



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **FARMINGDALE UNION FREE SCHOOL  
DISTRICT**

District ID **28-05-22-03-0000**

Superintendent **JOHN LORENTZ**

Telephone **(516) 752-6510**

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	445	422	438
Grade 1	469	443	417
Grade 2	458	469	441
Grade 3	476	451	470
Grade 4	491	481	457
Grade 5	540	474	483
Grade 6	461	529	458
Ungraded Elementary	50	48	53
Grade 7	524	447	532
Grade 8	526	531	453
Grade 9	489	522	542
Grade 10	493	503	503
Grade 11	471	466	490
Grade 12	444	476	458
Ungraded Secondary	30	23	19
<b>Total K-12</b>	<b>6367</b>	<b>6285</b>	<b>6214</b>

### Average Class Size

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

### 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 **FARMINGDALE UNION FREE SCHOOL DISTRICT**District ID **28-05-22-03-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	597	9%	499	8%	553	9%
Reduced-Price Lunch	228	4%	245	4%	207	3%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	192	3%	191	3%	165	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	11	0%	10	0%
Black or African American	378	6%	353	6%	357	6%
Hispanic or Latino	709	11%	743	12%	744	12%
Asian or Native Hawaiian/Other Pacific Islander	251	4%	239	4%	251	4%
White	5026	79%	4931	78%	4832	78%
Multiracial**	N/A	N/A	8	0%	20	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	95%		95%		95%	
Student Suspensions	158	2%	226	4%	155	2%

## 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>	536	488	523
Percent with No Valid Teaching Certificate	1%	0%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	6%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	64%	65%
<b>Total Number of Core Classes</b>	2100	1490	1626
Percent Not Taught by Highly Qualified Teachers	1%	1%	1%
<b>Total Number of Classes</b>	1933	1882	1975
Percent Taught by Teachers Without Appropriate Certification	2%	1%	2%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	23%	23%
Turnover Rate of All Teachers	13%	11%	11%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	69	67	72
Total Paraprofessionals*	150	139	158
Assistant Principals	8	8	8
Principals	6	6	6

\* 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:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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

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

### 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](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>	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✗ 5 of 6	✓ 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                               | State  |
|---------------------------------------|--|
| Good Standing                         | Good Standing                                |
| Improvement (Year 1)                  | Requiring Academic Progress (Year 1)         |
| Improvement (Year 2)                  | Requiring Academic Progress (Year 2)         |
| Improvement (Year 3)                  | Requiring Academic Progress (Year 3)         |
| Improvement (Year 4)                  | Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above)          | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Good Standing

### Accountability Measures

6 of 8

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 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> (2925:2873)	✓	✓	99%	✓	178	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (170:160)	✓	✓	99%	✓	156	125	
Hispanic or Latino (334:318)	✓	✓	98%	✓	156	127	
Asian or Native Hawaiian/Other Pacific Islander (131:129)	✓	✓	99%	✓	187	124	
White (2289:2265)	✓	✓	99%	✓	182	131	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (404:394)	✗	✓	99%	✗	117	127	124      125
Limited English Proficient <sup>5</sup> (102:85)	✗	✗	94%	✓	129	122	
Economically Disadvantaged (430:404)	✓	✓	98%	✓	156	128	
<b>Final AYP Determination</b>	✗ 6 of 8						

#### 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

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) <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> (2923:2862)	✓	✓	99%	✓	188	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (169:162)	✓	✓	99%	✓	163	94	
Hispanic or Latino (337:318)	✓	✓	98%	✓	173	96	
Asian or Native Hawaiian/Other Pacific Islander (129:127)	✓	✓	100%	✓	196	93	
White (2287:2254)	✓	✓	99%	✓	191	100	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (406:391)	✓	✓	98%	✓	136	96	
Limited English Proficient <sup>5</sup> (57:90)	✓	✓	98%	✓	157	92	
Economically Disadvantaged (432:401)	✓	✓	97%	✓	168	97	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### 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> (938:920)		Qualified		99%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (57:51)		Qualified		96%		161	100	
Hispanic or Latino (118:110)		Qualified		98%		175	100	
Asian or Native Hawaiian/Other Pacific Islander (38:37)		Qualified	—	—		200	100	
White (725:722)		Qualified		100%		191	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (147:144)		Qualified		99%		149	100	
Limited English Proficient <sup>4</sup> (17:17)		—	—	—	—	—	—	—
Economically Disadvantaged (160:148)		Qualified		99%		173	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

6 of 6

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> (487:470)	✓	✓	99%	✓	183	160	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (35:35)	✓	—	—	✓	149	149	
Hispanic or Latino (56:45)	✓	✓	95%	✓	158	151	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	—	—	—	—	—	—	—
White (384:378)	✓	✓	100%	✓	188	159	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (61:65)	✓	✓	98%	✓	158	153	
Limited English Proficient <sup>4</sup> (10:12)	—	—	—	—	—	—	—
Economically Disadvantaged (48:50)	✓	✓	100%	✓	156	152	
<b>Final AYP Determination</b>	✓ 6 of 6						

#### 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

5 of 6

Student groups making AYP in mathematics



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 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> (487:470)	✓	✓	99%	✓	187	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (35:35)	✓	—	—	✓	149	143	
Hispanic or Latino (56:45)	✓	✓	98%	✓	176	145	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	—	—	—	—	—	—	—
White (384:378)	✓	✓	99%	✓	192	153	
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (61:65)	✗	✓	98%	✗	145	147	147      151
Limited English Proficient <sup>4</sup> (10:12)	—	—	—	—	—	—	—
Economically Disadvantaged (48:50)	✓	✓	100%	✓	174	146	
<b>Final AYP Determination</b>	✗ 5 of 6						

#### 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> (502)			89%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (30)			77%	55%		
Hispanic or Latino (61)			77%	55%		
Asian or Native Hawaiian/Other Pacific Islander (17)		–	–	–		
White (394)			92%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (60)			73%	55%		
Limited English Proficient <sup>3</sup> (16)		–	–	–		
Economically Disadvantaged (63)			75%	55%		
<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 **FARMINGDALE UNION FREE SCHOOL DISTRICT**

District ID **28-05-22-03-0000**

## 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 33% of total

NORTHSIDE ELEMENTARY SCHOOL

WOODWARD PARKWAY ELEMENTARY SCHOOL

#### Improvement (Year 1)

1 school identified 17% of total

SALTZMAN EAST MEMORIAL ELEMENTARY SCHOOL

### New York State Status

#### Good Standing

3 schools identified 50% of total

ALBANY AVENUE ELEMENTARY SCHOOL

FARMINGDALE SENIOR HIGH SCHOOL







HOWITT SCHOOL









District **FARMINGDALE UNION FREE SCHOOL DISTRICT**District ID **28-05-22-03-0000**

## 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	80%			477
Grade 4	81%			469
Grade 5	87%			488
Grade 6	80%			455
Grade 7	85%			526
Grade 8	68%			454

### Mathematics

Grade 3	95%		476
Grade 4	90%		466
Grade 5	92%		491
Grade 6	89%		456
Grade 7	93%		522
Grade 8	82%		452

### Science

Grade 4	91%		467
Grade 8	82%		297

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	85%			484
Mathematics	89%			484

## 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).

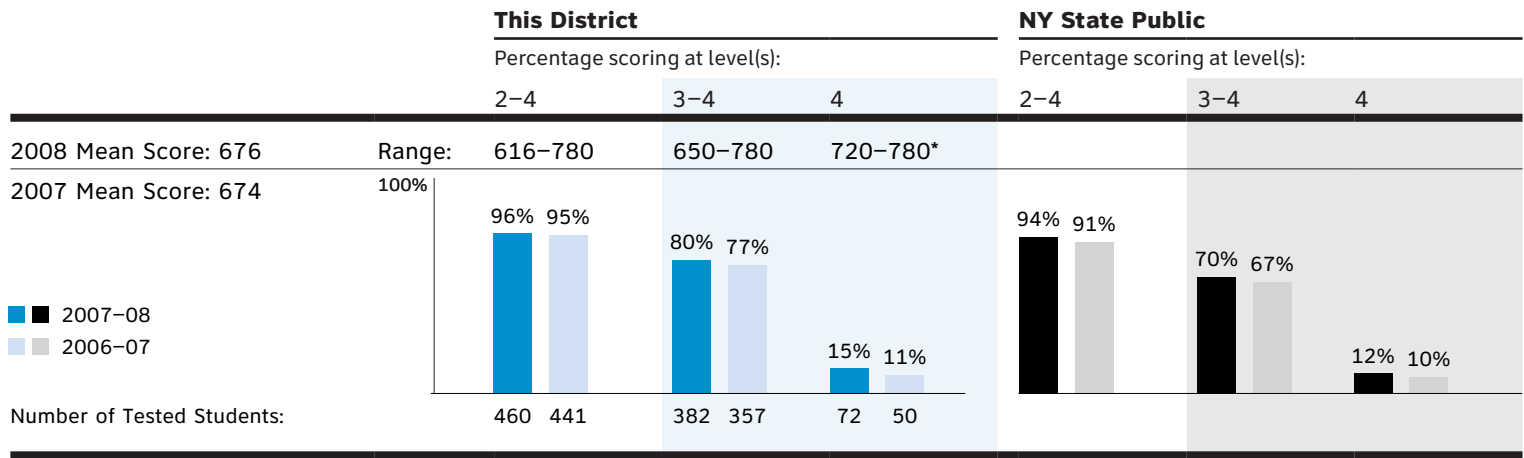
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### Average Need Districts

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

## This District's Results in Grade 3 English Language Arts



Results by Student Group	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>477</b>	<b>96%</b>	<b>80%</b>	<b>15%</b>	<b>463</b>	<b>95%</b>	<b>77%</b>	<b>11%</b>
Female	232	98%	86%	16%	230	95%	82%	12%
Male	245	95%	75%	14%	233	95%	72%	9%
American Indian or Alaska Native								
Black or African American	22	95%	59%	9%	17	76%	47%	0%
Hispanic or Latino	57	95%	58%	11%	61	90%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	18%	18	100%	83%	6%
White	376	97%	84%	16%	367	97%	81%	13%
Multiracial								
Small Group Totals								
General-Education Students	432	100%	86%	17%	413	98%	83%	12%
Students with Disabilities	45	67%	20%	0%	50	74%	30%	4%
English Proficient	464	97%	81%	16%	450	97%	79%	11%
Limited English Proficient	13	92%	46%	0%	13	46%	0%	0%
Economically Disadvantaged	64	95%	61%	8%	72	85%	57%	1%
Not Disadvantaged	413	97%	83%	16%	391	97%	81%	13%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	476	—	—	—	462	—	—	—

### 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.

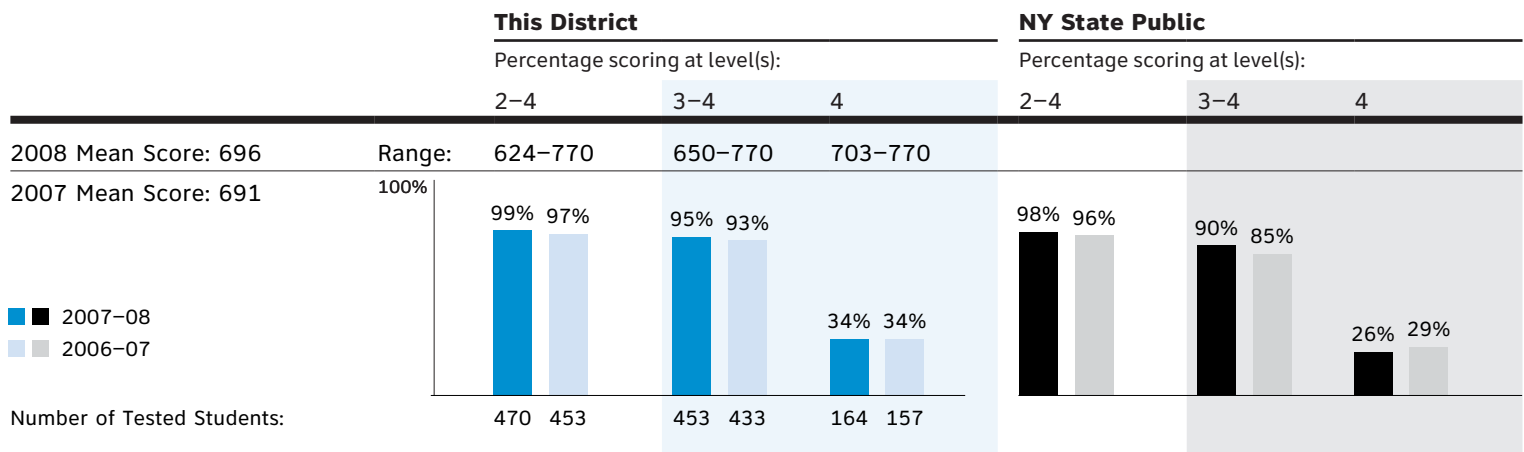
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

## 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	—	—	—	7	7	6	3
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	0	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 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>476</b>	<b>99%</b>	<b>95%</b>	<b>34%</b>	<b>466</b>	<b>97%</b>	<b>93%</b>	<b>34%</b>
Female	231	99%	97%	38%	232	96%	91%	34%
Male	245	99%	94%	31%	234	98%	94%	33%
American Indian or Alaska Native								
Black or African American	22	100%	95%	23%	17	88%	65%	0%
Hispanic or Latino	57	98%	88%	23%	62	97%	87%	19%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	52%	19	100%	100%	58%
White	376	99%	96%	36%	368	98%	95%	36%
Multiracial								
Small Group Totals								
General-Education Students	431	100%	98%	38%	417	99%	95%	35%
Students with Disabilities	45	89%	67%	4%	49	82%	71%	18%
English Proficient	462	99%	95%	35%	452	98%	94%	35%
Limited English Proficient	14	100%	86%	0%	14	71%	43%	0%
Economically Disadvantaged	63	98%	87%	17%	75	96%	81%	19%
Not Disadvantaged	413	99%	96%	37%	391	97%	95%	37%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	475	-	-	-	465	-	-	-

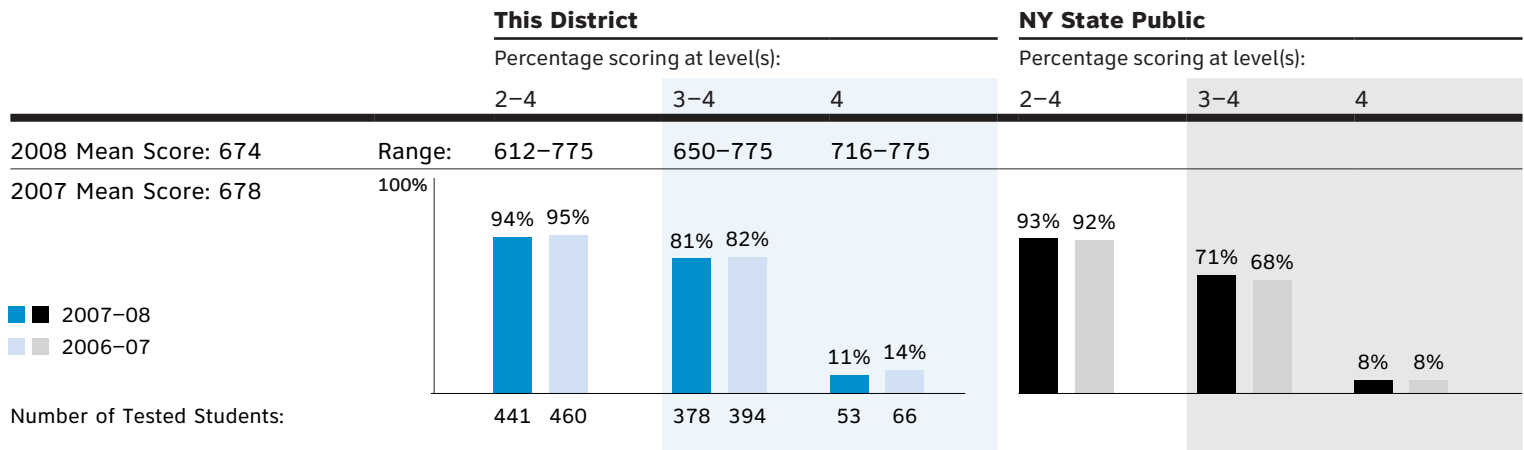
### NOTES

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	-	-	-	7	7	6	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
<b>All Students</b>	<b>469</b>	<b>94%</b>	<b>81%</b>	<b>11%</b>	<b>482</b>	<b>95%</b>	<b>82%</b>	<b>14%</b>
Female	236	95%	84%	17%	223	98%	87%	16%
Male	233	93%	77%	6%	259	93%	77%	12%
American Indian or Alaska Native								
Black or African American	22	91%	45%	5%	29	86%	76%	7%
Hispanic or Latino	68	84%	65%	4%	46	89%	67%	4%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	21%	23	96%	78%	13%
White	360	96%	85%	13%	384	97%	84%	15%
Multiracial								
Small Group Totals								
General-Education Students	409	98%	89%	13%	419	99%	89%	16%
Students with Disabilities	60	65%	27%	2%	63	75%	33%	0%
English Proficient	456	96%	82%	12%	473	96%	83%	14%
Limited English Proficient	13	38%	15%	0%	9	56%	11%	0%
Economically Disadvantaged	82	84%	60%	2%	60	85%	65%	3%
Not Disadvantaged	387	96%	85%	13%	422	97%	84%	15%
Migrant								
Not Migrant	469	94%	81%	11%	482	95%	82%	14%

#### NOTES

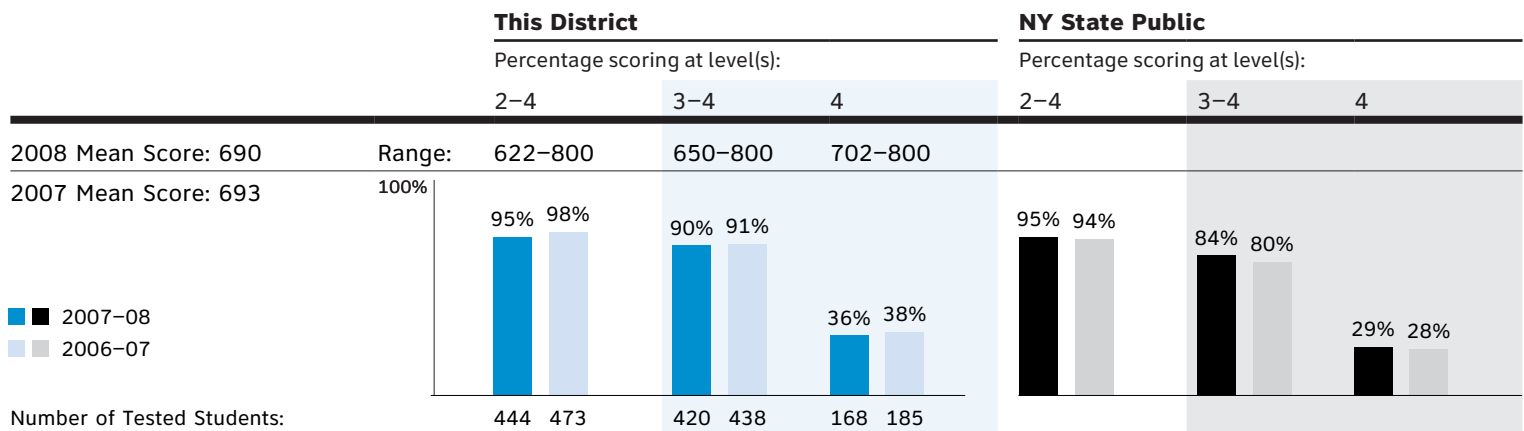
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### Other Assessments

	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	8	8	8	2	6	6	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	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 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>466</b>	<b>95%</b>	<b>90%</b>	<b>36%</b>	<b>483</b>	<b>98%</b>	<b>91%</b>	<b>38%</b>
Female	234	94%	90%	36%	223	99%	93%	33%
Male	232	97%	90%	36%	260	97%	89%	43%
American Indian or Alaska Native								
Black or African American	22	77%	68%	9%	29	90%	66%	17%
Hispanic or Latino	66	91%	79%	21%	46	100%	85%	15%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	95%	63%	23	100%	96%	43%
White	359	97%	93%	39%	385	98%	93%	42%
Multiracial								
Small Group Totals								
General-Education Students	405	99%	96%	40%	420	99%	95%	42%
Students with Disabilities	61	72%	51%	7%	63	89%	59%	14%
English Proficient	453	96%	92%	37%	473	98%	91%	39%
Limited English Proficient	13	62%	38%	0%	10	90%	60%	10%
Economically Disadvantaged	82	89%	74%	23%	61	97%	80%	16%
Not Disadvantaged	384	97%	93%	39%	422	98%	92%	41%
Migrant								
Not Migrant	466	95%	90%	36%	483	98%	91%	38%

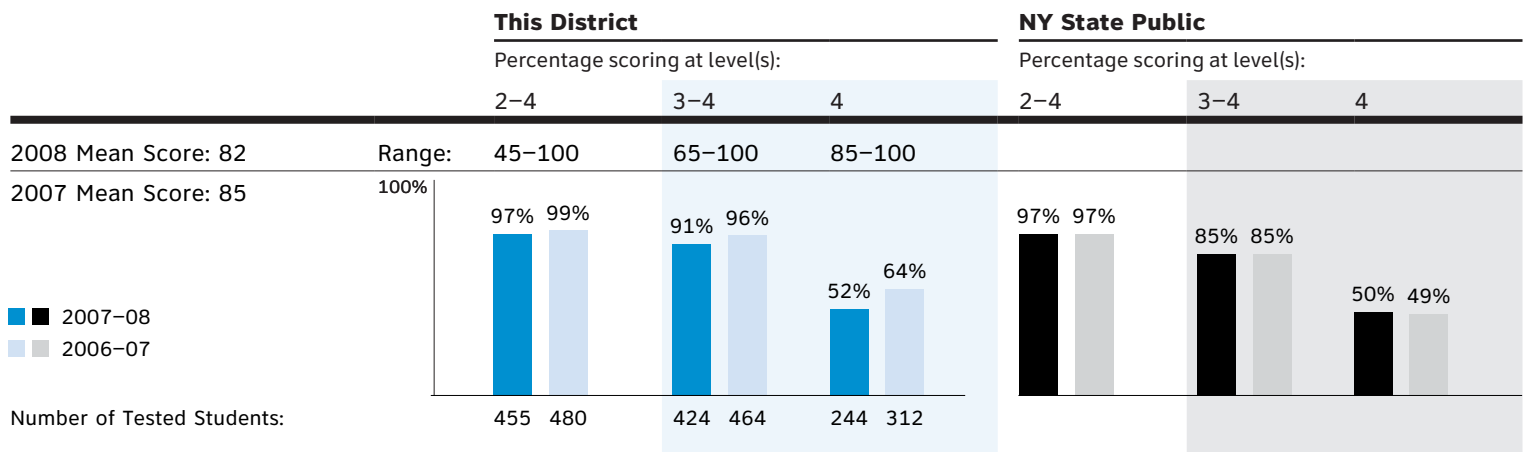
#### NOTES

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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	8	8	6	1	6	6	5	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>467</b>	<b>97%</b>	<b>91%</b>	<b>52%</b>	<b>484</b>	<b>99%</b>	<b>96%</b>	<b>64%</b>
Female	234	97%	90%	54%	223	100%	97%	64%
Male	233	97%	92%	51%	261	98%	95%	65%
American Indian or Alaska Native								
Black or African American	22	95%	68%	23%	29	97%	90%	48%
Hispanic or Latino	66	92%	83%	38%	47	98%	83%	47%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	100%	47%	23	100%	100%	70%
White	360	98%	93%	57%	385	99%	98%	68%
Multiracial								
Small Group Totals								
General-Education Students	406	99%	95%	57%	421	100%	97%	69%
Students with Disabilities	61	85%	64%	23%	63	95%	86%	35%
English Proficient	454	98%	92%	53%	474	99%	97%	66%
Limited English Proficient	13	77%	46%	15%	10	100%	40%	0%
Economically Disadvantaged	82	94%	79%	39%	62	98%	87%	40%
Not Disadvantaged	385	98%	93%	55%	422	99%	97%	68%
Migrant								
Not Migrant	467	97%	91%	52%	484	99%	96%	64%

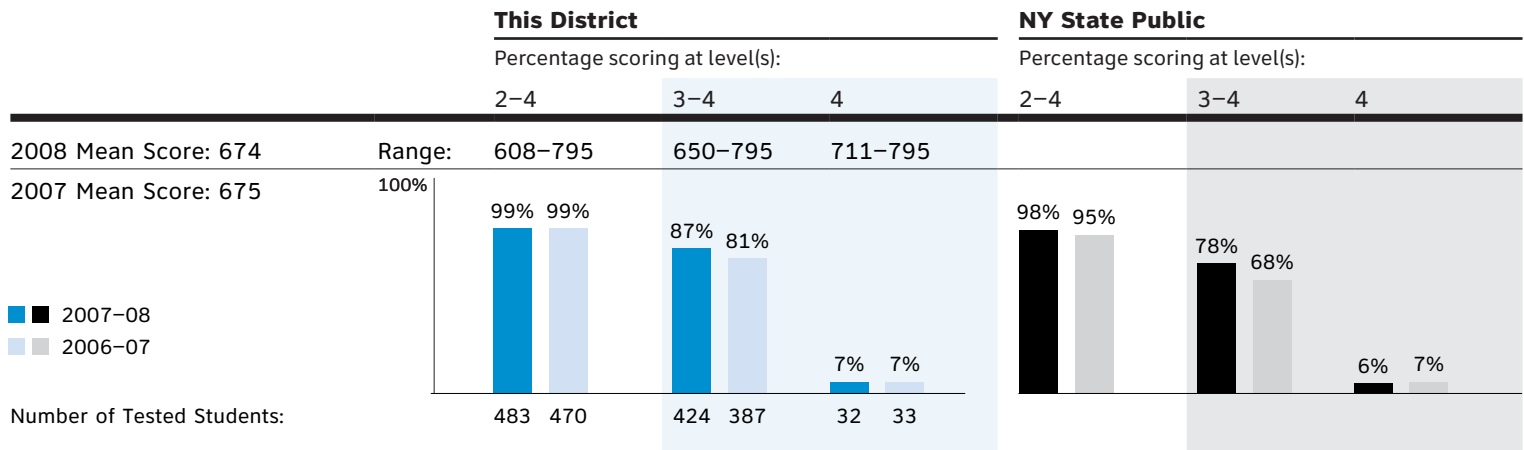
#### NOTES

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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	8	8	8	6	6	6	5	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
<b>All Students</b>	<b>488</b>	<b>99%</b>	<b>87%</b>	<b>7%</b>	<b>477</b>	<b>99%</b>	<b>81%</b>	<b>7%</b>
Female	223	100%	87%	6%	236	99%	84%	8%
Male	265	98%	87%	7%	241	98%	78%	6%
American Indian or Alaska Native					1	—	—	—
Black or African American	34	97%	76%	0%	23	96%	57%	9%
Hispanic or Latino	45	100%	80%	2%	50	94%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	88%	0%	17	—	—	—
White	385	99%	89%	8%	386	99%	87%	7%
Multiracial								
Small Group Totals					18	100%	72%	6%
General-Education Students	419	100%	94%	8%	424	100%	87%	8%
Students with Disabilities	69	94%	46%	0%	53	91%	36%	0%
English Proficient	481	99%	88%	7%	473	—	—	—
Limited English Proficient	7	86%	29%	0%	4	—	—	—
Economically Disadvantaged	61	98%	75%	2%	73	95%	66%	0%
Not Disadvantaged	427	99%	89%	7%	404	99%	84%	8%
Migrant								
Not Migrant	488	99%	87%	7%	477	99%	81%	7%

#### NOTES

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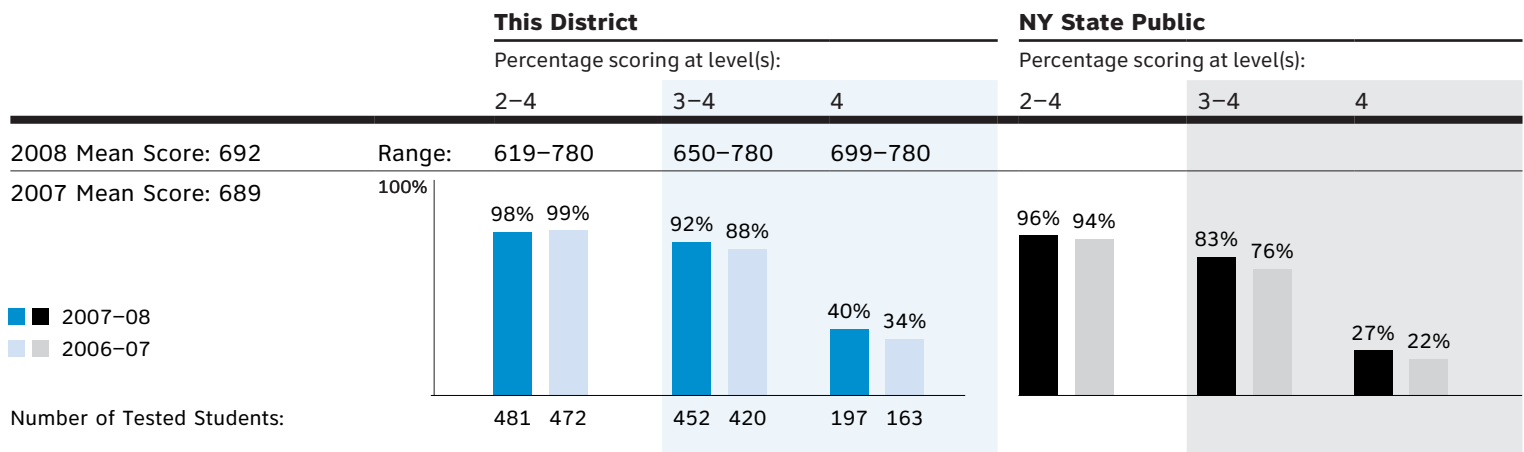
### Other Assessments

	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	7	6	5	0	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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 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>491</b>	<b>98%</b>	<b>92%</b>	<b>40%</b>	<b>477</b>	<b>99%</b>	<b>88%</b>	<b>34%</b>
Female	223	100%	95%	37%	237	99%	86%	27%
Male	268	96%	90%	43%	240	99%	90%	41%
American Indian or Alaska Native					1	-	-	-
Black or African American	34	91%	68%	21%	23	91%	61%	13%
Hispanic or Latino	48	98%	90%	23%	52	96%	65%	17%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	100%	46%	17	-	-	-
White	385	98%	94%	44%	384	100%	92%	37%
Multiracial								
Small Group Totals					18	100%	94%	50%
General-Education Students	422	99%	96%	44%	424	100%	91%	38%
Students with Disabilities	69	90%	65%	14%	53	94%	62%	8%
English Proficient	480	98%	93%	41%	471	99%	89%	34%
Limited English Proficient	11	91%	55%	0%	6	83%	50%	17%
Economically Disadvantaged	62	95%	82%	24%	76	95%	68%	17%
Not Disadvantaged	429	98%	93%	42%	401	100%	92%	37%
Migrant								
Not Migrant	491	98%	92%	40%	477	99%	88%	34%

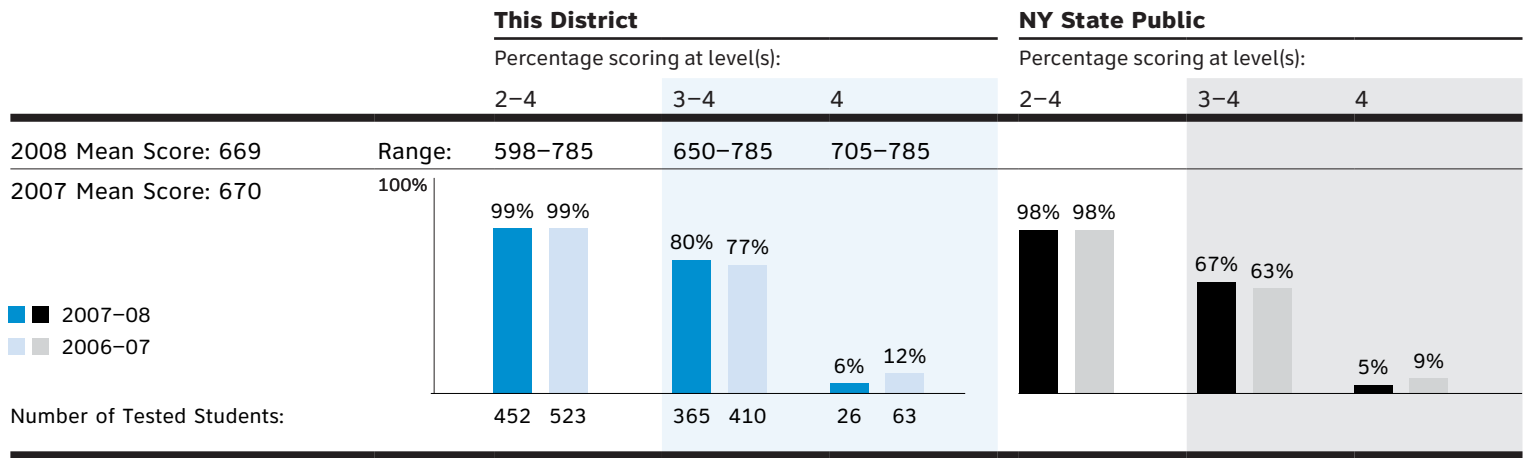
### NOTES

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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	7	7	5	1	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
<b>All Students</b>	<b>455</b>	<b>99%</b>	<b>80%</b>	<b>6%</b>	<b>530</b>	<b>99%</b>	<b>77%</b>	<b>12%</b>
Female	218	100%	82%	7%	251	99%	81%	16%
Male	237	99%	78%	5%	279	98%	74%	8%
American Indian or Alaska Native	1	—	—	—				
Black or African American	23	100%	61%	0%	32	94%	56%	16%
Hispanic or Latino	51	100%	55%	0%	52	100%	65%	10%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	26	96%	77%	23%
White	362	99%	85%	6%	420	99%	80%	11%
Multiracial								
Small Group Totals	19	100%	74%	16%				
General-Education Students	400	100%	89%	7%	462	100%	84%	14%
Students with Disabilities	55	95%	20%	0%	68	90%	32%	0%
English Proficient	447	99%	81%	6%	528	—	—	—
Limited English Proficient	8	100%	25%	0%	2	—	—	—
Economically Disadvantaged	76	99%	62%	1%	68	99%	54%	7%
Not Disadvantaged	379	99%	84%	7%	462	99%	81%	13%
Migrant					2	—	—	—
Not Migrant	455	99%	80%	6%	528	—	—	—

#### NOTES

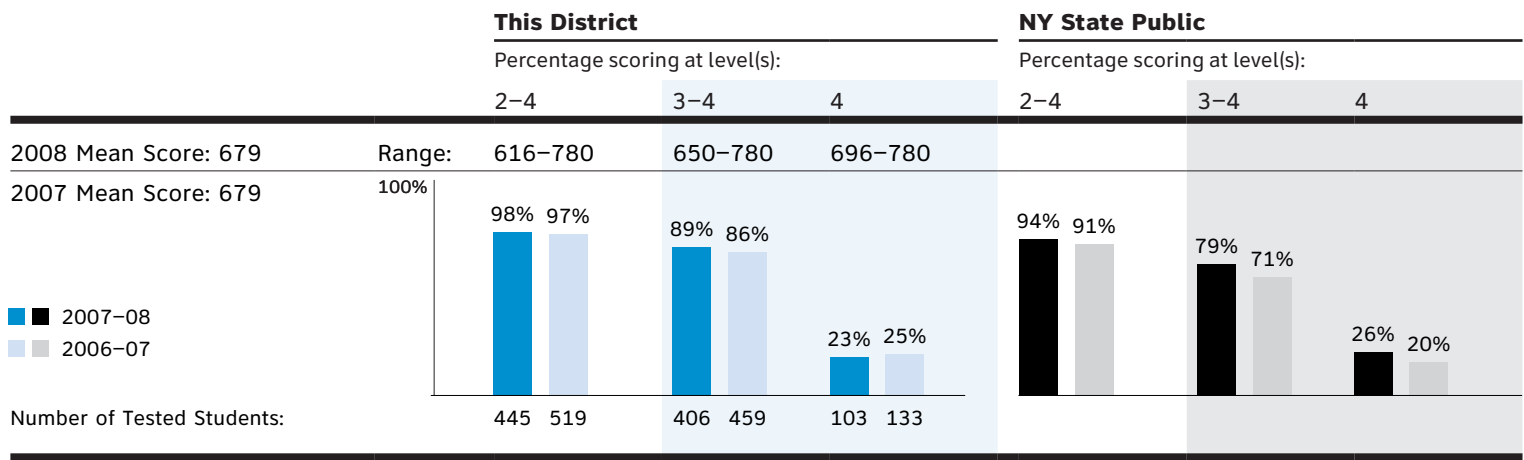
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### Other Assessments

	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	4	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6 Mathematics



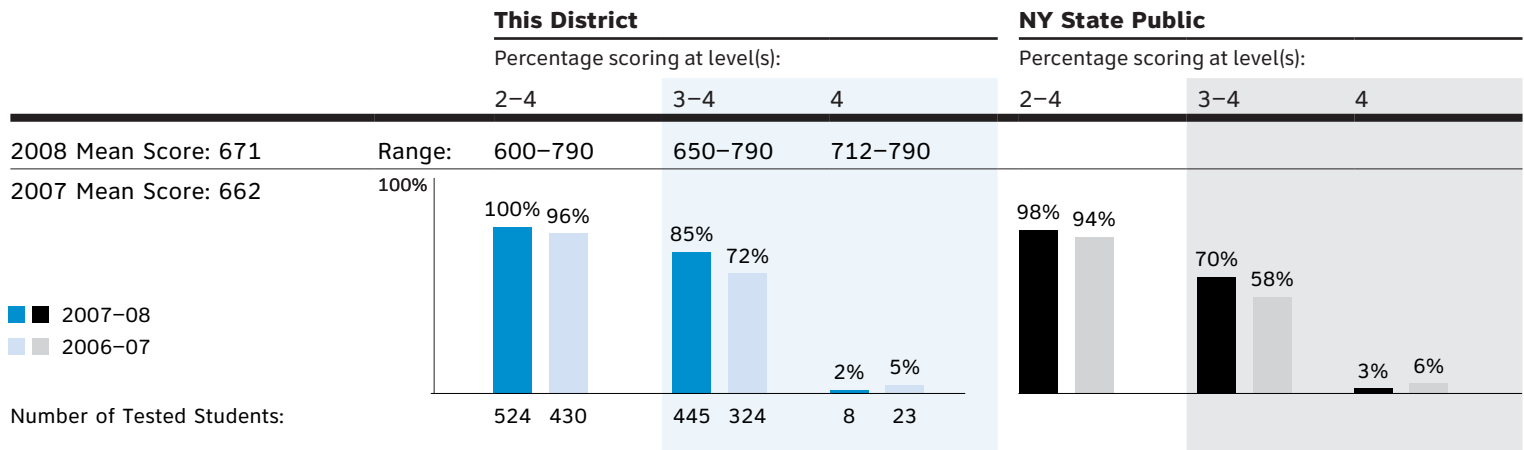
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>456</b>	<b>98%</b>	<b>89%</b>	<b>23%</b>	<b>533</b>	<b>97%</b>	<b>86%</b>	<b>25%</b>
Female	220	98%	90%	19%	254	98%	86%	26%
Male	236	97%	88%	26%	279	97%	86%	24%
American Indian or Alaska Native	1	—	—	—				
Black or African American	23	87%	74%	4%	32	94%	75%	16%
Hispanic or Latino	52	90%	69%	6%	53	94%	70%	9%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	26	96%	81%	38%
White	363	99%	92%	25%	422	98%	89%	27%
Multiracial								
Small Group Totals	18	100%	100%	50%				
General-Education Students	403	100%	95%	26%	466	99%	91%	28%
Students with Disabilities	53	79%	43%	0%	67	87%	52%	4%
English Proficient	447	98%	89%	23%	529	—	—	—
Limited English Proficient	9	89%	78%	0%	4	—	—	—
Economically Disadvantaged	75	95%	76%	13%	70	94%	71%	10%
Not Disadvantaged	381	98%	92%	24%	463	98%	88%	27%
Migrant					2	—	—	—
Not Migrant	456	98%	89%	23%	531	—	—	—

### 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	4	—	—	—	3	—	—	—

## 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>526</b>	<b>100%</b>	<b>85%</b>	<b>2%</b>	<b>449</b>	<b>96%</b>	<b>72%</b>	<b>5%</b>
Female	249	100%	89%	1%	221	97%	81%	6%
Male	277	100%	81%	2%	228	94%	64%	4%
American Indian or Alaska Native					1	—	—	—
Black or African American	31	100%	84%	0%	31	87%	39%	0%
Hispanic or Latino	53	100%	62%	0%	48	85%	52%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	89%	4%	18	—	—	—
White	415	100%	87%	2%	351	98%	78%	6%
Multiracial								
Small Group Totals					19	100%	74%	5%
General-Education Students	459	100%	90%	2%	378	99%	82%	6%
Students with Disabilities	67	97%	49%	0%	71	76%	20%	0%
English Proficient	523	—	—	—	444	96%	73%	5%
Limited English Proficient	3	—	—	—	5	40%	0%	0%
Economically Disadvantaged	64	100%	75%	0%	74	82%	38%	1%
Not Disadvantaged	462	100%	86%	2%	375	98%	79%	6%
Migrant								
Not Migrant	526	100%	85%	2%	449	96%	72%	5%

#### NOTES

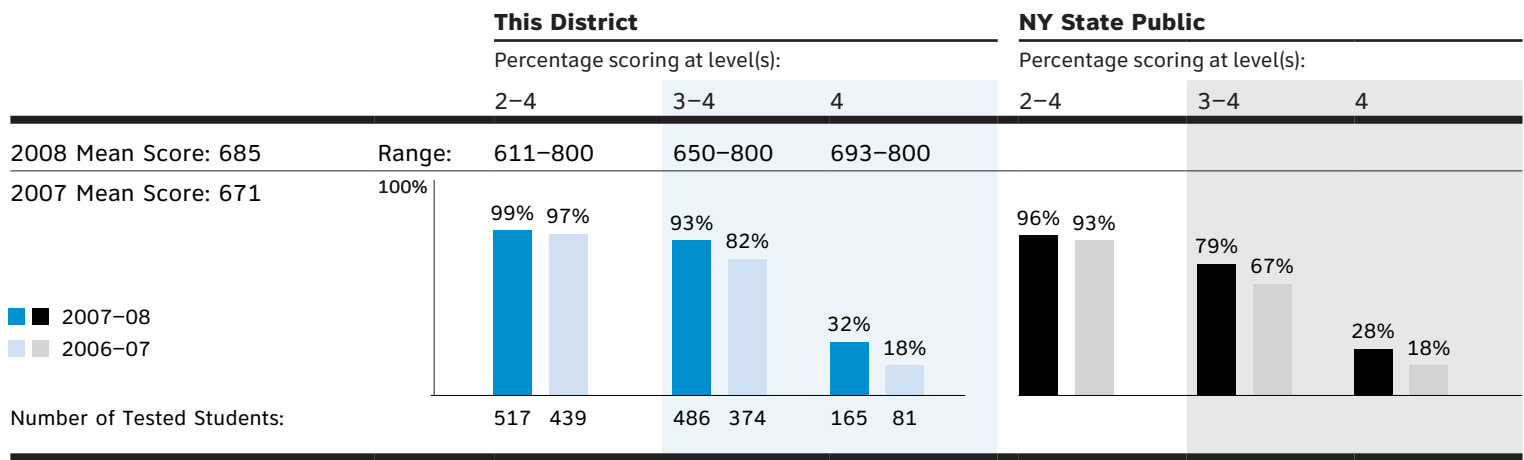
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### Other Assessments

	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	4	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	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 7 Mathematics



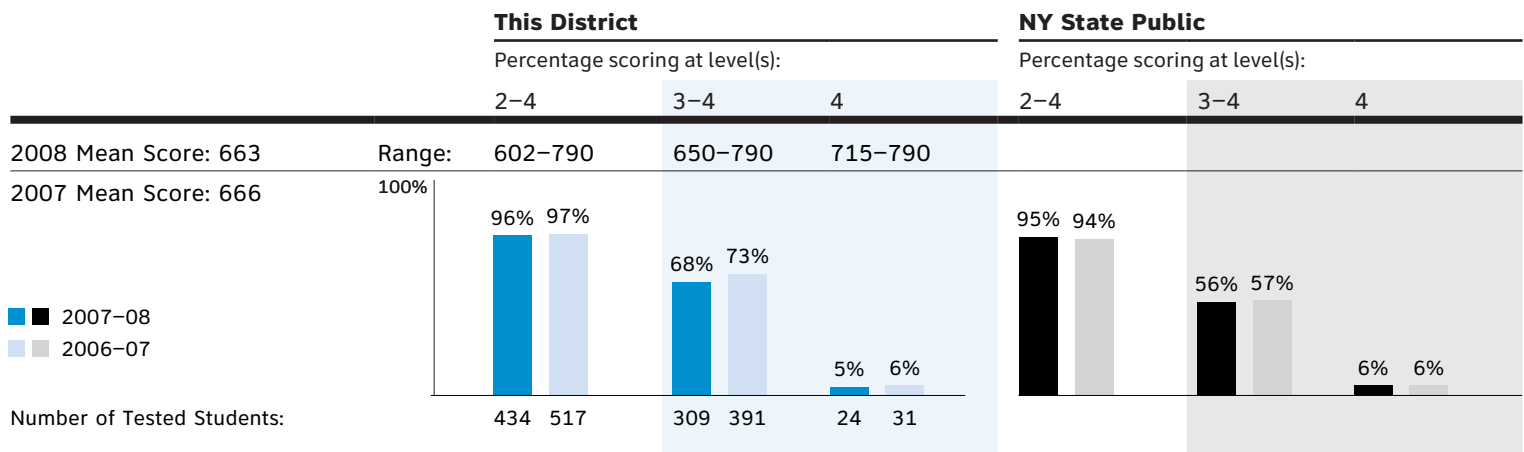
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>522</b>	<b>99%</b>	<b>93%</b>	<b>32%</b>	<b>454</b>	<b>97%</b>	<b>82%</b>	<b>18%</b>
Female	249	99%	95%	33%	226	97%	85%	20%
Male	273	99%	92%	30%	228	96%	79%	15%
American Indian or Alaska Native					1	—	—	—
Black or African American	30	97%	90%	20%	32	94%	47%	9%
Hispanic or Latino	56	98%	82%	13%	51	96%	69%	8%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	89%	41%	18	—	—	—
White	409	99%	95%	34%	352	97%	87%	19%
Multiracial								
Small Group Totals					19	100%	100%	42%
General-Education Students	457	100%	97%	35%	382	100%	91%	21%
Students with Disabilities	65	94%	65%	8%	72	81%	35%	3%
English Proficient	517	99%	93%	32%	448	97%	83%	18%
Limited English Proficient	5	80%	60%	20%	6	67%	17%	0%
Economically Disadvantaged	61	98%	85%	13%	77	88%	57%	8%
Not Disadvantaged	461	99%	94%	34%	377	98%	88%	20%
Migrant								
Not Migrant	522	99%	93%	32%	454	97%	82%	18%

### 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	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
<b>All Students</b>	<b>454</b>	<b>96%</b>	<b>68%</b>	<b>5%</b>	<b>533</b>	<b>97%</b>	<b>73%</b>	<b>6%</b>
Female	222	97%	75%	7%	244	98%	79%	7%
Male	232	94%	62%	4%	289	97%	69%	5%
American Indian or Alaska Native					3	—	—	—
Black or African American	32	88%	28%	3%	34	94%	50%	3%
Hispanic or Latino	49	86%	55%	2%	56	80%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	79%	16%	21	—	—	—
White	354	97%	73%	5%	419	99%	78%	6%
Multiracial								
Small Group Totals					24	100%	79%	8%
General-Education Students	380	99%	78%	6%	479	99%	79%	6%
Students with Disabilities	74	76%	15%	1%	54	83%	22%	0%
English Proficient	451	—	—	—	525	98%	74%	6%
Limited English Proficient	3	—	—	—	8	25%	0%	0%
Economically Disadvantaged	73	84%	40%	4%	79	89%	51%	3%
Not Disadvantaged	381	98%	73%	6%	454	98%	77%	6%
Migrant								
Not Migrant	454	96%	68%	5%	533	97%	73%	6%

#### NOTES

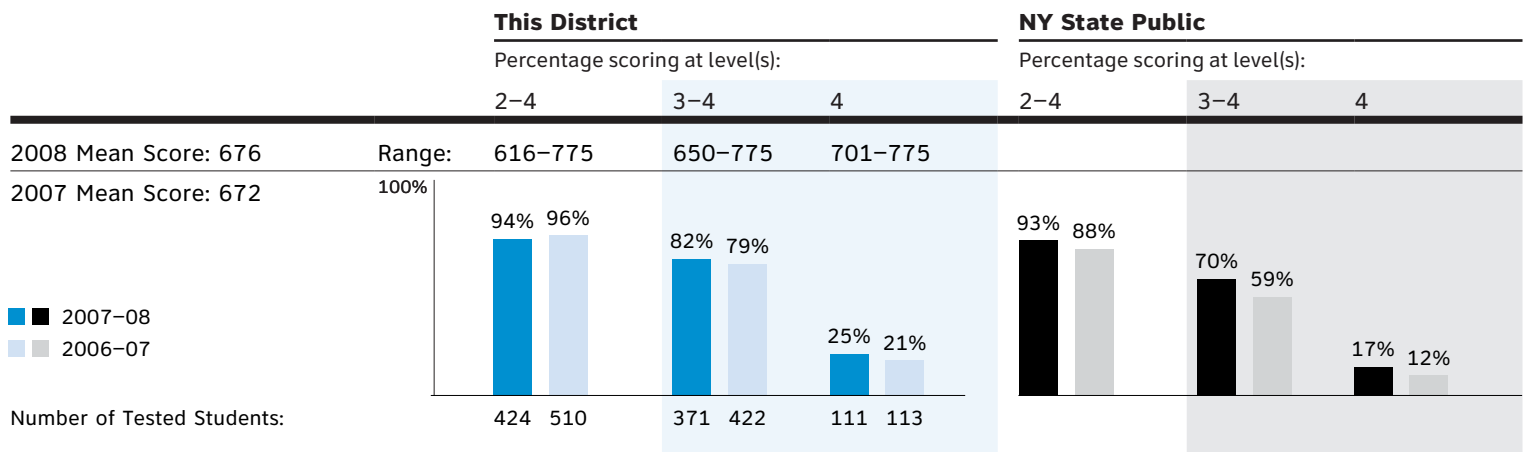
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### Other Assessments

	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	2	—	—	—	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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>452</b>	<b>94%</b>	<b>82%</b>	<b>25%</b>	<b>533</b>	<b>96%</b>	<b>79%</b>	<b>21%</b>
Female	218	96%	84%	24%	242	96%	80%	22%
Male	234	91%	80%	25%	291	95%	79%	20%
American Indian or Alaska Native					3	—	—	—
Black or African American	33	79%	55%	12%	32	88%	63%	9%
Hispanic or Latino	48	88%	67%	13%	56	77%	57%	4%
Asian or Native Hawaiian/Other Pacific Islander	20	95%	90%	55%	23	—	—	—
White	351	96%	86%	26%	419	99%	83%	24%
Multiracial								
Small Group Totals					26	96%	85%	27%
General-Education Students	377	99%	93%	29%	482	98%	84%	23%
Students with Disabilities	75	67%	29%	0%	51	75%	35%	2%
English Proficient	448	—	—	—	523	97%	81%	22%
Limited English Proficient	4	—	—	—	10	20%	0%	0%
Economically Disadvantaged	77	81%	56%	12%	79	86%	58%	5%
Not Disadvantaged	375	97%	87%	27%	454	97%	83%	24%
Migrant								
Not Migrant	452	94%	82%	25%	533	96%	79%	21%

### NOTES

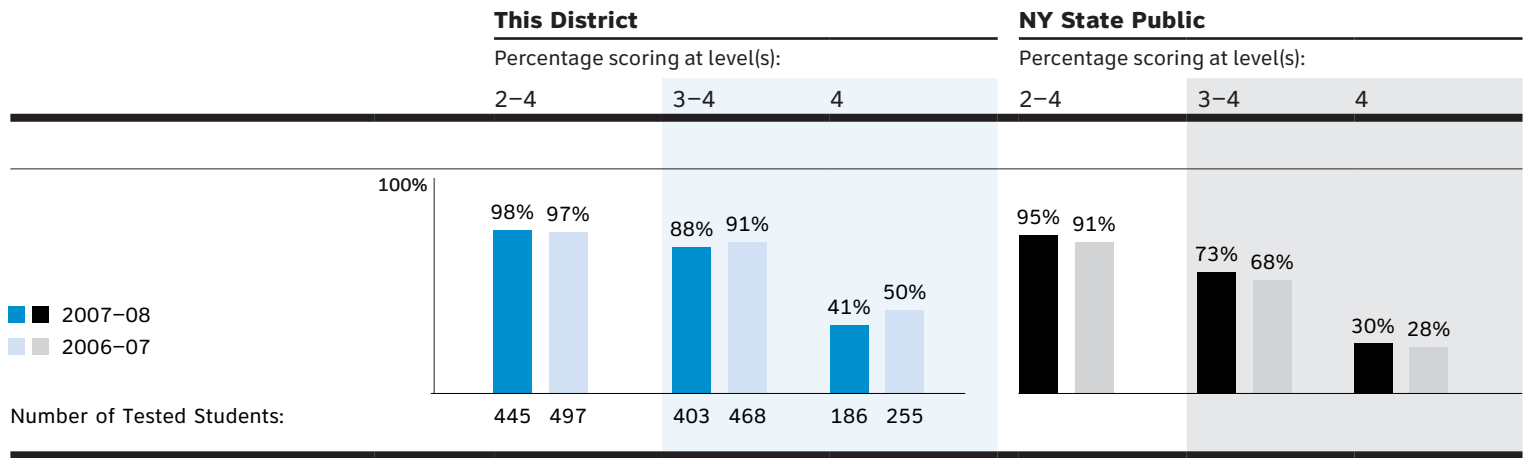
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## Other Assessments

	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	2	—	—	—	5	5	4	4



## 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>297</b>	<b>96%</b>	<b>82%</b>	<b>32%</b>	<b>382</b>	<b>96%</b>	<b>88%</b>	<b>42%</b>
Female	139	96%	84%	30%	171	96%	84%	39%
Male	158	96%	80%	33%	211	95%	91%	45%
American Indian or Alaska Native					3	—	—	—
Black or African American	27	89%	56%	15%	30	90%	70%	30%
Hispanic or Latino	44	95%	73%	27%	53	85%	60%	19%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	82%	17	—	—	—
White	215	97%	87%	32%	279	99%	95%	48%
Multiracial								
Small Group Totals					20	95%	95%	40%
General-Education Students	228	100%	92%	39%	329	98%	91%	45%
Students with Disabilities	69	86%	49%	7%	53	85%	68%	21%
English Proficient	293	—	—	—	371	97%	91%	43%
Limited English Proficient	4	—	—	—	11	45%	0%	0%
Economically Disadvantaged	68	96%	69%	24%	74	89%	72%	22%
Not Disadvantaged	229	97%	86%	34%	308	97%	92%	47%
Migrant								
Not Migrant	297	96%	82%	32%	382	96%	88%	42%

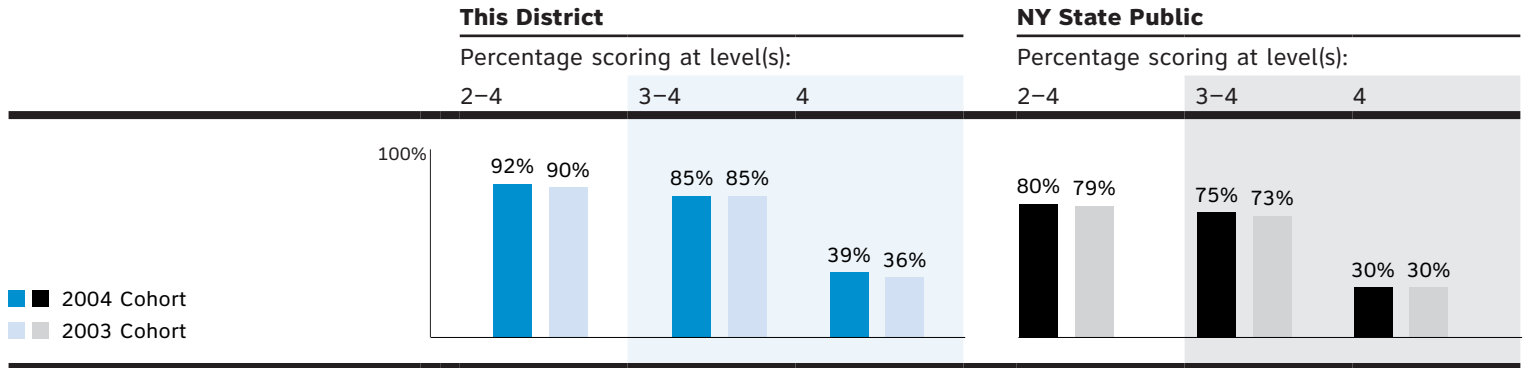
#### NOTES

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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	2	—	—	—	5	5	5	4
Regents Science	159	159	159	92	132	131	131	95

## This District's Total Cohort\* Results in Secondary-Level English 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>484</b>	<b>92%</b>	<b>85%</b>	<b>39%</b>	<b>503</b>	<b>90%</b>	<b>85%</b>	<b>36%</b>
Female	204	95%	90%	55%	233	93%	88%	42%
Male	280	90%	82%	28%	270	88%	83%	30%
American Indian or Alaska Native	2	—	—	—				
Black or African American	35	86%	60%	17%	31	68%	52%	19%
Hispanic or Latino	50	80%	72%	16%	61	84%	77%	16%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	17	94%	88%	47%
White	387	94%	89%	44%	394	93%	89%	40%
Multiracial								
Small Group Totals	12	100%	100%	50%				
General-Education Students	418	95%	90%	44%	442	93%	90%	40%
Students with Disabilities	66	73%	58%	11%	61	69%	52%	5%
English Proficient	471	93%	87%	40%	487	92%	87%	37%
Limited English Proficient	13	54%	38%	15%	16	50%	31%	0%
Economically Disadvantaged	53	83%	66%	25%	63	76%	63%	14%
Not Disadvantaged	431	93%	88%	41%	440	92%	88%	39%
Migrant	1	—	—	—				
Not Migrant	483	—	—	—				

### 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

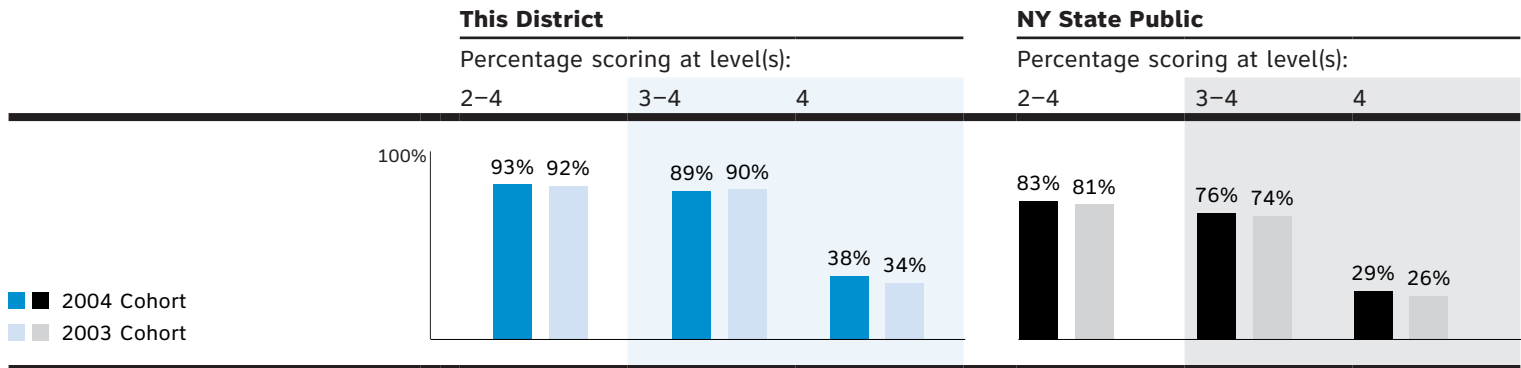
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

\* 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

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	484	93%	89%	38%	503	92%	90%	34%
Female	204	96%	91%	46%	233	94%	94%	32%
Male	280	92%	87%	33%	270	90%	87%	36%
American Indian or Alaska Native	2	—	—	—				
Black or African American	35	86%	63%	17%	31	68%	68%	13%
Hispanic or Latino	50	86%	82%	16%	61	82%	75%	16%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	17	94%	94%	59%
White	387	95%	91%	42%	394	95%	94%	37%
Multiracial								
Small Group Totals	12	100%	100%	58%				
General-Education Students	418	97%	95%	42%	442	95%	94%	38%
Students with Disabilities	66	73%	50%	11%	61	69%	57%	5%
English Proficient	471	94%	90%	38%	487	93%	91%	35%
Limited English Proficient	13	69%	54%	23%	16	69%	56%	6%
Economically Disadvantaged	53	87%	79%	19%	63	81%	73%	17%
Not Disadvantaged	431	94%	90%	40%	440	94%	92%	36%
Migrant	1	—	—	—				
Not Migrant	483	—	—	—				

### 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.

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