



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **HUNTINGTON UNION FREE SCHOOL
DISTRICT**

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

Superintendent **JOHN FINELLO**

Telephone **(631) 673-2038**

Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

District Profile

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

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	401	359	395
Grade 1	345	376	351
Grade 2	350	337	364
Grade 3	346	337	347
Grade 4	326	346	330
Grade 5	351	318	312
Grade 6	307	346	351
Ungraded Elementary	6	5	0
Grade 7	317	316	344
Grade 8	317	321	324
Grade 9	310	296	323
Grade 10	321	306	303
Grade 11	274	276	279
Grade 12	270	289	271
Ungraded Secondary	0	0	0
Total K-12	4241	4228	4294

Average Class Size

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

Enrollment Information

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

Average Class Size Information

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

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1120	26%	821	19%	764	18%
Reduced-Price Lunch	249	6%	174	4%	176	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	521	12%	582	14%	588	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	0	0%	0	0%
Black or African American	538	13%	565	13%	521	12%
Hispanic or Latino	991	23%	1033	24%	1080	25%
Asian or Native Hawaiian/Other Pacific Islander	63	1%	81	2%	93	2%
White	2645	62%	2549	60%	2592	60%
Multiracial**	N/A	N/A	0	0%	8	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	94%		94%		94%	
Student Suspensions	262	6%	376	9%	421	10%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	385	371	396
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	10%	8%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	59%	60%
Total Number of Core Classes	1347	938	958
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	1169	1237	1177
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	27%	26%
Turnover Rate of All Teachers	17%	15%	15%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	57	59	37
Total Paraprofessionals*	187	182	147
Assistant Principals	1	1	3
Principals	8	8	8

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008-09)

Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

2006-07	2007-08	2008-09
YES	YES	YES

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

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

AYP Status

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

Accountability Status Levels

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


























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (2053:2005)			100%		167	131	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (256:244)			99%		126	126	
Hispanic or Latino (538:512)			100%		139	128	
Asian or Native Hawaiian/Other Pacific Islander (44:44)			100%		177	118	
White (1199:1194)			100%		187	130	
Multiracial (16:11)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (297:288)			99%		113	127	109 122
Limited English Proficient ⁵ (256:321)			99%		118	127	118 126
Economically Disadvantaged (720:688)			99%		134	129	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status

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


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (2056:1993)			99%		183	100	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (264:243)			100%		153	95	
Hispanic or Latino (528:504)			99%		171	97	
Asian or Native Hawaiian/Other Pacific Islander (45:44)			100%		191	87	
White (1203:1193)			100%		194	99	
Multiracial (16:9)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (297:283)			98%		142	96	
Limited English Proficient ⁵ (252:319)			99%		160	96	
Economically Disadvantaged (719:673)			99%		164	98	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status

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

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (698:665)		Qualified		99%		183	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (105:94)		Qualified		98%		150	100	
Hispanic or Latino (185:173)		Qualified		98%		175	100	
Asian or Native Hawaiian/Other Pacific Islander (12:12)		–	–	–	–	–	–	–
White (392:385)		Qualified		99%		195	100	
Multiracial (4:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (108:101)		Qualified		97%		158	100	
Limited English Proficient ⁴ (89:123)		Qualified		98%		166	100	
Economically Disadvantaged (265:245)		Qualified		99%		168	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.


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

AYP Status

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




















Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

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	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (298:266)			99%		185	158	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (48:36)			100%		164	149	
Hispanic or Latino (66:54)			97%		167	152	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (181:173)			99%		194	157	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (47:44)			96%		143	150	118 149
Limited English Proficient ⁴ (8:8)	—	—	—	—	—	—	—
Economically Disadvantaged (57:55)			100%		167	152	
Final AYP Determination		6 of 6					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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


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

AYP Status

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




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

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	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (298:266)			100%		186	152	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (48:36)			100%		172	143	
Hispanic or Latino (66:54)			100%		178	146	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (181:173)			100%		192	151	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (47:44)			100%		143	144	144 149
Limited English Proficient ⁴ (8:8)	—	—	—	—	—	—	—
Economically Disadvantaged (57:55)			100%		178	146	
Final AYP Determination		5 of 6					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

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

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

AYP Status

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









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

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

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

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (290)			83%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (45)			64%	55%		
Hispanic or Latino (56)			61%	55%		
Asian or Native Hawaiian/Other Pacific Islander (5)	–	–	–	–		
White (184)			93%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (42)			57%	55%		
Limited English Proficient ³ (9)		–	–	–		
Economically Disadvantaged (59)			64%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

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

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

2008–09 Accountability Status of Schools in Your District

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

Federal Title I Status

Good Standing

3 schools identified 38% of total

JEFFERSON SCHOOL
SOUTHDOWN SCHOOL
WASHINGTON SCHOOL

New York State Status

Good Standing

3 schools identified 38% of total

FLOWER HILL SCHOOL
HUNTINGTON HIGH SCHOOL
WOODHULL INTERMEDIATE SCHOOL

Requiring Academic Progress (Year 1)

1 school identified 13% of total

JACK ABRAMS INTERMEDIATE SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 13% of total

J TAYLOR FINLEY MIDDLE SCHOOL

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	76%			351
Grade 4	74%			344
Grade 5	77%			327
Grade 6	76%			319
Grade 7	74%			332
Grade 8	56%			329
Mathematics				
Grade 3	94%			351
Grade 4	83%			354
Grade 5	84%			334
Grade 6	85%			321
Grade 7	86%			332
Grade 8	82%			325
Science				
Grade 4	87%			354
Grade 8	79%			275

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	82%			290
Mathematics	83%			290

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

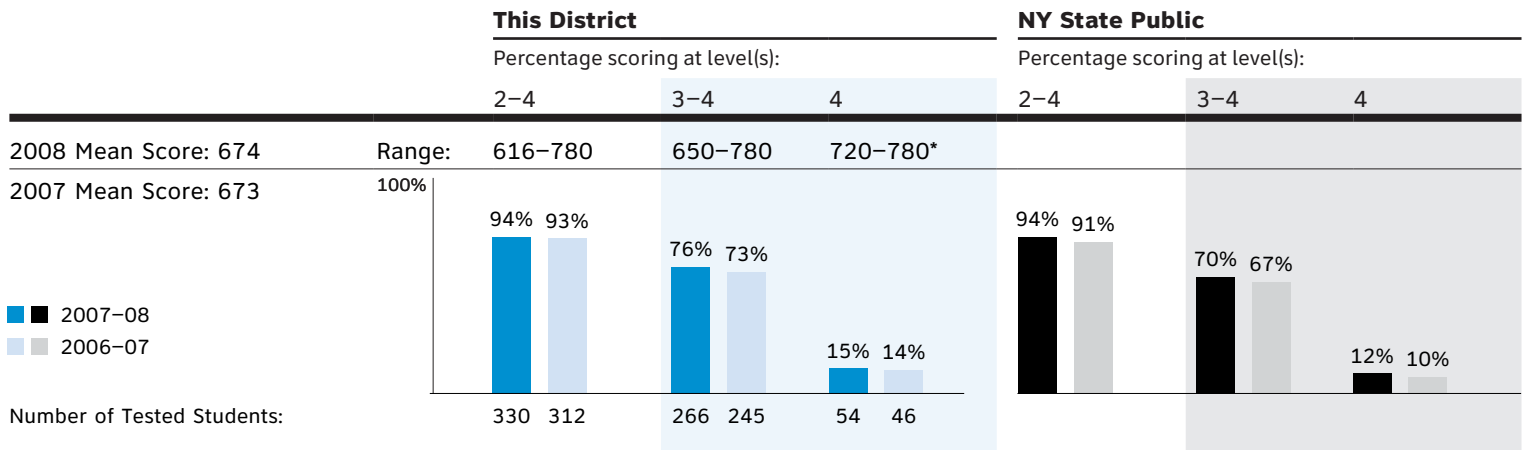
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	351	94%	76%	15%	336	93%	73%	14%
Female	166	94%	76%	15%	161	94%	79%	16%
Male	185	94%	76%	16%	175	91%	67%	12%
American Indian or Alaska Native								
Black or African American	36	86%	42%	3%	44	-	-	-
Hispanic or Latino	92	87%	53%	4%	95	87%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	215	98%	91%	21%	193	97%	87%	19%
Multiracial	4	-	-	-				
Small Group Totals	8	100%	88%	38%	48	85%	52%	13%
General-Education Students	322	96%	79%	16%	302	96%	78%	15%
Students with Disabilities	29	72%	38%	10%	34	65%	29%	6%
English Proficient	301	96%	83%	18%	276	95%	80%	16%
Limited English Proficient	50	84%	34%	2%	60	85%	42%	2%
Economically Disadvantaged	122	85%	48%	2%	126	85%	53%	5%
Not Disadvantaged	229	99%	90%	22%	210	98%	85%	19%
Migrant								
Not Migrant	351	94%	76%	15%	336	93%	73%	14%

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.

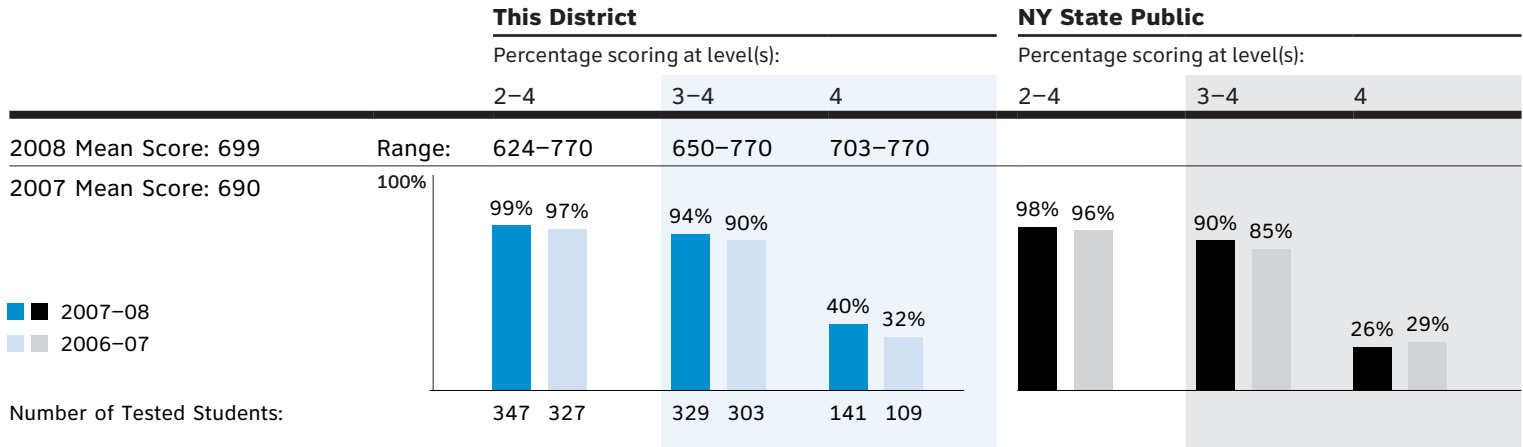
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

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	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	8	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	351	99%	94%	40%	337	97%	90%	32%
Female	164	99%	95%	38%	161	97%	91%	35%
Male	187	98%	93%	42%	176	97%	89%	30%
American Indian or Alaska Native								
Black or African American	37	95%	84%	14%	41	-	-	-
Hispanic or Latino	92	98%	88%	25%	98	96%	83%	24%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	215	100%	98%	52%	194	98%	95%	40%
Multiracial	3	-	-	-				
Small Group Totals	7	100%	86%	29%	45	93%	82%	18%
General-Education Students	322	99%	95%	43%	303	99%	92%	35%
Students with Disabilities	29	97%	76%	3%	34	82%	68%	6%
English Proficient	299	99%	96%	44%	271	97%	93%	35%
Limited English Proficient	52	98%	83%	15%	66	95%	76%	21%
Economically Disadvantaged	122	98%	85%	21%	128	95%	81%	21%
Not Disadvantaged	229	100%	98%	50%	209	99%	95%	39%
Migrant								
Not Migrant	351	99%	94%	40%	337	97%	90%	32%

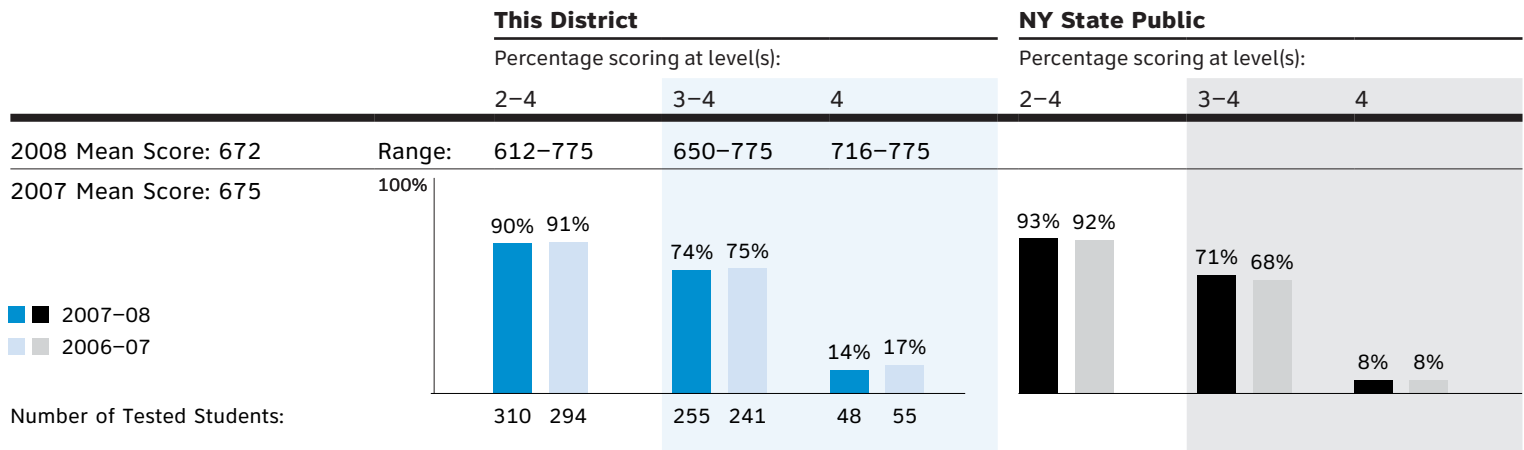
NOTES

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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	3	-	-	-	1	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	344	90%	74%	14%	322	91%	75%	17%
Female	161	93%	80%	18%	159	95%	78%	21%
Male	183	87%	69%	10%	163	88%	72%	13%
American Indian or Alaska Native								
Black or African American	43	70%	49%	0%	45	-	-	-
Hispanic or Latino	97	85%	56%	3%	66	82%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	199	97%	88%	22%	207	99%	89%	24%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	20%	49	71%	45%	4%
General-Education Students	305	93%	79%	16%	282	96%	82%	19%
Students with Disabilities	39	64%	33%	0%	40	58%	28%	5%
English Proficient	297	94%	82%	16%	293	94%	80%	19%
Limited English Proficient	47	68%	26%	0%	29	66%	24%	0%
Economically Disadvantaged	126	79%	51%	1%	105	78%	51%	1%
Not Disadvantaged	218	97%	88%	22%	217	98%	86%	25%
Migrant								
Not Migrant	344	90%	74%	14%	322	91%	75%	17%

NOTES

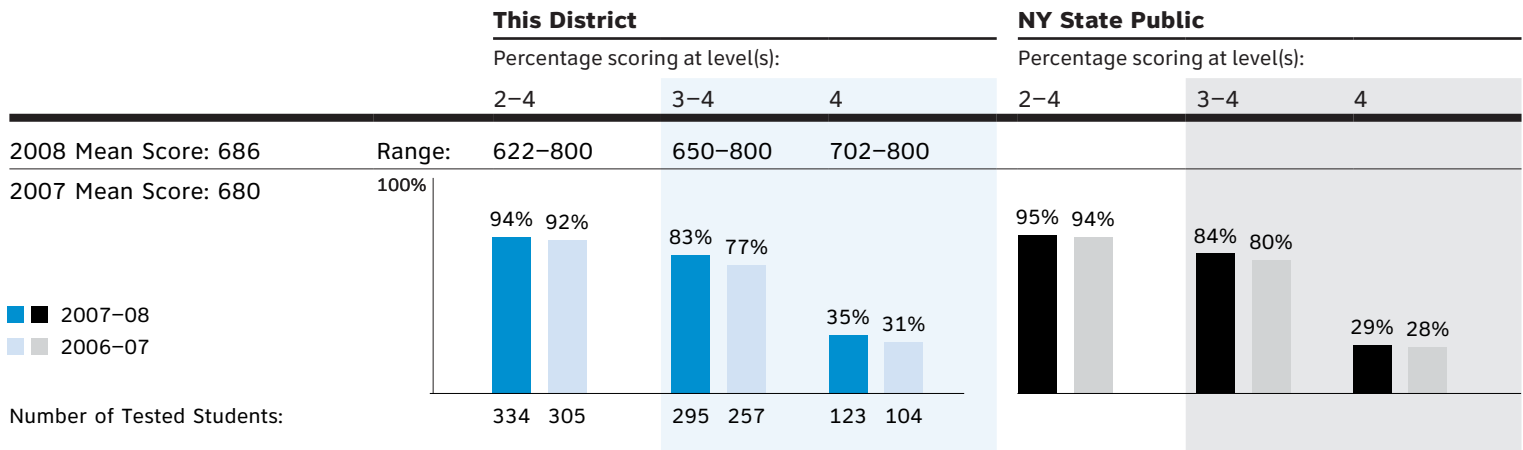
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Other Assessments

	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 4 Equivalent	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	9	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	354	94%	83%	35%	333	92%	77%	31%
Female	172	94%	83%	34%	163	96%	77%	28%
Male	182	95%	84%	36%	170	88%	77%	35%
American Indian or Alaska Native								
Black or African American	45	87%	64%	18%	47	-	-	-
Hispanic or Latino	101	95%	70%	15%	74	82%	55%	16%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	202	96%	94%	48%	208	99%	92%	42%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	100%	50%	51	75%	49%	8%
General-Education Students	314	97%	87%	38%	292	96%	83%	34%
Students with Disabilities	40	73%	55%	8%	41	63%	39%	10%
English Proficient	301	96%	90%	39%	294	95%	84%	35%
Limited English Proficient	53	85%	45%	9%	39	64%	28%	3%
Economically Disadvantaged	134	92%	66%	13%	113	79%	52%	12%
Not Disadvantaged	220	96%	94%	48%	220	98%	90%	41%
Migrant								
Not Migrant	354	94%	83%	35%	333	92%	77%	31%

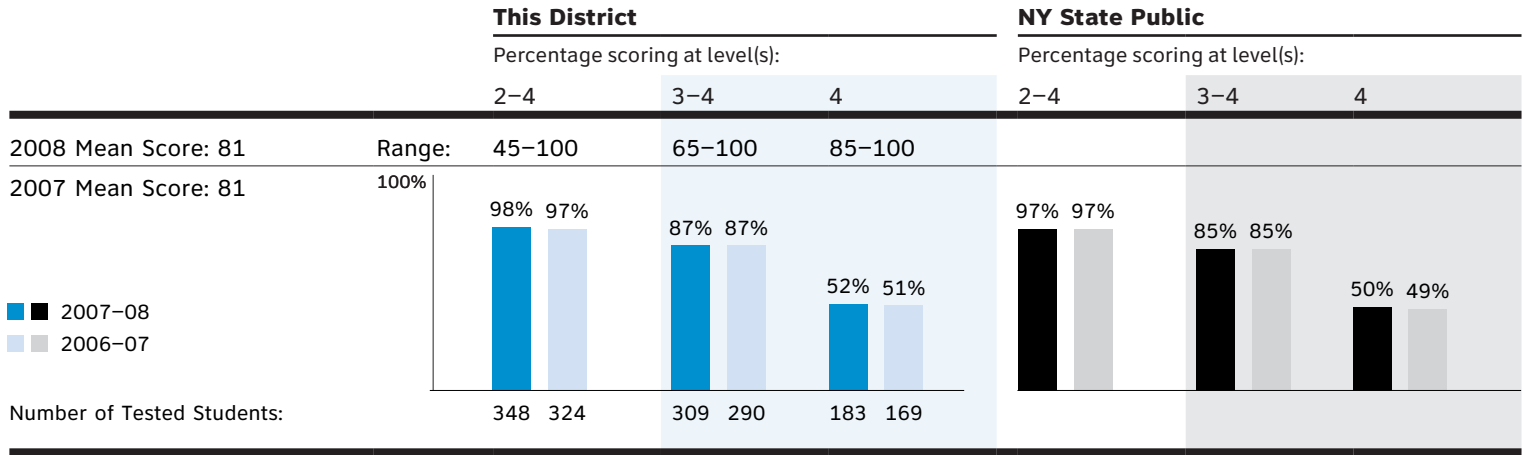
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Other Assessments

	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	1	-	-	-	3	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	354	98%	87%	52%	334	97%	87%	51%
Female	173	99%	87%	51%	163	99%	88%	50%
Male	181	98%	88%	52%	171	95%	85%	51%
American Indian or Alaska Native								
Black or African American	46	93%	67%	26%	47	87%	72%	11%
Hispanic or Latino	101	99%	80%	26%	74	96%	69%	28%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	100%	100%	100%
White	201	99%	95%	70%	208	100%	96%	66%
Multiracial	2	-	-	-				
Small Group Totals	6	100%	100%	67%				
General-Education Students	314	99%	90%	56%	293	99%	90%	54%
Students with Disabilities	40	93%	68%	18%	41	85%	63%	24%
English Proficient	302	98%	91%	58%	295	98%	92%	56%
Limited English Proficient	52	98%	65%	15%	39	92%	51%	10%
Economically Disadvantaged	136	97%	75%	23%	113	93%	69%	19%
Not Disadvantaged	218	99%	95%	70%	221	99%	96%	67%
Migrant								
Not Migrant	354	98%	87%	52%	334	97%	87%	51%

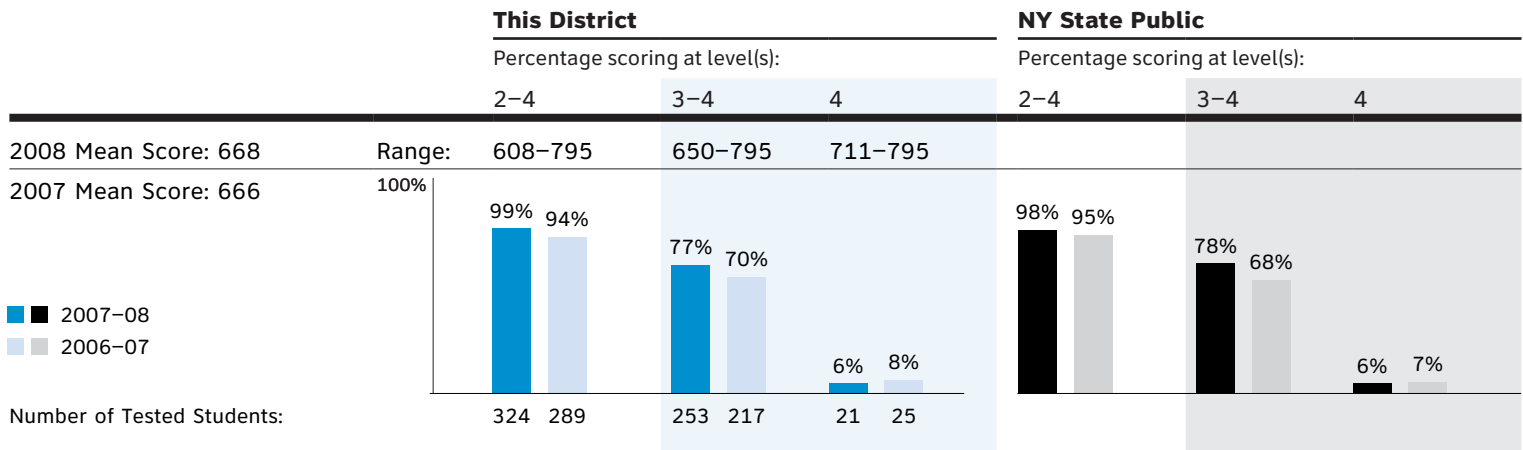
NOTES

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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 4 Equivalent	1	-	-	-	3	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	327	99%	77%	6%	309	94%	70%	8%
Female	156	99%	78%	8%	145	92%	69%	9%
Male	171	99%	77%	5%	164	95%	71%	7%
American Indian or Alaska Native								
Black or African American	37	100%	38%	3%	36	89%	33%	0%
Hispanic or Latino	73	96%	56%	0%	86	85%	52%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	83%	83%	17%
White	208	100%	92%	10%	181	99%	86%	13%
Multiracial	4	-	-	-				
Small Group Totals	9	100%	78%	0%				
General-Education Students	275	100%	86%	7%	272	96%	77%	9%
Students with Disabilities	52	96%	33%	2%	37	73%	19%	0%
English Proficient	302	100%	82%	7%	280	96%	76%	9%
Limited English Proficient	25	88%	20%	0%	29	66%	10%	0%
Economically Disadvantaged	102	97%	53%	1%	103	84%	45%	1%
Not Disadvantaged	225	100%	88%	9%	206	98%	83%	12%
Migrant								
Not Migrant	327	99%	77%	6%	309	94%	70%	8%

NOTES

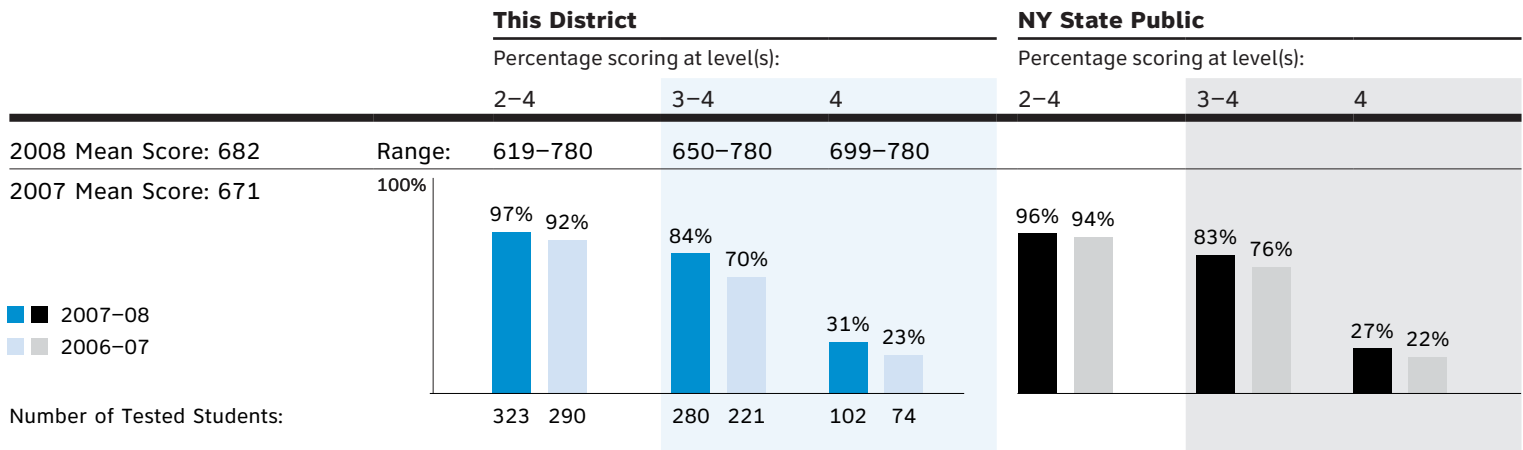
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Other Assessments

	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	6	5	5	1	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	4	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	334	97%	84%	31%	315	92%	70%	23%
Female	159	98%	87%	28%	146	92%	68%	24%
Male	175	95%	81%	33%	169	92%	72%	23%
American Indian or Alaska Native								
Black or African American	40	85%	55%	8%	34	85%	32%	6%
Hispanic or Latino	76	96%	71%	18%	92	85%	54%	10%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	8	88%	88%	38%
White	209	99%	94%	39%	181	97%	85%	33%
Multiracial	4	-	-	-				
Small Group Totals	9	100%	78%	33%				
General-Education Students	282	99%	91%	34%	277	96%	77%	27%
Students with Disabilities	52	83%	44%	10%	38	66%	21%	0%
English Proficient	305	97%	87%	33%	279	96%	77%	27%
Limited English Proficient	29	90%	52%	3%	36	64%	17%	0%
Economically Disadvantaged	106	92%	64%	9%	108	83%	45%	6%
Not Disadvantaged	228	99%	93%	40%	207	97%	83%	33%
Migrant								
Not Migrant	334	97%	84%	31%	315	92%	70%	23%

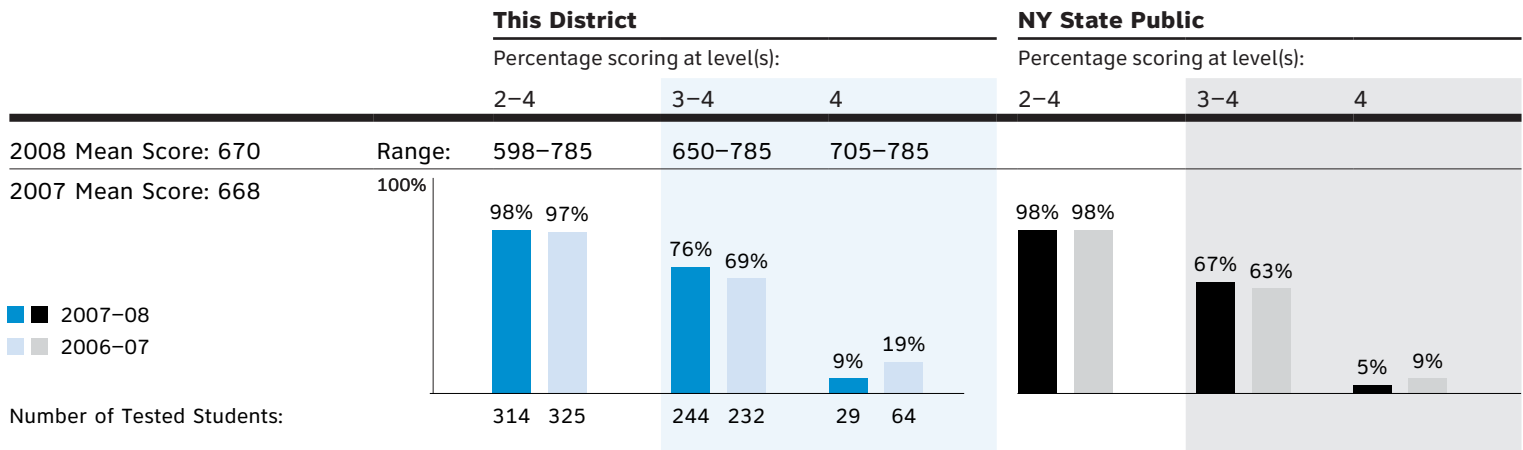
NOTES

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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	6	6	5	2	3	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	98%	76%	9%	336	97%	69%	19%
Female	152	98%	78%	8%	186	97%	72%	20%
Male	167	99%	75%	10%	150	97%	66%	18%
American Indian or Alaska Native								
Black or African American	36	100%	53%	0%	47	94%	34%	6%
Hispanic or Latino	94	96%	60%	1%	77	91%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	15	100%	87%	33%
White	179	100%	91%	15%	197	99%	90%	28%
Multiracial	2	-	-	-				
Small Group Totals	10	90%	60%	20%				
General-Education Students	280	99%	82%	10%	285	99%	77%	22%
Students with Disabilities	39	92%	36%	0%	51	84%	25%	2%
English Proficient	282	100%	83%	10%	296	99%	78%	22%
Limited English Proficient	37	89%	24%	0%	40	83%	3%	0%
Economically Disadvantaged	108	97%	53%	2%	117	92%	29%	3%
Not Disadvantaged	211	99%	89%	13%	219	99%	90%	27%
Migrant								
Not Migrant	319	98%	76%	9%	336	97%	69%	19%

NOTES

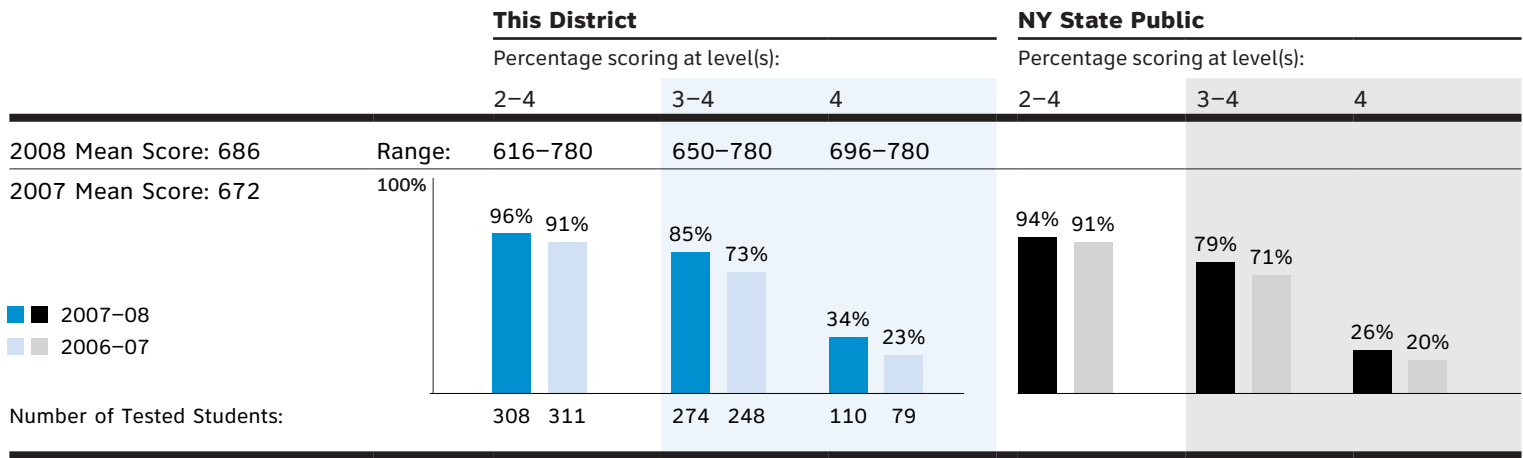
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Other Assessments

	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 6 Equivalent	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	4	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	321	96%	85%	34%	342	91%	73%	23%
Female	154	96%	82%	31%	188	91%	72%	21%
Male	167	96%	89%	38%	154	91%	73%	26%
American Indian or Alaska Native								
Black or African American	38	92%	71%	8%	48	81%	50%	8%
Hispanic or Latino	94	93%	72%	13%	83	80%	40%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	15	100%	87%	53%
White	179	99%	95%	49%	196	97%	91%	32%
Multiracial	2	-	-	-				
Small Group Totals	10	90%	90%	70%				
General-Education Students	281	98%	90%	39%	288	96%	79%	26%
Students with Disabilities	40	85%	53%	3%	54	65%	37%	6%
English Proficient	282	98%	91%	39%	296	95%	80%	27%
Limited English Proficient	39	85%	46%	3%	46	65%	22%	0%
Economically Disadvantaged	110	92%	68%	7%	123	80%	44%	6%
Not Disadvantaged	211	98%	94%	48%	219	97%	89%	33%
Migrant								
Not Migrant	321	96%	85%	34%	342	91%	73%	23%

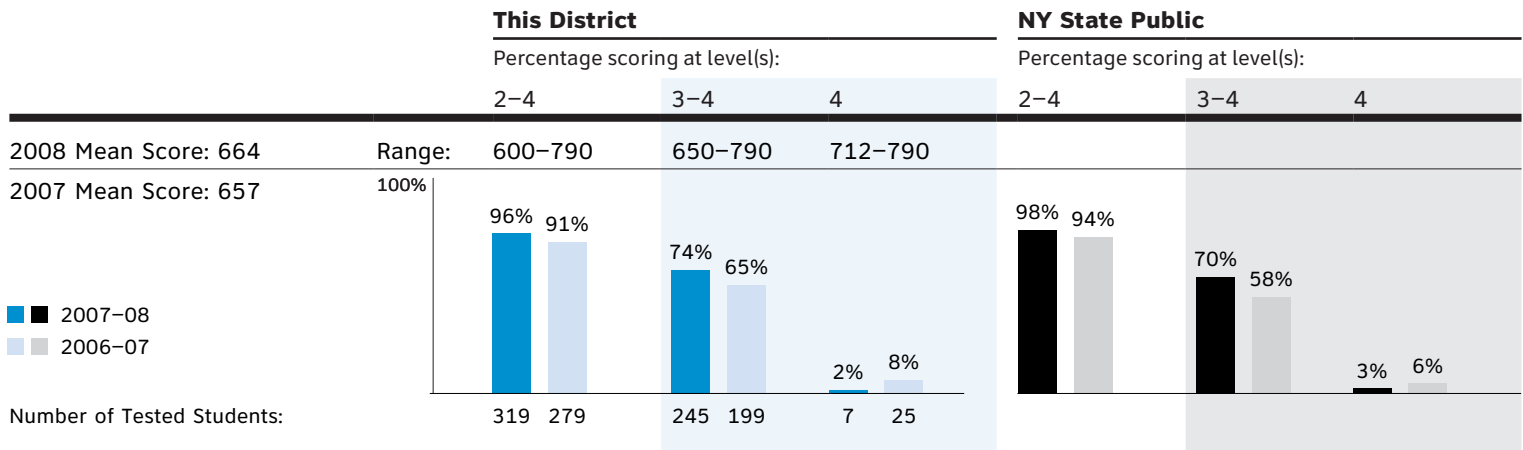
NOTES

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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	3	-	-	-	1	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	332	96%	74%	2%	306	91%	65%	8%
Female	182	97%	75%	3%	136	93%	66%	10%
Male	150	95%	73%	1%	170	90%	64%	6%
American Indian or Alaska Native								
Black or African American	44	91%	45%	0%	49	78%	24%	2%
Hispanic or Latino	73	89%	36%	0%	73	84%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	6	100%	83%	33%
White	199	99%	92%	4%	178	98%	83%	11%
Multiracial	2	-	-	-				
Small Group Totals	16	100%	94%	0%				
General-Education Students	280	99%	83%	3%	256	97%	75%	10%
Students with Disabilities	52	83%	23%	0%	50	62%	14%	0%
English Proficient	297	99%	82%	2%	279	94%	71%	9%
Limited English Proficient	35	74%	6%	0%	27	59%	7%	0%
Economically Disadvantaged	111	90%	40%	0%	115	82%	37%	3%
Not Disadvantaged	221	99%	91%	3%	191	97%	82%	12%
Migrant								
Not Migrant	332	96%	74%	2%	306	91%	65%	8%

NOTES

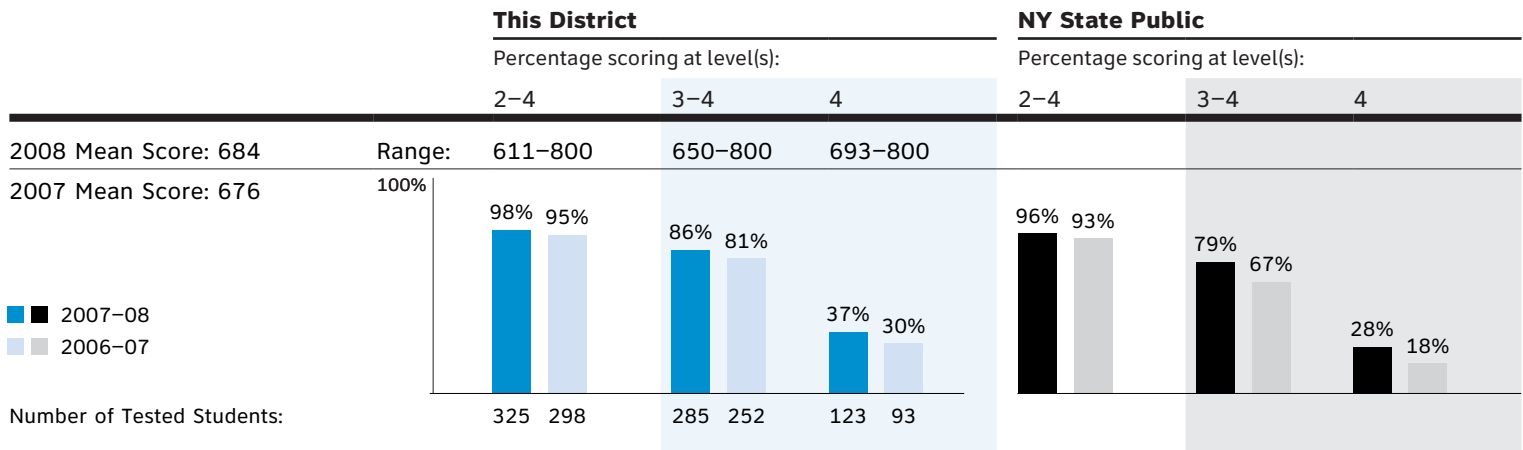
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Other Assessments

	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	5	5	2	1	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	10	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	332	98%	86%	37%	313	95%	81%	30%
Female	181	98%	86%	38%	141	96%	83%	26%
Male	151	98%	85%	36%	172	94%	78%	33%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	44	98%	59%	0%	48	85%	54%	6%
Hispanic or Latino	74	93%	68%	9%	80	94%	69%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	73%	7	100%	100%	29%
White	199	99%	97%	53%	178	98%	92%	47%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	282	100%	91%	42%	263	98%	87%	34%
Students with Disabilities	50	88%	54%	8%	50	78%	48%	8%
English Proficient	296	99%	91%	41%	278	96%	85%	33%
Limited English Proficient	36	86%	44%	6%	35	89%	49%	0%
Economically Disadvantaged	110	95%	64%	8%	121	92%	63%	7%
Not Disadvantaged	222	99%	97%	51%	192	97%	92%	44%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	332	98%	86%	37%	313	95%	81%	30%

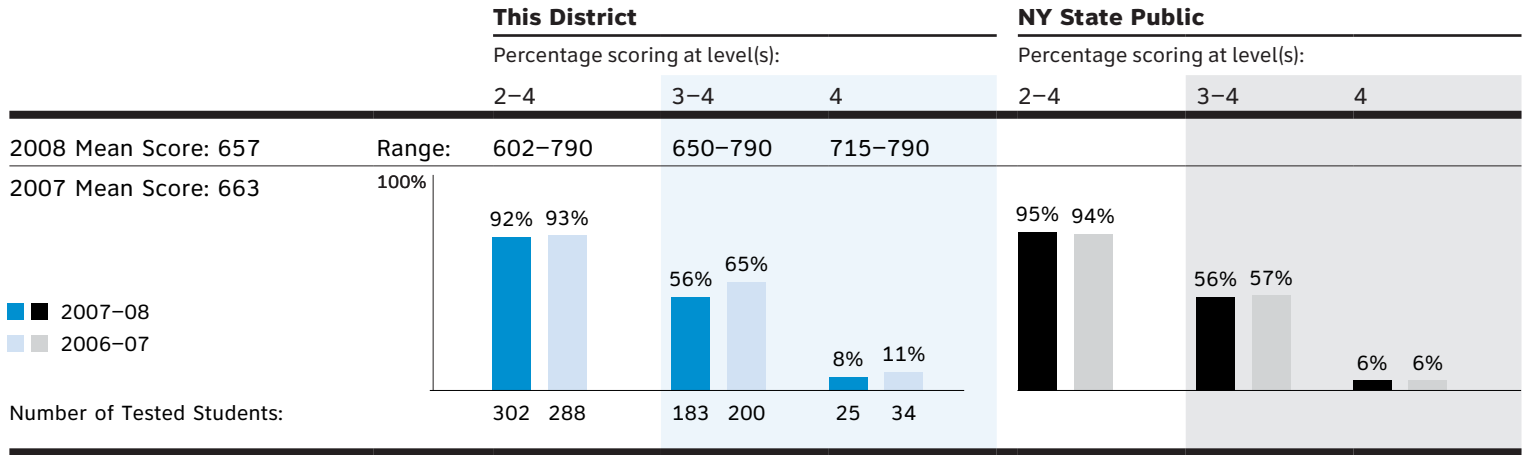
NOTES

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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	5	5	5	2	5	5	4	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
All Students	329	92%	56%	8%	309	93%	65%	11%
Female	150	91%	60%	9%	126	94%	68%	15%
Male	179	92%	52%	6%	183	92%	62%	8%
American Indian or Alaska Native								
Black or African American	52	83%	17%	2%	46	-	-	-
Hispanic or Latino	83	86%	30%	1%	57	84%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	3	-	-	-
White	184	98%	79%	12%	203	97%	79%	16%
Multiracial	2	-	-	-				
Small Group Totals	10	80%	40%	10%	49	90%	35%	2%
General-Education Students	272	97%	64%	9%	260	97%	73%	13%
Students with Disabilities	57	68%	16%	0%	49	71%	18%	0%
English Proficient	293	95%	62%	9%	287	95%	70%	12%
Limited English Proficient	36	67%	0%	0%	22	64%	0%	0%
Economically Disadvantaged	127	84%	29%	2%	87	85%	32%	1%
Not Disadvantaged	202	97%	72%	11%	222	96%	77%	15%
Migrant								
Not Migrant	329	92%	56%	8%	309	93%	65%	11%

NOTES

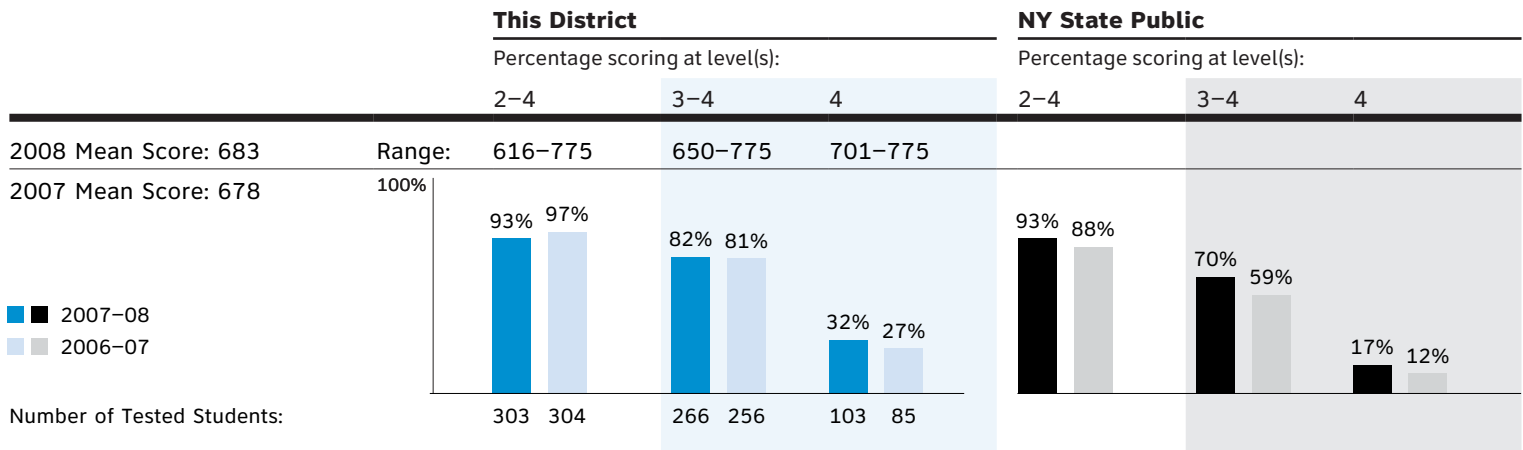
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Other Assessments

	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	7	6	5	2	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	8	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	325	93%	82%	32%	315	97%	81%	27%
Female	147	95%	86%	28%	133	97%	88%	29%
Male	178	92%	78%	35%	182	96%	76%	26%
American Indian or Alaska Native								
Black or African American	54	74%	44%	7%	45	-	-	-
Hispanic or Latino	79	92%	76%	15%	63	97%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	4	-	-	-
White	182	100%	96%	47%	203	98%	89%	36%
Multiracial	2	-	-	-				
Small Group Totals	10	80%	80%	20%	49	92%	59%	6%
General-Education Students	270	97%	87%	37%	266	98%	87%	32%
Students with Disabilities	55	75%	55%	5%	49	90%	51%	2%
English Proficient	290	94%	85%	34%	285	97%	84%	29%
Limited English Proficient	35	89%	54%	9%	30	90%	53%	3%
Economically Disadvantaged	122	86%	64%	9%	93	94%	65%	6%
Not Disadvantaged	203	98%	93%	45%	222	98%	88%	36%
Migrant								
Not Migrant	325	93%	82%	32%	315	97%	81%	27%

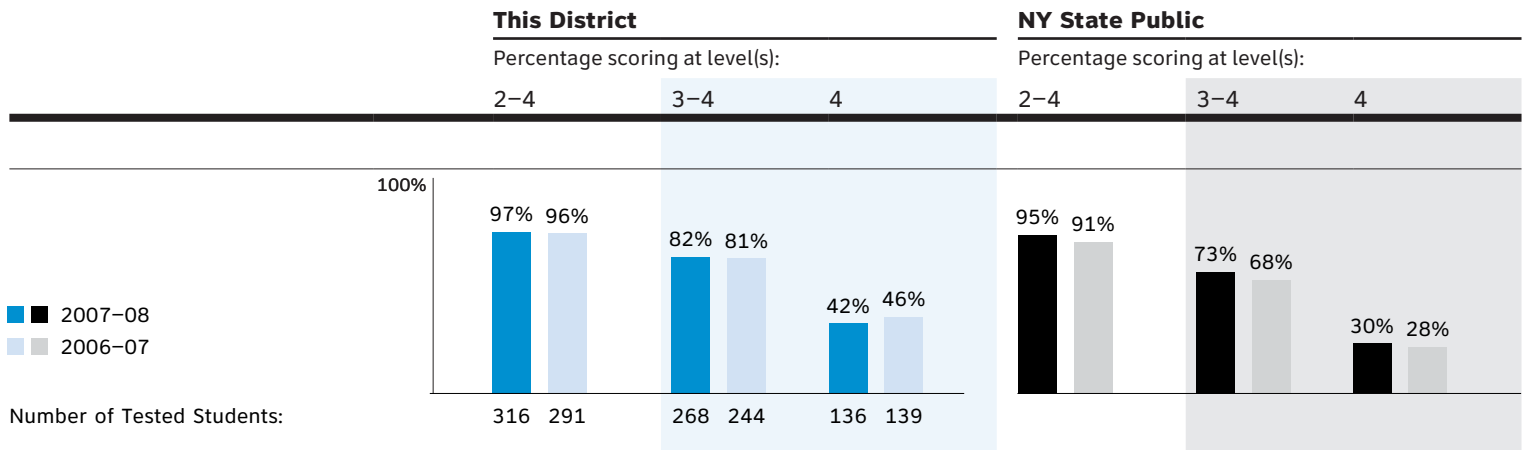
NOTES

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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	7	7	6	0	2	-	-	-

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	275	96%	79%	31%	255	95%	77%	37%
Female	125	97%	78%	27%	104	97%	76%	31%
Male	150	96%	79%	35%	151	94%	77%	42%
American Indian or Alaska Native								
Black or African American	55	89%	45%	2%	42	-	-	-
Hispanic or Latino	76	96%	71%	16%	59	97%	54%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	3	-	-	-
White	137	100%	96%	53%	151	97%	91%	53%
Multiracial	1	-	-	-				
Small Group Totals	7	86%	86%	14%	45	89%	60%	11%
General-Education Students	219	98%	84%	36%	208	98%	85%	42%
Students with Disabilities	56	91%	61%	13%	47	85%	43%	15%
English Proficient	241	98%	83%	35%	226	96%	84%	42%
Limited English Proficient	34	88%	53%	3%	29	90%	24%	0%
Economically Disadvantaged	122	95%	64%	8%	88	92%	55%	15%
Not Disadvantaged	153	97%	91%	50%	167	97%	89%	49%
Migrant								
Not Migrant	275	96%	79%	31%	255	95%	77%	37%

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	7	7	4	3	2	-	-	-
Regents Science	51	51	51	50	48	48	48	44

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

This District

Percentage scoring at level(s):

2-4

3-4

4

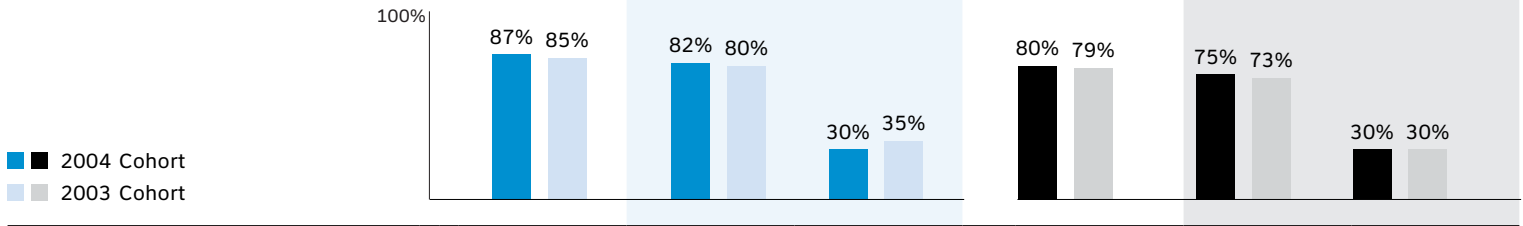
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



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	290	87%	82%	30%	295	85%	80%	35%
Female	142	85%	81%	35%	153	87%	81%	46%
Male	148	88%	83%	25%	142	83%	78%	23%
American Indian or Alaska Native								
Black or African American	39	–	–	–	48	65%	50%	6%
Hispanic or Latino	66	68%	62%	17%	57	68%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	5	100%	100%	40%
White	181	95%	93%	39%	185	95%	94%	50%
Multiracial								
Small Group Totals	43	79%	65%	9%				
General-Education Students	244	91%	88%	34%	250	93%	88%	41%
Students with Disabilities	46	61%	50%	4%	45	42%	33%	4%
English Proficient	274	91%	86%	31%	285	87%	82%	36%
Limited English Proficient	16	13%	6%	0%	10	30%	10%	0%
Economically Disadvantaged	59	81%	69%	17%	62	66%	55%	6%
Not Disadvantaged	231	88%	85%	33%	233	90%	86%	43%
Migrant								
Not Migrant	290	87%	82%	30%				

NOTES

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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

This District

Percentage scoring at level(s):

2-4

3-4

4

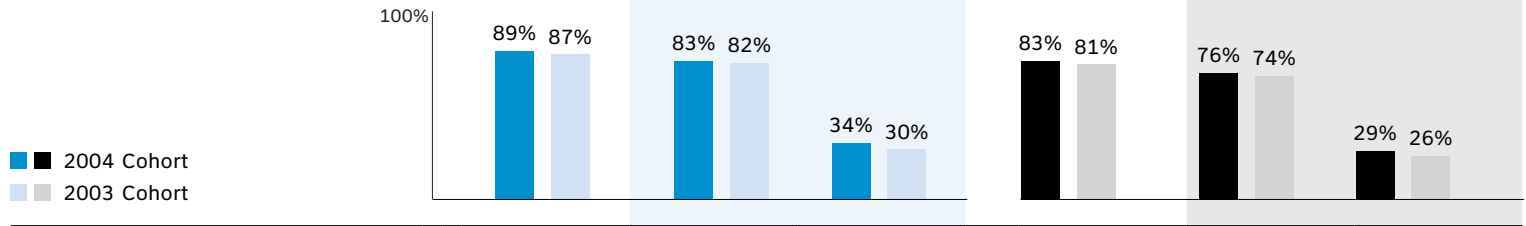
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	290	89%	83%	34%	295	87%	82%	30%
Female	142	89%	81%	32%	153	90%	84%	34%
Male	148	89%	84%	37%	142	85%	80%	25%
American Indian or Alaska Native								
Black or African American	39	–	–	–	48	73%	54%	13%
Hispanic or Latino	66	74%	67%	12%	57	72%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	5	100%	100%	40%
White	181	94%	91%	48%	185	95%	95%	42%
Multiracial								
Small Group Totals	43	86%	72%	12%				
General-Education Students	244	93%	89%	39%	250	92%	88%	33%
Students with Disabilities	46	63%	48%	11%	45	58%	49%	11%
English Proficient	274	92%	85%	36%	285	89%	84%	31%
Limited English Proficient	16	38%	38%	0%	10	30%	20%	0%
Economically Disadvantaged	59	88%	76%	17%	62	76%	66%	6%
Not Disadvantaged	231	89%	84%	39%	233	90%	86%	36%
Migrant								
Not Migrant	290	89%	83%	34%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
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.