



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **NORTHPORT-EAST NORTHPORT  
UNION FREE SCHOOL DISTRICT**  
District ID **58-04-04-03-0000**  
Superintendent **MARYLOU MCDERMOTT**  
Telephone **(631) 262-6604**  
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 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	415	382	375
Grade 1	467	526	488
Grade 2	519	454	523
Grade 3	495	520	456
Grade 4	565	508	522
Grade 5	517	564	504
Grade 6	519	510	561
Ungraded Elementary	0	0	0
Grade 7	516	520	524
Grade 8	485	520	533
Grade 9	524	486	509
Grade 10	501	520	490
Grade 11	528	502	526
Grade 12	470	545	501
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>6521</b>	<b>6557</b>	<b>6512</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	23	21	22
Mathematics	16	15	15
Science	23	21	22
Social Studies	23	21	24
<b>Grade 10</b>			
English	22	22	22
Mathematics	16	18	19
Science	18	22	21
Social Studies	23	23	21

### Enrollment Information

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

### Average Class Size Information

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

District NORTHPORT-EAST NORTHPORT UNION FREE SCHOOL DISTRICT

District ID 58-04-04-03-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	166	3%	145	2%	180	3%
Reduced-Price Lunch	106	2%	84	1%	81	1%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	106	2%	78	1%	85	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	5	0%	3	0%
Black or African American	42	1%	42	1%	43	1%
Hispanic or Latino	203	3%	198	3%	206	3%
Asian or Native Hawaiian/Other Pacific Islander	184	3%	187	3%	181	3%
White	6087	93%	6125	93%	6076	93%
Multiracial**	N/A	N/A	0	0%	3	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%		96%		95%	
Student Suspensions	142	2%	138	2%	126	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>	580	526	591
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	10%	9%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	35%	38%
<b>Total Number of Core Classes</b>	1935	1204	1371
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
<b>Total Number of Classes</b>	2125	2156	2161
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	14%	15%
Turnover Rate of All Teachers	15%	10%	12%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	73	73	73
Total Paraprofessionals*	174	182	201
Assistant Principals	6	6	6
Principals	9	9	9

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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

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

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](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			English		
	Language Arts	Mathematics	Science	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 6	6 of 6	1 of 1	3 of 3	3 of 3	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** 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 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> (3086:3062)			100%		188	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (19:16)	—	—	—	—	—	—	—
Hispanic or Latino (112:110)			99%		182	123	
Asian or Native Hawaiian/Other Pacific Islander (77:75)			100%		189	122	
White (2868:2851)			100%		188	131	
Multiracial (8:8)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (404:399)			99%		145	127	
Limited English Proficient <sup>5</sup> (26:20)	—	—	—	—	—	—	—
Economically Disadvantaged (196:191)			99%		175	125	
<b>Final AYP Determination</b>		6 of 6					

#### 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 6 of 6 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> (3087:3069)			100%		191	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (19:19)	–	–	–	–	–	–	–
Hispanic or Latino (113:112)			100%		184	92	
Asian or Native Hawaiian/Other Pacific Islander (77:77)			100%		195	91	
White (2868:2851)			100%		191	100	
Multiracial (8:8)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (404:403)			100%		154	97	
Limited English Proficient <sup>5</sup> (27:26)	–	–	–	–	–	–	–
Economically Disadvantaged (195:194)			100%		177	94	
<b>Final AYP Determination</b>		6 of 6					

#### 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> (1047:1036)		Qualified		100%		196	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-	-
Black or African American (6:6)	-	-	-	-	-	-	-	-
Hispanic or Latino (37:36)	-	Qualified	-	-		189	100	
Asian or Native Hawaiian/Other Pacific Islander (22:22)	-	-	-	-	-	-	-	-
White (979:969)	-	Qualified		100%		196	100	
Multiracial (2:2)	-	-	-	-	-	-	-	-
<b>Other Groups</b>								
Students with Disabilities (150:148)	-	Qualified		99%		180	100	
Limited English Proficient <sup>4</sup> (10:10)	-	-	-	-	-	-	-	-
Economically Disadvantaged (65:63)	-	Qualified		97%		190	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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 3 of 3 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 <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
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (518:500)</b>			99%		192	160	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	—	—	—	—	—	—	—
Hispanic or Latino (19:17)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:12)	—	—	—	—	—	—	—
White (482:468)			100%		192	160	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (64:64)			98%		163	153	
Limited English Proficient <sup>4</sup> (3:2)	—	—	—	—	—	—	—
Economically Disadvantaged (16:15)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>		3 of 3					

#### 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 3 of 3 Student groups making AYP in mathematics  
 Made AYP

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

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

Student Group	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
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (518:500)</b>			100%		196	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	—	—	—	—	—	—	—
Hispanic or Latino (19:17)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:12)	—	—	—	—	—	—	—
White (482:468)			100%		196	154	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (64:64)			100%		178	147	
Limited English Proficient <sup>4</sup> (3:2)	—	—	—	—	—	—	—
Economically Disadvantaged (16:15)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>		3 of 3					

#### 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		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
<b>All Students</b> (545)			95%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (4)		–	–	–		
Hispanic or Latino (21)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (23)		–	–	–		
White (497)			96%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (84)			76%	55%		
Limited English Proficient <sup>3</sup> (5)		–	–	–		
Economically Disadvantaged (20)		–	–	–		
<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 **NORTHPORT-EAST NORTHPORT UNION FREE SCHOOL DISTRICT**

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

## 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

4 schools identified 44% of total

DICKINSON AVENUE ELEMENTARY SCHOOL  
EAST NORTHPORT MIDDLE SCHOOL  
NORTHPORT MIDDLE SCHOOL  
PULASKI ROAD SCHOOL

### New York State Status

#### Good Standing

5 schools identified 56% of total

BELLEROSE ELEMENTARY SCHOOL  
FIFTH AVENUE ELEMENTARY SCHOOL  
NORTHPORT SENIOR HIGH SCHOOL  
NORWOOD AVENUE SCHOOL  
OCEAN AVENUE SCHOOL

District **NORTHPORT-EAST NORTHPORT UNION FREE SCHOOL DISTRICT**District ID **58-04-04-03-0000**

## 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%	
<b>English Language Arts</b>				
Grade 3	90%			453
Grade 4	87%			517
Grade 5	93%			490
Grade 6	84%			550
Grade 7	92%			520
Grade 8	86%			518
<b>Mathematics</b>				
Grade 3	96%			452
Grade 4	93%			519
Grade 5	94%			490
Grade 6	87%			550
Grade 7	95%			525
Grade 8	89%			523
<b>Science</b>				
Grade 4	97%			513
Grade 8	94%			323

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	93%			513
Mathematics	95%			513

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

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

#### Level 2: Partially Meeting Learning Standards.

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

#### Level 3: Meeting Learning Standards.

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

#### Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

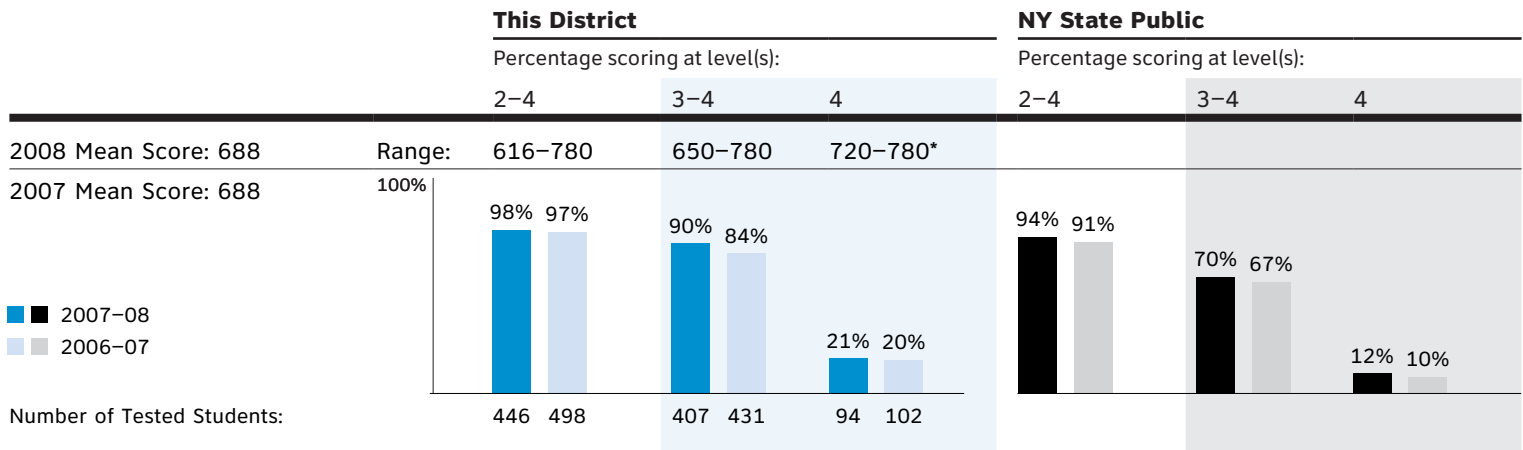
### This District's N/RC Category:

#### Low Need Districts

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



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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>453</b>	<b>98%</b>	<b>90%</b>	<b>21%</b>	<b>514</b>	<b>97%</b>	<b>84%</b>	<b>20%</b>
Female	241	100%	94%	22%	244	99%	88%	25%
Male	212	97%	85%	19%	270	95%	80%	15%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	18	100%	83%	33%	19	100%	47%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	55%	10	-	-	-
White	419	98%	90%	20%	482	97%	86%	21%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	0%	13	92%	69%	0%
General-Education Students	394	100%	94%	23%	439	99%	91%	23%
Students with Disabilities	59	88%	59%	5%	75	84%	44%	3%
English Proficient	452	-	-	-	505	97%	85%	20%
Limited English Proficient	1	-	-	-	9	100%	22%	0%
Economically Disadvantaged	12	100%	67%	17%	23	91%	39%	4%
Not Disadvantaged	441	98%	90%	21%	491	97%	86%	21%
Migrant								
Not Migrant	453	98%	90%	21%	514	97%	84%	20%

#### NOTES

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

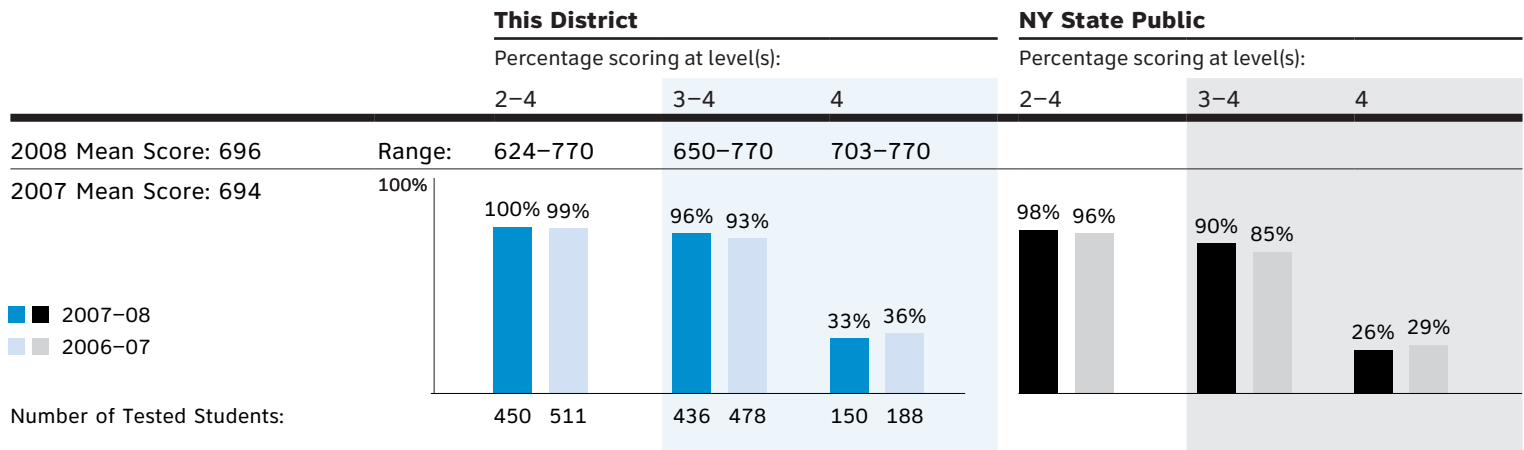
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>452</b>	<b>100%</b>	<b>96%</b>	<b>33%</b>	<b>516</b>	<b>99%</b>	<b>93%</b>	<b>36%</b>
Female	241	100%	97%	34%	244	100%	92%	40%
Male	211	100%	96%	33%	272	98%	93%	33%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	18	100%	94%	28%	20	95%	60%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	55%	10	-	-	-
White	418	100%	97%	33%	483	99%	94%	38%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	0%	13	100%	92%	31%
General-Education Students	393	100%	99%	37%	441	100%	98%	41%
Students with Disabilities	59	97%	81%	8%	75	93%	63%	9%
English Proficient	451	-	-	-	507	99%	93%	37%
Limited English Proficient	1	-	-	-	9	100%	56%	11%
Economically Disadvantaged	11	100%	82%	18%	23	100%	78%	9%
Not Disadvantaged	441	100%	97%	34%	493	99%	93%	38%
Migrant								
Not Migrant	452	100%	96%	33%	516	99%	93%	36%

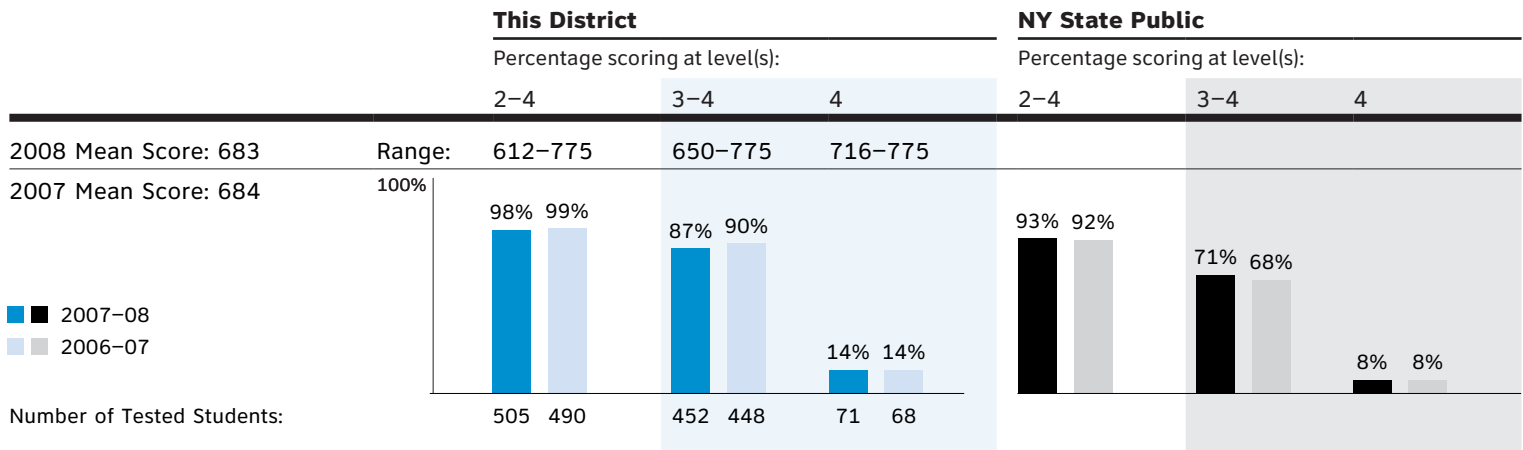
#### NOTES

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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	4	-	-	-	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
<b>All Students</b>	<b>517</b>	<b>98%</b>	<b>87%</b>	<b>14%</b>	<b>497</b>	<b>99%</b>	<b>90%</b>	<b>14%</b>
Female	245	99%	91%	16%	224	100%	91%	14%
Male	272	97%	84%	12%	273	98%	89%	14%
American Indian or Alaska Native								
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	20	95%	65%	5%	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	11%	17	100%	94%	12%
White	483	98%	89%	14%	470	99%	90%	14%
Multiracial	2	-	-	-				
Small Group Totals	5	80%	80%	0%	10	100%	80%	10%
General-Education Students	438	100%	94%	16%	457	100%	94%	15%
Students with Disabilities	79	85%	51%	1%	40	88%	43%	0%
English Proficient	509	98%	88%	14%	494	-	-	-
Limited English Proficient	8	88%	25%	0%	3	-	-	-
Economically Disadvantaged	31	94%	68%	0%	26	96%	85%	4%
Not Disadvantaged	486	98%	89%	15%	471	99%	90%	14%
Migrant								
Not Migrant	517	98%	87%	14%	497	99%	90%	14%

#### NOTES

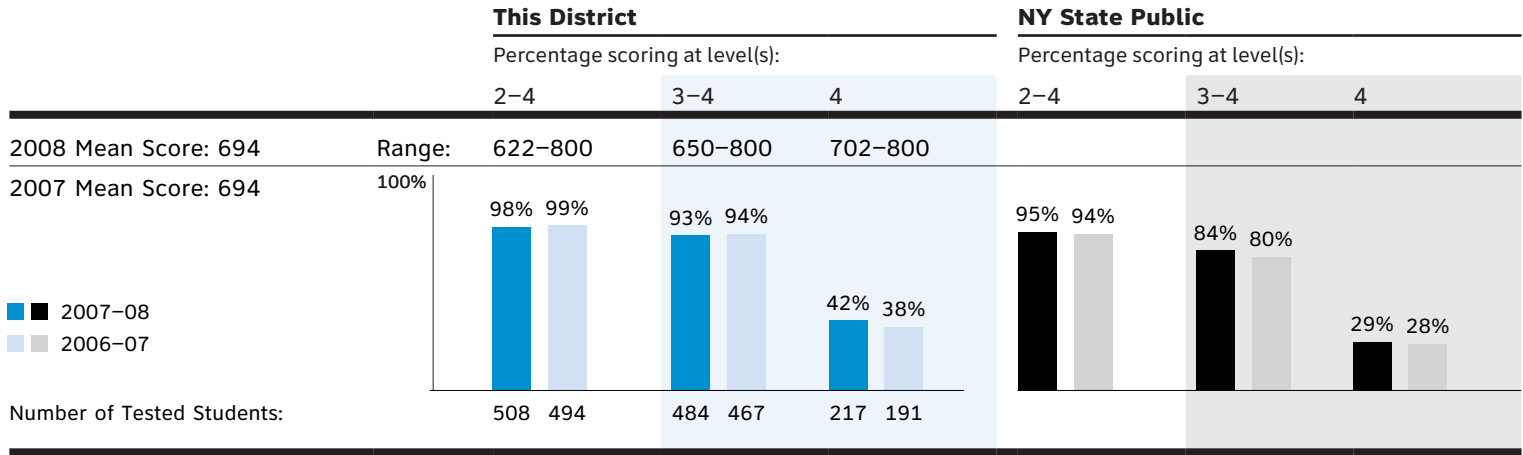
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### Other Assessments

	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	1	-	-	-	6	6	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 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>519</b>	<b>98%</b>	<b>93%</b>	<b>42%</b>	<b>498</b>	<b>99%</b>	<b>94%</b>	<b>38%</b>
Female	245	99%	95%	42%	224	99%	92%	33%
Male	274	97%	92%	42%	274	100%	95%	42%
American Indian or Alaska Native								
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	20	90%	85%	5%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	17	100%	100%	59%
White	485	98%	94%	43%	470	99%	94%	38%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	80%	20%	11	100%	82%	18%
General-Education Students	440	100%	98%	48%	458	100%	97%	41%
Students with Disabilities	79	86%	65%	8%	40	90%	63%	5%
English Proficient	511	98%	94%	42%	494	-	-	-
Limited English Proficient	8	88%	75%	13%	4	-	-	-
Economically Disadvantaged	31	97%	84%	16%	27	100%	85%	22%
Not Disadvantaged	488	98%	94%	43%	471	99%	94%	39%
Migrant								
Not Migrant	519	98%	93%	42%	498	99%	94%	38%

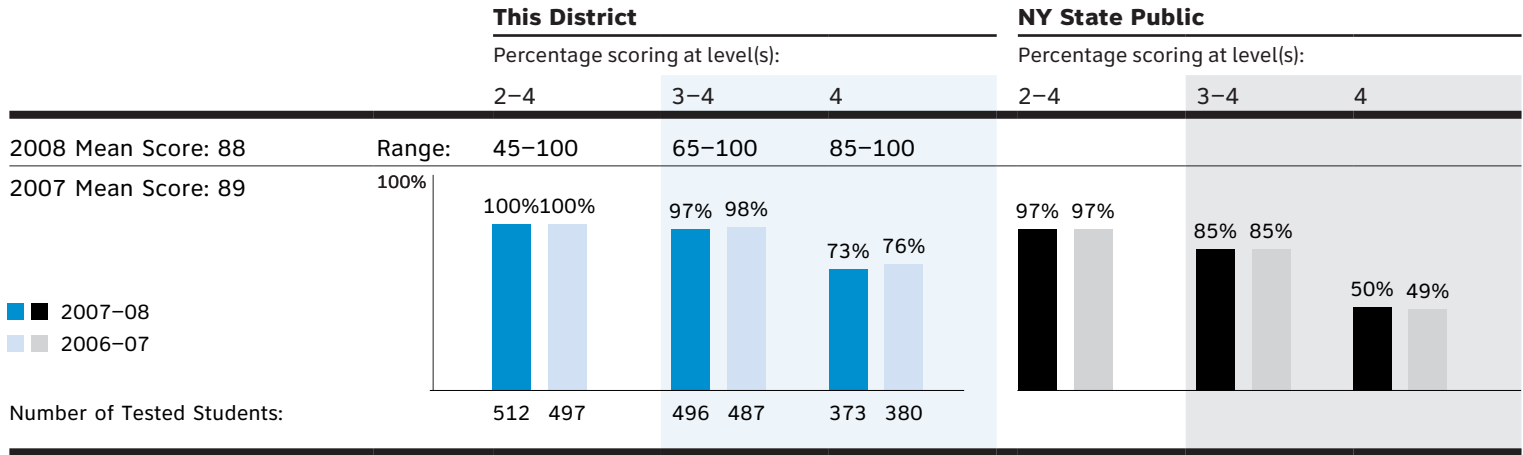
#### NOTES

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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	1	-	-	-	6	6	6	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
<b>All Students</b>	<b>513</b>	<b>100%</b>	<b>97%</b>	<b>73%</b>	<b>497</b>	<b>100%</b>	<b>98%</b>	<b>76%</b>
Female	243	100%	97%	74%	223	100%	97%	73%
Male	270	100%	96%	72%	274	100%	99%	80%
American Indian or Alaska Native								
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	19	100%	89%	32%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	78%	17	100%	100%	82%
White	480	100%	97%	74%	469	100%	98%	76%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	100%	60%	11	100%	100%	73%
General-Education Students	436	100%	99%	81%	457	100%	99%	80%
Students with Disabilities	77	99%	83%	27%	40	100%	90%	33%
English Proficient	505	100%	97%	74%	493	-	-	-
Limited English Proficient	8	100%	75%	13%	4	-	-	-
Economically Disadvantaged	29	100%	93%	34%	27	100%	100%	74%
Not Disadvantaged	484	100%	97%	75%	470	100%	98%	77%
Migrant								
Not Migrant	513	100%	97%	73%	497	100%	98%	76%

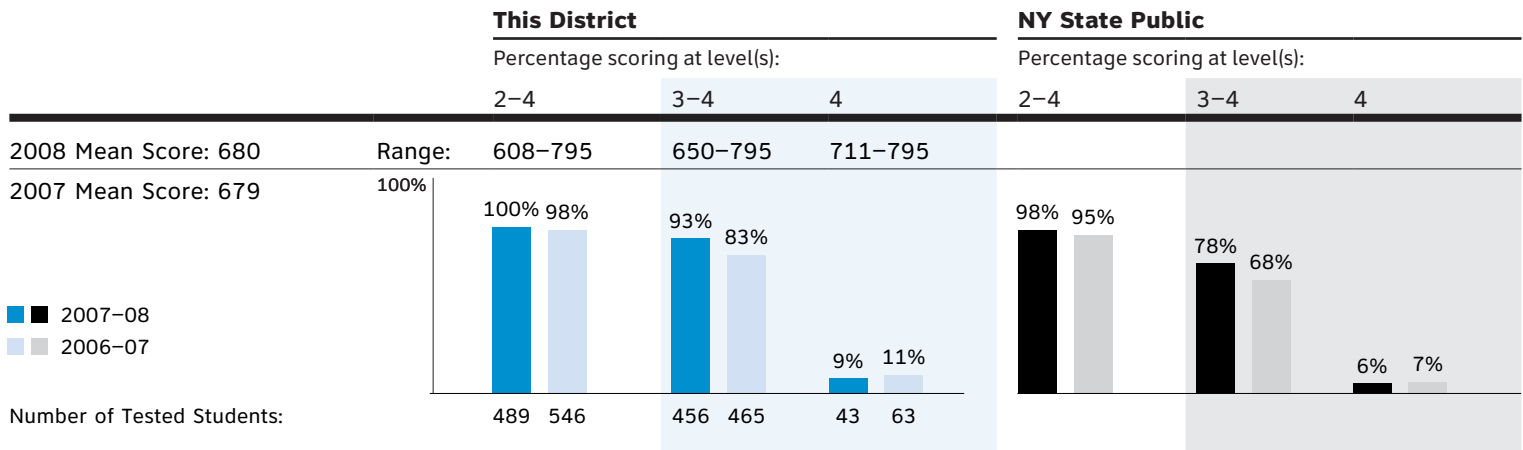
### NOTES

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

## Other Assessments

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

## 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>490</b>	<b>100%</b>	<b>93%</b>	<b>9%</b>	<b>558</b>	<b>98%</b>	<b>83%</b>	<b>11%</b>
Female	224	100%	94%	7%	261	100%	87%	13%
Male	266	100%	92%	10%	297	96%	80%	10%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino	14	-	-	-	18	100%	72%	6%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	28%	8	-	-	-
White	455	100%	93%	8%	528	98%	84%	11%
Multiracial	1	-	-	-				
Small Group Totals	17	100%	88%	0%	12	100%	67%	25%
General-Education Students	448	100%	97%	10%	485	100%	89%	13%
Students with Disabilities	42	98%	52%	0%	73	84%	42%	0%
English Proficient	486	-	-	-	555	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	26	100%	92%	0%	37	100%	78%	3%
Not Disadvantaged	464	100%	93%	9%	521	98%	84%	12%
Migrant								
Not Migrant	490	100%	93%	9%	558	98%	83%	11%

#### NOTES

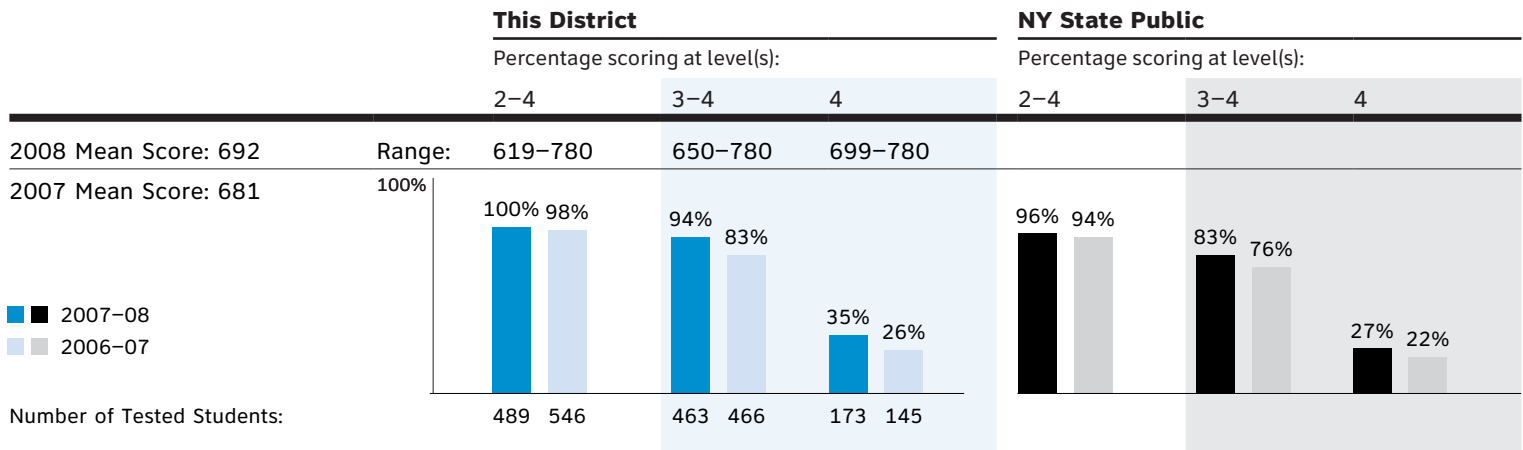
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### Other Assessments

	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 5 Equivalent	5	5	5	4	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>490</b>	<b>100%</b>	<b>94%</b>	<b>35%</b>	<b>560</b>	<b>98%</b>	<b>83%</b>	<b>26%</b>
Female	224	100%	93%	30%	262	100%	85%	22%
Male	266	100%	96%	39%	298	96%	82%	29%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino	15	-	-	-	18	94%	83%	17%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	67%	9	-	-	-
White	454	100%	95%	35%	529	98%	84%	26%
Multiracial	1	-	-	-				
Small Group Totals	18	100%	78%	6%	13	92%	69%	38%
General-Education Students	447	100%	97%	38%	487	100%	90%	29%
Students with Disabilities	43	98%	65%	9%	73	84%	40%	4%
English Proficient	485	100%	95%	36%	556	-	-	-
Limited English Proficient	5	100%	60%	0%	4	-	-	-
Economically Disadvantaged	28	100%	86%	21%	37	100%	84%	11%
Not Disadvantaged	462	100%	95%	36%	523	97%	83%	27%
Migrant								
Not Migrant	490	100%	94%	35%	560	98%	83%	26%

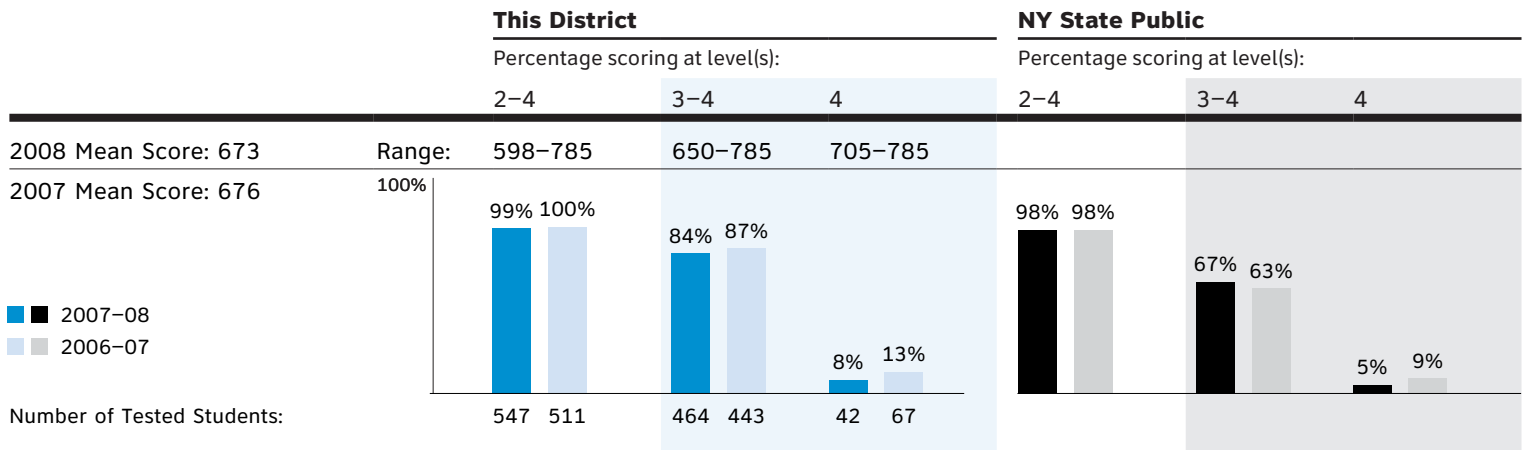
### NOTES

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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	5	5	5	4	6	6	6	6

## 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>550</b>	<b>99%</b>	<b>84%</b>	<b>8%</b>	<b>511</b>	<b>100%</b>	<b>87%</b>	<b>13%</b>
Female	257	100%	88%	11%	261	100%	88%	16%
Male	293	99%	81%	5%	250	100%	86%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-				
Hispanic or Latino	20	100%	75%	10%	21	100%	86%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	9%	12	100%	83%	25%
White	510	99%	85%	8%	478	100%	87%	13%
Multiracial	4	-	-	-				
Small Group Totals	9	100%	78%	0%				
General-Education Students	478	100%	91%	9%	457	100%	91%	15%
Students with Disabilities	72	96%	38%	0%	54	100%	46%	0%
English Proficient	547	-	-	-	508	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	45	100%	71%	2%	36	100%	67%	6%
Not Disadvantaged	505	99%	86%	8%	475	100%	88%	14%
Migrant								
Not Migrant	550	99%	84%	8%	511	100%	87%	13%

#### NOTES

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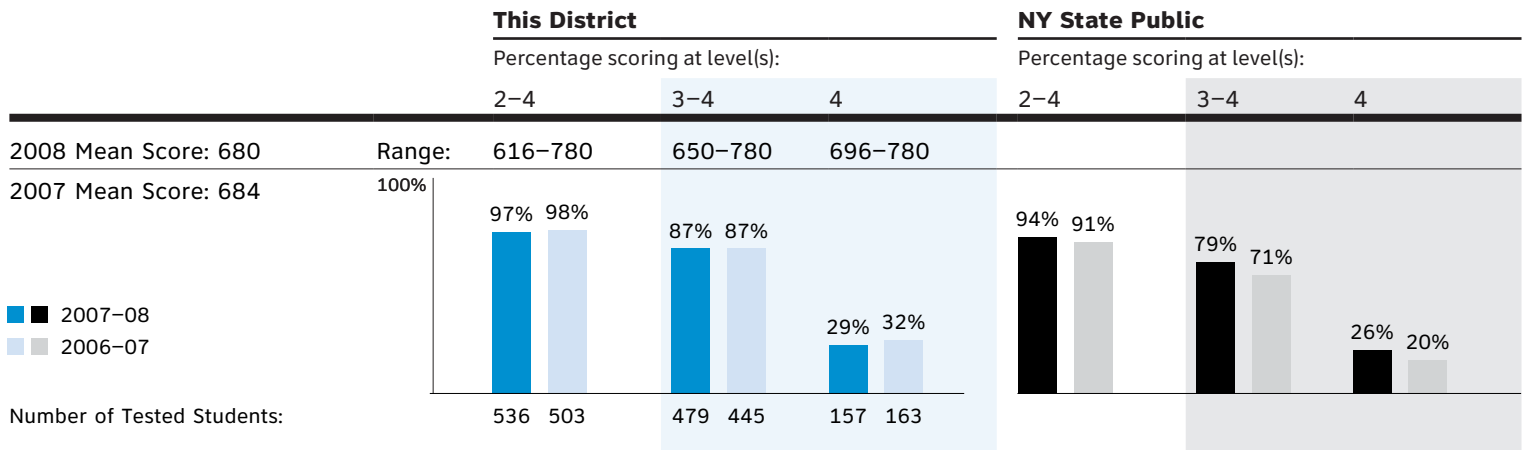
### Other Assessments

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

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



## This District's Results in Grade 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>550</b>	<b>97%</b>	<b>87%</b>	<b>29%</b>	<b>512</b>	<b>98%</b>	<b>87%</b>	<b>32%</b>
Female	255	99%	89%	27%	261	98%	86%	30%
Male	295	96%	86%	30%	251	98%	88%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	5	100%	60%	0%				
Hispanic or Latino	20	100%	85%	25%	21	100%	76%	19%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	33%	12	100%	83%	75%
White	508	97%	88%	29%	479	98%	87%	31%
Multiracial	4	-	-	-				
Small Group Totals	5	100%	80%	20%				
General-Education Students	478	100%	93%	32%	457	99%	91%	35%
Students with Disabilities	72	82%	46%	3%	55	89%	55%	9%
English Proficient	545	97%	87%	29%	509	-	-	-
Limited English Proficient	5	100%	60%	20%	3	-	-	-
Economically Disadvantaged	45	93%	78%	9%	36	94%	72%	17%
Not Disadvantaged	505	98%	88%	30%	476	99%	88%	33%
Migrant								
Not Migrant	550	97%	87%	29%	512	98%	87%	32%

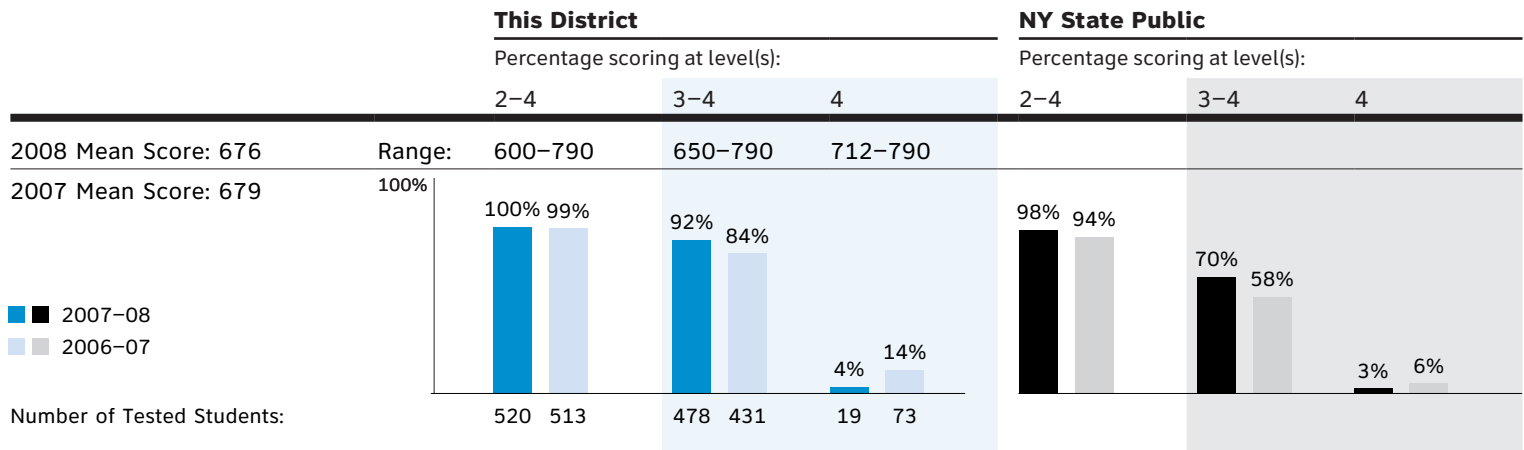
#### NOTES

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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 6 Equivalent	6	6	6	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>520</b>	<b>100%</b>	<b>92%</b>	<b>4%</b>	<b>516</b>	<b>99%</b>	<b>84%</b>	<b>14%</b>
Female	262	100%	95%	5%	265	100%	86%	18%
Male	258	100%	88%	2%	251	99%	81%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American					2	-	-	-
Hispanic or Latino	21	100%	100%	0%	14	100%	79%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	7%	8	-	-	-
White	485	100%	92%	4%	491	99%	84%	14%
Multiracial								
Small Group Totals					11	100%	82%	36%
General-Education Students	459	100%	96%	4%	457	100%	89%	16%
Students with Disabilities	61	100%	64%	0%	59	95%	44%	0%
English Proficient	517	-	-	-	516	99%	84%	14%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	38	100%	87%	0%	31	100%	58%	3%
Not Disadvantaged	482	100%	92%	4%	485	99%	85%	15%
Migrant								
Not Migrant	520	100%	92%	4%	516	99%	84%	14%

#### NOTES

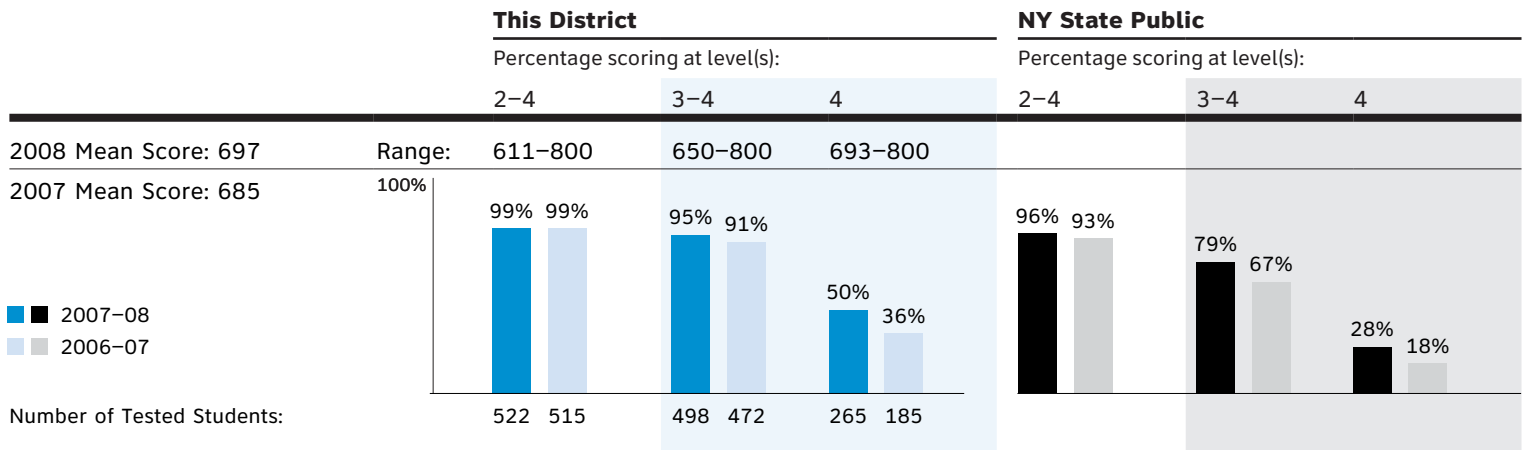
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### Other Assessments

	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 7 Equivalent	3	-	-	-	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	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 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>525</b>	<b>99%</b>	<b>95%</b>	<b>50%</b>	<b>520</b>	<b>99%</b>	<b>91%</b>	<b>36%</b>
Female	265	100%	96%	48%	269	99%	92%	38%
Male	260	99%	94%	53%	251	99%	90%	33%
American Indian or Alaska Native					1	-	-	-
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	22	100%	91%	27%	14	100%	86%	7%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	9	-	-	-
White	487	99%	95%	51%	493	99%	91%	36%
Multiracial								
Small Group Totals	16	100%	81%	56%	13	100%	100%	46%
General-Education Students	464	100%	98%	55%	461	100%	95%	40%
Students with Disabilities	61	97%	72%	20%	59	93%	56%	3%
English Proficient	519	99%	95%	51%	519	-	-	-
Limited English Proficient	6	100%	50%	33%	1	-	-	-
Economically Disadvantaged	41	100%	83%	22%	31	100%	74%	6%
Not Disadvantaged	484	99%	96%	53%	489	99%	92%	37%
Migrant								
Not Migrant	525	99%	95%	50%	520	99%	91%	36%

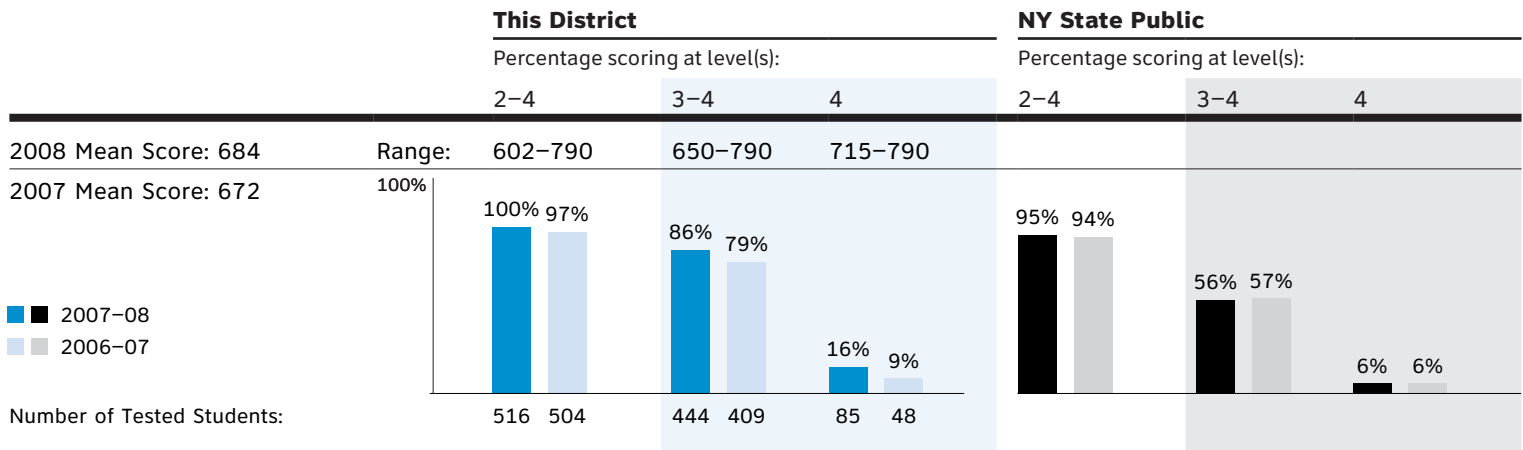
#### NOTES

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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	3	-	-	-	5	5	5	3

## 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>518</b>	<b>100%</b>	<b>86%</b>	<b>16%</b>	<b>518</b>	<b>97%</b>	<b>79%</b>	<b>9%</b>
Female	262	100%	90%	23%	245	99%	83%	11%
Male	256	99%	81%	10%	273	96%	75%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	3	-	-	-	5	80%	40%	0%
Hispanic or Latino	16	100%	88%	13%	15	100%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	17	94%	88%	18%
White	486	100%	85%	17%	481	98%	80%	9%
Multiracial								
Small Group Totals	16	100%	94%	13%				
General-Education Students	456	100%	93%	18%	450	100%	87%	11%
Students with Disabilities	62	97%	35%	2%	68	79%	28%	0%
English Proficient	517	-	-	-	516	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	35	100%	71%	3%	28	93%	50%	0%
Not Disadvantaged	483	100%	87%	17%	490	98%	81%	10%
Migrant								
Not Migrant	518	100%	86%	16%	518	97%	79%	9%

#### NOTES

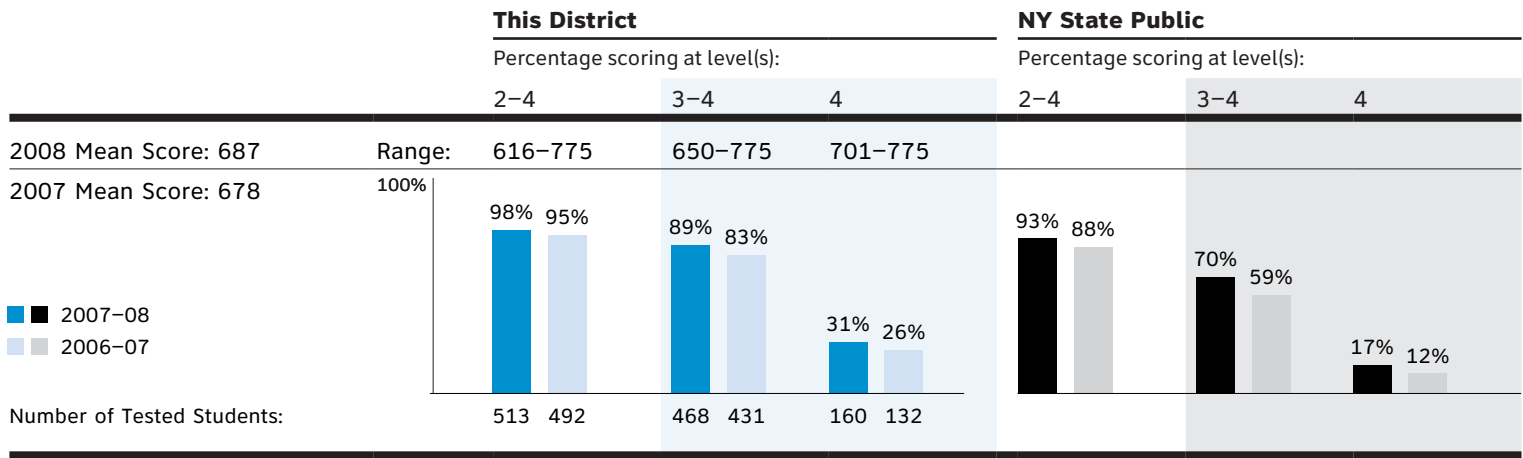
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### Other Assessments

	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	6	6	6	4	7	7	7	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	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>523</b>	<b>98%</b>	<b>89%</b>	<b>31%</b>	<b>517</b>	<b>95%</b>	<b>83%</b>	<b>26%</b>
Female	265	99%	89%	35%	244	97%	85%	29%
Male	258	97%	90%	26%	273	93%	82%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	3	-	-	-	5	100%	60%	0%
Hispanic or Latino	17	100%	76%	18%	15	93%	67%	27%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	17	94%	94%	24%
White	489	98%	90%	31%	480	95%	84%	26%
Multiracial								
Small Group Totals	17	100%	94%	41%				
General-Education Students	458	100%	95%	35%	449	100%	90%	29%
Students with Disabilities	65	86%	52%	0%	68	66%	38%	3%
English Proficient	521	-	-	-	515	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	35	100%	63%	9%	29	90%	62%	7%
Not Disadvantaged	488	98%	91%	32%	488	95%	85%	27%
Migrant								
Not Migrant	523	98%	89%	31%	517	95%	83%	26%

### 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	6	5	4	3	7	7	7	5

## This District's Results in Grade 8 Science

### This District

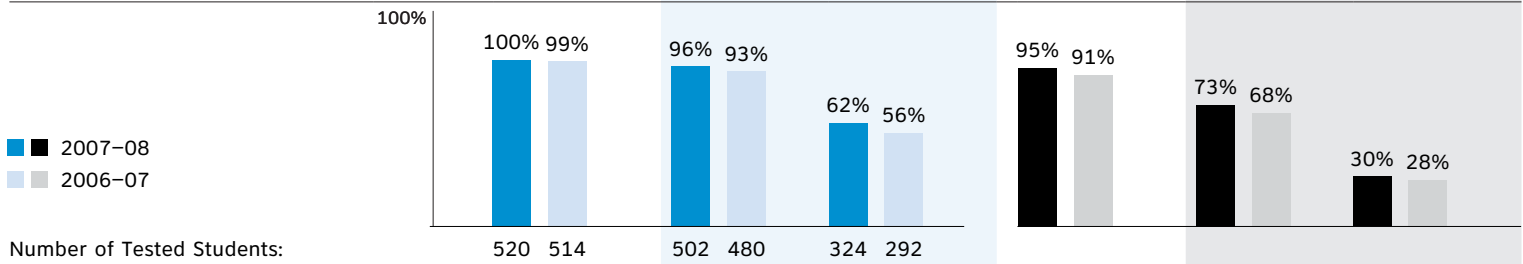
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



Number of Tested Students:

520 514      502 480      324 292

## Results by Student Group

### 2007-08 School Year

Total Tested      Percentage scoring at level(s):  
2-4      3-4      4

### 2006-07 School Year

Total Tested      Percentage scoring at level(s):  
2-4      3-4      4

	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>323</b>	<b>99%</b>	<b>94%</b>	<b>42%</b>	<b>328</b>	<b>99%</b>	<b>88%</b>	<b>36%</b>
Female	146	100%	94%	32%	140	99%	89%	32%
Male	177	99%	94%	50%	188	98%	88%	39%
American Indian or Alaska Native	1	-	-	-				
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	16	100%	88%	25%	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	12	100%	83%	58%
White	296	99%	94%	43%	302	99%	89%	36%
Multiracial								
Small Group Totals	11	100%	91%	45%	14	100%	71%	14%
General-Education Students	258	100%	97%	48%	260	100%	95%	42%
Students with Disabilities	65	97%	80%	17%	68	94%	62%	12%
English Proficient	321	-	-	-	326	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	32	100%	88%	28%	24	100%	71%	8%
Not Disadvantaged	291	99%	95%	43%	304	99%	90%	38%
Migrant								
Not Migrant	323	99%	94%	42%	328	99%	88%	36%

### NOTES

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## Other Assessments

### 2007-08 School Year

Total Tested      Number scoring at level(s):  
2-4      3-4      4

### 2006-07 School Year

Total Tested      Number scoring at level(s):  
2-4      3-4      4

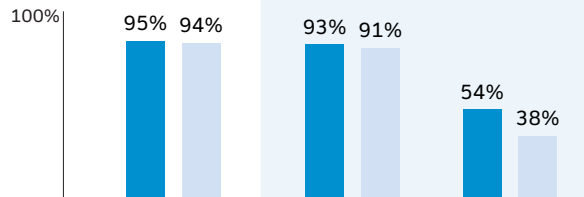
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	5	4	7	7	7	5
Regents Science	199	199	199	189	190	190	190	174

## 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

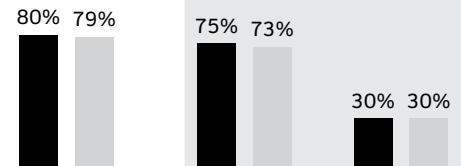


■ 2004 Cohort  
■ 2003 Cohort

### 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
<b>All Students</b>	<b>513</b>	<b>95%</b>	<b>93%</b>	<b>54%</b>	<b>551</b>	<b>94%</b>	<b>91%</b>	<b>38%</b>
Female	245	96%	95%	63%	281	98%	96%	48%
Male	268	95%	91%	45%	270	90%	86%	27%
American Indian or Alaska Native								
Black or African American	3	-	-	-	4	-	-	-
Hispanic or Latino	19	89%	89%	32%	21	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	22	95%	91%	32%
White	479	95%	93%	56%	504	94%	91%	38%
Multiracial								
Small Group Totals	15	100%	93%	27%	25	88%	84%	28%
General-Education Students	444	98%	97%	61%	465	98%	97%	44%
Students with Disabilities	69	74%	68%	4%	86	73%	57%	3%
English Proficient	511	-	-	-	546	95%	91%	38%
Limited English Proficient	2	-	-	-	5	60%	60%	0%
Economically Disadvantaged	16	88%	88%	44%	20	85%	75%	25%
Not Disadvantaged	497	95%	93%	54%	531	95%	92%	38%
Migrant								
Not Migrant	513	95%	93%	54%				

### NOTES

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

## Other Assessments

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

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

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

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

## 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

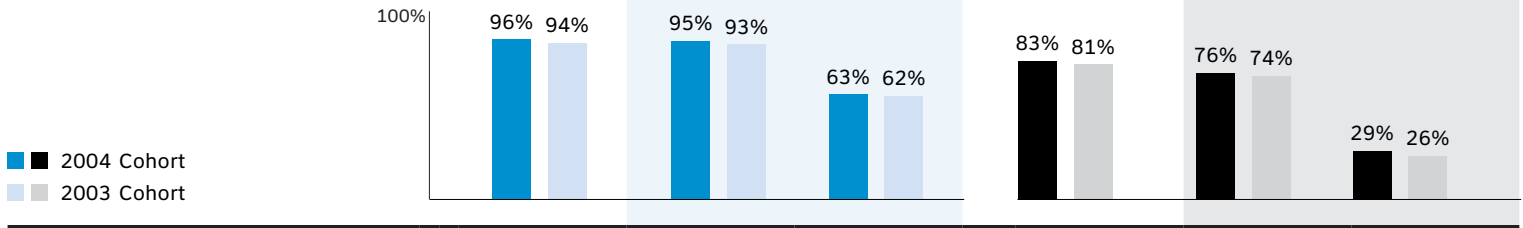
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				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>513</b>	<b>96%</b>	<b>95%</b>	<b>63%</b>	<b>551</b>	<b>94%</b>	<b>93%</b>	<b>62%</b>
Female	245	96%	95%	65%	281	97%	97%	68%
Male	268	97%	94%	61%	270	91%	90%	55%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	19	84%	84%	37%	21	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	–	–	–	22	95%	95%	64%
White	479	97%	95%	63%	504	95%	94%	62%
Multiracial								
Small Group Totals	15	100%	100%	87%	25	88%	88%	56%
General-Education Students	444	99%	98%	71%	465	99%	99%	71%
Students with Disabilities	69	81%	71%	10%	86	71%	65%	10%
English Proficient	511	–	–	–	546	95%	94%	62%
Limited English Proficient	2	–	–	–	5	80%	80%	20%
Economically Disadvantaged	16	94%	94%	31%	20	90%	85%	45%
Not Disadvantaged	497	96%	95%	64%	531	95%	94%	63%
Migrant								
Not Migrant	513	96%	95%	63%				

### NOTES

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

## Other Assessments

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

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

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

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