



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **SOUTH HUNTINGTON UNION FREE  
SCHOOL DISTRICT**

District ID **58-04-13-03-0000**

Superintendent **THOMAS SHEA**

Telephone **(631) 425-5300**

Grades **K-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

### **1** Get District Profile information.

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

### **2** Review District Accountability Status.

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

### **3** View School Accountability Status.

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

### **4** Review an Overview of District Performance.

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

District SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-13-03-0000

## 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	479	454	474
Grade 1	489	471	449
Grade 2	428	495	472
Grade 3	445	436	476
Grade 4	447	442	440
Grade 5	441	445	448
Grade 6	462	436	431
Ungraded Elementary	0	16	3
Grade 7	472	461	448
Grade 8	487	466	453
Grade 9	473	473	501
Grade 10	475	460	473
Grade 11	458	475	423
Grade 12	440	441	424
Ungraded Secondary	1	18	21
<b>Total K-12</b>	<b>5997</b>	<b>5989</b>	<b>5936</b>

### Average Class Size

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

### Enrollment Information

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

### Average Class Size Information

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

District SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-13-03-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1220	20%	1333	22%	1512	25%
Reduced-Price Lunch	397	7%	364	6%	415	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	583	10%	676	11%	661	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	2	0%	3	0%	4	0%
Black or African American	618	10%	681	11%	659	11%
Hispanic or Latino	1026	17%	1181	20%	1252	21%
Asian or Native Hawaiian/Other Pacific Islander	268	4%	316	5%	343	6%
White	4083	68%	3808	64%	3677	62%
Multiracial**	N/A	N/A	0	0%	1	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%		96%		95%	
Student Suspensions	307	5%	332	6%	297	5%

## 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 SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-13-03-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	501	476	505
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	10%	9%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	47%	49%	52%
<b>Total Number of Core Classes</b>	1713	1150	1133
Percent Not Taught by Highly Qualified Teachers	2%	1%	0%
<b>Total Number of Classes</b>	1724	1727	1722
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	17%	18%	20%
Turnover Rate of All Teachers	12%	11%	13%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	76	78	80
Total Paraprofessionals*	185	158	175
Assistant Principals	8	8	8
Principals	7	7	7

\* Not available at the school level.

## Teacher Qualifications Information

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

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

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Graduation-Rate Total Cohort

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

### Performance Index (PI)

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

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

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 8	8 of 8	1 of 1	6 of 6	6 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** 6 of 8 Student groups making AYP in English language arts  
 Did not make AYP

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (2737:2678)			100%		174	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (314:297)			100%		149	127	
Hispanic or Latino (595:573)			100%		149	128	
Asian or Native Hawaiian/Other Pacific Islander (180:171)			100%		187	125	
White (1645:1635)			100%		186	130	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (303:297)			100%		117	127	118    125
Limited English Proficient <sup>5</sup> (298:393)			100%		126	127	127    133
Economically Disadvantaged (860:818)			100%		148	129	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

**Accountability Status**  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) <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> (2737:2682)			100%		183	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—
Black or African American (312:297)			100%		159	96	
Hispanic or Latino (597:576)			100%		167	97	
Asian or Native Hawaiian/Other Pacific Islander (181:172)			100%		197	94	
White (1644:1635)			100%		191	99	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (302:293)			99%		124	96	
Limited English Proficient <sup>5</sup> (297:403)			100%		152	97	
Economically Disadvantaged (858:821)			100%		164	98	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

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

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

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

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

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

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

#### AYP Status

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



















## Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
<b>All Students</b> (905:886)		Qualified		100%		191	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (91:87)		Qualified		100%		167	100	
Hispanic or Latino (195:186)		Qualified		100%		182	100	
Asian or Native Hawaiian/Other Pacific Islander (59:58)		Qualified		100%		200	100	
White (559:554)		Qualified		100%		197	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (98:96)		Qualified		100%		160	100	
Limited English Proficient <sup>4</sup> (97:131)		Qualified		100%		177	100	
Economically Disadvantaged (280:266)		Qualified		100%		180	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** 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 <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 (434:447)</b>			100%		193	160	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (48:54)			100%		180	152	
Hispanic or Latino (61:69)			100%		186	153	
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—	—	—	—	—	—	—
White (304:303)			100%		196	159	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (57:70)			100%		164	154	
Limited English Proficient <sup>4</sup> (9:11)	—	—	—	—	—	—	—
Economically Disadvantaged (85:98)			100%		186	155	
<b>Final AYP Determination</b>		6 of 6					

#### NOTES

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

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

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

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


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

#### AYP Status

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




















## Secondary-Level Mathematics

**Accountability Status**  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 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</b> (434:447)			100%		190	154	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (48:54)			100%		178	146	
Hispanic or Latino (61:69)			100%		174	147	
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—	—	—	—	—	—	—
White (304:303)			100%		195	153	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (57:70)			100%		150	148	
Limited English Proficient <sup>4</sup> (9:11)	—	—	—	—	—	—	—
Economically Disadvantaged (85:98)			100%		182	149	
<b>Final AYP Determination</b>		6 of 6					

#### NOTES

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

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

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

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

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

#### AYP Status

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









## 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 (447)</b>			93%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (57)			86%	55%		
Hispanic or Latino (62)			81%	55%		
Asian or Native Hawaiian/Other Pacific Islander (18)		–	–	–		
White (309)			97%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (76)			83%	55%		
Limited English Proficient <sup>3</sup> (15)		–	–	–		
Economically Disadvantaged (95)			85%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

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

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

## Graduation Rate Information

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

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

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

# 3 School Accountability Status

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**

District ID **58-04-13-03-0000**

## 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 67% of total

BIRCHWOOD INTERMEDIATE SCHOOL  
HENRY L STIMSON MIDDLE SCHOOL  
MAPLEWOOD INTERMEDIATE SCHOOL  
OAKWOOD PRIMARY CENTER

### New York State Status

#### Good Standing

2 schools identified 33% of total

COUNTRYWOOD PRIMARY CENTER  
WALT WHITMAN HIGH SCHOOL

District **SOUTH HUNTINGTON UNION FREE SCHOOL DISTRICT**District ID **58-04-13-03-0000**

## 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	75%			475
Grade 4	77%			443
Grade 5	82%			447
Grade 6	79%			429
Grade 7	81%			444
Grade 8	70%			453
<b>Mathematics</b>				
Grade 3	92%			479
Grade 4	83%			446
Grade 5	86%			449
Grade 6	84%			429
Grade 7	86%			454
Grade 8	83%			456
<b>Science</b>				
Grade 4	92%			448
Grade 8	87%			303

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	91%			465
Mathematics	89%			465

### About the Performance Level Descriptors

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

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

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

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

#### Level 3: Meeting Learning Standards.

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

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

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

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

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

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

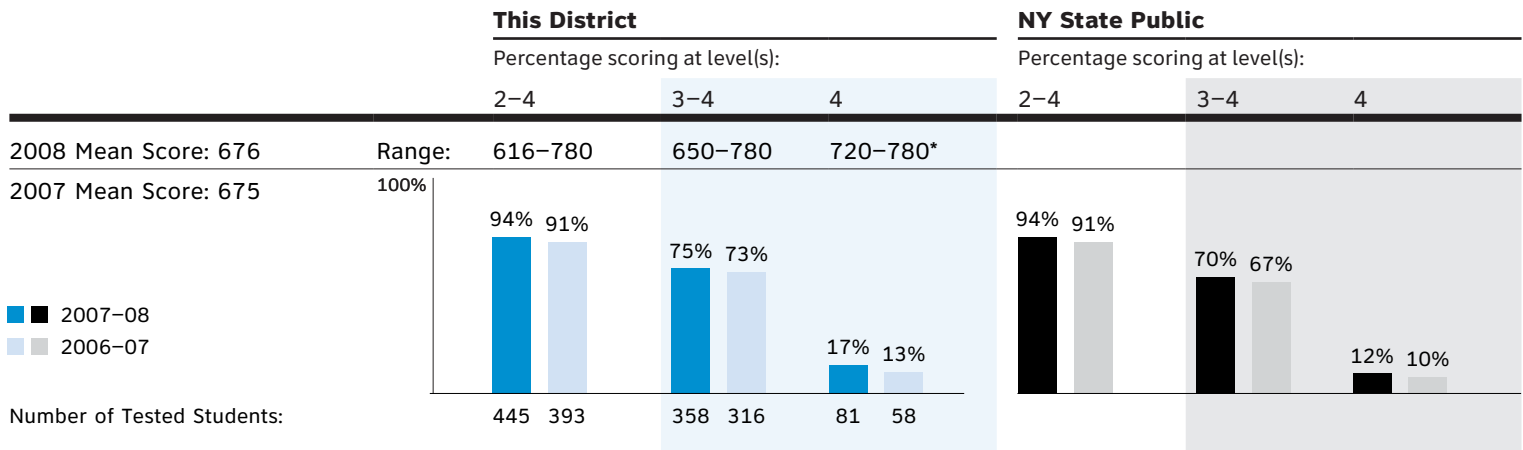
### This District's N/RC Category:

#### Average Need Districts

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



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



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>475</b>	<b>94%</b>	<b>75%</b>	<b>17%</b>	<b>432</b>	<b>91%</b>	<b>73%</b>	<b>13%</b>
Female	247	95%	79%	21%	210	94%	78%	16%
Male	228	92%	71%	13%	222	88%	69%	11%
American Indian or Alaska Native								
Black or African American	48	83%	54%	8%	43	72%	53%	12%
Hispanic or Latino	104	85%	46%	3%	112	83%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	87%	16%	30	100%	87%	20%
White	292	98%	88%	24%	247	97%	84%	17%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	431	96%	81%	19%	399	94%	78%	14%
Students with Disabilities	44	68%	23%	0%	33	52%	18%	3%
English Proficient	415	97%	84%	19%	362	94%	81%	16%
Limited English Proficient	60	73%	17%	2%	70	76%	31%	1%
Economically Disadvantaged	140	85%	51%	4%	135	79%	48%	4%
Not Disadvantaged	335	97%	85%	23%	297	96%	85%	18%
Migrant								
Not Migrant	475	94%	75%	17%	432	91%	73%	13%

#### NOTES

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

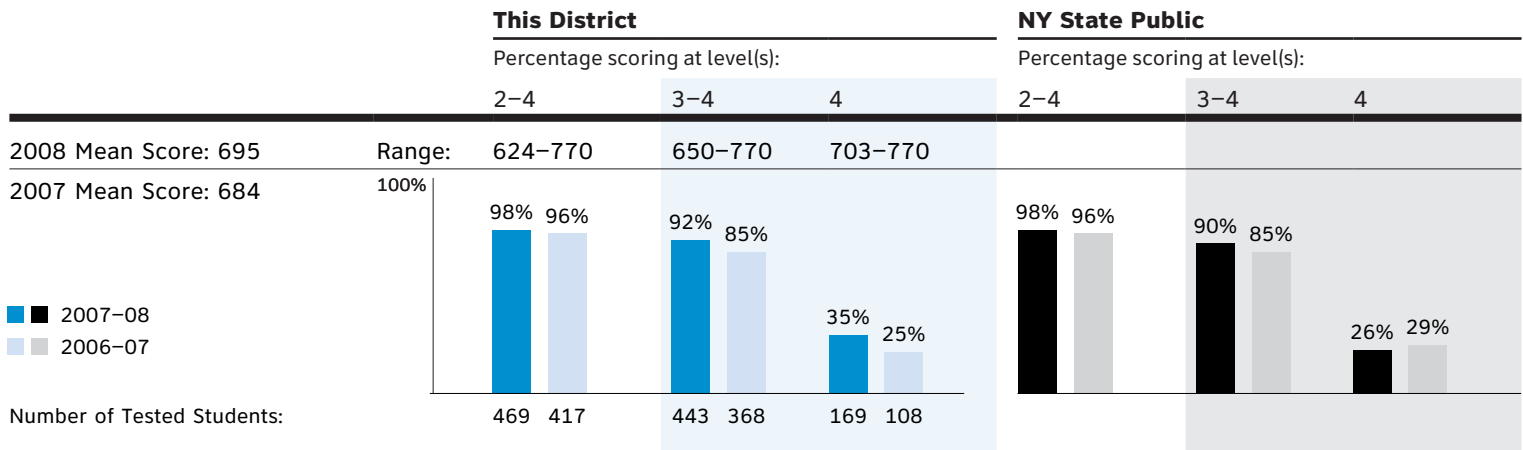
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	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 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>479</b>	<b>98%</b>	<b>92%</b>	<b>35%</b>	<b>435</b>	<b>96%</b>	<b>85%</b>	<b>25%</b>
Female	249	98%	94%	37%	212	98%	86%	22%
Male	230	97%	91%	33%	223	94%	83%	27%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	48	98%	81%	13%	43	88%	65%	16%
Hispanic or Latino	106	94%	80%	17%	114	92%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	100%	47%	30	100%	93%	33%
White	293	99%	98%	44%	248	98%	91%	29%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	435	99%	95%	37%	402	98%	89%	26%
Students with Disabilities	44	84%	64%	14%	33	70%	33%	9%
English Proficient	417	99%	96%	40%	361	97%	89%	28%
Limited English Proficient	62	90%	69%	3%	74	91%	62%	8%
Economically Disadvantaged	143	96%	82%	10%	138	91%	70%	12%
Not Disadvantaged	336	99%	97%	46%	297	98%	92%	31%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	479	98%	92%	35%	435	96%	85%	25%

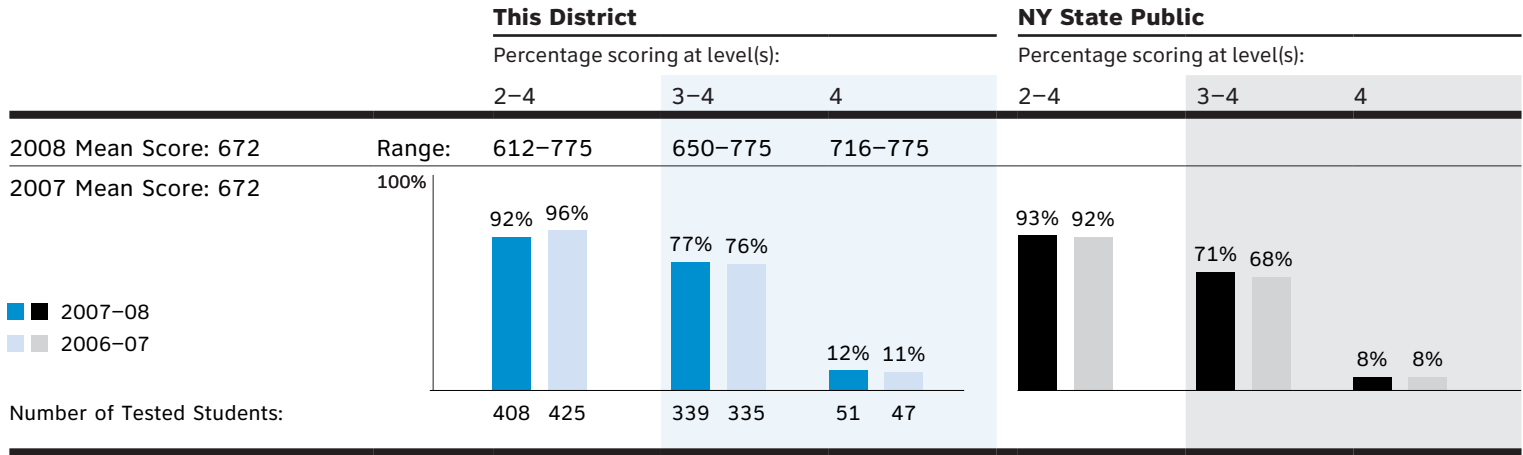
### NOTES

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

## Other Assessments

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

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>443</b>	<b>92%</b>	<b>77%</b>	<b>12%</b>	<b>441</b>	<b>96%</b>	<b>76%</b>	<b>11%</b>
Female	216	95%	81%	14%	226	98%	80%	14%
Male	227	89%	73%	9%	215	94%	72%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	44	75%	50%	5%	51	94%	59%	2%
Hispanic or Latino	118	86%	58%	3%	92	92%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	90%	20%	32	100%	81%	9%
White	251	97%	88%	16%	266	98%	85%	15%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	398	97%	82%	13%	397	98%	80%	12%
Students with Disabilities	45	51%	27%	0%	44	82%	36%	0%
English Proficient	375	95%	85%	13%	401	98%	82%	11%
Limited English Proficient	68	76%	31%	1%	40	80%	18%	3%
Economically Disadvantaged	151	83%	52%	5%	149	93%	59%	2%
Not Disadvantaged	292	97%	89%	15%	292	98%	85%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	443	92%	77%	12%	441	96%	76%	11%

#### NOTES

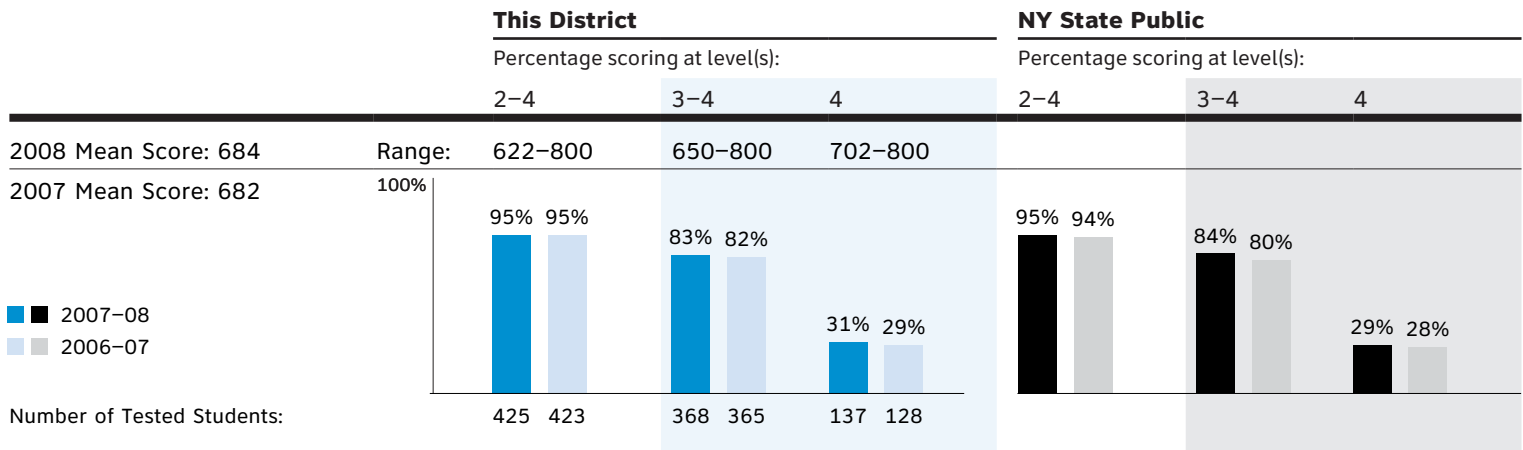
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	3	-	-	-	6	6	6	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	5	N/A	N/A	N/A

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

## This District's Results in Grade 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>446</b>	<b>95%</b>	<b>83%</b>	<b>31%</b>	<b>444</b>	<b>95%</b>	<b>82%</b>	<b>29%</b>
Female	217	97%	85%	31%	228	96%	84%	29%
Male	229	93%	80%	30%	216	94%	81%	29%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	45	80%	53%	18%	51	86%	73%	14%
Hispanic or Latino	118	92%	69%	8%	99	90%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	100%	43%	31	100%	84%	35%
White	253	99%	92%	42%	263	98%	90%	38%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	401	99%	87%	34%	401	97%	85%	31%
Students with Disabilities	45	67%	42%	4%	43	84%	53%	5%
English Proficient	376	97%	88%	36%	397	97%	88%	32%
Limited English Proficient	70	84%	53%	3%	47	77%	32%	2%
Economically Disadvantaged	152	89%	65%	12%	155	91%	67%	14%
Not Disadvantaged	294	98%	91%	40%	289	98%	90%	37%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	446	95%	83%	31%	444	95%	82%	29%

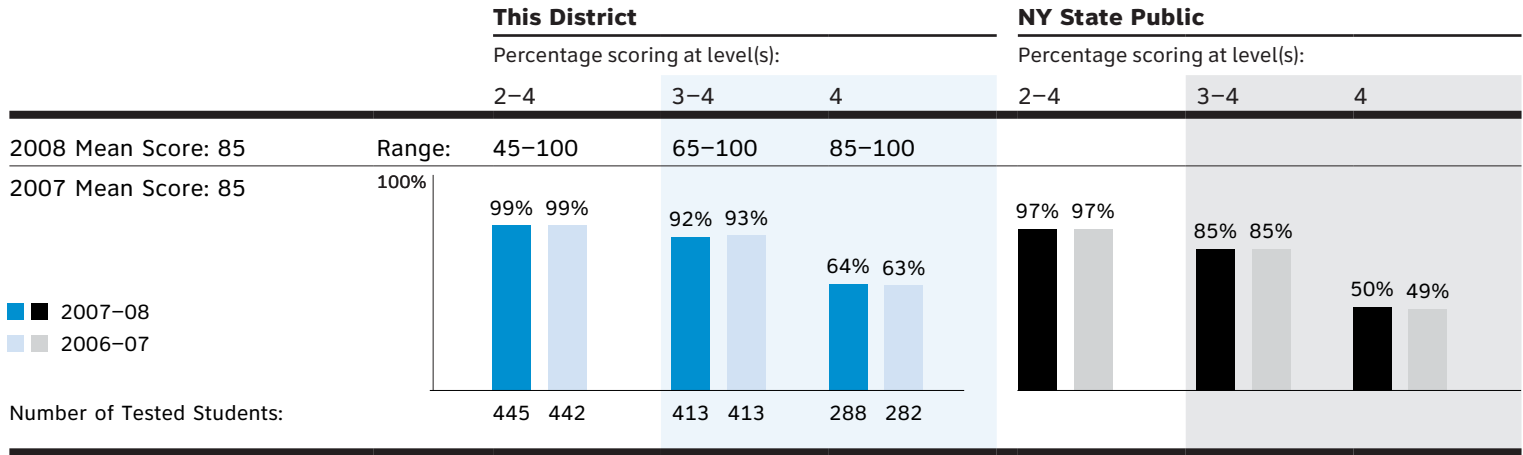
### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	6	6	4	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>448</b>	<b>99%</b>	<b>92%</b>	<b>64%</b>	<b>445</b>	<b>99%</b>	<b>93%</b>	<b>63%</b>
Female	219	100%	92%	65%	228	100%	94%	63%
Male	229	99%	92%	64%	217	99%	92%	64%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	44	95%	73%	30%	54	100%	81%	37%
Hispanic or Latino	119	99%	87%	39%	97	99%	88%	35%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	100%	87%	31	100%	100%	71%
White	254	100%	97%	79%	263	99%	96%	78%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	405	100%	94%	68%	402	100%	94%	66%
Students with Disabilities	43	98%	74%	30%	43	95%	81%	40%
English Proficient	378	99%	95%	73%	397	99%	96%	70%
Limited English Proficient	70	99%	77%	16%	48	98%	67%	13%
Economically Disadvantaged	153	99%	83%	35%	155	99%	86%	37%
Not Disadvantaged	295	100%	97%	79%	290	99%	96%	78%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	448	99%	92%	64%	445	99%	93%	63%

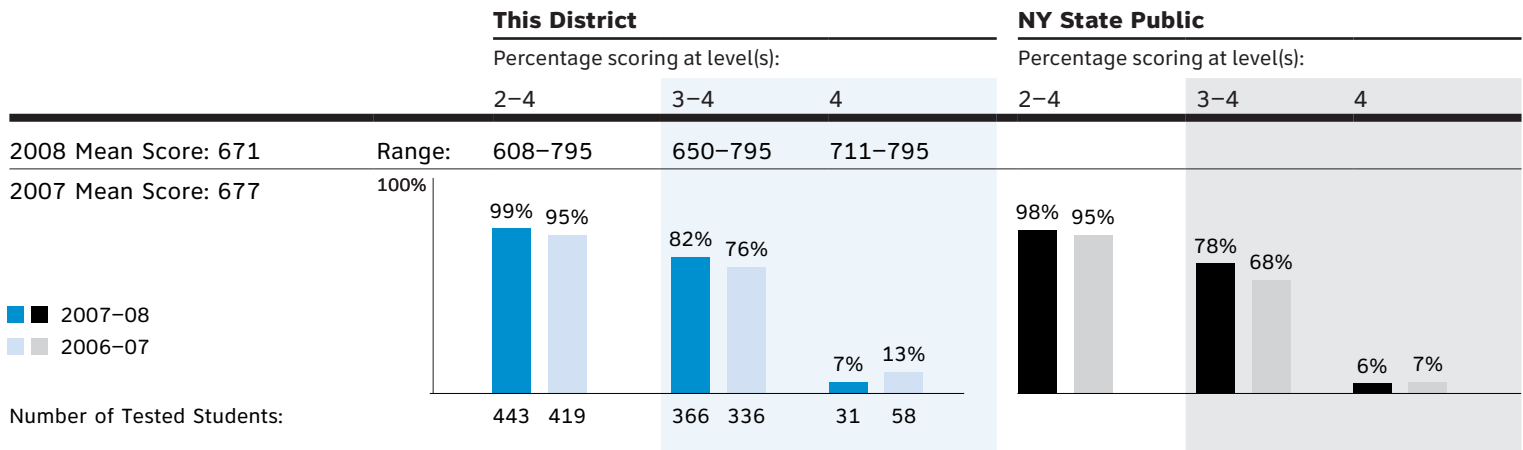
### NOTES

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

	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	3	-	-	-	6	6	5	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>447</b>	<b>99%</b>	<b>82%</b>	<b>7%</b>	<b>440</b>	<b>95%</b>	<b>76%</b>	<b>13%</b>
Female	228	99%	82%	7%	198	94%	76%	13%
Male	219	99%	81%	7%	242	96%	77%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	53	98%	66%	0%	51	88%	55%	2%
Hispanic or Latino	95	99%	67%	4%	86	87%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	31	100%	81%	16%
White	264	99%	90%	9%	272	99%	88%	18%
Multiracial								
Small Group Totals	35	100%	86%	6%				
General-Education Students	404	100%	84%	8%	393	98%	81%	15%
Students with Disabilities	43	93%	58%	0%	47	72%	34%	0%
English Proficient	405	99%	87%	8%	388	98%	83%	15%
Limited English Proficient	42	98%	33%	0%	52	75%	25%	0%
Economically Disadvantaged	153	99%	67%	1%	140	89%	54%	1%
Not Disadvantaged	294	99%	90%	10%	300	98%	87%	19%
Migrant								
Not Migrant	447	99%	82%	7%	440	95%	76%	13%

#### NOTES

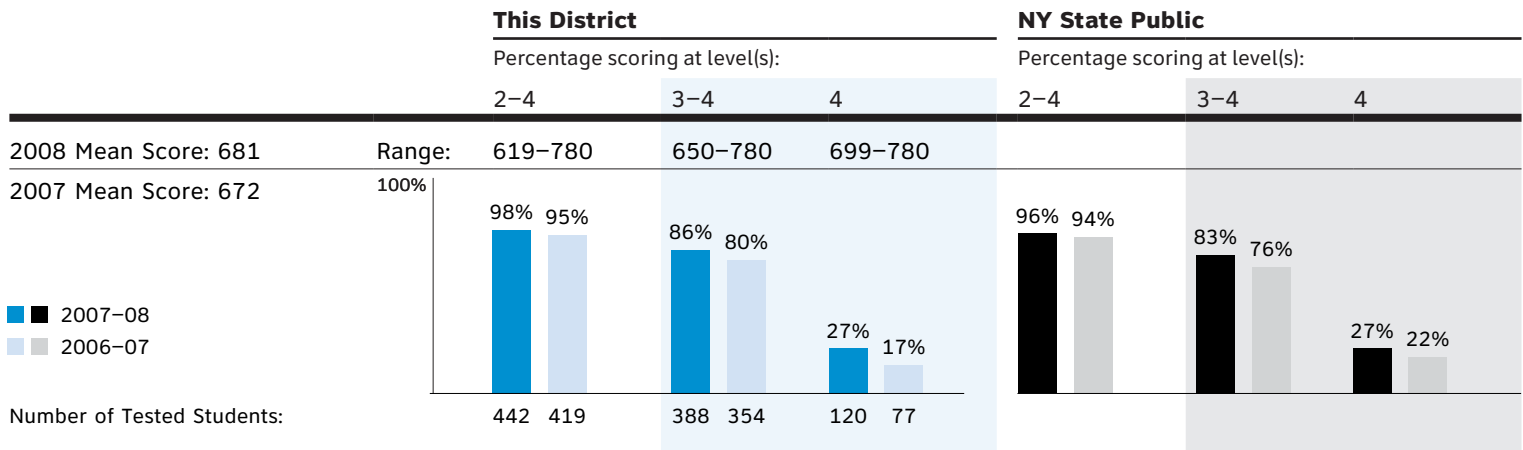
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

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

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

## This District's Results in Grade 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>449</b>	<b>98%</b>	<b>86%</b>	<b>27%</b>	<b>443</b>	<b>95%</b>	<b>80%</b>	<b>17%</b>
Female	227	99%	88%	29%	201	93%	77%	14%
Male	222	98%	85%	24%	242	96%	83%	20%
American Indian or Alaska Native	1	-	-	-				
Black or African American	53	96%	77%	8%	50	84%	64%	10%
Hispanic or Latino	98	97%	77%	6%	89	88%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-	31	100%	94%	19%
White	262	99%	90%	36%	273	98%	88%	21%
Multiracial								
Small Group Totals	36	100%	97%	44%				
General-Education Students	406	99%	89%	29%	397	97%	85%	19%
Students with Disabilities	43	93%	60%	7%	46	72%	39%	7%
English Proficient	403	99%	91%	30%	385	98%	86%	20%
Limited English Proficient	46	96%	48%	2%	58	72%	38%	0%
Economically Disadvantaged	156	97%	78%	8%	142	87%	63%	5%
Not Disadvantaged	293	99%	91%	37%	301	98%	88%	23%
Migrant								
Not Migrant	449	98%	86%	27%	443	95%	80%	17%

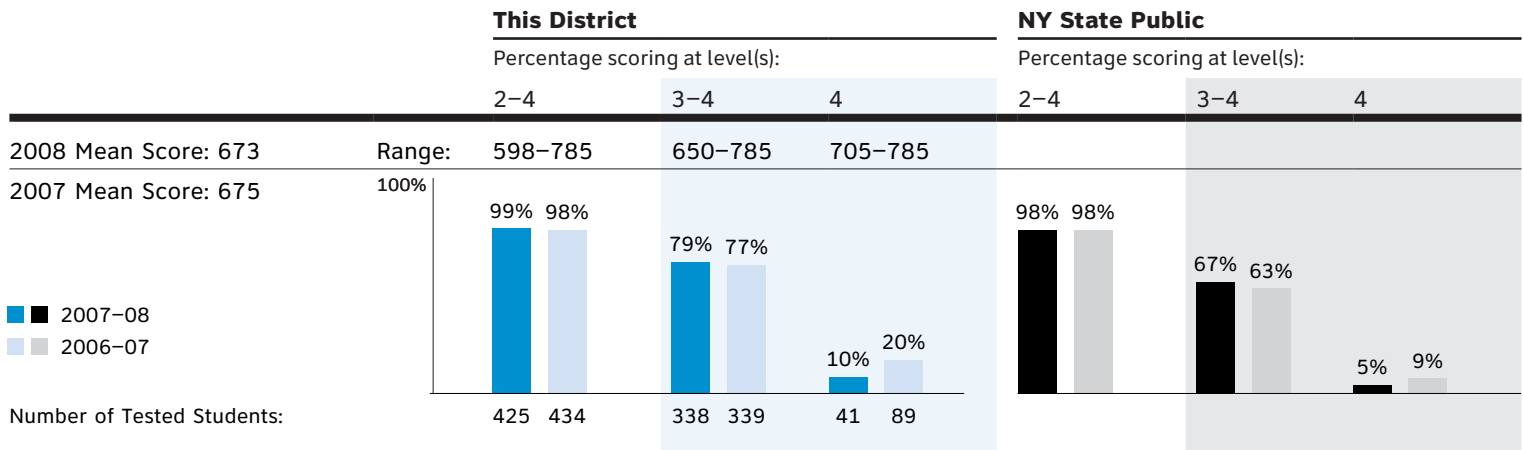
### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	4	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
<b>All Students</b>	<b>429</b>	<b>99%</b>	<b>79%</b>	<b>10%</b>	<b>443</b>	<b>98%</b>	<b>77%</b>	<b>20%</b>
Female	196	100%	82%	12%	215	98%	77%	25%
Male	233	98%	76%	7%	228	98%	76%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	51	98%	55%	4%	66	95%	52%	12%
Hispanic or Latino	83	98%	59%	1%	91	96%	62%	7%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	23	100%	78%	22%
White	261	100%	90%	13%	263	99%	88%	27%
Multiracial								
Small Group Totals	34	100%	79%	9%				
General-Education Students	382	100%	84%	11%	389	100%	85%	23%
Students with Disabilities	47	94%	36%	0%	54	83%	13%	0%
English Proficient	391	99%	85%	10%	407	99%	82%	22%
Limited English Proficient	38	95%	13%	0%	36	92%	17%	0%
Economically Disadvantaged	122	98%	57%	1%	144	96%	54%	8%
Not Disadvantaged	307	100%	87%	13%	299	99%	87%	26%
Migrant								
Not Migrant	429	99%	79%	10%	443	98%	77%	20%

#### NOTES

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

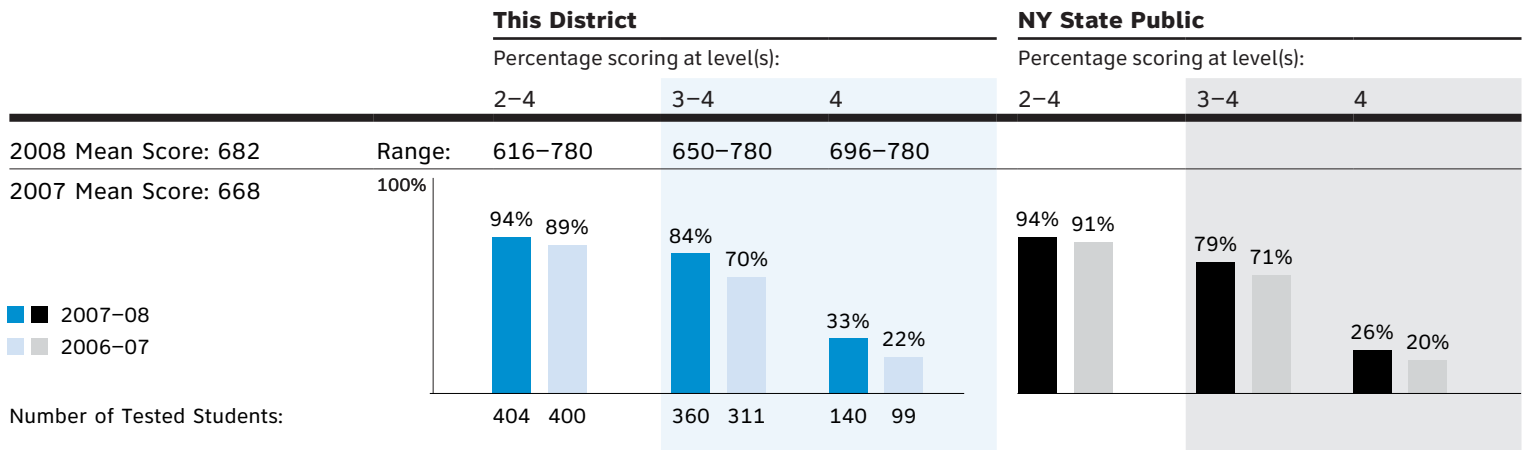
### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	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
<b>All Students</b>	<b>429</b>	<b>94%</b>	<b>84%</b>	<b>33%</b>	<b>447</b>	<b>89%</b>	<b>70%</b>	<b>22%</b>
Female	199	93%	85%	30%	216	90%	65%	22%
Male	230	95%	83%	35%	231	89%	74%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	49	82%	61%	14%	68	71%	41%	10%
Hispanic or Latino	86	90%	74%	17%	94	83%	49%	10%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	22	95%	86%	23%
White	260	98%	91%	40%	263	96%	83%	30%
Multiracial								
Small Group Totals	34	97%	88%	38%				
General-Education Students	383	98%	90%	36%	393	96%	77%	25%
Students with Disabilities	46	61%	35%	2%	54	44%	15%	0%
English Proficient	388	96%	89%	36%	407	92%	75%	24%
Limited English Proficient	41	76%	39%	0%	40	60%	15%	3%
Economically Disadvantaged	122	88%	68%	16%	147	78%	45%	7%
Not Disadvantaged	307	97%	90%	39%	300	95%	82%	30%
Migrant								
Not Migrant	429	94%	84%	33%	447	89%	70%	22%

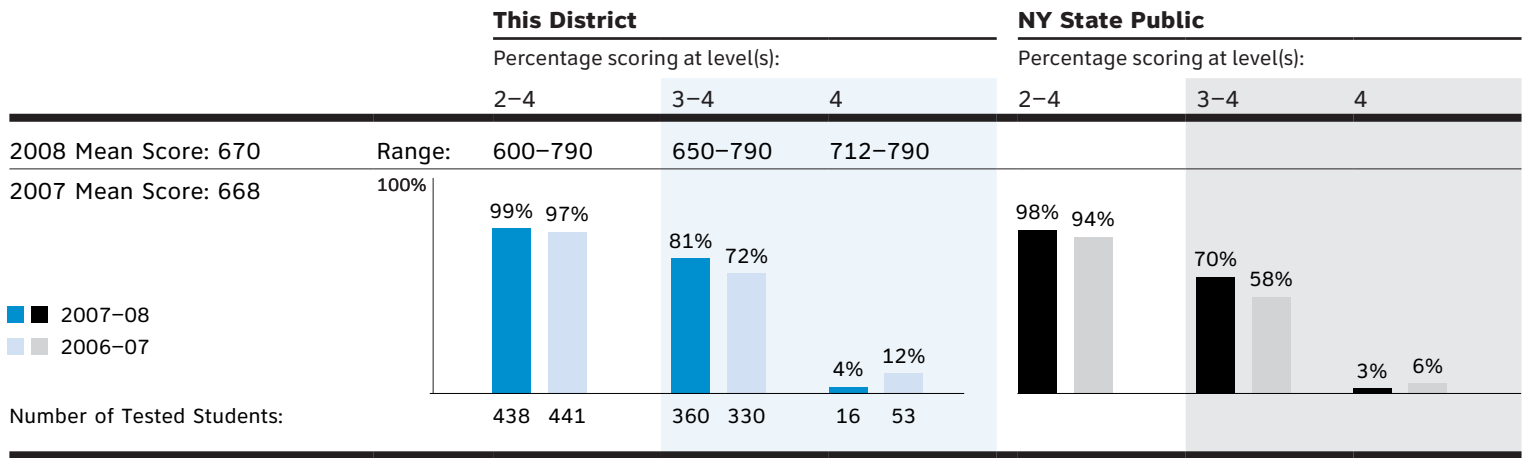
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	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>444</b>	<b>99%</b>	<b>81%</b>	<b>4%</b>	<b>456</b>	<b>97%</b>	<b>72%</b>	<b>12%</b>
Female	219	97%	81%	5%	209	97%	72%	13%
Male	225	100%	81%	3%	247	96%	72%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	61	100%	56%	0%	46	98%	50%	4%
Hispanic or Latino	97	96%	67%	0%	75	87%	45%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	0%	25	-	-	-
White	264	99%	91%	6%	309	99%	82%	14%
Multiracial								
Small Group Totals					26	100%	81%	15%
General-Education Students	391	99%	88%	4%	408	99%	78%	13%
Students with Disabilities	53	92%	26%	0%	48	81%	21%	2%
English Proficient	404	100%	86%	4%	433	98%	76%	12%
Limited English Proficient	40	88%	28%	0%	23	65%	4%	0%
Economically Disadvantaged	142	96%	57%	0%	131	92%	50%	5%
Not Disadvantaged	302	100%	92%	5%	325	99%	82%	14%
Migrant								
Not Migrant	444	99%	81%	4%	456	97%	72%	12%

#### NOTES

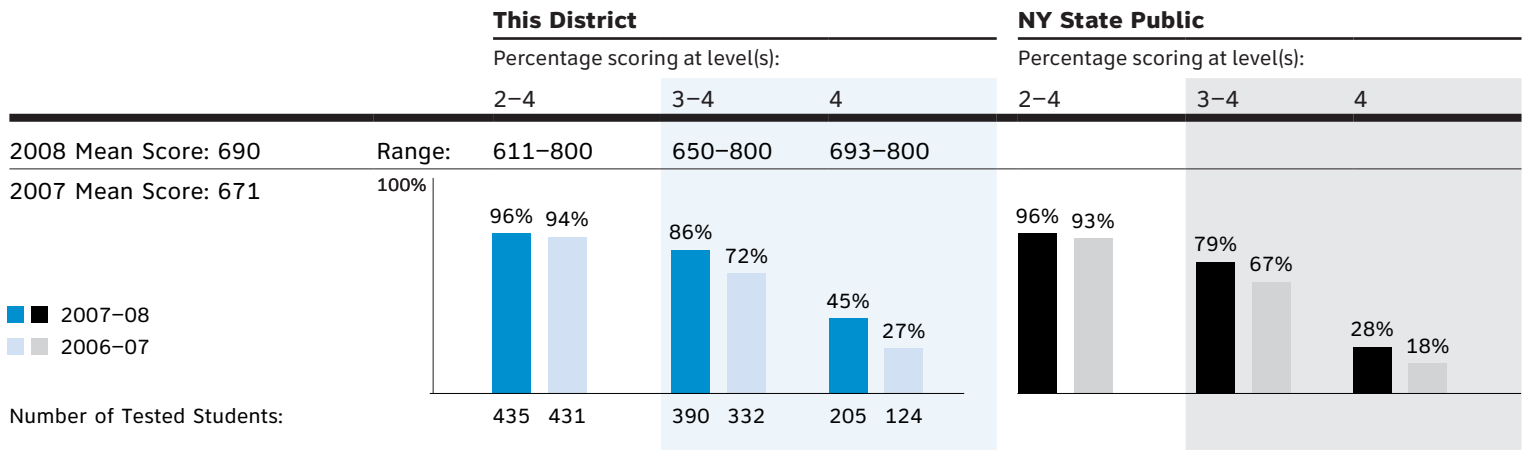
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

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

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>454</b>	<b>96%</b>	<b>86%</b>	<b>45%</b>	<b>460</b>	<b>94%</b>	<b>72%</b>	<b>27%</b>
Female	223	96%	86%	43%	212	93%	71%	23%
Male	231	96%	86%	47%	248	94%	73%	30%
American Indian or Alaska Native					1	-	-	-
Black or African American	63	92%	70%	22%	48	83%	40%	10%
Hispanic or Latino	103	91%	69%	20%	77	84%	53%	10%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	73%	25	-	-	-
White	266	98%	95%	58%	309	97%	81%	32%
Multiracial								
Small Group Totals					26	100%	85%	46%
General-Education Students	401	99%	92%	51%	412	97%	78%	30%
Students with Disabilities	53	74%	38%	2%	48	63%	19%	0%
English Proficient	406	98%	92%	50%	430	96%	75%	29%
Limited English Proficient	48	77%	33%	4%	30	60%	27%	0%
Economically Disadvantaged	151	89%	64%	15%	136	85%	52%	10%
Not Disadvantaged	303	99%	97%	60%	324	98%	81%	34%
Migrant								
Not Migrant	454	96%	86%	45%	460	94%	72%	27%

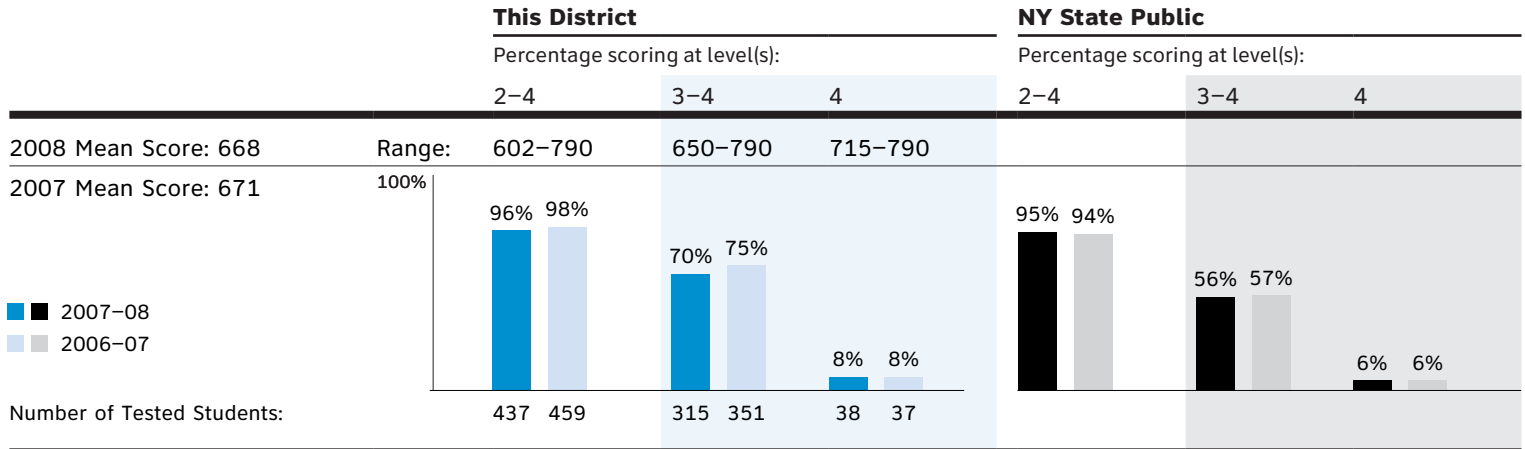
### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	2	-	-	-

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>453</b>	<b>96%</b>	<b>70%</b>	<b>8%</b>	<b>467</b>	<b>98%</b>	<b>75%</b>	<b>8%</b>
Female	209	97%	70%	11%	220	98%	82%	12%
Male	244	96%	69%	7%	247	99%	69%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	47	91%	43%	0%	63	97%	62%	2%
Hispanic or Latino	77	90%	44%	1%	72	94%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	24	100%	83%	17%
White	301	99%	78%	11%	308	99%	86%	10%
Multiracial								
Small Group Totals	28	100%	89%	14%				
General-Education Students	403	99%	75%	9%	422	99%	80%	9%
Students with Disabilities	50	78%	28%	2%	45	89%	27%	0%
English Proficient	428	98%	73%	9%	448	99%	78%	8%
Limited English Proficient	25	72%	12%	0%	19	79%	5%	0%
Economically Disadvantaged	126	91%	48%	2%	115	96%	49%	3%
Not Disadvantaged	327	98%	78%	11%	352	99%	84%	10%
Migrant								
Not Migrant	453	96%	70%	8%	467	98%	75%	8%

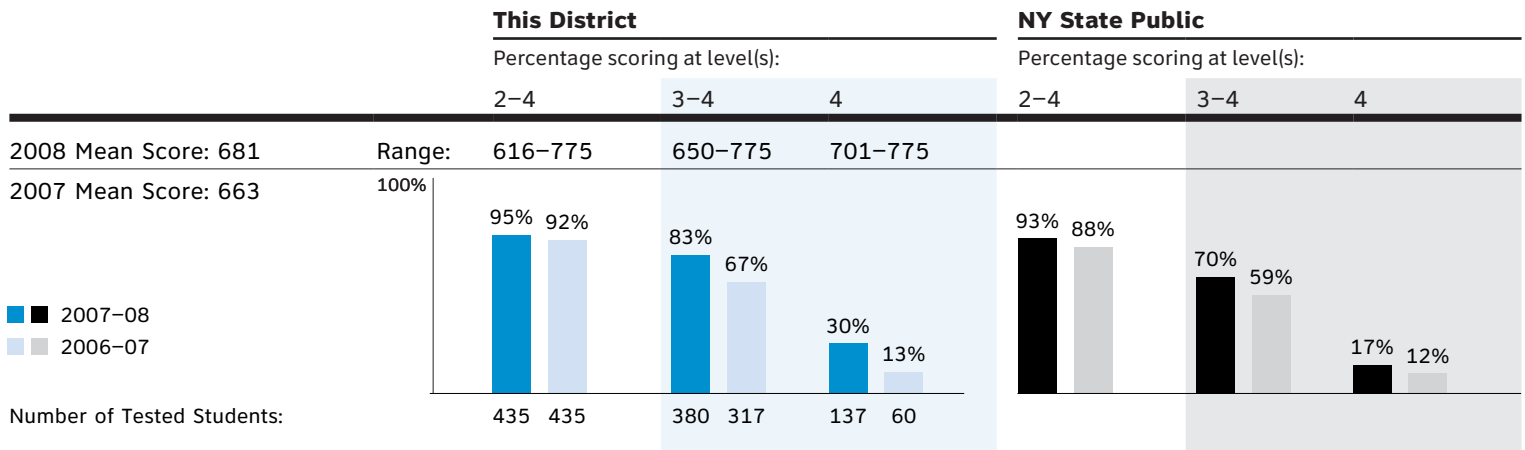
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

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

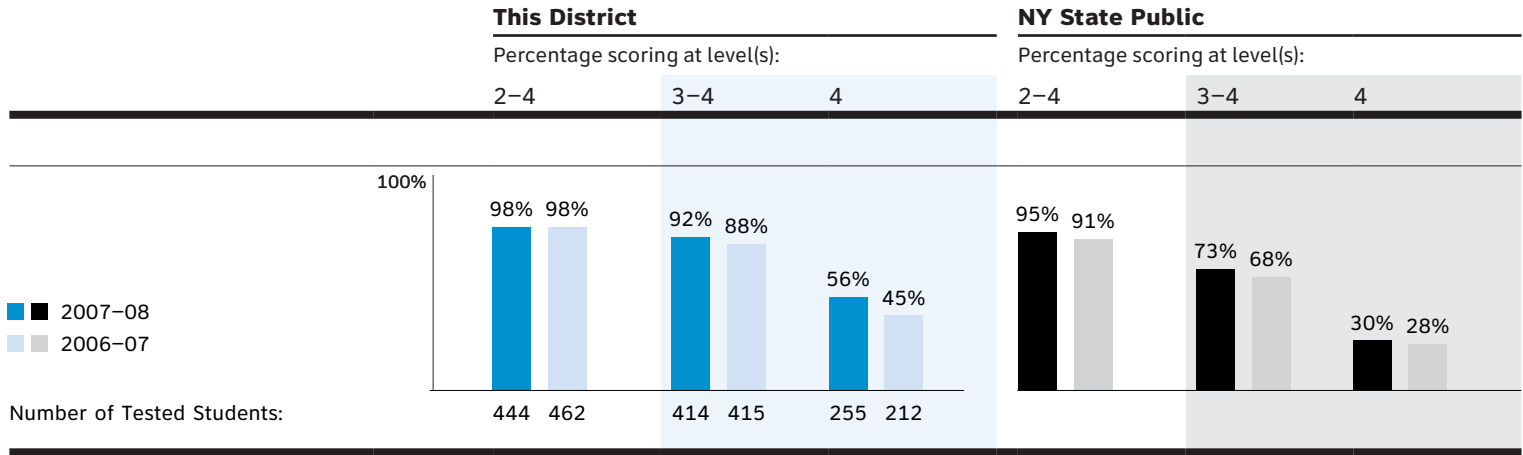
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>456</b>	<b>95%</b>	<b>83%</b>	<b>30%</b>	<b>473</b>	<b>92%</b>	<b>67%</b>	<b>13%</b>
Female	208	94%	85%	26%	220	94%	73%	14%
Male	248	96%	82%	33%	253	91%	62%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American	48	88%	54%	10%	65	85%	51%	3%
Hispanic or Latino	79	86%	68%	13%	74	76%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	25	92%	72%	24%
White	300	99%	91%	37%	309	97%	77%	17%
Multiracial								
Small Group Totals	29	100%	97%	38%				
General-Education Students	408	99%	89%	33%	427	96%	72%	14%
Students with Disabilities	48	67%	33%	2%	46	59%	24%	2%
English Proficient	428	97%	86%	32%	447	95%	70%	13%
Limited English Proficient	28	71%	43%	4%	26	42%	12%	0%
Economically Disadvantaged	129	91%	67%	13%	120	78%	47%	3%
Not Disadvantaged	327	97%	90%	37%	353	97%	74%	16%
Migrant								
Not Migrant	456	95%	83%	30%	473	92%	67%	13%

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

### Other Assessments

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

## This District's Results in Grade 8 Science



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>303</b>	<b>97%</b>	<b>87%</b>	<b>39%</b>	<b>337</b>	<b>97%</b>	<b>83%</b>	<b>27%</b>
Female	150	97%	86%	41%	150	95%	82%	24%
Male	153	97%	89%	37%	187	98%	84%	29%
American Indian or Alaska Native	1	-	-	-				
Black or African American	43	93%	67%	14%	58	93%	69%	21%
Hispanic or Latino	66	94%	73%	21%	70	93%	74%	13%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	15	93%	80%	20%
White	178	99%	97%	49%	194	100%	91%	35%
Multiracial								
Small Group Totals	16	100%	100%	69%				
General-Education Students	255	99%	93%	44%	293	98%	88%	29%
Students with Disabilities	48	90%	56%	17%	44	89%	52%	11%
English Proficient	276	98%	91%	42%	311	99%	86%	29%
Limited English Proficient	27	93%	56%	7%	26	77%	50%	0%
Economically Disadvantaged	112	95%	77%	23%	111	94%	70%	17%
Not Disadvantaged	191	99%	94%	49%	226	99%	89%	32%
Migrant								
Not Migrant	303	97%	87%	39%	337	97%	83%	27%

### NOTES

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

## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-
Regents Science	149	149	149	136	135	135	135	121

## 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

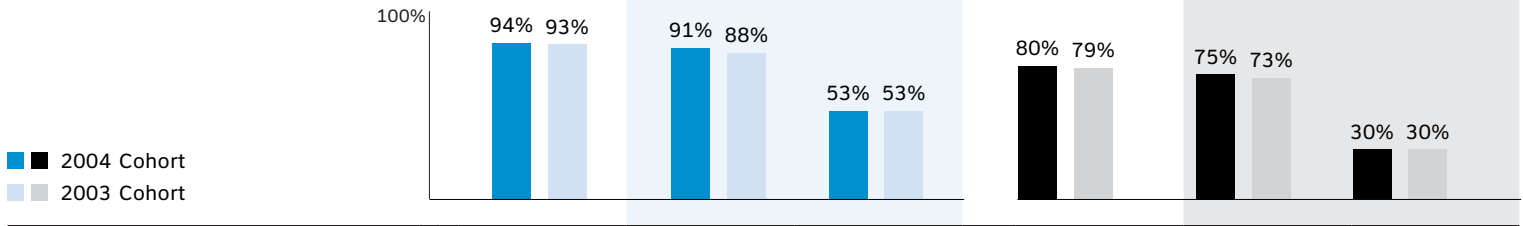
### NY State Public

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
<b>All Students</b>	<b>465</b>	<b>94%</b>	<b>91%</b>	<b>53%</b>	<b>454</b>	<b>93%</b>	<b>88%</b>	<b>53%</b>
Female	214	94%	93%	57%	232	92%	88%	60%
Male	251	93%	90%	49%	222	93%	89%	46%
American Indian or Alaska Native					1	-	-	-
Black or African American	59	86%	76%	19%	60	80%	68%	20%
Hispanic or Latino	77	87%	86%	21%	64	80%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	100%	74%	18	-	-	-
White	306	96%	95%	66%	311	97%	95%	66%
Multiracial								
Small Group Totals					19	100%	95%	68%
General-Education Students	390	99%	98%	61%	375	97%	96%	62%
Students with Disabilities	75	67%	57%	9%	79	70%	51%	11%
English Proficient	451	94%	92%	55%	438	93%	89%	55%
Limited English Proficient	14	86%	86%	0%	16	69%	63%	6%
Economically Disadvantaged	103	92%	87%	27%	95	86%	76%	24%
Not Disadvantaged	362	94%	93%	60%	359	94%	92%	61%
Migrant								
Not Migrant	465	94%	91%	53%				

### 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

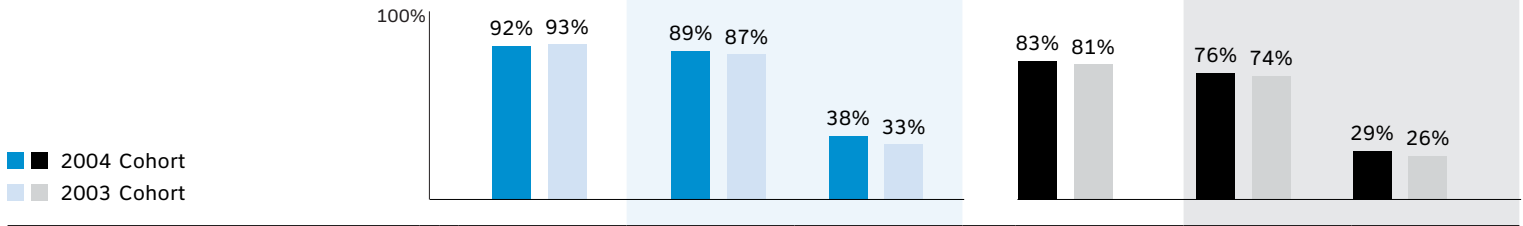
### NY State Public

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>465</b>	<b>92%</b>	<b>89%</b>	<b>38%</b>	<b>454</b>	<b>93%</b>	<b>87%</b>	<b>33%</b>
Female	214	94%	92%	38%	232	92%	88%	36%
Male	251	90%	88%	39%	222	93%	86%	31%
American Indian or Alaska Native					1	-	-	-
Black or African American	59	83%	76%	10%	60	75%	58%	7%
Hispanic or Latino	77	82%	78%	13%	64	84%	75%	11%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	100%	57%	18	-	-	-
White	306	95%	94%	49%	311	97%	95%	42%
Multiracial								
Small Group Totals					19	100%	100%	53%
General-Education Students	390	98%	97%	45%	375	98%	95%	39%
Students with Disabilities	75	60%	49%	3%	79	70%	49%	5%
English Proficient	451	92%	90%	39%	438	93%	88%	34%
Limited English Proficient	14	86%	79%	7%	16	81%	75%	13%
Economically Disadvantaged	103	88%	83%	17%	95	86%	76%	11%
Not Disadvantaged	362	93%	91%	45%	359	94%	90%	40%
Migrant								
Not Migrant	465	92%	89%	38%				

### 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.