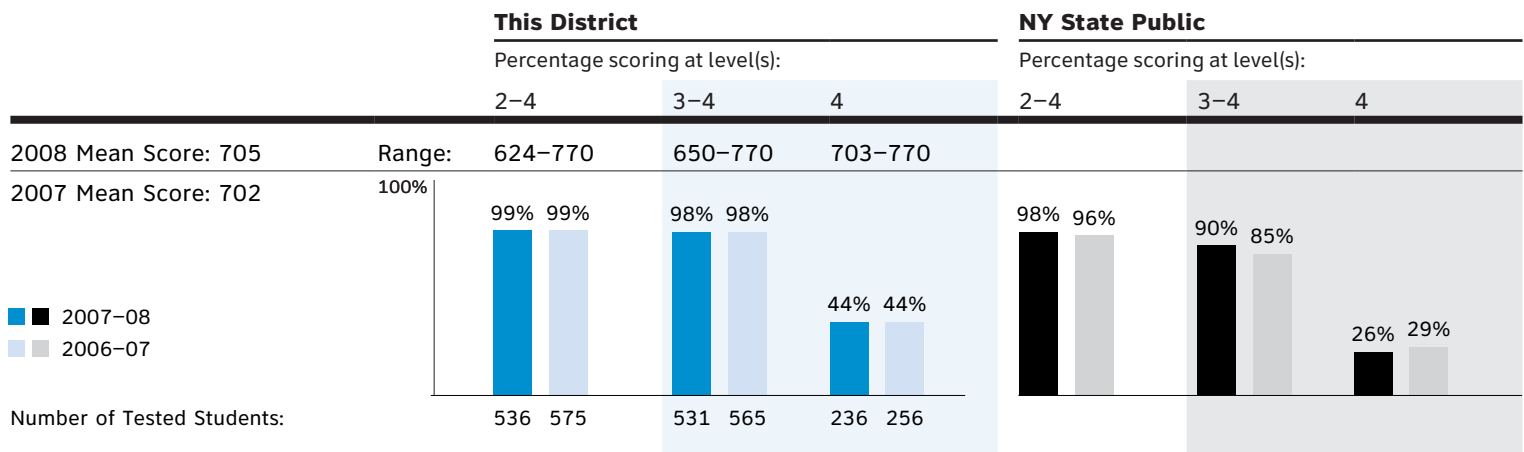
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	3	—	—	—	6	6	1	0
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	3	N/A	N/A	N/A	2	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

	2007-08 School Year				2006-07 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	540	99%	98%	44%	579	99%	98%	44%
Female	284	100%	99%	43%	318	100%	98%	45%
Male	256	99%	98%	45%	261	99%	97%	43%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	14	—	—	—	13	—	—	—
Hispanic or Latino	86	99%	95%	27%	88	99%	93%	28%
Asian or Native Hawaiian/Other Pacific Islander	93	100%	100%	54%	85	100%	99%	52%
White	345	99%	99%	46%	392	99%	98%	46%
Multiracial								
Small Group Totals	16	100%	100%	38%	14	100%	100%	36%
General-Education Students	468	100%	100%	47%	532	100%	98%	46%
Students with Disabilities	72	96%	90%	22%	47	91%	87%	28%
English Proficient	506	99%	99%	46%	559	99%	98%	46%
Limited English Proficient	34	97%	88%	15%	20	100%	80%	5%
Economically Disadvantaged	67	99%	96%	22%	55	98%	89%	24%
Not Disadvantaged	473	99%	99%	47%	524	99%	98%	46%
Migrant								
Not Migrant	540	99%	98%	44%	579	99%	98%	44%

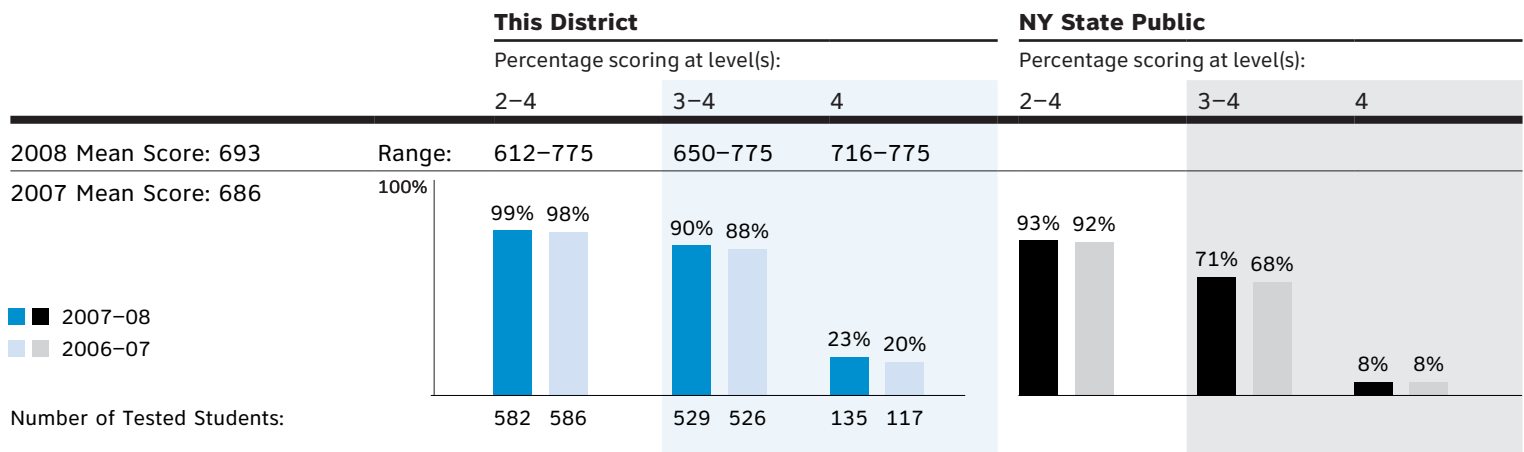
NOTES

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

	2007-08 School Year				2006-07 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	3	—	—	—	6	6	5	3

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	585	99%	90%	23%	595	98%	88%	20%
Female	315	100%	93%	28%	264	99%	94%	25%
Male	270	99%	87%	17%	331	98%	84%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	17	-	-	-	13	85%	77%	15%
Hispanic or Latino	86	99%	81%	14%	69	97%	77%	3%
Asian or Native Hawaiian/Other Pacific Islander	87	100%	98%	38%	93	100%	91%	24%
White	394	99%	91%	22%	420	99%	90%	22%
Multiracial								
Small Group Totals	18	100%	94%	22%				
General-Education Students	525	100%	94%	26%	527	100%	92%	22%
Students with Disabilities	60	97%	62%	2%	68	90%	59%	1%
English Proficient	570	100%	92%	24%	577	98%	89%	20%
Limited English Proficient	15	93%	47%	7%	18	100%	56%	0%
Economically Disadvantaged	66	98%	77%	12%	71	96%	82%	8%
Not Disadvantaged	519	100%	92%	24%	524	99%	89%	21%
Migrant								
Not Migrant	585	99%	90%	23%	595	98%	88%	20%

NOTES

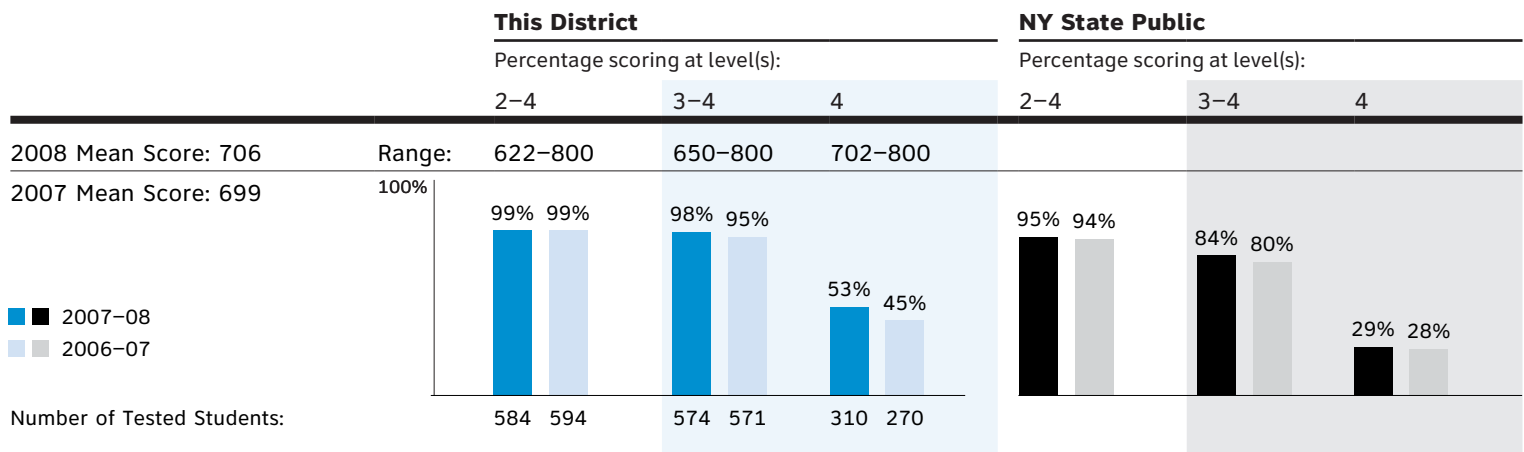
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 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	6	4	1	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	2	N/A	N/A	N/A	3	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

	2007-08 School Year				2006-07 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	588	99%	98%	53%	599	99%	95%	45%
Female	316	100%	98%	56%	264	99%	97%	44%
Male	272	99%	97%	49%	335	99%	94%	46%
American Indian or Alaska Native	1	—	—	—				
Black or African American	19	—	—	—	13	92%	77%	31%
Hispanic or Latino	89	98%	98%	38%	72	99%	92%	26%
Asian or Native Hawaiian/Other Pacific Islander	87	100%	100%	75%	93	100%	99%	58%
White	392	99%	97%	52%	421	99%	96%	46%
Multiracial								
Small Group Totals	20	100%	95%	45%				
General-Education Students	528	100%	98%	57%	531	100%	98%	48%
Students with Disabilities	60	93%	90%	18%	68	94%	76%	24%
English Proficient	570	99%	98%	54%	579	99%	96%	46%
Limited English Proficient	18	94%	89%	22%	20	100%	90%	10%
Economically Disadvantaged	66	97%	95%	41%	71	97%	87%	27%
Not Disadvantaged	522	100%	98%	54%	528	99%	96%	48%
Migrant								
Not Migrant	588	99%	98%	53%	599	99%	95%	45%

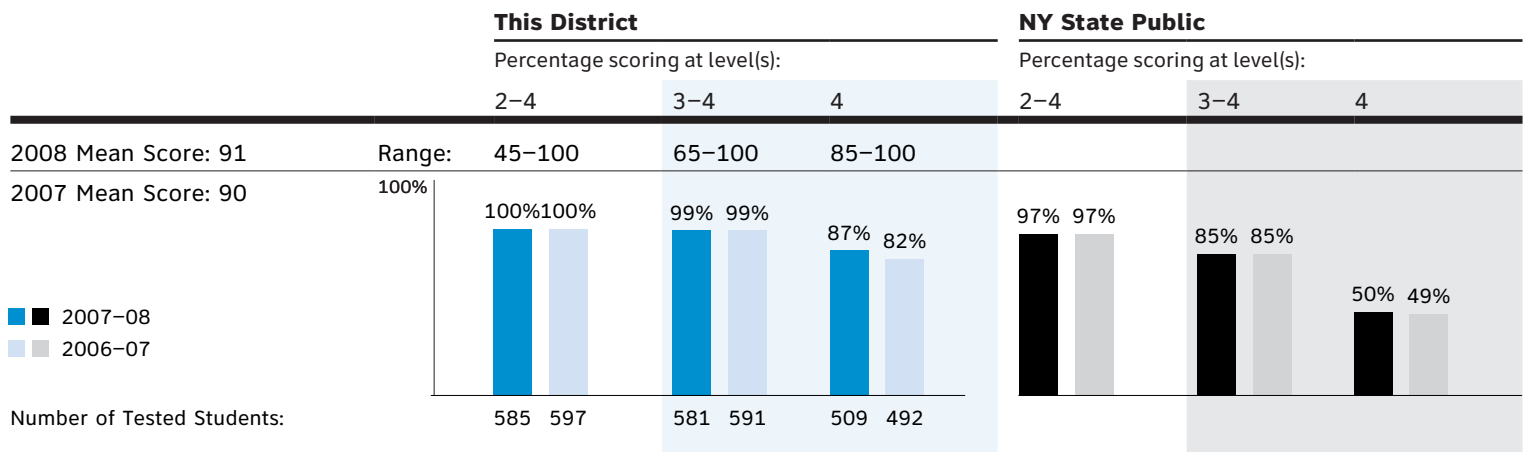
NOTES

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

	2007-08 School Year				2006-07 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	5	1	4	—	—	—

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	587	100%	99%	87%	598	100%	99%	82%
Female	315	100%	100%	88%	264	100%	99%	83%
Male	272	99%	98%	85%	334	100%	99%	82%
American Indian or Alaska Native	1	-	-	-				
Black or African American	19	-	-	-	14	100%	79%	57%
Hispanic or Latino	92	99%	97%	80%	71	99%	99%	62%
Asian or Native Hawaiian/Other Pacific Islander	86	100%	100%	88%	92	100%	100%	89%
White	389	100%	99%	88%	421	100%	99%	85%
Multiracial								
Small Group Totals	20	100%	95%	85%				
General-Education Students	527	100%	99%	90%	530	100%	99%	85%
Students with Disabilities	60	97%	95%	60%	68	99%	96%	60%
English Proficient	569	100%	99%	88%	577	100%	99%	84%
Limited English Proficient	18	100%	89%	50%	21	100%	95%	43%
Economically Disadvantaged	66	98%	97%	76%	70	100%	96%	63%
Not Disadvantaged	521	100%	99%	88%	528	100%	99%	85%
Migrant								
Not Migrant	587	100%	99%	87%	598	100%	99%	82%

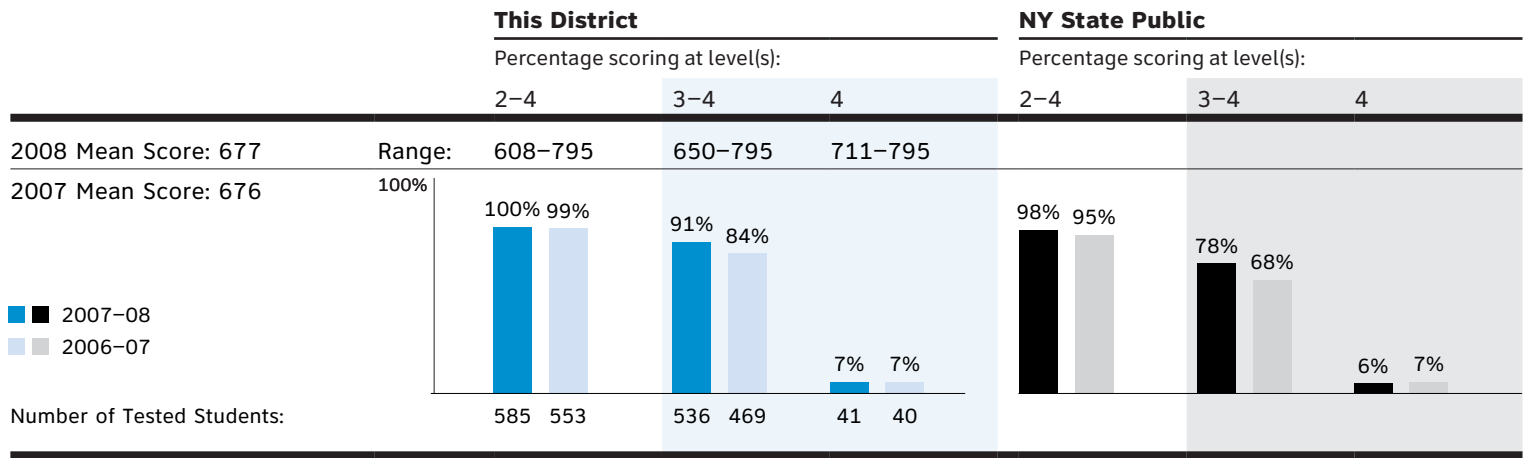
NOTES

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

	2007-08 School Year				2006-07 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	4	1	4	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	586	100%	91%	7%	558	99%	84%	7%
Female	260	100%	91%	9%	292	99%	84%	7%
Male	326	100%	92%	5%	266	99%	84%	8%
American Indian or Alaska Native								
Black or African American	13	100%	85%	8%	20	95%	70%	15%
Hispanic or Latino	71	99%	85%	3%	73	99%	79%	4%
Asian or Native Hawaiian/Other Pacific Islander	92	100%	92%	4%	87	99%	86%	11%
White	410	100%	93%	8%	378	99%	85%	6%
Multiracial								
Small Group Totals								
General-Education Students	518	100%	95%	8%	493	100%	89%	8%
Students with Disabilities	68	99%	66%	0%	65	94%	49%	3%
English Proficient	574	100%	92%	7%	548	99%	85%	7%
Limited English Proficient	12	100%	67%	0%	10	100%	40%	0%
Economically Disadvantaged	67	100%	85%	1%	67	99%	72%	4%
Not Disadvantaged	519	100%	92%	8%	491	99%	86%	8%
Migrant								
Not Migrant	586	100%	91%	7%	558	99%	84%	7%

NOTES

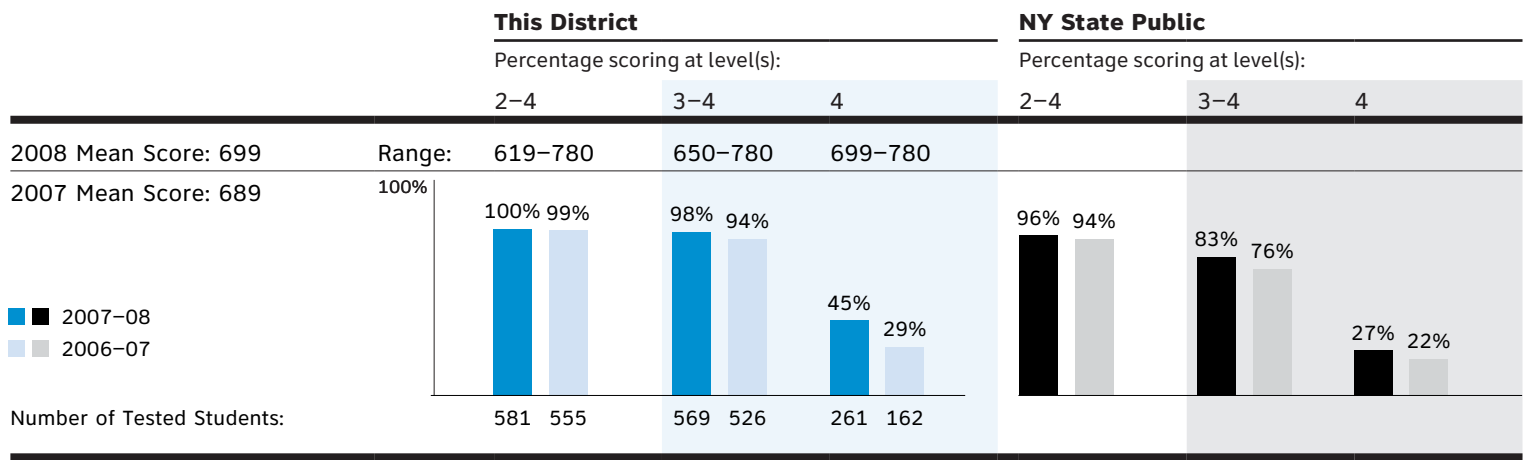
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 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	5	5	4	1	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	4	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

	2007-08 School Year				2006-07 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	583	100%	98%	45%	558	99%	94%	29%
Female	259	100%	97%	45%	290	99%	93%	23%
Male	324	100%	98%	45%	268	100%	96%	35%
American Indian or Alaska Native								
Black or African American	12	100%	92%	17%	20	100%	80%	25%
Hispanic or Latino	71	99%	96%	21%	76	99%	97%	24%
Asian or Native Hawaiian/Other Pacific Islander	92	100%	100%	54%	87	99%	91%	39%
White	408	100%	98%	48%	375	100%	95%	28%
Multiracial								
Small Group Totals								
General-Education Students	515	100%	99%	47%	495	100%	96%	32%
Students with Disabilities	68	97%	90%	29%	63	98%	83%	10%
English Proficient	571	100%	98%	46%	544	100%	95%	29%
Limited English Proficient	12	100%	100%	8%	14	93%	64%	14%
Economically Disadvantaged	67	99%	93%	25%	67	97%	88%	19%
Not Disadvantaged	516	100%	98%	47%	491	100%	95%	30%
Migrant								
Not Migrant	583	100%	98%	45%	558	99%	94%	29%

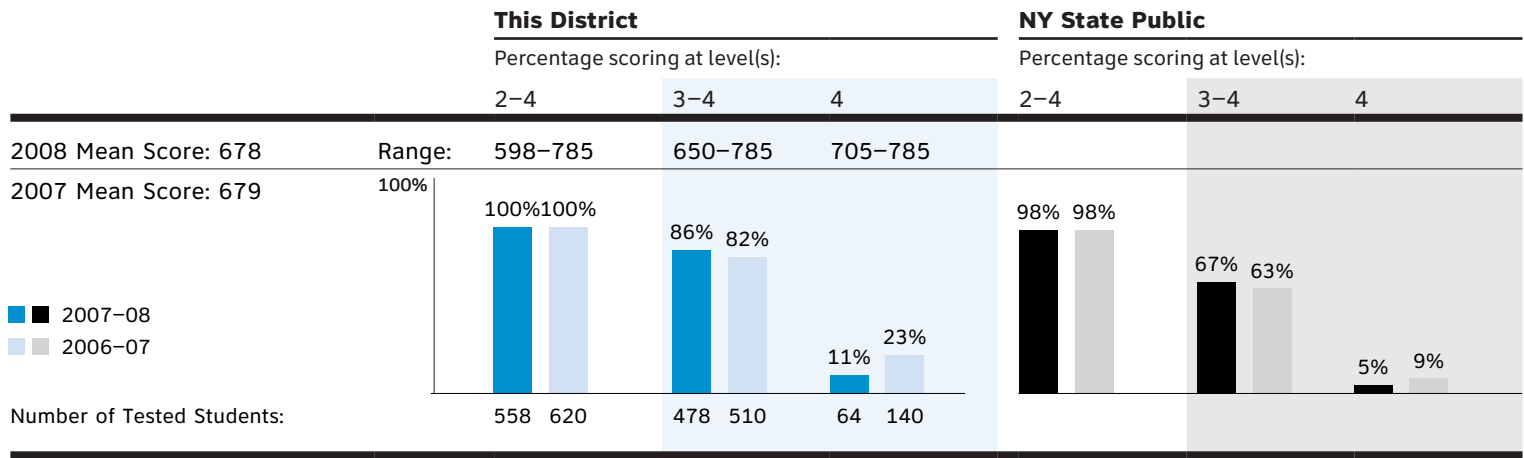
NOTES

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

	2007-08 School Year				2006-07 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	5	5	5	2	3	–	–	–

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	559	100%	86%	11%	621	100%	82%	23%
Female	286	100%	86%	10%	304	100%	85%	25%
Male	273	100%	85%	12%	317	100%	80%	20%
American Indian or Alaska Native								
Black or African American	19	100%	84%	21%	18	100%	61%	17%
Hispanic or Latino	80	100%	79%	6%	84	100%	68%	14%
Asian or Native Hawaiian/Other Pacific Islander	85	100%	86%	12%	101	100%	90%	33%
White	375	100%	87%	12%	418	100%	84%	22%
Multiracial								
Small Group Totals								
General-Education Students	494	100%	91%	12%	549	100%	88%	26%
Students with Disabilities	65	98%	46%	5%	72	99%	36%	0%
English Proficient	549	100%	86%	12%	609	100%	83%	23%
Limited English Proficient	10	100%	50%	0%	12	100%	25%	0%
Economically Disadvantaged	70	100%	77%	7%	69	100%	65%	14%
Not Disadvantaged	489	100%	87%	12%	552	100%	84%	24%
Migrant								
Not Migrant	559	100%	86%	11%	621	100%	82%	23%

NOTES

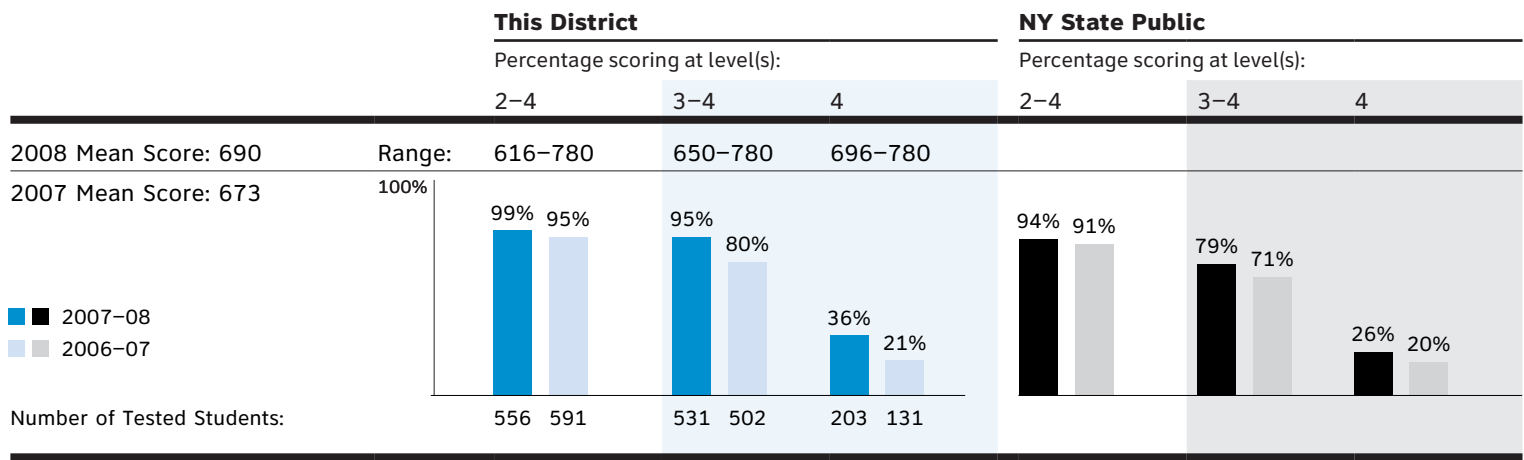
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	5	5	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	7	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

	2007-08 School Year				2006-07 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	559	99%	95%	36%	625	95%	80%	21%
Female	285	99%	95%	32%	308	94%	80%	22%
Male	274	100%	95%	41%	317	95%	80%	20%
American Indian or Alaska Native								
Black or African American	20	100%	90%	45%	19	84%	68%	5%
Hispanic or Latino	81	100%	94%	27%	86	94%	74%	12%
Asian or Native Hawaiian/Other Pacific Islander	86	99%	97%	51%	103	98%	86%	38%
White	372	99%	95%	34%	417	94%	81%	19%
Multiracial								
Small Group Totals								
General-Education Students	494	100%	98%	40%	555	98%	85%	23%
Students with Disabilities	65	95%	72%	5%	70	66%	46%	4%
English Proficient	549	99%	95%	36%	608	95%	81%	21%
Limited English Proficient	10	100%	70%	30%	17	71%	47%	6%
Economically Disadvantaged	68	100%	93%	25%	67	88%	73%	10%
Not Disadvantaged	491	99%	95%	38%	558	95%	81%	22%
Migrant								
Not Migrant	559	99%	95%	36%	625	95%	80%	21%

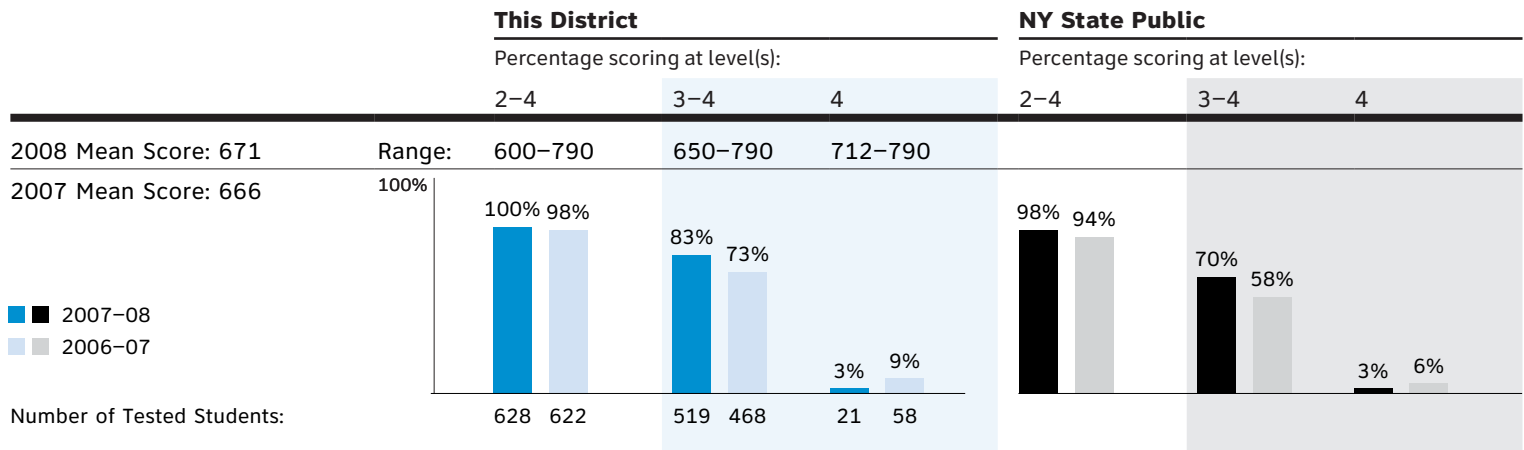
NOTES

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	5	5	3	1

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	628	100%	83%	3%	637	98%	73%	9%
Female	311	100%	88%	5%	301	98%	78%	12%
Male	317	100%	77%	2%	336	97%	70%	7%
American Indian or Alaska Native								
Black or African American	23	100%	65%	0%	16	100%	63%	6%
Hispanic or Latino	87	100%	71%	0%	95	97%	59%	4%
Asian or Native Hawaiian/Other Pacific Islander	107	100%	88%	7%	93	96%	78%	11%
White	411	100%	85%	3%	433	98%	76%	10%
Multiracial								
Small Group Totals								
General-Education Students	560	100%	87%	4%	557	100%	80%	10%
Students with Disabilities	68	100%	47%	0%	80	84%	28%	0%
English Proficient	615	100%	84%	3%	629	98%	74%	9%
Limited English Proficient	13	100%	8%	0%	8	75%	0%	0%
Economically Disadvantaged	56	100%	77%	4%	65	98%	58%	0%
Not Disadvantaged	572	100%	83%	3%	572	98%	75%	10%
Migrant								
Not Migrant	628	100%	83%	3%	637	98%	73%	9%

NOTES

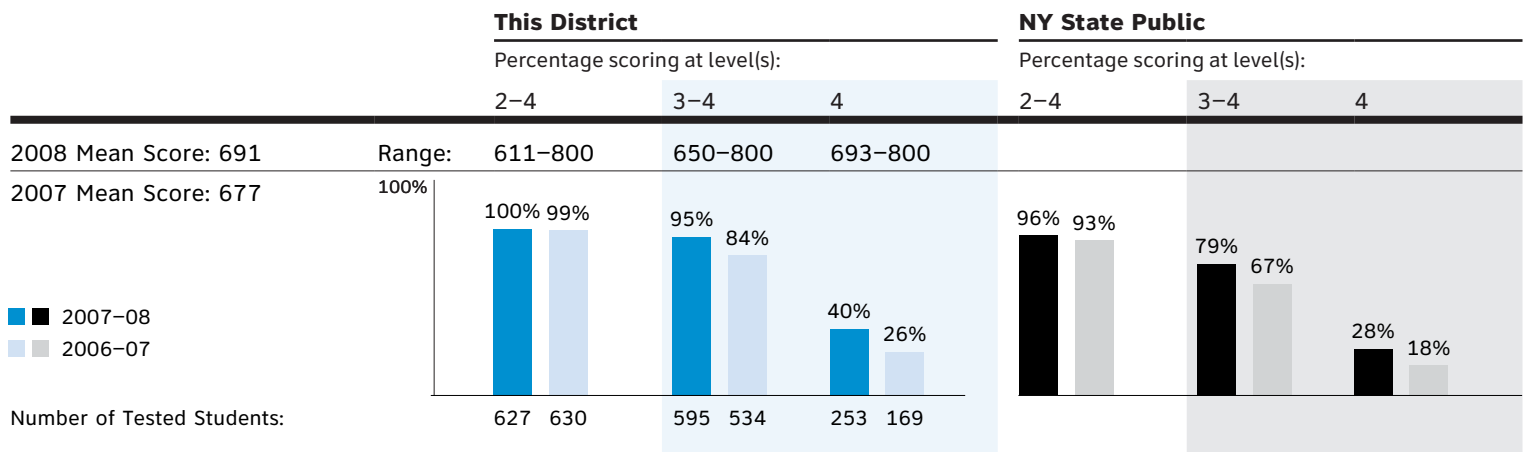
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 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	6	6	4	2	6	6	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	5	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

	2007-08 School Year				2006-07 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	629	100%	95%	40%	639	99%	84%	26%
Female	310	100%	95%	41%	301	99%	86%	28%
Male	319	99%	95%	40%	338	98%	81%	25%
American Indian or Alaska Native								
Black or African American	22	95%	82%	18%	16	100%	63%	19%
Hispanic or Latino	92	100%	93%	17%	99	96%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	108	100%	95%	58%	94	100%	93%	45%
White	407	100%	95%	42%	430	99%	87%	27%
Multiracial								
Small Group Totals								
General-Education Students	563	100%	96%	44%	559	100%	90%	30%
Students with Disabilities	66	97%	80%	11%	80	90%	40%	0%
English Proficient	613	100%	95%	41%	626	99%	85%	27%
Limited English Proficient	16	100%	75%	0%	13	85%	31%	8%
Economically Disadvantaged	56	100%	93%	20%	63	98%	67%	13%
Not Disadvantaged	573	100%	95%	42%	576	99%	85%	28%
Migrant								
Not Migrant	629	100%	95%	40%	639	99%	84%	26%

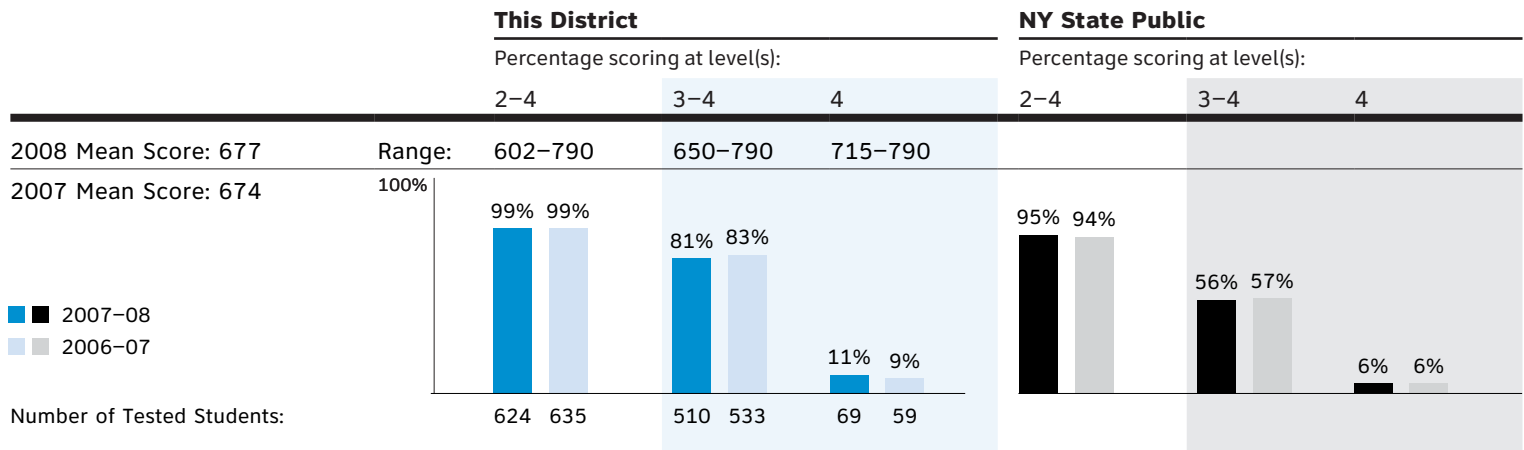
NOTES

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

	2007-08 School Year				2006-07 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	6	4	3	1	6	5	4	2

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	630	99%	81%	11%	639	99%	83%	9%
Female	298	100%	87%	16%	328	100%	89%	10%
Male	332	98%	76%	6%	311	99%	78%	8%
American Indian or Alaska Native								
Black or African American	17	100%	76%	12%	21	100%	71%	10%
Hispanic or Latino	96	98%	72%	7%	82	98%	77%	4%
Asian or Native Hawaiian/Other Pacific Islander	92	97%	88%	18%	90	100%	84%	13%
White	425	100%	82%	10%	446	100%	85%	9%
Multiracial								
Small Group Totals								
General-Education Students	550	100%	88%	13%	579	100%	89%	10%
Students with Disabilities	80	93%	31%	0%	60	93%	27%	0%
English Proficient	618	99%	82%	11%	629	100%	84%	9%
Limited English Proficient	12	100%	33%	0%	10	90%	30%	0%
Economically Disadvantaged	52	98%	75%	4%	62	95%	69%	3%
Not Disadvantaged	578	99%	81%	12%	577	100%	85%	10%
Migrant								
Not Migrant	630	99%	81%	11%	639	99%	83%	9%

NOTES

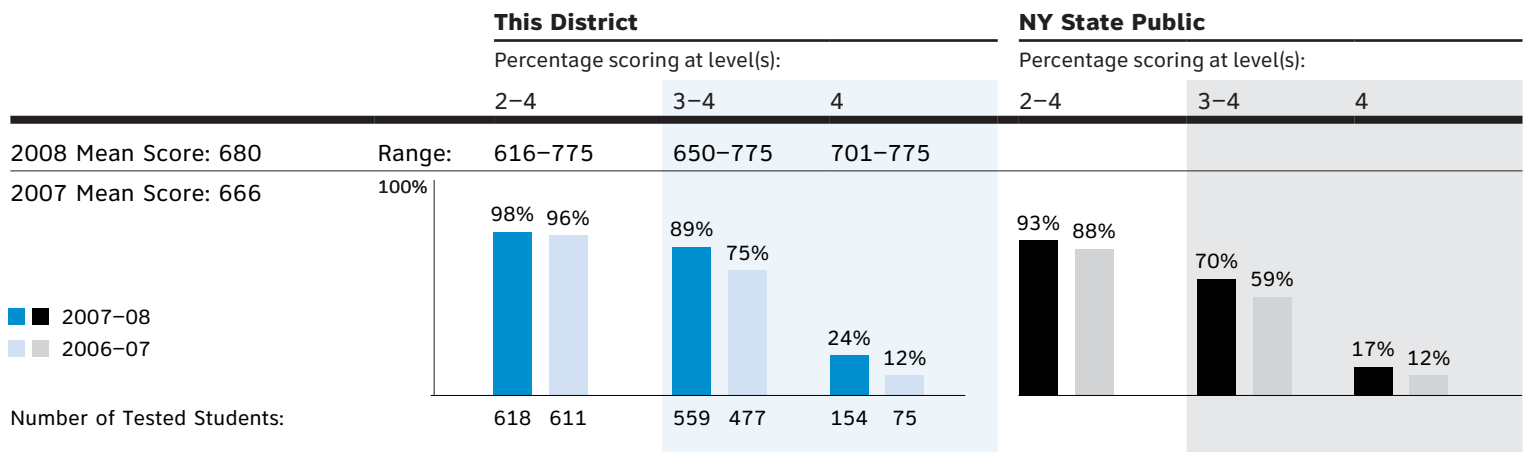
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	5	1	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	4	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



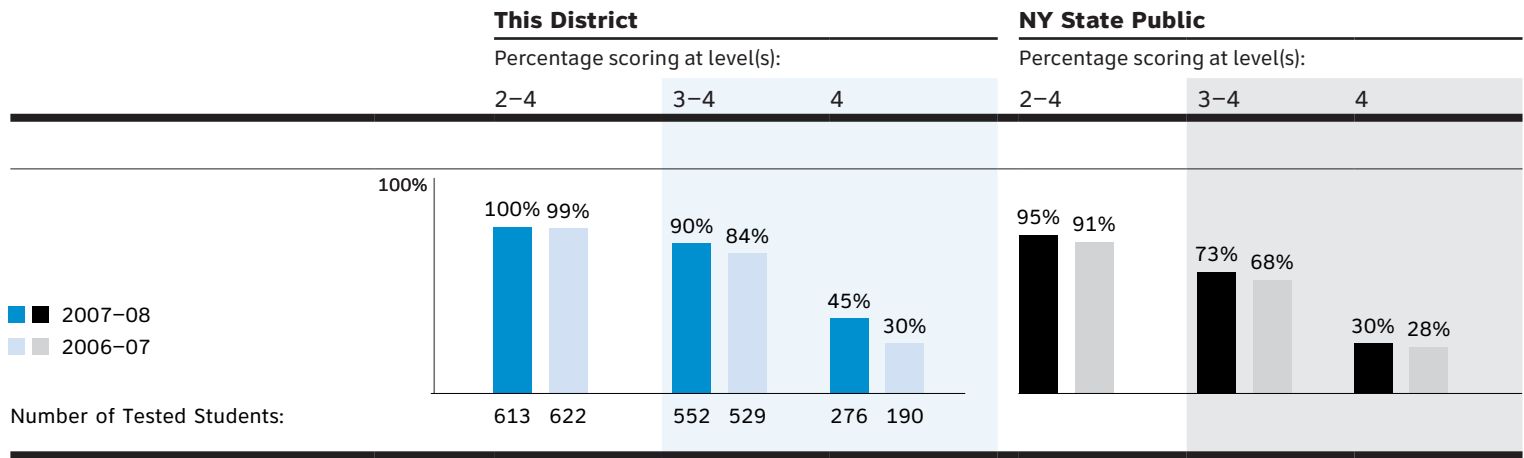
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	629	98%	89%	24%	636	96%	75%	12%
Female	299	99%	91%	27%	328	97%	72%	11%
Male	330	98%	87%	22%	308	95%	78%	12%
American Indian or Alaska Native								
Black or African American	18	100%	67%	11%	21	86%	48%	5%
Hispanic or Latino	95	97%	83%	11%	83	90%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	92	100%	91%	47%	91	98%	86%	29%
White	424	98%	91%	23%	441	97%	77%	10%
Multiracial								
Small Group Totals								
General-Education Students	549	100%	94%	28%	578	99%	79%	13%
Students with Disabilities	80	88%	53%	4%	58	71%	34%	0%
English Proficient	616	98%	89%	25%	623	96%	76%	12%
Limited English Proficient	13	100%	77%	15%	13	77%	46%	15%
Economically Disadvantaged	53	98%	85%	13%	61	79%	52%	8%
Not Disadvantaged	576	98%	89%	26%	575	98%	77%	12%
Migrant								
Not Migrant	629	98%	89%	24%	636	96%	75%	12%

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	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	5	3	1	5	5	4	1

This District's Results in Grade 8 Science



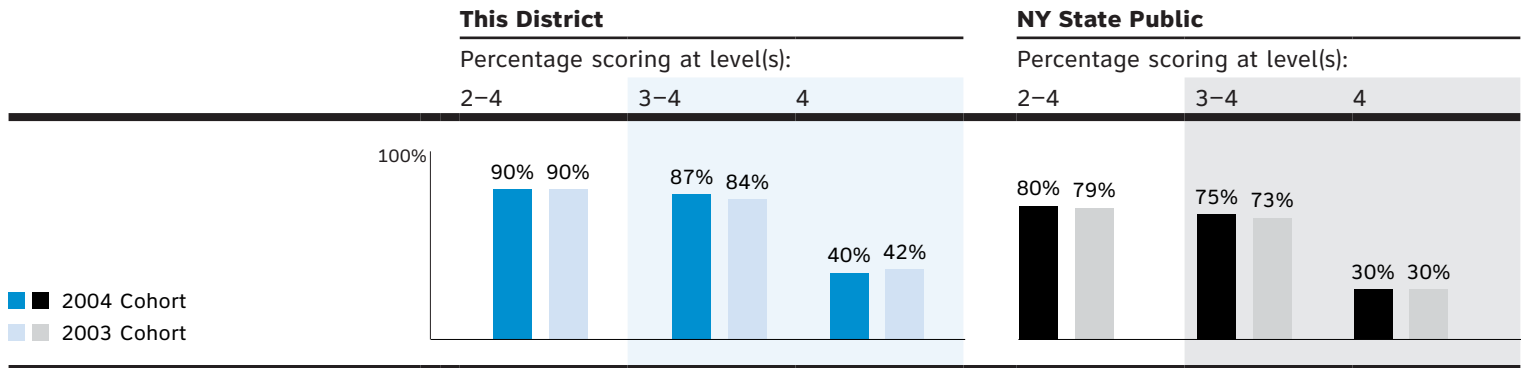
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	508	100%	88%	36%	532	99%	81%	20%
Female	237	100%	86%	32%	282	99%	81%	18%
Male	271	100%	90%	39%	250	98%	82%	23%
American Indian or Alaska Native								
Black or African American	17	100%	71%	29%	19	95%	63%	16%
Hispanic or Latino	89	100%	84%	20%	80	96%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	61	100%	89%	51%	68	100%	79%	21%
White	341	100%	89%	37%	365	99%	85%	23%
Multiracial								
Small Group Totals								
General-Education Students	430	100%	92%	40%	474	100%	85%	22%
Students with Disabilities	78	99%	63%	10%	58	90%	52%	3%
English Proficient	495	100%	88%	36%	518	99%	82%	20%
Limited English Proficient	13	100%	62%	8%	14	86%	43%	14%
Economically Disadvantaged	50	100%	90%	24%	56	93%	63%	5%
Not Disadvantaged	458	100%	88%	37%	476	99%	83%	22%
Migrant								
Not Migrant	508	100%	88%	36%	532	99%	81%	20%

NOTES

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

Other Assessments	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	5	3	1	5	5	3	2
Regents Science	106	106	106	95	97	97	97	82

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



Results by Student Group

Results by Student Group	2004 Cohort				2003 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	712	90%	87%	40%	643	90%	84%	42%
Female	356	92%	89%	49%	313	93%	88%	53%
Male	356	89%	85%	31%	330	88%	81%	31%
American Indian or Alaska Native								
Black or African American	17	59%	53%	24%	21	86%	76%	5%
Hispanic or Latino	81	80%	75%	20%	70	80%	61%	27%
Asian or Native Hawaiian/Other Pacific Islander	100	91%	89%	50%	79	95%	91%	46%
White	514	93%	89%	42%	473	91%	87%	45%
Multiracial								
Small Group Totals								
General-Education Students	658	93%	91%	43%	596	93%	87%	45%
Students with Disabilities	54	56%	41%	6%	47	57%	47%	4%
English Proficient	695	92%	88%	41%	621	91%	86%	43%
Limited English Proficient	17	41%	29%	0%	22	59%	32%	0%
Economically Disadvantaged	31	74%	71%	19%	41	80%	63%	22%
Not Disadvantaged	681	91%	88%	41%	602	91%	86%	43%
Migrant								
Not Migrant	712	90%	87%	40%				

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

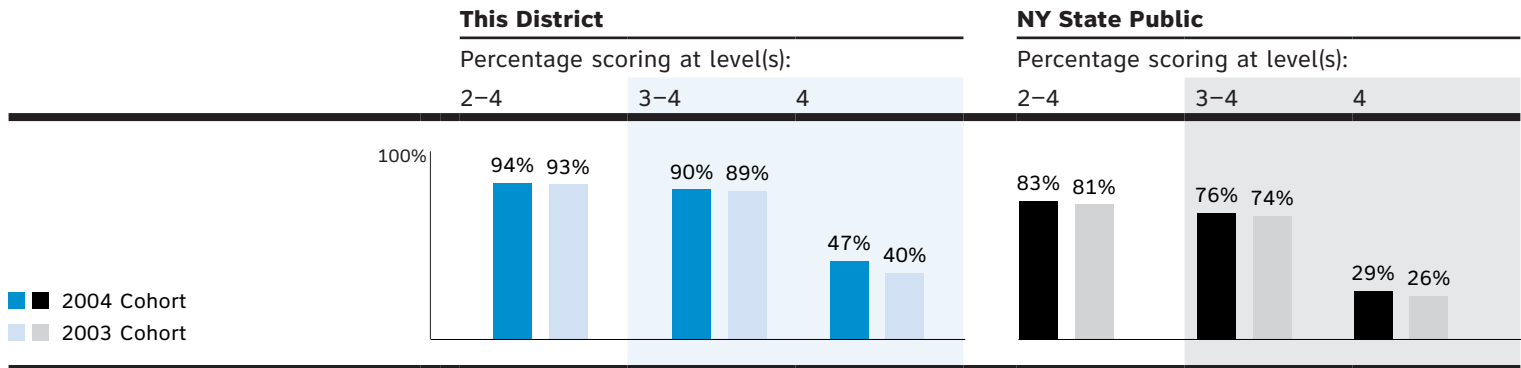
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

** 2003 cohort data are those reported in the 2006-07 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

	2004 Cohort				2003 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	712	94%	90%	47%	643	93%	89%	40%
Female	356	96%	92%	51%	313	96%	93%	43%
Male	356	92%	88%	44%	330	91%	85%	38%
American Indian or Alaska Native								
Black or African American	17	82%	71%	29%	21	90%	86%	14%
Hispanic or Latino	81	90%	79%	26%	70	84%	77%	21%
Asian or Native Hawaiian/Other Pacific Islander	100	95%	93%	65%	79	100%	99%	56%
White	514	94%	92%	48%	473	94%	89%	41%
Multiracial								
Small Group Totals								
General-Education Students	658	95%	93%	51%	596	96%	92%	43%
Students with Disabilities	54	76%	56%	6%	47	64%	51%	2%
English Proficient	695	95%	91%	48%	621	94%	90%	41%
Limited English Proficient	17	59%	41%	18%	22	77%	68%	18%
Economically Disadvantaged	31	90%	81%	32%	41	85%	78%	12%
Not Disadvantaged	681	94%	91%	48%	602	94%	90%	42%
Migrant								
Not Migrant	712	94%	90%	47%				

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

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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