



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **ROCKVILLE CENTRE UNION FREE  
SCHOOL DISTRICT**

District ID **28-02-21-03-0000**

Superintendent **WILLIAM JOHNSON**

Telephone **(516) 255-8920**

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](mailto: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	266	256	275
Grade 1	248	260	254
Grade 2	256	245	264
Grade 3	277	267	252
Grade 4	284	278	268
Grade 5	270	291	277
Grade 6	281	267	287
Ungraded Elementary	21	22	17
Grade 7	275	282	270
Grade 8	297	279	282
Grade 9	255	287	265
Grade 10	291	262	286
Grade 11	310	301	266
Grade 12	299	318	300
Ungraded Secondary	23	29	34
<b>Total K-12</b>	<b>3653</b>	<b>3644</b>	<b>3597</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	20	21	21
<b>Grade 8</b>			
English	23	22	20
Mathematics	23	22	15
Science	24	22	17
Social Studies	25	22	22
<b>Grade 10</b>			
English	17	18	18
Mathematics	19	18	17
Science	20	21	20
Social Studies	24	26	26

### 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 **ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT**District ID **28-02-21-03-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	174	5%	267	7%	211	6%
Reduced-Price Lunch	40	1%	71	2%	70	2%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	77	2%	75	2%	64	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	2	0%	2	0%	0	0%
Black or African American	264	7%	261	7%	243	7%
Hispanic or Latino	370	10%	356	10%	383	11%
Asian or Native Hawaiian/Other Pacific Islander	129	4%	122	3%	129	4%
White	2888	79%	2903	80%	2842	79%
Multiracial**	N/A	N/A	0	0%	0	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%		95%		95%	
Student Suspensions	127	4%	103	3%	159	4%

## 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
<b>Total Number of Teachers</b>	344	300	339
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	1%	3%
Percent with Fewer Than Three Years of Experience	7%	12%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	37%	41%	41%
<b>Total Number of Core Classes</b>	1222	813	912
Percent Not Taught by Highly Qualified Teachers	1%	1%	1%
<b>Total Number of Classes</b>	1363	1328	1308
Percent Taught by Teachers Without Appropriate Certification	1%	1%	3%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	30%	36%
Turnover Rate of All Teachers	10%	17%	20%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	41	42	44
Total Paraprofessionals*	223	226	230
Assistant Principals	5	5	5
Principals	7	7	7

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year 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](http://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](http://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:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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:

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

### 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](http://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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	✓	✓		–	–	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Multiracial		–				
<b>Other Groups</b>						
Students with Disabilities	✓	✓		✓	✓	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged	✓	✓		–	–	
<b>Student groups making AYP in each subject</b>	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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

7 of 7

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (1659:1636)	✓	✓	100%	✓	188	130	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (115:106)	✓	✓	99%	✓	167	123	
Hispanic or Latino (186:181)	✓	✓	100%	✓	159	125	
Asian or Native Hawaiian/Other Pacific Islander (61:57)	✓	✓	100%	✓	195	120	
White (1297:1292)	✓	✓	100%	✓	194	130	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (227:218)	✓	✓	100%	✓	146	125	
Limited English Proficient <sup>5</sup> (33:29)	—	—	—	—	—	—	—
Economically Disadvantaged (187:174)	✓	✓	99%	✓	152	125	
<b>Final AYP Determination</b>	✓ 7 of 7						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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

7 of 7

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (1667:1626)	✓	✓	99%	✓	193	99	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (120:103)	✓	✓	98%	✓	170	92	
Hispanic or Latino (187:178)	✓	✓	98%	✓	181	94	
Asian or Native Hawaiian/Other Pacific Islander (61:57)	✓	✓	97%	✓	193	89	
White (1298:1288)	✓	✓	100%	✓	196	99	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (228:209)	✓	✓	96%	✓	162	94	
Limited English Proficient <sup>5</sup> (33:28)	—	—	—	—	—	—	—
Economically Disadvantaged (193:167)	✓	✓	96%	✓	170	94	
<b>Final AYP Determination</b>	✓ 7 of 7						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (570:551)		Qualified		99%		185	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (43:33)		Qualified		93%		148	100	
Hispanic or Latino (67:65)		Qualified		99%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (24:24)		–	–	–	–	–	–	–
White (435:429)		Qualified		100%		193	100	
Multiracial (1:0)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (75:68)		Qualified		96%		147	100	
Limited English Proficient <sup>4</sup> (13:13)		–	–	–	–	–	–	–
Economically Disadvantaged (68:57)		Qualified		96%		133	100	
<b>Final AYP Determination</b>	 1 of 1							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 4

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 secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (299:291)	✓	✓	99%	✓	199	159	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (22:20)	–	–	–	–	–	–	–
Hispanic or Latino (37:34)	✓	–	–	✓	191	148	
Asian or Native Hawaiian/Other Pacific Islander (9:9)	–	–	–	–	–	–	–
White (231:228)	✓	✓	100%	✓	200	158	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (38:32)	✓	–	–	✓	197	148	
Limited English Proficient <sup>4</sup> (4:4)	–	–	–	–	–	–	–
Economically Disadvantaged (32:28)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 4 of 4						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

4 of 4

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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (299:291)	✓	✓	100%	✓	199	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (22:20)	–	–	–	–	–	–	–
Hispanic or Latino (37:34)	✓	–	–	✓	200	142	
Asian or Native Hawaiian/Other Pacific Islander (9:9)	–	–	–	–	–	–	–
White (231:228)	✓	✓	100%	✓	199	152	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (38:32)	✓	–	–	✓	191	142	
Limited English Proficient <sup>4</sup> (4:4)	–	–	–	–	–	–	–
Economically Disadvantaged (32:28)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 4 of 4						

#### NOTES

<sup>1</sup> 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).

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (312)			97%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (29)		–	–	–		
Hispanic or Latino (31)			87%	55%		
Asian or Native Hawaiian/Other Pacific Islander (9)		–	–	–		
White (242)			99%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (38)			82%	55%		
Limited English Proficient <sup>3</sup> (2)		–	–	–		
Economically Disadvantaged (27)		–	–	–		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

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

<sup>3</sup> 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 **ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT**

District ID **28-02-21-03-0000**

## 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

2 schools identified 29% of total

RIVERSIDE SCHOOL

WATSON SCHOOL

### New York State Status

#### Good Standing

5 schools identified 71% of total

HEWITT SCHOOL

SOUTH SIDE HIGH SCHOOL

SOUTH SIDE MIDDLE SCHOOL

WILLIAM S COVERT SCHOOL







WILSON SCHOOL








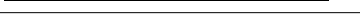
District **ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT**District ID **28-02-21-03-0000**

## 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.



	Percentage of students that scored at or above Level 3			Total Tested
English Language Arts	0%	50%	100%	
Grade 3	91%			251
Grade 4	96%			273
Grade 5	96%			280
Grade 6	85%			287
Grade 7	87%			270
Grade 8	81%			288

### Mathematics

Grade 3	97%		252
Grade 4	97%		277
Grade 5	96%		281
Grade 6	92%		278
Grade 7	94%		270
Grade 8	86%		290

### Science

Grade 4	97%		278
Grade 8	29%		7

	Percentage of students that scored at or above Level 3			2004 Total Cohort
Secondary Level	0%	50%	100%	
English	98%			297
Mathematics	98%			297

## 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](http://www.emsc.nysed.gov/irts).

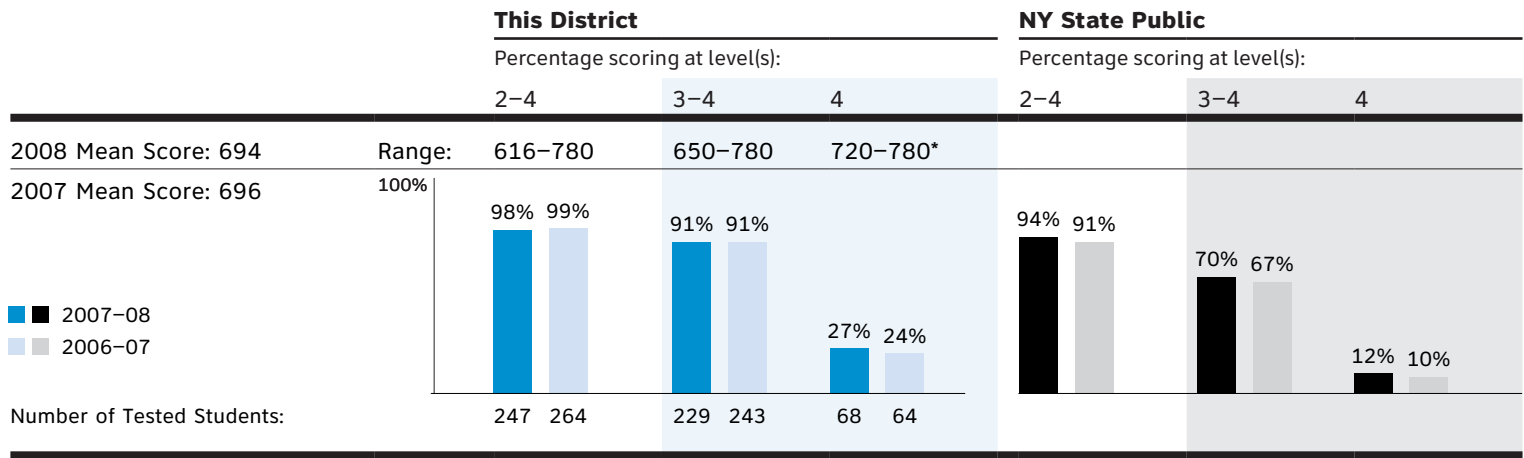
In this section, this district's performance is compared with that of public schools statewide.

## 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
<b>All Students</b>	<b>251</b>	<b>98%</b>	<b>91%</b>	<b>27%</b>	<b>267</b>	<b>99%</b>	<b>91%</b>	<b>24%</b>
Female	122	98%	90%	32%	135	100%	94%	27%
Male	129	98%	92%	22%	132	98%	88%	21%
American Indian or Alaska Native								
Black or African American	18	94%	78%	11%	17	100%	76%	12%
Hispanic or Latino	27	96%	52%	11%	27	96%	81%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	44%	14	100%	100%	36%
White	197	99%	98%	30%	209	99%	93%	26%
Multiracial								
Small Group Totals								
General-Education Students	218	100%	95%	29%	235	100%	94%	24%
Students with Disabilities	33	91%	67%	12%	32	91%	69%	22%
English Proficient	243	99%	94%	28%	255	99%	91%	24%
Limited English Proficient	8	88%	13%	0%	12	100%	83%	17%
Economically Disadvantaged	24	92%	54%	8%	26	100%	65%	12%
Not Disadvantaged	227	99%	95%	29%	241	99%	94%	25%
Migrant								
Not Migrant	251	98%	91%	27%	267	99%	91%	24%

#### 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.

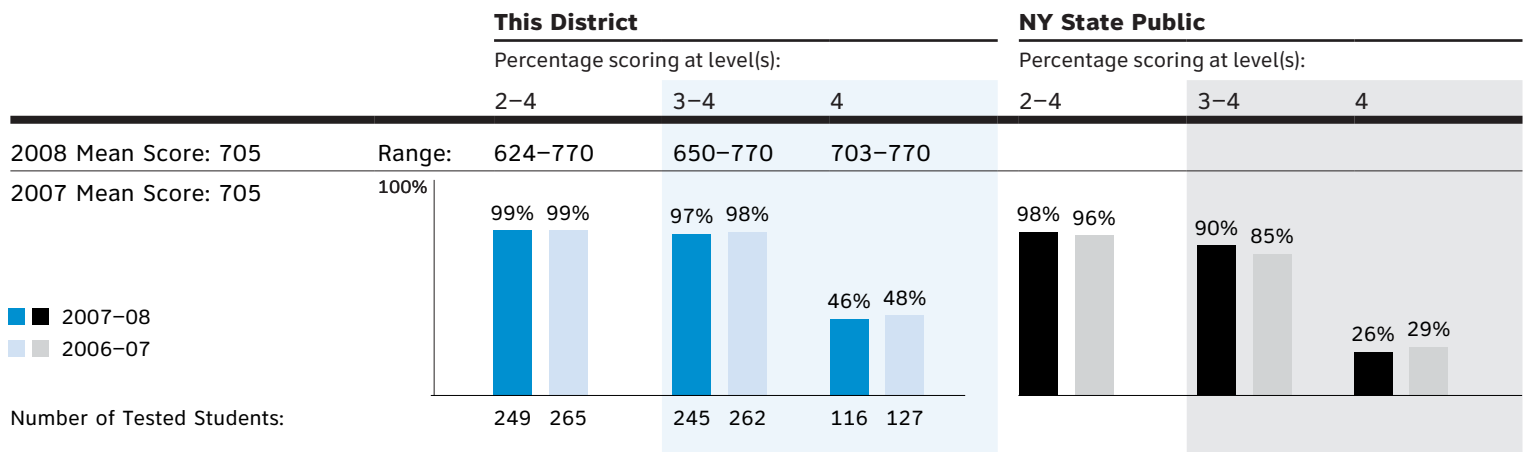
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	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
<b>All Students</b>	<b>252</b>	<b>99%</b>	<b>97%</b>	<b>46%</b>	<b>267</b>	<b>99%</b>	<b>98%</b>	<b>48%</b>
Female	122	98%	98%	46%	134	100%	99%	48%
Male	130	99%	97%	46%	133	98%	98%	47%
American Indian or Alaska Native								
Black or African American	18	100%	94%	22%	17	100%	100%	29%
Hispanic or Latino	27	100%	89%	30%	26	100%	96%	42%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	89%	56%	14	100%	100%	71%
White	198	99%	99%	50%	210	99%	98%	48%
Multiracial								
Small Group Totals								
General-Education Students	218	100%	100%	51%	235	100%	99%	49%
Students with Disabilities	34	91%	82%	15%	32	94%	91%	34%
English Proficient	245	99%	98%	47%	256	99%	98%	48%
Limited English Proficient	7	100%	86%	0%	11	100%	100%	45%
Economically Disadvantaged	24	100%	83%	13%	26	100%	96%	23%
Not Disadvantaged	228	99%	99%	50%	241	99%	98%	50%
Migrant								
Not Migrant	252	99%	97%	46%	267	99%	98%	48%

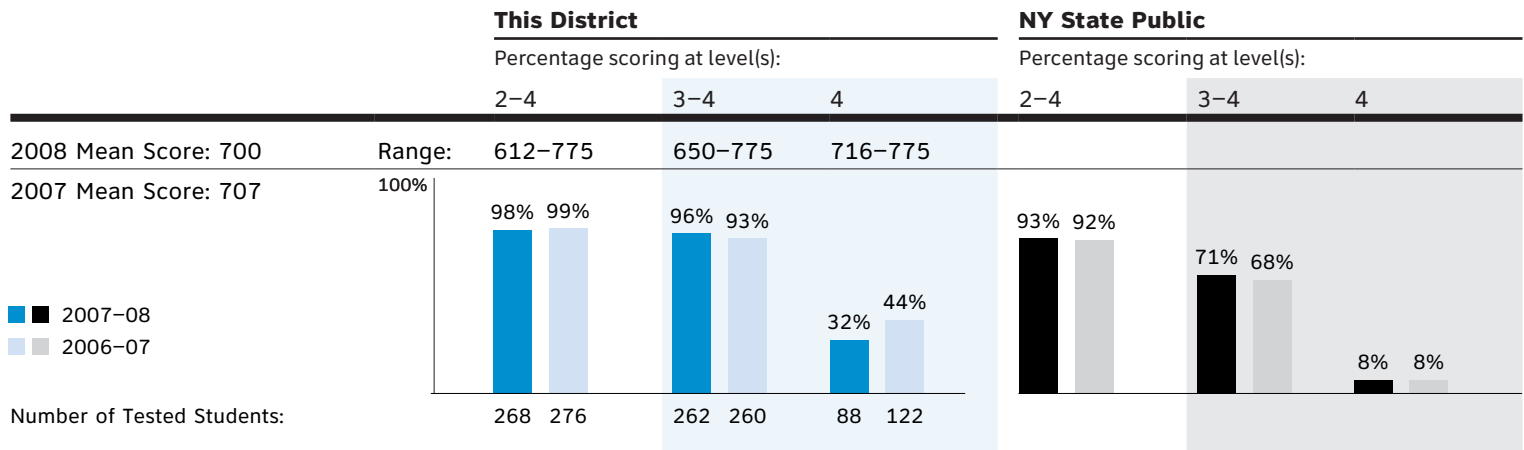
#### NOTES

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### 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	2	–	–	–	0			

## 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
<b>All Students</b>	<b>273</b>	<b>98%</b>	<b>96%</b>	<b>32%</b>	<b>279</b>	<b>99%</b>	<b>93%</b>	<b>44%</b>
Female	137	100%	98%	39%	131	99%	94%	43%
Male	136	96%	94%	25%	148	99%	93%	45%
American Indian or Alaska Native								
Black or African American	18	94%	89%	0%	11	100%	73%	55%
Hispanic or Latino	29	93%	86%	14%	21	100%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	50%	9	89%	67%	11%
White	212	99%	98%	36%	238	99%	96%	47%
Multiracial								
Small Group Totals								
General-Education Students	238	100%	99%	36%	244	100%	98%	48%
Students with Disabilities	35	89%	74%	9%	35	91%	63%	14%
English Proficient	266	98%	97%	33%	277	-	-	-
Limited English Proficient	7	86%	71%	0%	2	-	-	-
Economically Disadvantaged	28	96%	89%	7%	17	100%	59%	18%
Not Disadvantaged	245	98%	97%	35%	262	99%	95%	45%
Migrant								
Not Migrant	273	98%	96%	32%	279	99%	93%	44%

#### NOTES

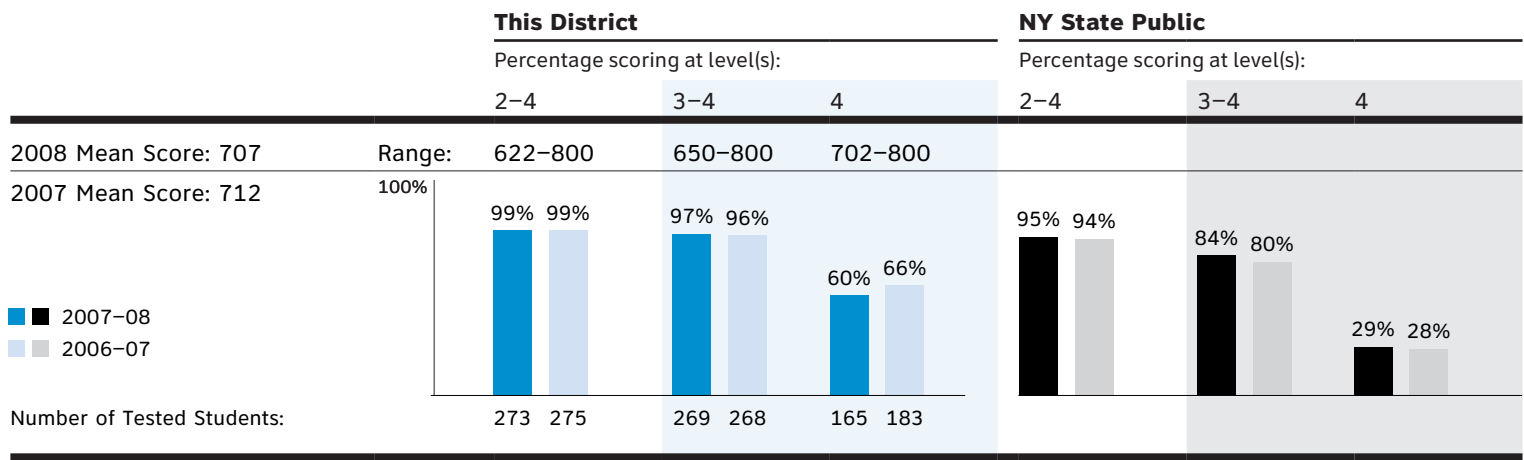
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### Other Assessments

	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	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	0	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
<b>All Students</b>	<b>277</b>	<b>99%</b>	<b>97%</b>	<b>60%</b>	<b>279</b>	<b>99%</b>	<b>96%</b>	<b>66%</b>
Female	138	99%	98%	62%	132	98%	96%	67%
Male	139	98%	96%	58%	147	99%	96%	64%
American Indian or Alaska Native								
Black or African American	20	95%	90%	5%	11	100%	82%	64%
Hispanic or Latino	29	100%	93%	28%	21	100%	90%	38%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	10	100%	80%	50%
White	212	99%	99%	68%	237	98%	98%	69%
Multiracial	1	—	—	—				
Small Group Totals	16	100%	94%	69%				
General-Education Students	242	100%	99%	64%	244	100%	99%	72%
Students with Disabilities	35	89%	83%	29%	35	89%	74%	20%
English Proficient	269	99%	97%	60%	277	—	—	—
Limited English Proficient	8	100%	88%	38%	2	—	—	—
Economically Disadvantaged	30	97%	93%	23%	17	100%	82%	35%
Not Disadvantaged	247	99%	98%	64%	262	98%	97%	68%
Migrant								
Not Migrant	277	99%	97%	60%	279	99%	96%	66%

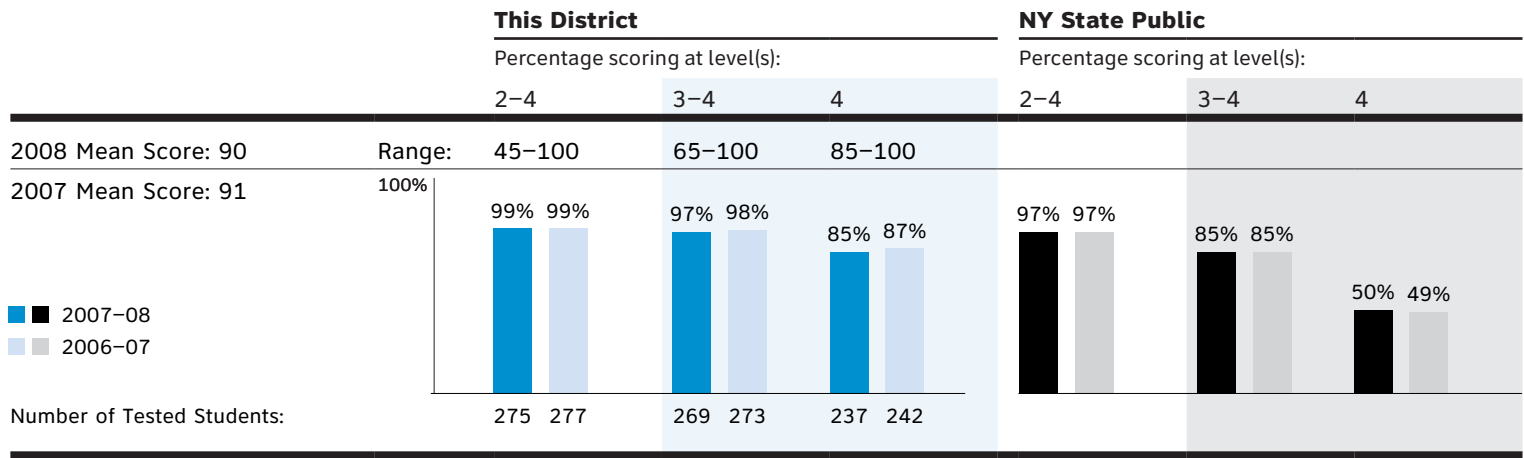
### NOTES

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## Other Assessments

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	0				2	–	–	–

## 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
<b>All Students</b>	<b>278</b>	<b>99%</b>	<b>97%</b>	<b>85%</b>	<b>279</b>	<b>99%</b>	<b>98%</b>	<b>87%</b>
Female	139	100%	99%	84%	132	99%	98%	87%
Male	139	98%	95%	86%	147	99%	98%	86%
American Indian or Alaska Native								
Black or African American	19	100%	84%	58%	11	100%	100%	64%
Hispanic or Latino	29	100%	93%	76%	21	100%	100%	76%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	10	100%	80%	80%
White	213	99%	99%	89%	237	99%	98%	89%
Multiracial	1	—	—	—				
Small Group Totals	17	94%	88%	82%				
General-Education Students	242	100%	98%	89%	244	100%	100%	91%
Students with Disabilities	36	94%	86%	58%	35	94%	83%	54%
English Proficient	269	99%	98%	86%	277	—	—	—
Limited English Proficient	9	89%	56%	56%	2	—	—	—
Economically Disadvantaged	29	100%	86%	66%	17	100%	94%	59%
Not Disadvantaged	249	99%	98%	88%	262	99%	98%	89%
Migrant								
Not Migrant	278	99%	97%	85%	279	99%	98%	87%

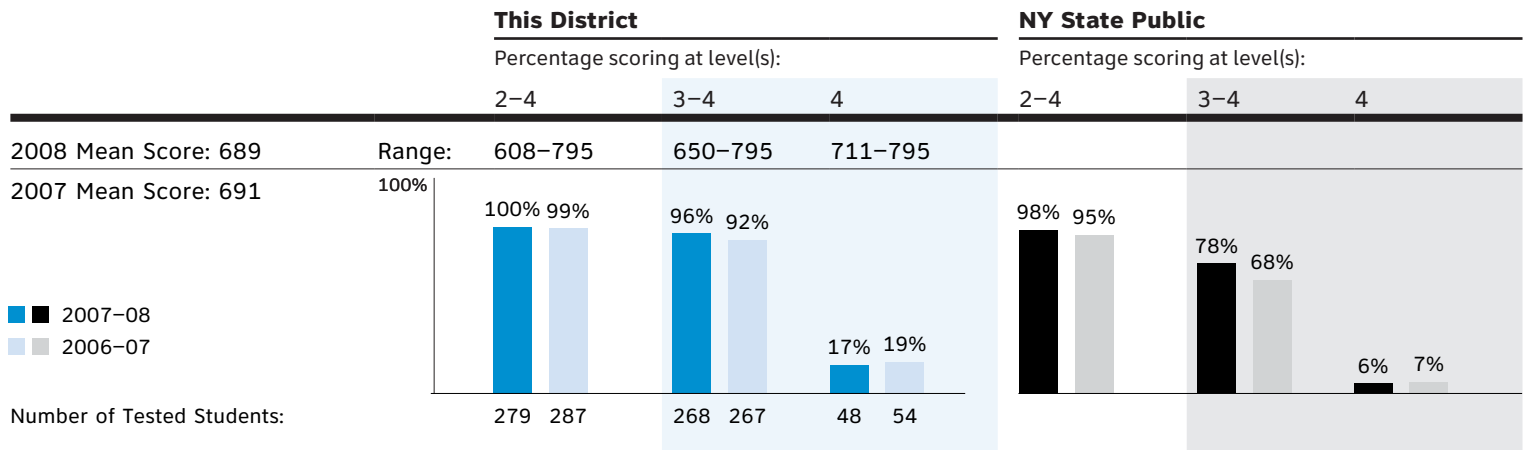
### NOTES

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## 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		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0			2	—	—

## 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
<b>All Students</b>	<b>280</b>	<b>100%</b>	<b>96%</b>	<b>17%</b>	<b>291</b>	<b>99%</b>	<b>92%</b>	<b>19%</b>
Female	135	100%	96%	11%	149	99%	95%	18%
Male	145	99%	95%	23%	142	99%	89%	19%
American Indian or Alaska Native								
Black or African American	9	100%	100%	22%	29	93%	66%	0%
Hispanic or Latino	25	100%	84%	0%	29	97%	79%	7%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	0%	8	100%	100%	38%
White	237	100%	97%	19%	225	100%	96%	22%
Multiracial								
Small Group Totals								
General-Education Students	244	100%	99%	19%	250	100%	97%	21%
Students with Disabilities	36	97%	75%	3%	41	90%	59%	2%
English Proficient	277	-	-	-	286	99%	93%	19%
Limited English Proficient	3	-	-	-	5	80%	40%	0%
Economically Disadvantaged	21	100%	86%	10%	36	94%	75%	6%
Not Disadvantaged	259	100%	97%	18%	255	99%	94%	20%
Migrant								
Not Migrant	280	100%	96%	17%	291	99%	92%	19%

#### NOTES

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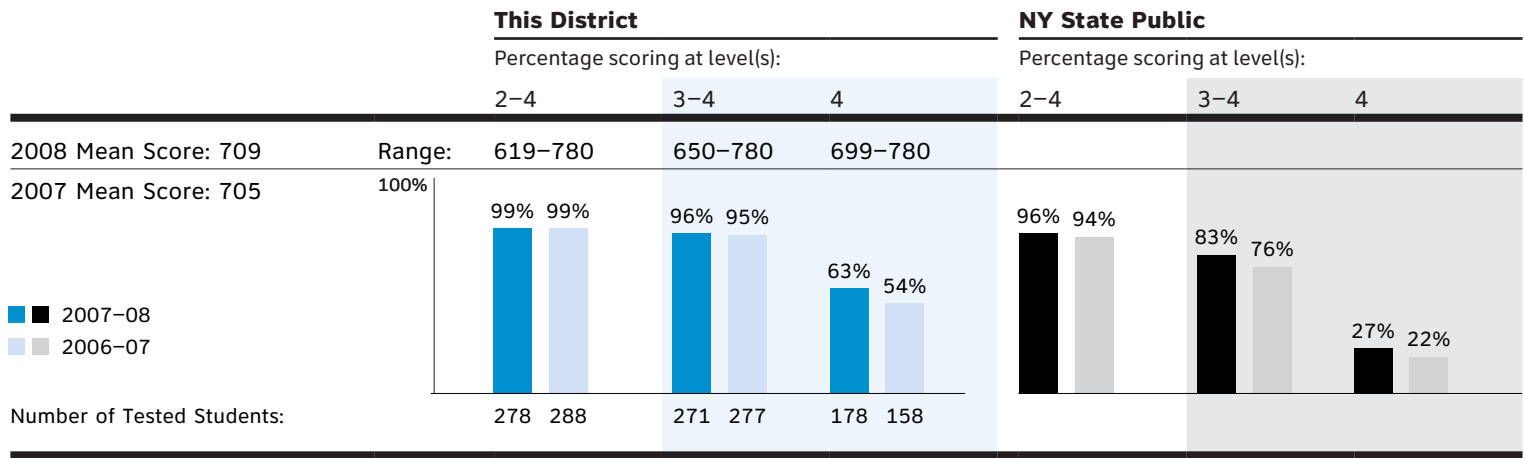
### Other Assessments

	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	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	0	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



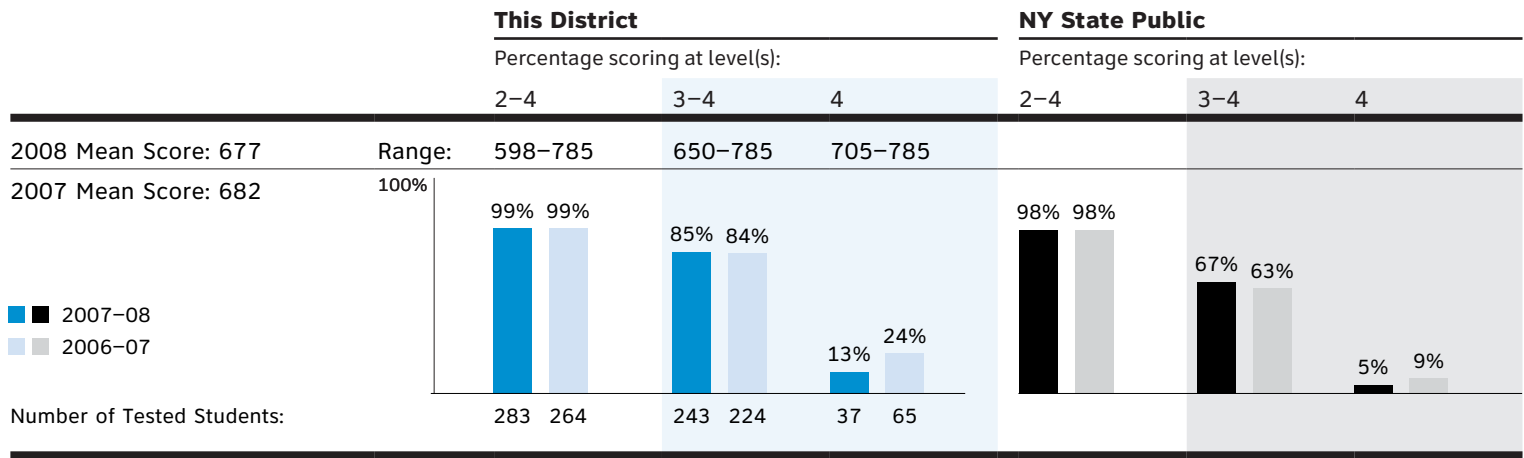
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>281</b>	<b>99%</b>	<b>96%</b>	<b>63%</b>	<b>292</b>	<b>99%</b>	<b>95%</b>	<b>54%</b>
Female	135	99%	96%	61%	149	99%	95%	56%
Male	146	99%	97%	66%	143	99%	94%	52%
American Indian or Alaska Native								
Black or African American	10	100%	90%	40%	29	90%	76%	21%
Hispanic or Latino	25	100%	96%	28%	29	100%	90%	41%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	44%	8	100%	100%	100%
White	237	99%	97%	69%	226	100%	98%	58%
Multiracial								
Small Group Totals								
General-Education Students	245	100%	99%	66%	251	100%	99%	61%
Students with Disabilities	36	92%	78%	44%	41	93%	71%	10%
English Proficient	278	-	-	-	287	99%	95%	55%
Limited English Proficient	3	-	-	-	5	100%	60%	0%
Economically Disadvantaged	22	100%	86%	27%	36	94%	81%	36%
Not Disadvantaged	259	99%	97%	66%	256	99%	97%	57%
Migrant								
Not Migrant	281	99%	96%	63%	292	99%	95%	54%

### NOTES

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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	3	-	-	-	1	-	-	-

## 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
<b>All Students</b>	<b>287</b>	<b>99%</b>	<b>85%</b>	<b>13%</b>	<b>267</b>	<b>99%</b>	<b>84%</b>	<b>24%</b>
Female	144	99%	92%	13%	119	100%	84%	23%
Male	143	98%	78%	13%	148	98%	84%	26%
American Indian or Alaska Native								
Black or African American	26	96%	50%	4%	19	100%	74%	11%
Hispanic or Latino	30	90%	63%	7%	32	97%	53%	9%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	10	100%	100%	50%
White	223	100%	91%	14%	206	99%	89%	27%
Multiracial								
Small Group Totals								
General-Education Students	248	100%	93%	15%	229	100%	91%	28%
Students with Disabilities	39	90%	33%	0%	38	95%	39%	0%
English Proficient	282	99%	86%	13%	262	99%	85%	25%
Limited English Proficient	5	60%	20%	0%	5	80%	40%	0%
Economically Disadvantaged	38	92%	53%	3%	27	96%	41%	7%
Not Disadvantaged	249	100%	90%	14%	240	99%	89%	26%
Migrant								
Not Migrant	287	99%	85%	13%	267	99%	84%	24%

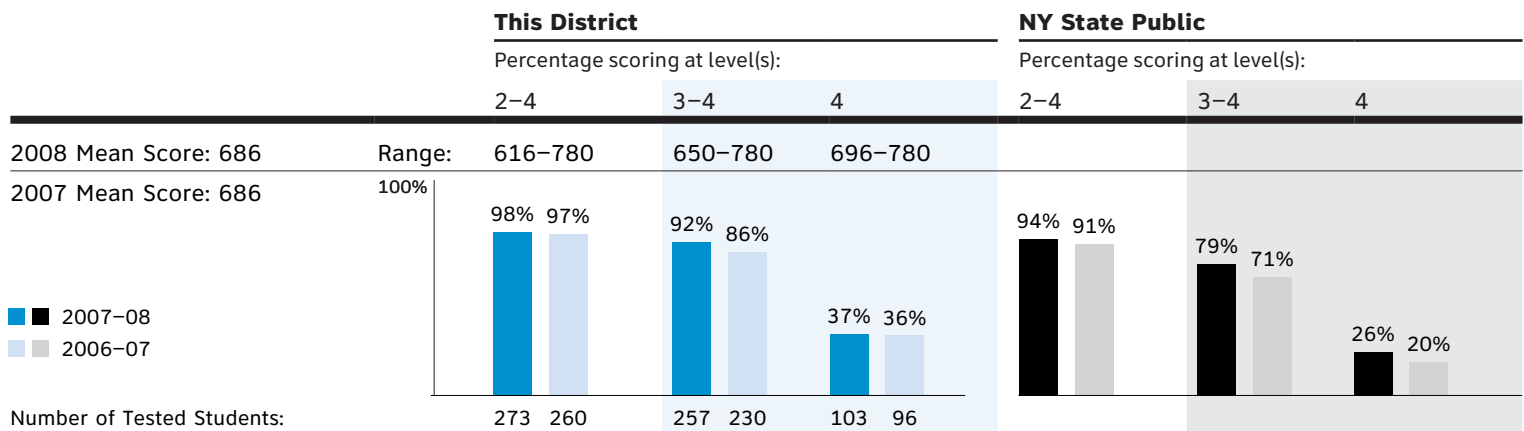
### NOTES

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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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	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
<b>All Students</b>	<b>278</b>	<b>98%</b>	<b>92%</b>	<b>37%</b>	<b>269</b>	<b>97%</b>	<b>86%</b>	<b>36%</b>
Female	141	99%	96%	35%	120	98%	83%	29%
Male	137	97%	89%	39%	149	96%	87%	41%
American Indian or Alaska Native								
Black or African American	23	87%	52%	0%	19	89%	68%	11%
Hispanic or Latino	27	93%	85%	19%	34	88%	59%	18%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	75%	10	100%	90%	60%
White	220	100%	97%	42%	206	99%	91%	40%
Multiracial								
Small Group Totals								
General-Education Students	247	100%	96%	40%	231	99%	93%	41%
Students with Disabilities	31	84%	65%	13%	38	82%	39%	5%
English Proficient	275	-	-	-	264	97%	87%	36%
Limited English Proficient	3	-	-	-	5	60%	20%	0%
Economically Disadvantaged	31	90%	74%	10%	27	81%	44%	11%
Not Disadvantaged	247	99%	95%	40%	242	98%	90%	38%
Migrant								
Not Migrant	278	98%	92%	37%	269	97%	86%	36%

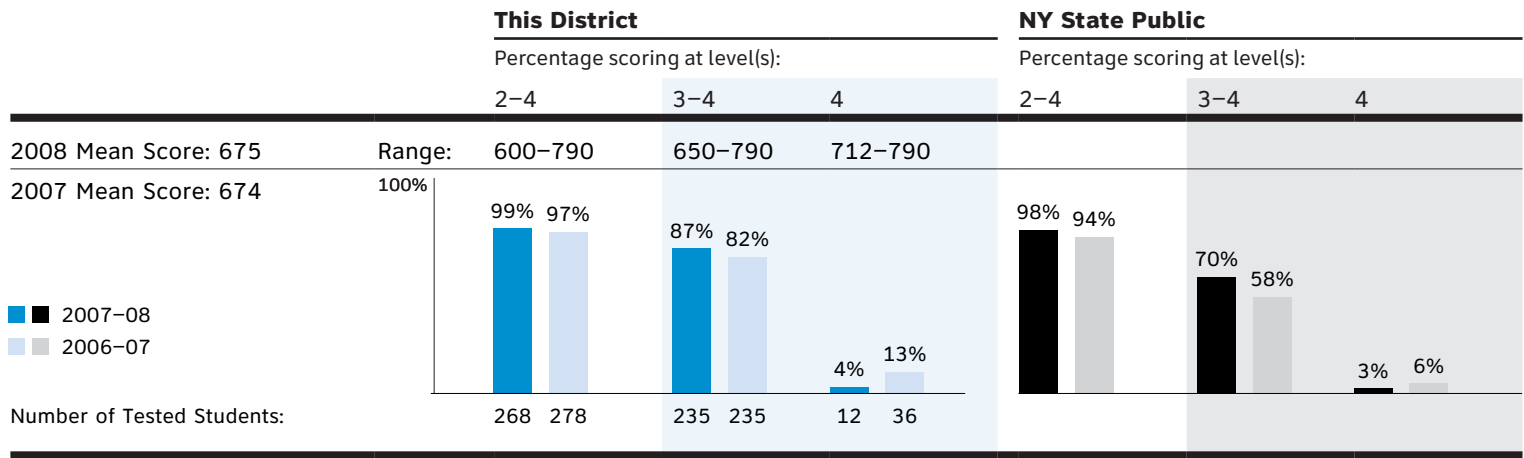
#### NOTES

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### Other Assessments

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	0				0			

## 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
<b>All Students</b>	<b>270</b>	<b>99%</b>	<b>87%</b>	<b>4%</b>	<b>286</b>	<b>97%</b>	<b>82%</b>	<b>13%</b>
Female	122	99%	89%	5%	141	98%	89%	15%
Male	148	99%	85%	4%	145	97%	75%	10%
American Indian or Alaska Native								
Black or African American	20	100%	75%	5%	22	95%	59%	9%
Hispanic or Latino	36	97%	64%	3%	36	89%	47%	8%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	18%	8	100%	100%	0%
White	203	100%	92%	4%	220	99%	90%	14%
Multiracial								
Small Group Totals								
General-Education Students	230	100%	93%	5%	250	100%	90%	14%
Students with Disabilities	40	98%	50%	0%	36	81%	25%	3%
English Proficient	266	-	-	-	282	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	38	97%	61%	0%	34	88%	32%	6%
Not Disadvantaged	232	100%	91%	5%	252	98%	89%	13%
Migrant								
Not Migrant	270	99%	87%	4%	286	97%	82%	13%

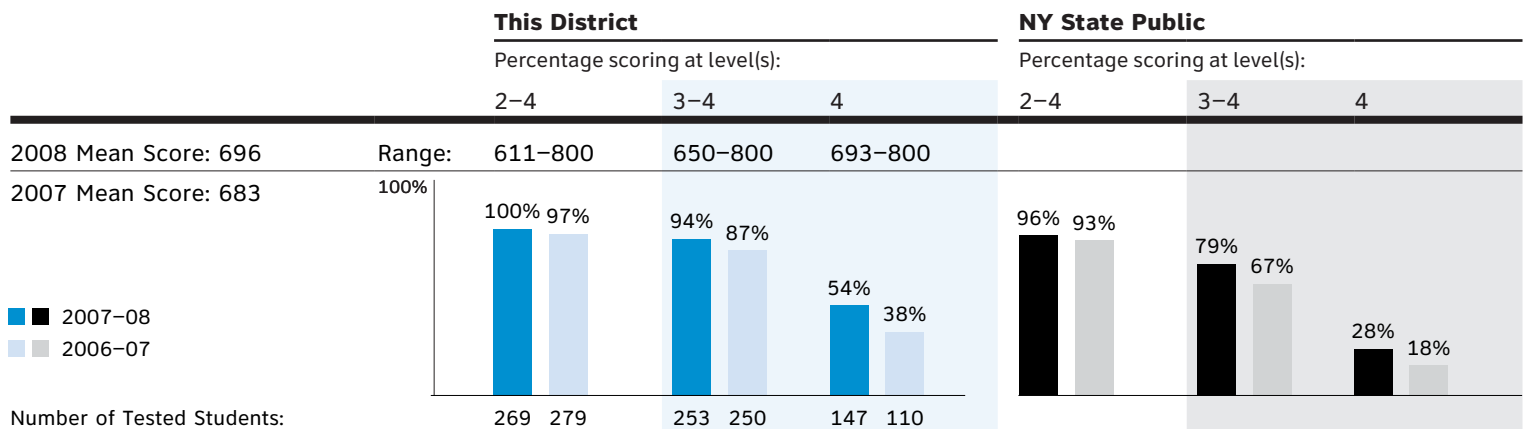
### NOTES

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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	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	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 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
<b>All Students</b>	<b>270</b>	<b>100%</b>	<b>94%</b>	<b>54%</b>	<b>289</b>	<b>97%</b>	<b>87%</b>	<b>38%</b>
Female	120	100%	93%	54%	144	96%	88%	40%
Male	150	99%	94%	55%	145	97%	86%	37%
American Indian or Alaska Native								
Black or African American	22	100%	73%	14%	22	91%	55%	9%
Hispanic or Latino	36	100%	83%	28%	38	89%	68%	18%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	60%	8	100%	100%	75%
White	202	100%	98%	63%	221	98%	92%	43%
Multiracial								
Small Group Totals								
General-Education Students	230	100%	98%	63%	253	99%	93%	43%
Students with Disabilities	40	98%	70%	8%	36	78%	39%	6%
English Proficient	266	-	-	-	283	98%	88%	39%
Limited English Proficient	4	-	-	-	6	50%	17%	0%
Economically Disadvantaged	40	100%	68%	23%	33	88%	48%	6%
Not Disadvantaged	230	100%	98%	60%	256	98%	91%	42%
Migrant								
Not Migrant	270	100%	94%	54%	289	97%	87%	38%

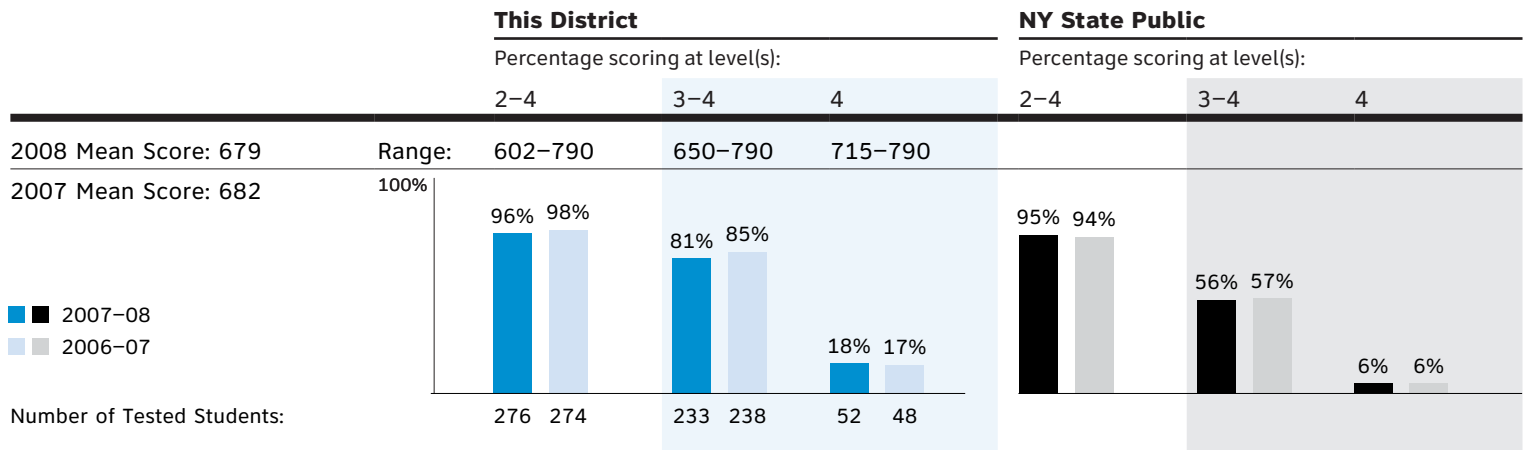
### NOTES

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## Other Assessments

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	0				1	–	–	–

## 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
<b>All Students</b>	<b>288</b>	<b>96%</b>	<b>81%</b>	<b>18%</b>	<b>280</b>	<b>98%</b>	<b>85%</b>	<b>17%</b>
Female	142	97%	85%	22%	124	100%	85%	19%
Male	146	95%	77%	14%	156	96%	85%	15%
American Indian or Alaska Native								
Black or African American	22	86%	45%	5%	22	100%	50%	9%
Hispanic or Latino	36	86%	47%	11%	24	83%	67%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	13%	7	100%	71%	0%
White	222	98%	89%	21%	227	99%	91%	20%
Multiracial								
Small Group Totals								
General-Education Students	250	99%	89%	21%	241	100%	92%	20%
Students with Disabilities	38	74%	26%	0%	39	87%	44%	3%
English Proficient	285	-	-	-	277	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	36	78%	25%	3%	22	86%	41%	5%
Not Disadvantaged	252	98%	89%	20%	258	99%	89%	18%
Migrant								
Not Migrant	288	96%	81%	18%	280	98%	85%	17%

#### NOTES

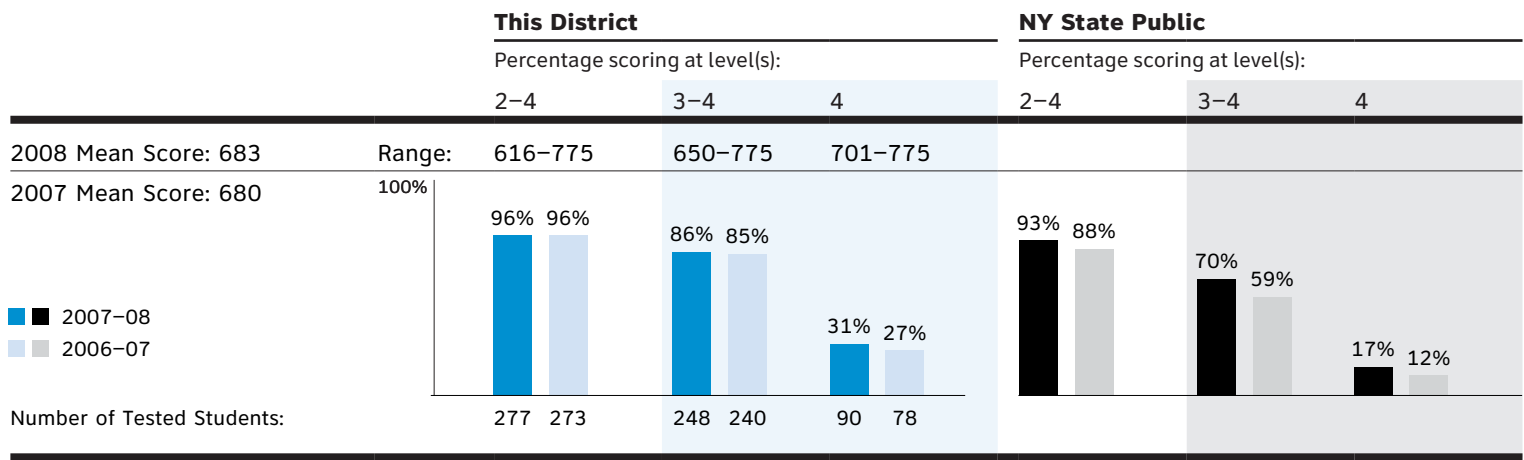
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### Other Assessments

	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	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	N/A	N/A	N/A	1	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
<b>All Students</b>	<b>290</b>	<b>96%</b>	<b>86%</b>	<b>31%</b>	<b>284</b>	<b>96%</b>	<b>85%</b>	<b>27%</b>
Female	143	96%	87%	33%	126	98%	90%	28%
Male	147	95%	84%	29%	158	94%	80%	27%
American Indian or Alaska Native								
Black or African American	23	78%	39%	13%	22	77%	45%	5%
Hispanic or Latino	37	89%	65%	16%	25	88%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%	7	100%	86%	29%
White	222	98%	93%	34%	230	99%	92%	33%
Multiracial								
Small Group Totals								
General-Education Students	252	99%	93%	35%	244	98%	91%	32%
Students with Disabilities	38	74%	37%	3%	40	88%	45%	0%
English Proficient	286	-	-	-	280	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	38	76%	42%	11%	24	79%	33%	4%
Not Disadvantaged	252	98%	92%	34%	260	98%	89%	30%
Migrant								
Not Migrant	290	96%	86%	31%	284	96%	85%	27%

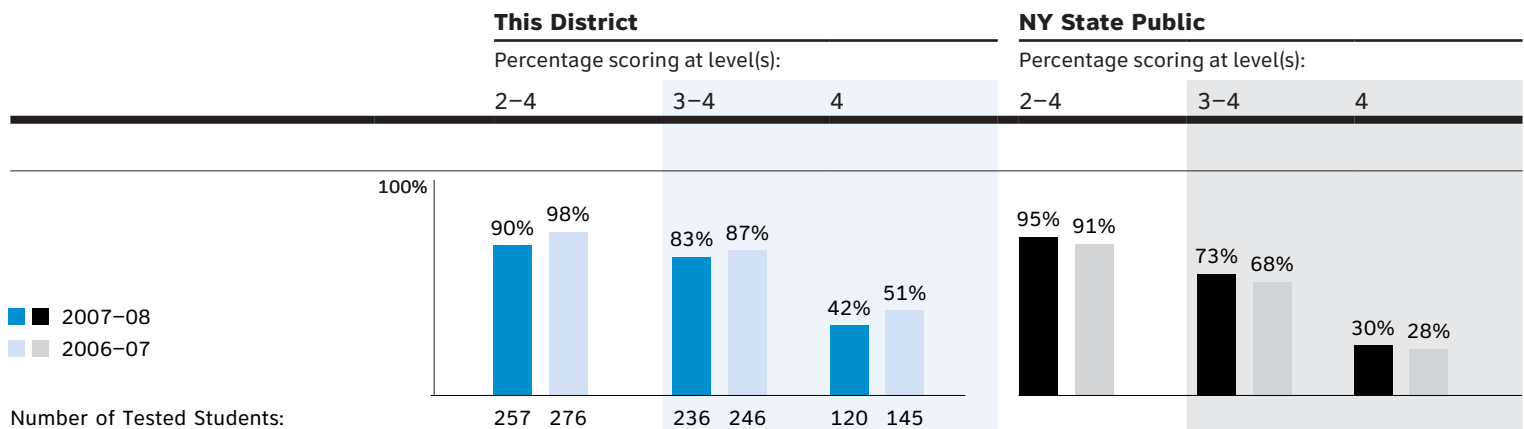
### NOTES

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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	1	-	-	-	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
<b>All Students</b>	<b>7</b>	<b>71%</b>	<b>29%</b>	<b>0%</b>	<b>282</b>	<b>98%</b>	<b>87%</b>	<b>51%</b>
Female	1	—	—	—	124	98%	89%	52%
Male	6	—	—	—	158	97%	86%	51%
American Indian or Alaska Native								
Black or African American	1	—	—	—	22	100%	50%	18%
Hispanic or Latino	2	—	—	—	24	79%	54%	13%
Asian or Native Hawaiian/Other Pacific Islander					7	100%	86%	43%
White	4	—	—	—	229	100%	94%	59%
Multiracial								
Small Group Totals	7	71%	29%	0%				
General-Education Students	2	—	—	—	242	99%	91%	57%
Students with Disabilities	5	—	—	—	40	90%	65%	15%
English Proficient	6	—	—	—	278	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	2	—	—	—	23	83%	35%	9%
Not Disadvantaged	5	—	—	—	259	99%	92%	55%
Migrant								
Not Migrant	7	71%	29%	0%	282	98%	87%	51%

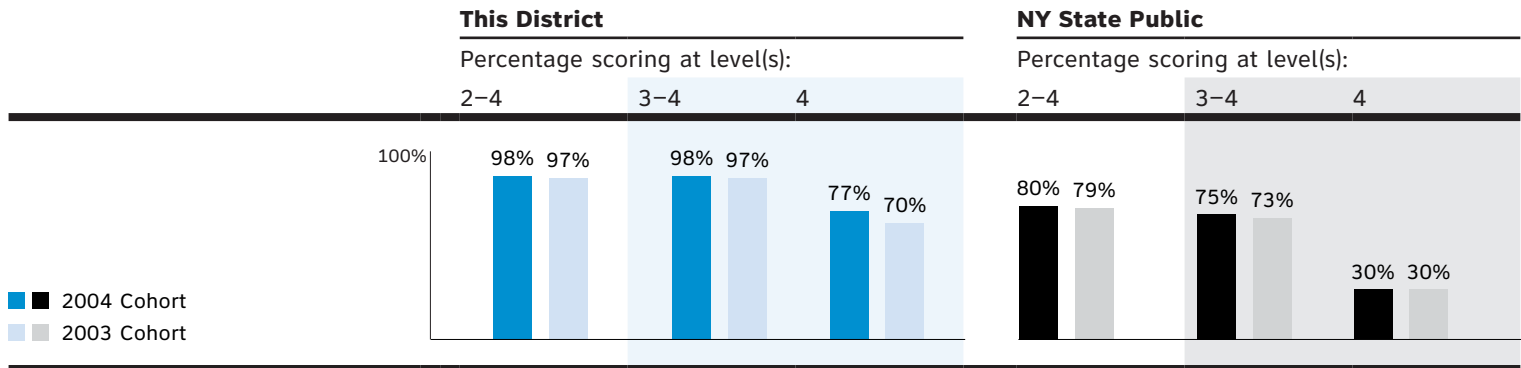
### NOTES

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## 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	1	—	—	—	1	—	—	—
Regents Science	278	252	234	120	0			

## 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	297	98%	98%	77%	312	97%	97%	70%
Female	146	99%	99%	77%	147	98%	98%	78%
Male	151	97%	97%	77%	165	97%	96%	63%
American Indian or Alaska Native					1	–	–	–
Black or African American	20	100%	100%	55%	29	93%	93%	10%
Hispanic or Latino	36	92%	89%	50%	31	90%	87%	35%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	56%	9	–	–	–
White	232	99%	99%	84%	242	99%	99%	81%
Multiracial								
Small Group Totals					10	100%	100%	70%
General-Education Students	261	100%	99%	84%	274	99%	99%	78%
Students with Disabilities	36	89%	89%	25%	38	84%	82%	11%
English Proficient	292	99%	99%	78%	310	–	–	–
Limited English Proficient	5	80%	60%	20%	2	–	–	–
Economically Disadvantaged	28	100%	100%	64%	27	81%	81%	22%
Not Disadvantaged	269	98%	98%	78%	285	99%	99%	74%
Migrant								
Not Migrant	297	98%	98%	77%				

### NOTES

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## Other Assessments

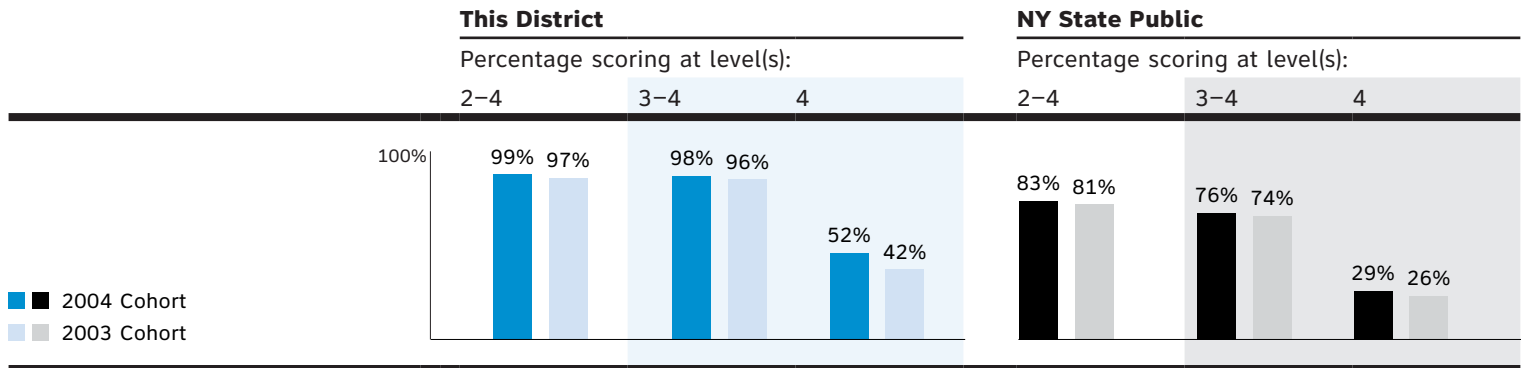
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

\* 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
<b>All Students</b>	<b>297</b>	<b>99%</b>	<b>98%</b>	<b>52%</b>	<b>312</b>	<b>97%</b>	<b>96%</b>	<b>42%</b>
Female	146	100%	99%	49%	147	98%	98%	44%
Male	151	98%	97%	54%	165	96%	95%	41%
American Indian or Alaska Native					1	—	—	—
Black or African American	20	100%	95%	5%	29	93%	93%	10%
Hispanic or Latino	36	94%	94%	31%	31	87%	87%	13%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	56%	9	—	—	—
White	232	100%	99%	59%	242	99%	98%	50%
Multiracial								
Small Group Totals					10	100%	100%	50%
General-Education Students	261	100%	100%	58%	274	99%	99%	48%
Students with Disabilities	36	92%	86%	8%	38	82%	82%	0%
English Proficient	292	99%	98%	52%	310	—	—	—
Limited English Proficient	5	80%	80%	20%	2	—	—	—
Economically Disadvantaged	28	100%	96%	18%	27	81%	81%	0%
Not Disadvantaged	269	99%	98%	55%	285	99%	98%	46%
Migrant								
Not Migrant	297	99%	98%	52%				

### 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.