



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **FREEPORT UNION FREE SCHOOL
DISTRICT**

District ID **28-02-09-03-0000**

Superintendent **ERIC EVERSLEY**

Telephone **(516) 867-5205**

Grades **PK-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.

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 the district's accountability status.

3

Review an Overview of District Performance.

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

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

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

	2006-07	2007-08	2008-09
Pre-K	293	267	273
Kindergarten	424	423	383
Grade 1	494	470	475
Grade 2	454	466	461
Grade 3	466	463	489
Grade 4	452	461	431
Grade 5	506	430	451
Grade 6	463	486	422
Ungraded Elementary	6	6	2
Grade 7	462	466	484
Grade 8	492	464	468
Grade 9	659	703	648
Grade 10	605	602	570
Grade 11	550	539	527
Grade 12	284	330	360
Ungraded Secondary	3	31	34
Total K-12	6320	6340	6205

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	21	20	20
Grade 8			
English	16	14	16
Mathematics	18	17	19
Science	18	24	24
Social Studies	15	20	23
Grade 10			
English	22	19	17
Mathematics	21	20	14
Science	23	22	22
Social Studies	20	21	20

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.

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2365	37%	2323	37%	2428	39%
Reduced-Price Lunch	639	10%	674	11%	744	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1147	18%	1013	16%	965	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	0%	8	0%	14	0%
Black or African American	2470	39%	2431	38%	2339	38%
Hispanic or Latino	3141	50%	3241	51%	3265	53%
Asian or Native Hawaiian/Other Pacific Islander	122	2%	138	2%	79	1%
White	557	9%	510	8%	464	7%
Multiracial	17	0%	12	0%	44	1%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	94%		95%		94%	
Student Suspensions	727	11%	1006	16%	746	12%

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

	2006-07	2007-08	2008-09
Total Number of Teachers	539	541	554
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	9%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	38%	40%	40%
Total Number of Core Classes	1422	1502	1524
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	1796	1812	1885
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	18%	14%
Turnover Rate of All Teachers	12%	12%	12%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	76	77	52
Total Paraprofessionals*	182	180	206
Assistant Principals	13	12	12
Principals	8	8	8

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓ ^{SH}	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓	✓		✗	✓ ^{SH}	
Limited English Proficient	✓	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 7	✗ 6 of 7	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2838:2691)	✓	✓	99%	✓	181	142	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (1132:1085)	✓	✓	99%	✓	182	141	
Hispanic or Latino (1471:1376)	✓	✓	99%	✓	179	141	
Asian or Native Hawaiian/Other Pacific Islander (42:39)	✓	✓	100%	✓	179	128	
White (183:181)	✓	✓	99%	✓	190	136	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (446:428)	✓	✓	98%	✓	146	139	
Limited English Proficient ⁵ (386:513)	✓	✓	99%	✓	167	139	
Economically Disadvantaged (1617:1587)	✓	✓	100%	✓	178	141	
Final AYP Determination	✓ 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (2843:2702)	✓	✓	99%	✓	192	117	
Ethnicity							
American Indian or Alaska Native (10:10)	—	—	—	—	—	—	—
Black or African American (1136:1077)	✓	✓	99%	✓	189	116	
Hispanic or Latino (1473:1395)	✓	✓	99%	✓	193	116	
Asian or Native Hawaiian/Other Pacific Islander (43:40)	✓	✓	100%	✓	200	104	
White (181:180)	✓	✓	99%	✓	198	111	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (442:421)	✓	✓	98%	✓	176	114	
Limited English Proficient ⁵ (386:542)	✓	✓	99%	✓	193	114	
Economically Disadvantaged (1612:1598)	✓	✓	100%	✓	192	116	
Final AYP Determination	✓ 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (932:874)		Qualified		99%		183	100	
Ethnicity								
American Indian or Alaska Native (3:3)		—	—	—	—	—	—	—
Black or African American (364:345)		Qualified		99%		184	100	
Hispanic or Latino (498:462)		Qualified		99%		181	100	
Asian or Native Hawaiian/Other Pacific Islander (15:13)		—	—	—	—	—	—	—
White (52:51)		Qualified		100%		196	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (145:131)		Qualified		94%		183	100	
Limited English Proficient ⁴ (113:163)		Qualified		98%		178	100	
Economically Disadvantaged (555:545)		Qualified		99%		182	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

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

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

5 of 7

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (430:488)	✓	✓	97%	✓	169	166		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (180:187)	✓	✓	96%	✓	180	163		
Hispanic or Latino (181:225)	✓ ^{SH}	✓	97%	✓ ^{SH}	158	164	151	162
Asian or Native Hawaiian/Other Pacific Islander (9:15)	—	—	—	—	—	—		—
White (60:61)	✓	✓	97%	✓	180	159		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (37:53)	✗	—	—	✗	115	158	121	124
Limited English Proficient ⁵ (22:58)	✗	—	—	✗	112	158	124	121
Economically Disadvantaged (150:217)	✓	✓	100%	✓	171	163		
Final AYP Determination	✗ 5 of 7							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)



Good Standing

Accountability Measures

6 of 7

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (430:488)	✓	✓	97%	✓	172	161		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (180:187)	✓	✓	96%	✓	182	158		
Hispanic or Latino (181:225)	✓	✓	97%	✓	163	159		
Asian or Native Hawaiian/Other Pacific Islander (9:15)	—	—	—	—	—	—		—
White (60:61)	✓	✓	97%	✓	177	154		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (37:53)	✓ ^{SH}	—	—	✓ ^{SH}	142	153	131	148
Limited English Proficient ⁵ (22:58)	✗	—	—	✗	128	153	153	135
Economically Disadvantaged (150:217)	✓	✓	100%	✓	171	158		
Final AYP Determination	✗ 6 of 7							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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

‡ This student group did not make AYP in 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ¹	State Standard	Progress Target 2008–09 2009–10
All Students (559)			65%	55%	
Ethnicity					
American Indian or Alaska Native (3)		–	–	–	
Black or African American (221)			68%	55%	
Hispanic or Latino (255)			58%	55%	
Asian or Native Hawaiian/Other Pacific Islander (10)		–	–	–	
White (70)			76%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (68)			47%	55%	42% 48%
Limited English Proficient ² (61)			43%	55%	33% 44%
Economically Disadvantaged (486)			72%	55%	
Final AYP Determination  1 of 1					

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.







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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.







District **FREEDPORT UNION FREE SCHOOL DISTRICT**District ID **28-02-09-03-0000**

Summary of 2008–09 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	86%			469
Grade 4	91%			429
Grade 5	79%			441
Grade 6	86%			418
Grade 7	83%			492
Grade 8	67%			464

Mathematics

Grade 3	99%		493
Grade 4	96%		445
Grade 5	89%		449
Grade 6	84%		424
Grade 7	97%		507
Grade 8	88%		467

Science

Grade 4	97%		445
Grade 8	70%		463

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	76%			527
Mathematics	76%			527

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

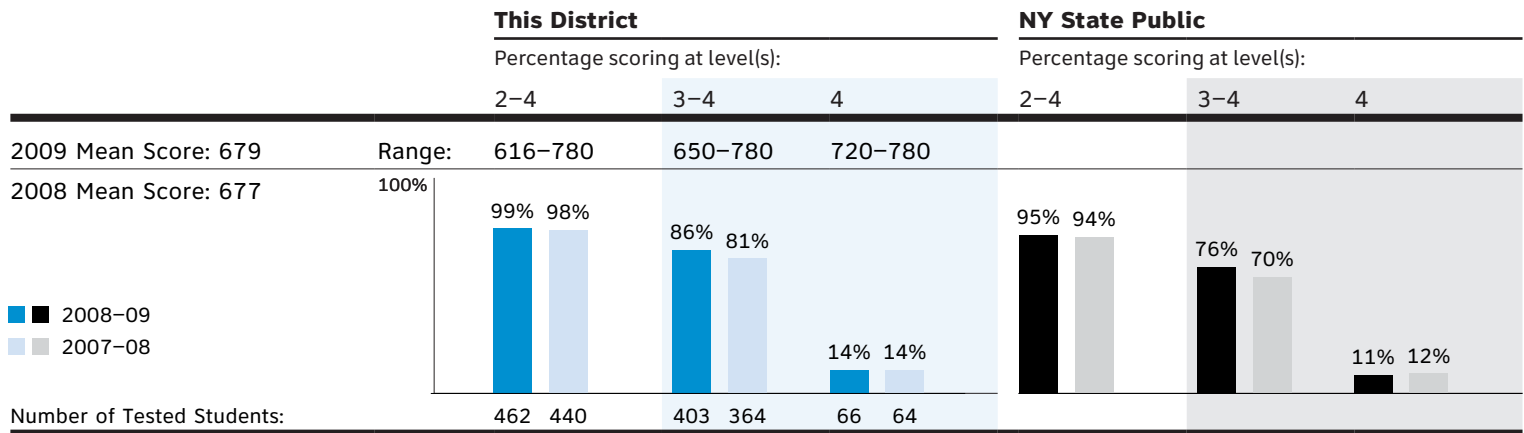
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	469	99%	86%	14%	448	98%	81%	14%
Female	215	99%	91%	17%	212	100%	82%	17%
Male	254	98%	82%	11%	236	97%	81%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American	195	99%	85%	15%	171	100%	84%	18%
Hispanic or Latino	229	98%	85%	11%	244	97%	79%	12%
Asian or Native Hawaiian/Other								
Pacific Islander	11	-	-	-	4	-	-	-
White	33	100%	91%	27%	29	-	-	-
Multiracial								
Small Group Totals	12	100%	100%	17%	33	97%	82%	12%
General-Education Students	400	100%	91%	16%	380	99%	88%	17%
Students with Disabilities	69	93%	57%	6%	68	91%	46%	1%
English Proficient	394	99%	89%	16%	374	99%	86%	17%
Limited English Proficient	75	96%	68%	5%	74	92%	59%	3%
Economically Disadvantaged	262	98%	85%	10%	436	99%	81%	14%
Not Disadvantaged	207	99%	87%	19%	12	83%	75%	8%
Migrant								
Not Migrant	469	99%	86%	14%	448	98%	81%	14%

NOTES

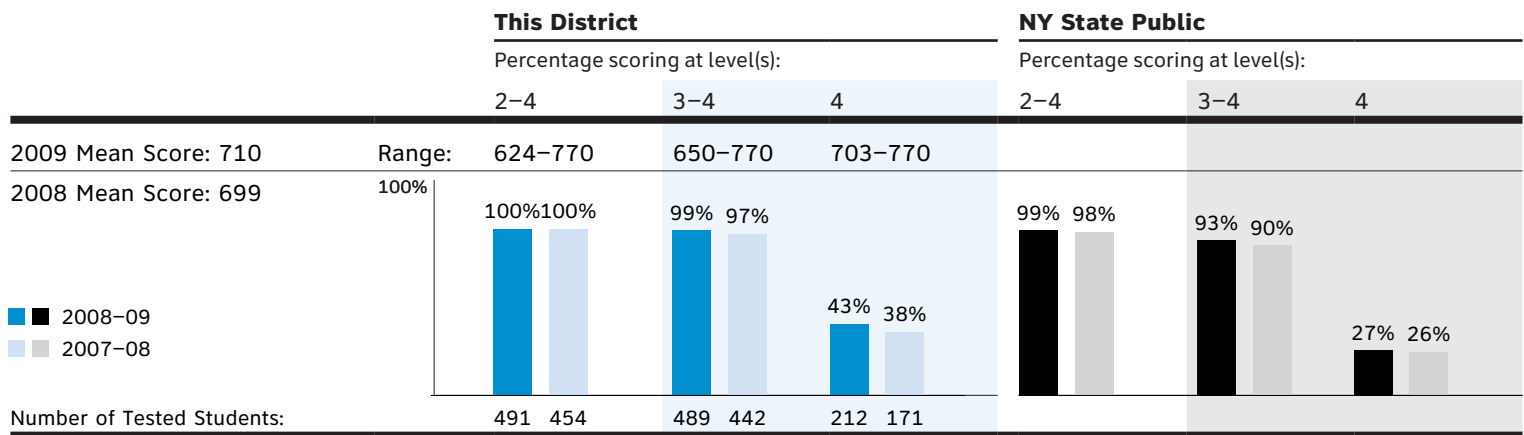
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	6	6	4	2	8	7	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	17	N/A	N/A	N/A	7	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	493	100%	99%	43%	455	100%	97%	38%
Female	229	100%	100%	45%	216	100%	97%	35%
Male	264	100%	99%	41%	239	100%	97%	40%
American Indian or Alaska Native	1	-	-	-				
Black or African American	200	100%	100%	37%	171	100%	97%	37%
Hispanic or Latino	247	100%	99%	45%	251	100%	97%	37%
Asian or Native Hawaiian/Other								
Pacific Islander	12	-	-	-	4	-	-	-
White	33	100%	100%	61%	29	-	-	-
Multiracial								
Small Group Totals	13	100%	100%	69%	33	100%	97%	42%
General-Education Students	425	100%	99%	45%	388	100%	99%	41%
Students with Disabilities	68	99%	99%	29%	67	100%	85%	19%
English Proficient	399	100%	100%	46%	372	100%	98%	41%
Limited English Proficient	94	99%	97%	31%	83	99%	92%	24%
Economically Disadvantaged	271	100%	99%	44%	442	100%	97%	38%
Not Disadvantaged	222	99%	99%	42%	13	100%	92%	31%
Migrant								
Not Migrant	493	100%	99%	43%	455	100%	97%	38%

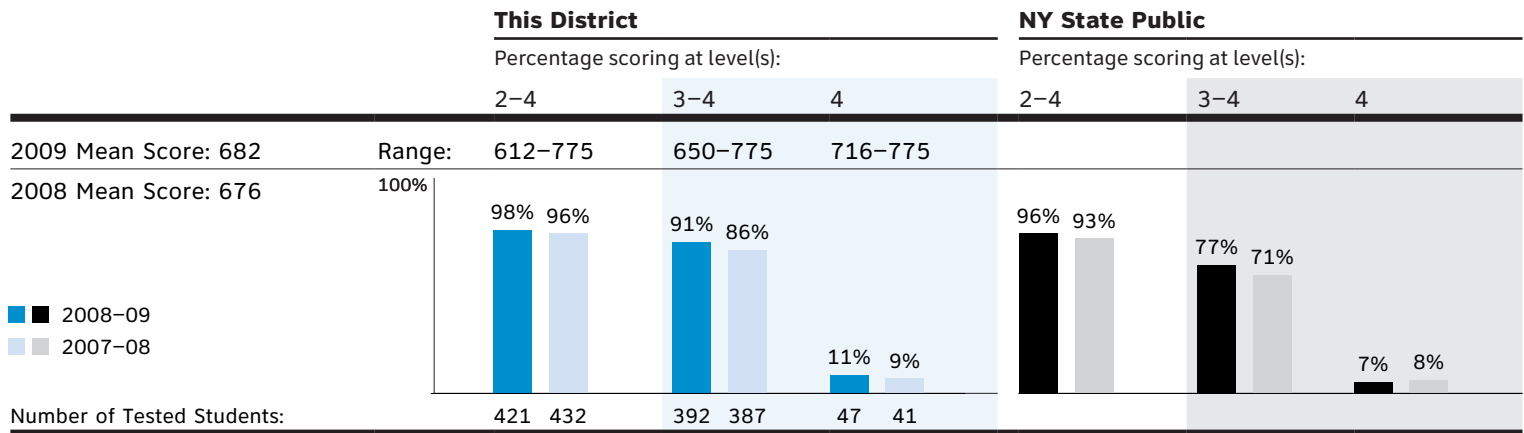
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Other Assessments

	2008-09 School Year				2007-08 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	6	6	3	0	8	8	7	3

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	429	98%	91%	11%	451	96%	86%	9%
Female	208	99%	94%	13%	209	98%	89%	10%
Male	221	98%	89%	9%	242	94%	83%	9%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	166	98%	93%	15%	169	95%	88%	12%
Hispanic or Latino	232	98%	91%	7%	235	96%	83%	6%
Asian or Native Hawaiian/Other	6	—	—	—	4	—	—	—
Pacific Islander	24	100%	88%	21%	42	100%	98%	12%
White	7	100%	71%	14%	5	60%	60%	0%
Multiracial	367	100%	95%	13%	381	99%	93%	11%
Small Group Totals	62	89%	69%	0%	70	76%	49%	0%
General-Education Students	379	99%	94%	12%	394	96%	89%	10%
Students with Disabilities	50	90%	74%	0%	57	91%	65%	0%
English Proficient	282	98%	90%	9%	440	96%	86%	9%
Limited English Proficient	147	99%	95%	15%	11	82%	73%	9%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	429	98%	91%	11%	451	96%	86%	9%

NOTES

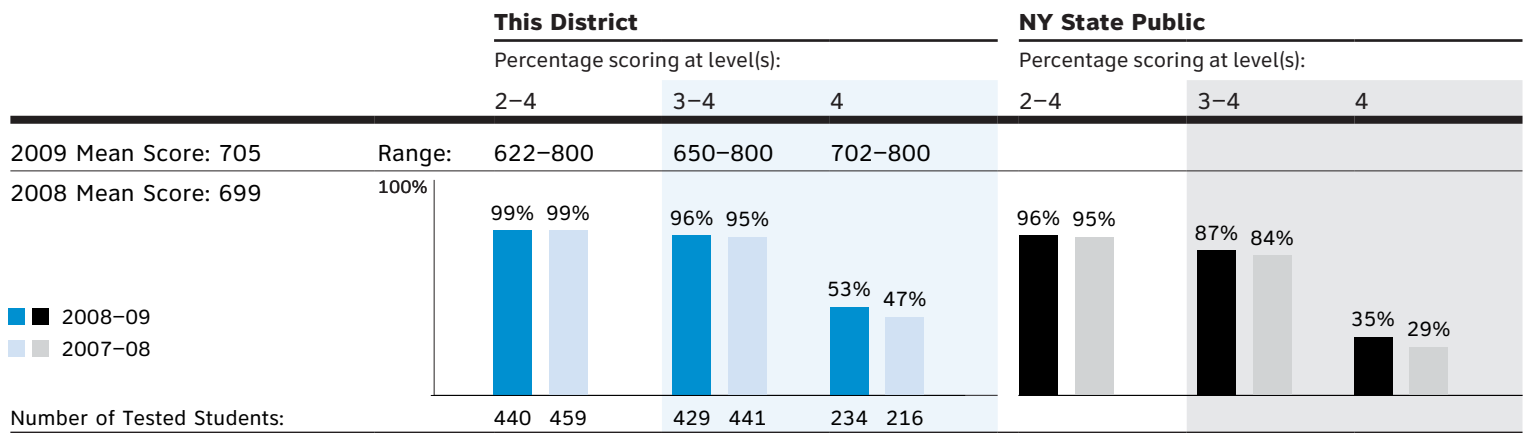
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	5	4	8	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	10	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	445	99%	96%	53%	464	99%	95%	47%
Female	216	99%	95%	51%	220	100%	98%	44%
Male	229	99%	97%	54%	244	98%	93%	49%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	167	98%	96%	49%	171	98%	93%	49%
Hispanic or Latino	244	100%	96%	54%	247	100%	96%	43%
Asian or Native Hawaiian/Other								
Pacific Islander	8	—	—	—	4	—	—	—
White	25	100%	100%	60%	41	100%	98%	61%
Multiracial								
Small Group Totals	9	100%	100%	67%	5	100%	80%	40%
General-Education Students	381	99%	97%	57%	395	100%	98%	53%
Students with Disabilities	64	95%	91%	28%	69	93%	77%	9%
English Proficient	385	99%	98%	57%	398	99%	96%	51%
Limited English Proficient	60	98%	87%	25%	66	98%	86%	23%
Economically Disadvantaged	284	99%	97%	52%	452	99%	96%	47%
Not Disadvantaged	161	99%	96%	53%	12	83%	67%	25%
Migrant								
Not Migrant	445	99%	96%	53%	464	99%	95%	47%

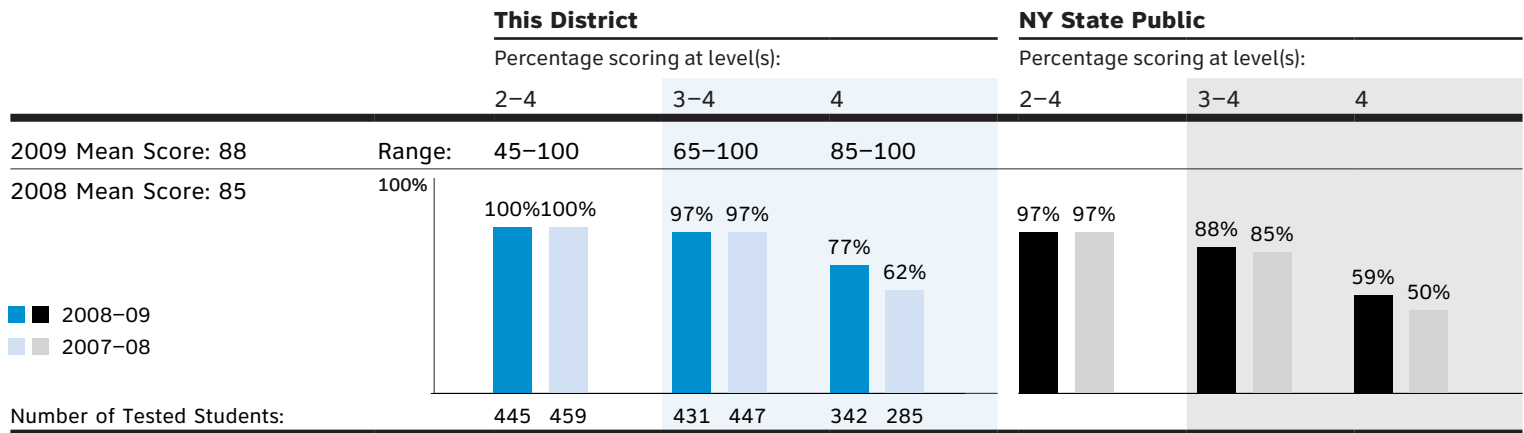
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	7	4	1	8	8	6	2

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	445	100%	97%	77%	460	100%	97%	62%
Female	215	100%	97%	75%	218	100%	98%	58%
Male	230	100%	97%	79%	242	100%	96%	66%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	166	100%	98%	77%	168	100%	98%	64%
Hispanic or Latino	244	100%	96%	75%	246	100%	97%	57%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	4	—	—	—
White	26	100%	96%	88%	41	100%	100%	85%
Multiracial								
Small Group Totals	9	100%	100%	78%	5	100%	80%	60%
General-Education Students	379	100%	98%	78%	391	100%	98%	68%
Students with Disabilities	66	100%	91%	70%	69	100%	91%	26%
English Proficient	386	100%	97%	81%	394	100%	98%	67%
Limited English Proficient	59	100%	93%	47%	66	98%	92%	33%
Economically Disadvantaged	282	100%	98%	77%	448	100%	97%	63%
Not Disadvantaged	163	100%	96%	77%	12	100%	92%	33%
Migrant								
Not Migrant	445	100%	97%	77%	460	100%	97%	62%

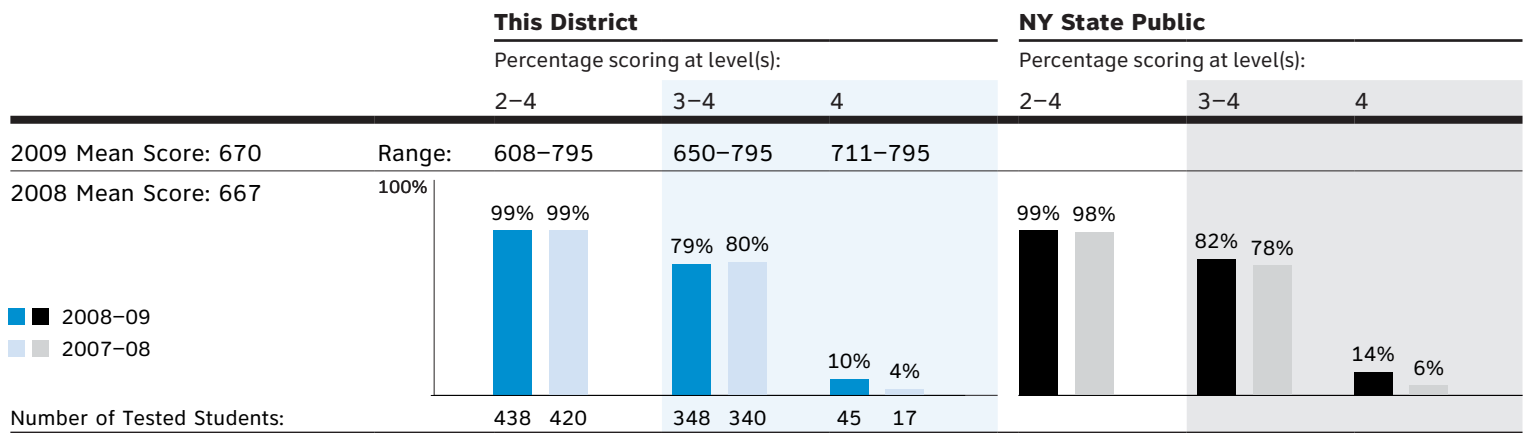
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	7	4	8	8	7	3

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	441	99%	79%	10%	423	99%	80%	4%
Female	216	100%	82%	9%	208	100%	84%	4%
Male	225	99%	76%	11%	215	99%	77%	4%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	166	99%	80%	9%	174	99%	85%	6%
Hispanic or Latino	234	100%	76%	7%	214	100%	77%	1%
Asian or Native Hawaiian/Other	4	-	-	-	5	-	-	-
Pacific Islander	36	100%	94%	33%	27	100%	89%	11%
Multiracial	5	80%	60%	20%	8	100%	50%	0%
Small Group Totals	372	100%	87%	12%	376	100%	85%	5%
General-Education Students	69	96%	38%	0%	47	94%	43%	0%
Students with Disabilities	389	99%	81%	11%	378	99%	85%	4%
English Proficient	52	100%	65%	8%	45	98%	42%	0%
Limited English Proficient	244	100%	75%	9%	415	99%	81%	4%
Economically Disadvantaged	197	99%	83%	12%	8	100%	50%	0%
Not Disadvantaged								
Migrant	441	99%	79%	10%	423	99%	80%	4%
Not Migrant								

NOTES

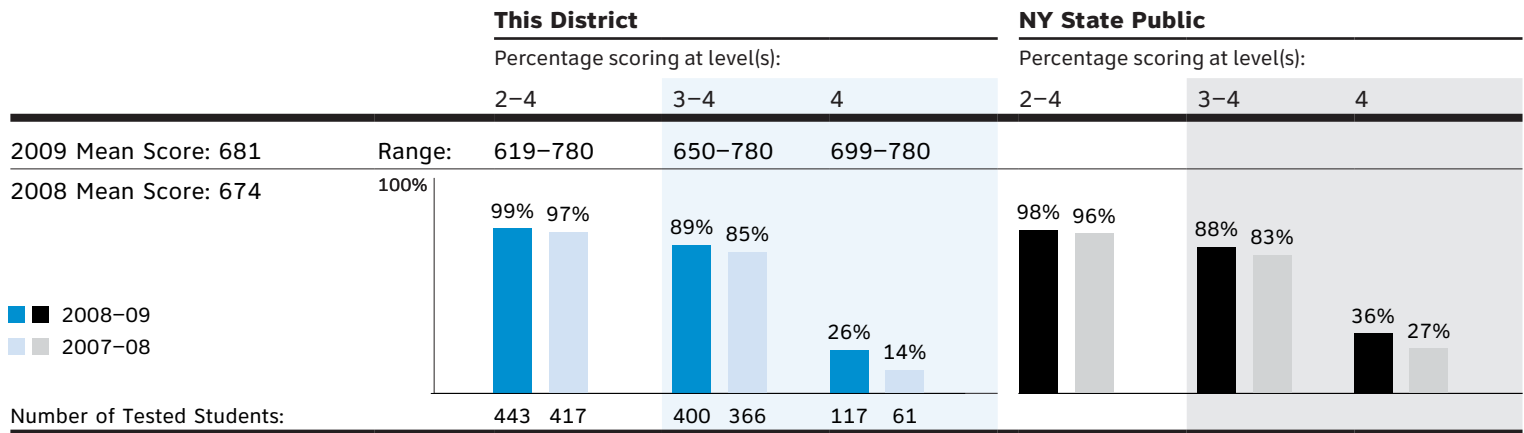
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Other Assessments

	2008-09 School Year				2007-08 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	11	11	4	1	5	5	3	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	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 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	449	99%	89%	26%	429	97%	85%	14%
Female	223	99%	89%	26%	213	97%	85%	15%
Male	226	99%	89%	27%	216	97%	86%	13%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	166	97%	86%	25%	173	97%	84%	13%
Hispanic or Latino	241	100%	90%	24%	220	97%	84%	11%
Asian or Native Hawaiian/Other	5	-	-	-	5	-	-	-
Pacific Islander	36	100%	97%	44%	27	100%	96%	41%
White								
Multiracial								
Small Group Totals	6	100%	100%	17%	9	100%	100%	22%
General-Education Students	380	99%	92%	29%	382	98%	88%	15%
Students with Disabilities	69	94%	72%	7%	47	91%	64%	4%
English Proficient	388	99%	91%	27%	377	98%	87%	16%
Limited English Proficient	61	98%	79%	18%	52	94%	75%	2%
Economically Disadvantaged	245	99%	89%	23%	420	97%	86%	14%
Not Disadvantaged	204	98%	89%	29%	9	89%	56%	11%
Migrant								
Not Migrant	449	99%	89%	26%	429	97%	85%	14%

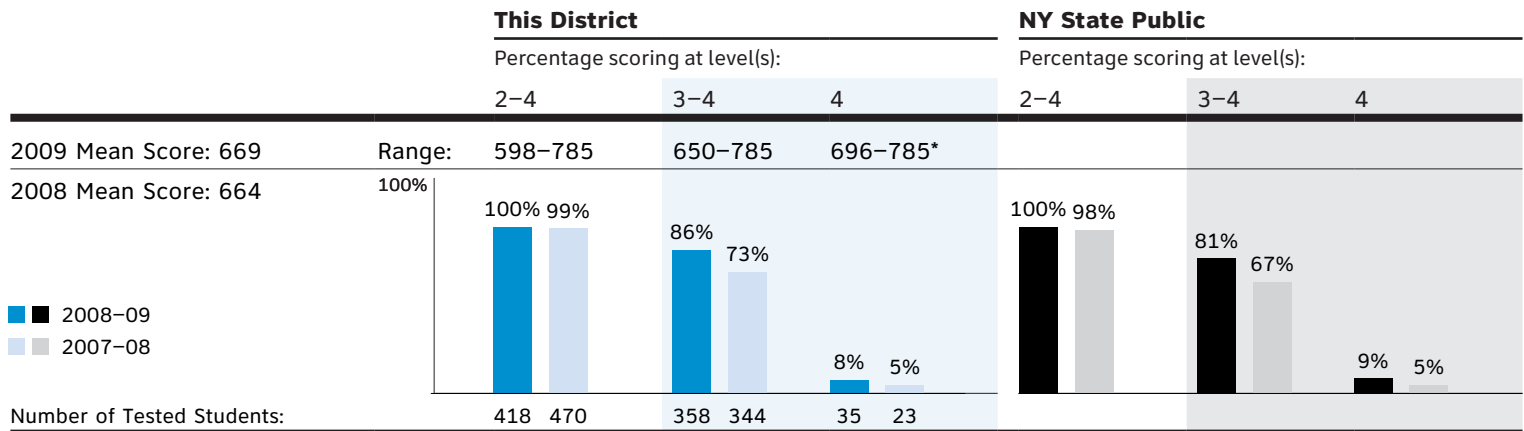
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	11	11	11	3	5	5	5	1

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	418	100%	86%	8%	473	99%	73%	5%
Female	200	100%	90%	10%	235	100%	80%	7%
Male	218	100%	82%	7%	238	99%	66%	3%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	175	100%	83%	8%	201	100%	75%	6%
Hispanic or Latino	208	100%	87%	7%	227	99%	69%	3%
Asian or Native Hawaiian/Other	5	—	—	—	6	—	—	—
Pacific Islander	28	100%	93%	25%	38	100%	79%	5%
White								
Multiracial	7	100%	86%	0%	7	100%	100%	29%
Small Group Totals	365	100%	92%	10%	402	100%	81%	6%
General-Education Students	53	100%	43%	0%	71	97%	27%	0%
Students with Disabilities	373	100%	88%	9%	422	100%	77%	5%
English Proficient	45	100%	62%	2%	51	98%	35%	0%
Limited English Proficient	246	100%	83%	5%	463	100%	74%	5%
Economically Disadvantaged	172	100%	89%	13%	10	90%	10%	0%
Not Disadvantaged								
Migrant	418	100%	86%	8%	473	99%	73%	5%
Not Migrant								

NOTES

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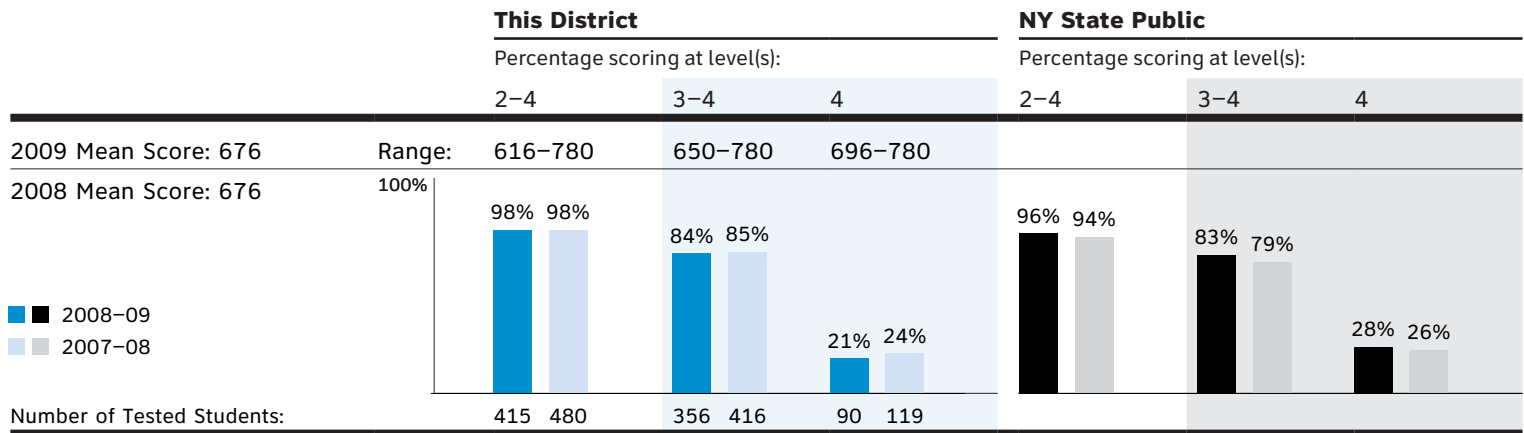
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	3	2	7	7	3	0
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	6	N/A	N/A	N/A	12	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	424	98%	84%	21%	489	98%	85%	24%
Female	203	99%	86%	21%	244	99%	87%	25%
Male	221	97%	82%	22%	245	97%	83%	23%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	175	97%	80%	21%	203	100%	87%	23%
Hispanic or Latino	215	98%	85%	18%	240	98%	82%	21%
Asian or Native Hawaiian/Other	5	—	—	—	7	—	—	—
Pacific Islander	27	100%	96%	41%	38	95%	92%	39%
White								
Multiracial	7	100%	100%	57%	8	100%	100%	75%
Small Group Totals	371	99%	88%	24%	417	100%	88%	28%
General-Education Students	53	89%	57%	4%	72	89%	65%	1%
Students with Disabilities	373	98%	84%	23%	424	98%	87%	27%
English Proficient	51	96%	80%	6%	65	97%	74%	8%
Limited English Proficient	248	98%	83%	17%	476	99%	87%	25%
Economically Disadvantaged	176	98%	85%	27%	13	54%	31%	0%
Not Disadvantaged								
Migrant	424	98%	84%	21%	489	98%	85%	24%
Not Migrant								

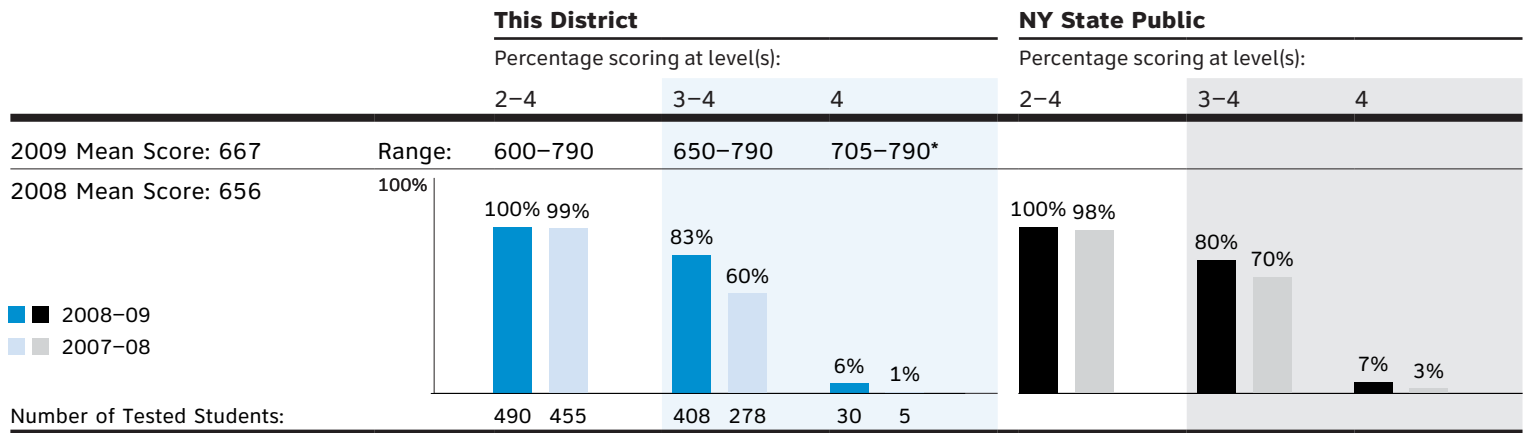
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	2	7	7	7	1

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	492	100%	83%	6%	460	99%	60%	1%
Female	234	100%	87%	9%	234	100%	67%	2%
Male	258	100%	79%	3%	226	98%	54%	0%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	210	100%	86%	8%	196	99%	63%	1%
Hispanic or Latino	242	100%	79%	4%	227	98%	57%	0%
Asian or Native Hawaiian/Other	6	-	-	-	9	-	-	-
Pacific Islander	32	97%	91%	9%	26	100%	81%	8%
White								
Multiracial	8	100%	88%	13%	11	100%	45%	0%
Small Group Totals	418	100%	88%	7%	395	99%	65%	1%
General-Education Students	74	99%	54%	0%	65	97%	34%	0%
Students with Disabilities	443	100%	87%	7%	418	100%	64%	1%
English Proficient	49	98%	45%	0%	42	93%	26%	0%
Limited English Proficient	276	100%	81%	4%	452	99%	61%	1%
Economically Disadvantaged	216	100%	86%	9%	8	88%	38%	0%
Not Disadvantaged								
Migrant	492	100%	83%	6%	460	99%	60%	1%
Not Migrant								

NOTES

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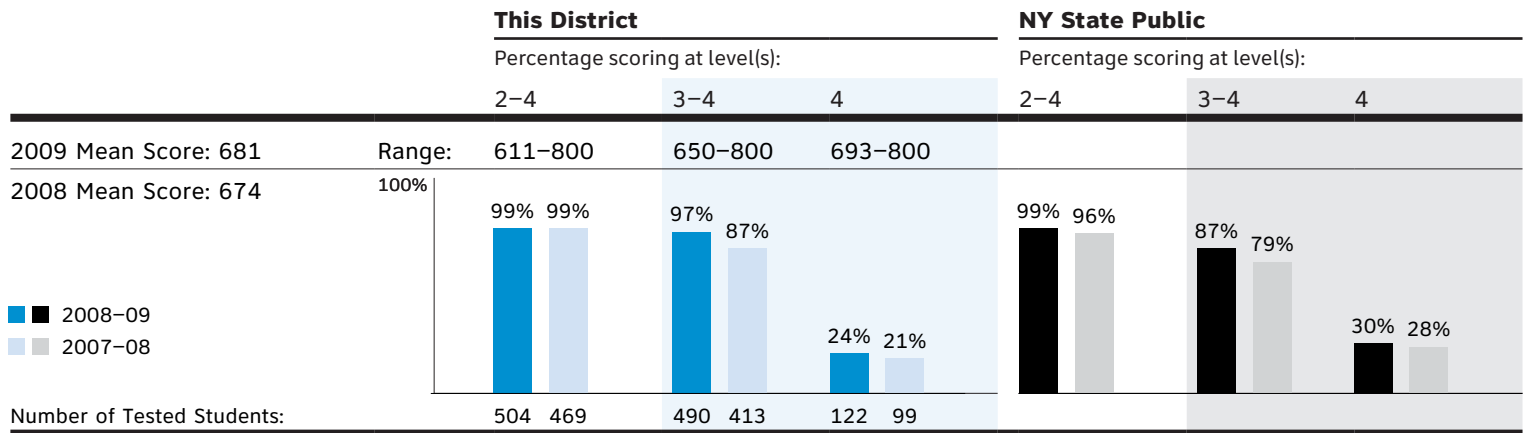
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	6	6	5	4	6	6	4	4
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	16	N/A	N/A	N/A	10	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	507	99%	97%	24%	473	99%	87%	21%
Female	238	100%	98%	26%	240	100%	88%	22%
Male	269	99%	96%	22%	233	99%	87%	20%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	211	100%	96%	26%	197	100%	84%	21%
Hispanic or Latino	257	99%	97%	19%	239	98%	88%	15%
Asian or Native Hawaiian/Other	6	-	-	-	9	-	-	-
Pacific Islander	31	100%	100%	39%	26	100%	100%	62%
White								
Multiracial	8	100%	100%	63%	11	100%	91%	36%
Small Group Totals	435	100%	98%	27%	408	100%	88%	24%
General-Education Students	72	96%	90%	4%	65	97%	83%	5%
Students with Disabilities	444	99%	96%	27%	421	99%	88%	23%
English Proficient	63	100%	100%	2%	52	98%	83%	8%
Limited English Proficient	279	100%	99%	20%	461	100%	88%	21%
Economically Disadvantaged	228	99%	93%	29%	12	75%	58%	8%
Not Disadvantaged								
Migrant	507	99%	97%	24%	473	99%	87%	21%
Not Migrant								

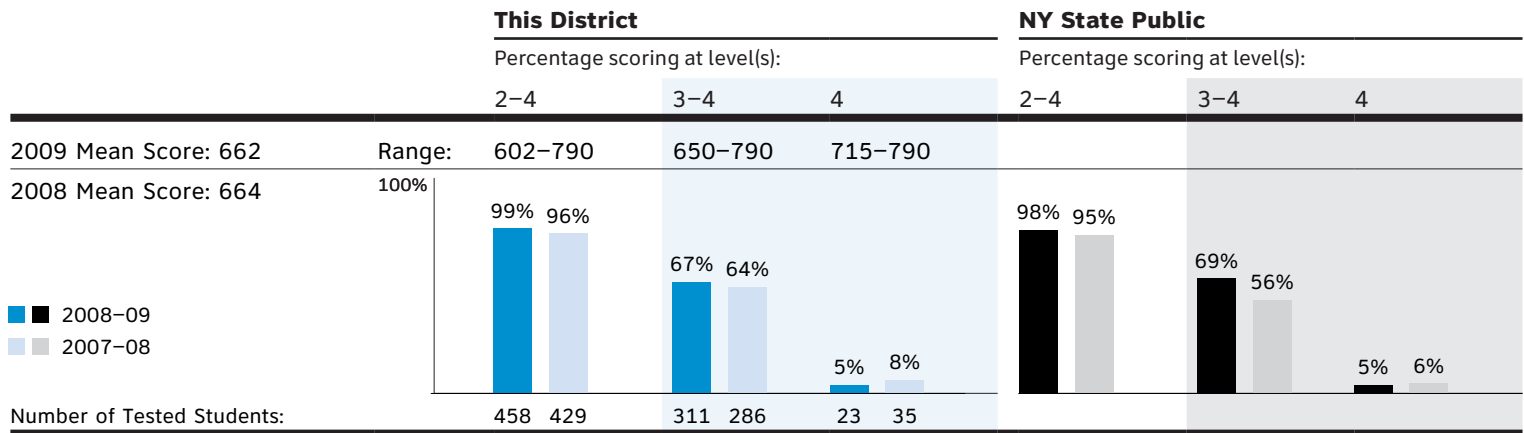
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	5	1	6	4	4	0

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	464	99%	67%	5%	446	96%	64%	8%
Female	231	100%	75%	6%	232	97%	69%	9%
Male	233	97%	59%	3%	214	96%	59%	6%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	191	100%	72%	5%	189	98%	68%	8%
Hispanic or Latino	238	97%	62%	2%	202	94%	57%	6%
Asian or Native Hawaiian/Other	7	—	—	—	8	—	—	—
Pacific Islander	26	100%	85%	27%	45	100%	84%	13%
White								
Multiracial	9	100%	44%	11%	10	90%	50%	0%
Small Group Totals	397	99%	73%	6%	389	98%	69%	9%
General-Education Students	67	97%	33%	0%	57	84%	30%	0%
Students with Disabilities	420	100%	73%	5%	410	98%	69%	9%
English Proficient	44	91%	11%	0%	36	78%	8%	0%
Limited English Proficient	272	99%	61%	3%	439	97%	65%	8%
Economically Disadvantaged	192	98%	76%	8%	7	71%	29%	0%
Not Disadvantaged								
Migrant	464	99%	67%	5%	446	96%	64%	8%
Not Migrant								

NOTES

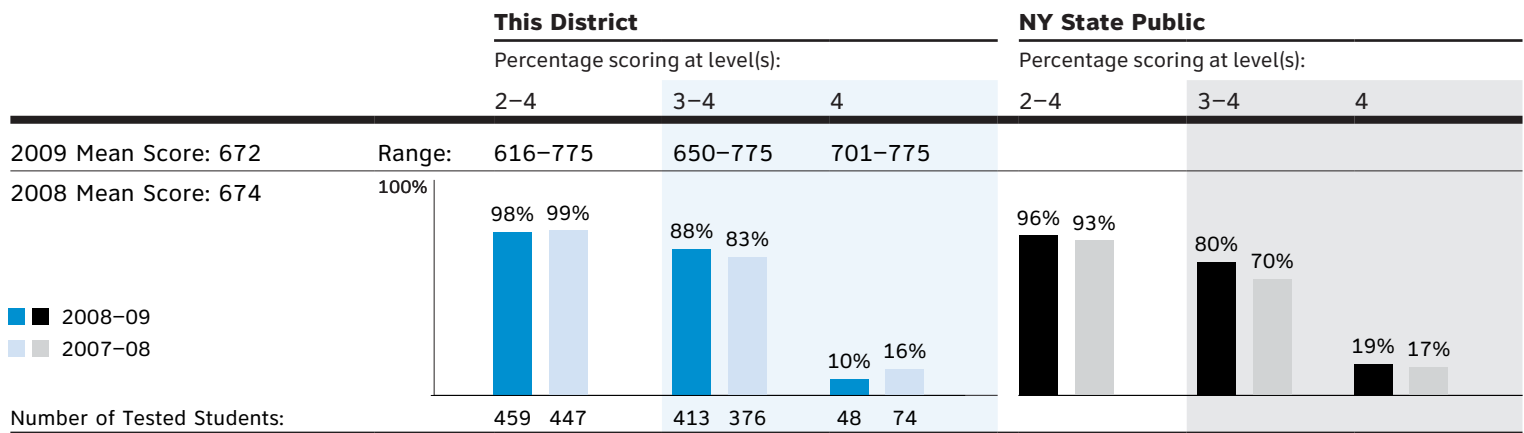
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Other Assessments

	2008-09 School Year				2007-08 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	4	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	7	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	467	98%	88%	10%	453	99%	83%	16%
Female	239	98%	91%	10%	236	99%	83%	17%
Male	228	98%	86%	11%	217	98%	83%	16%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	190	98%	86%	10%	189	98%	81%	16%
Hispanic or Latino	242	98%	89%	8%	208	100%	84%	15%
Asian or Native Hawaiian/Other	7	-	-	-	8	-	-	-
Pacific Islander	26	100%	96%	31%	46	98%	91%	24%
White								
Multiracial	9	100%	100%	22%	10	100%	70%	10%
Small Group Totals	403	99%	90%	12%	395	99%	85%	17%
General-Education Students	64	94%	77%	0%	58	93%	69%	12%
Students with Disabilities	416	98%	89%	11%	410	99%	84%	18%
English Proficient	51	98%	86%	2%	43	100%	77%	2%
Limited English Proficient	270	99%	90%	6%	445	99%	84%	16%
Economically Disadvantaged	197	97%	87%	16%	8	75%	38%	13%
Not Disadvantaged								
Migrant	467	98%	88%	10%	453	99%	83%	16%
Not Migrant								

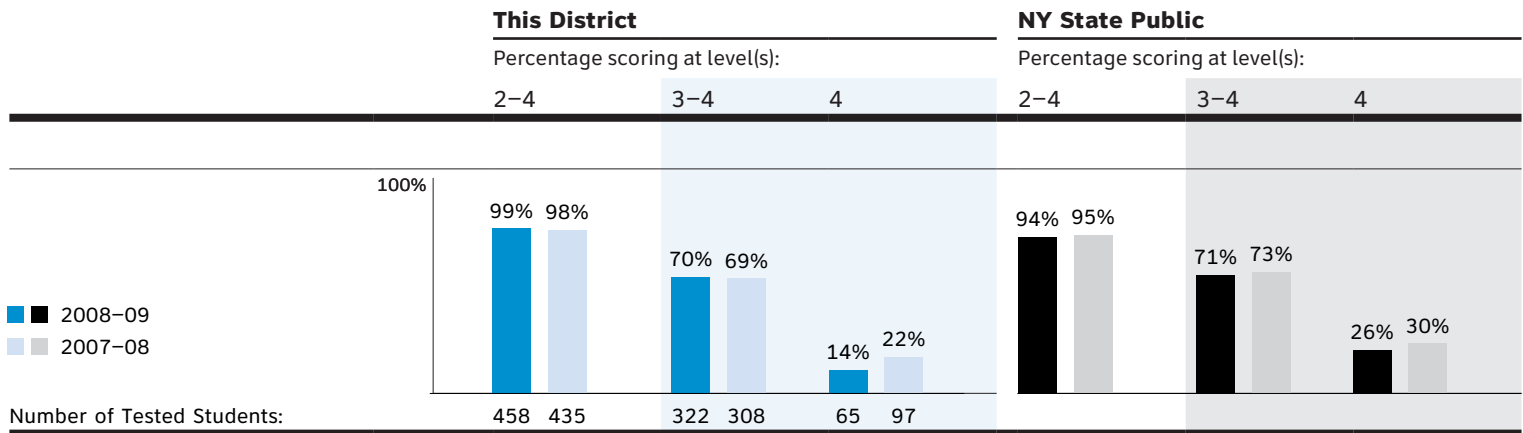
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	4	-	-	-	3	-	-	-

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	463	99%	70%	14%	444	98%	69%	22%
Female	238	99%	68%	13%	231	98%	66%	20%
Male	225	99%	71%	15%	213	98%	73%	23%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	186	100%	72%	15%	187	99%	71%	24%
Hispanic or Latino	242	98%	65%	8%	202	97%	63%	18%
Asian or Native Hawaiian/Other	7	—	—	—	8	—	—	—
Pacific Islander	26	100%	92%	62%	45	100%	96%	33%
White	26	100%	92%	62%	45	100%	96%	33%
Multiracial	9	100%	78%	22%	10	100%	50%	20%
Small Group Totals	9	100%	78%	22%	10	100%	50%	20%
General-Education Students	404	99%	69%	15%	390	98%	69%	21%
Students with Disabilities	59	100%	75%	7%	54	100%	69%	28%
English Proficient	411	99%	73%	16%	402	100%	75%	24%
Limited English Proficient	52	100%	42%	0%	42	81%	17%	0%
Economically Disadvantaged	263	99%	66%	8%	436	98%	69%	22%
Not Disadvantaged	200	99%	75%	23%	8	88%	63%	0%
Migrant	463	99%	70%	14%	444	98%	69%	22%
Not Migrant	463	99%	70%	14%	444	98%	69%	22%

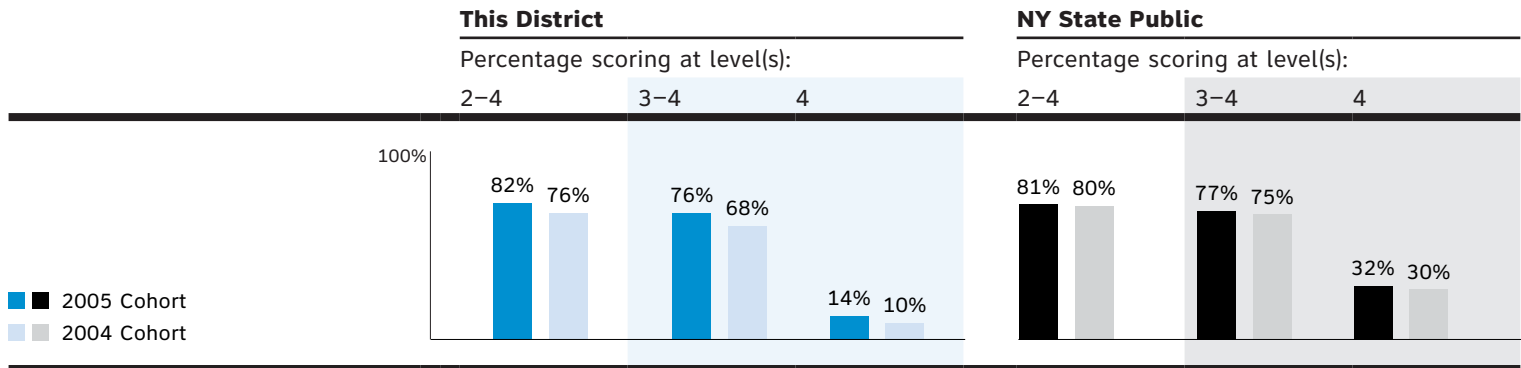
NOTES

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Other Assessments

Other Assessments	2008–09 School Year				2007–08 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	4	–	–	–	3	–	–	–
Regents Science	0				0			

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	527	82%	76%	14%	572	76%	68%	10%
Female	253	86%	79%	21%	278	78%	71%	11%
Male	274	77%	73%	9%	294	74%	66%	9%
American Indian or Alaska Native					3	—	—	—
Black or African American	197	87%	82%	18%	226	80%	73%	10%
Hispanic or Latino	251	76%	69%	9%	262	71%	61%	6%
Asian or Native Hawaiian/Other Pacific Islander	17	76%	71%	12%	10	—	—	—
White	62	89%	85%	27%	71	83%	79%	21%
Multiracial								
Small Group Totals					13	69%	62%	15%
General-Education Students	466	86%	81%	16%	503	80%	72%	11%
Students with Disabilities	61	51%	38%	0%	69	45%	38%	0%
English Proficient	468	86%	82%	16%	520	78%	72%	11%
Limited English Proficient	59	46%	32%	0%	52	54%	33%	0%
Economically Disadvantaged	240	80%	75%	10%	494	84%	76%	11%
Not Disadvantaged	287	83%	77%	18%	78	23%	21%	3%
Migrant								
Not Migrant	527	82%	76%	14%	572	76%	68%	10%

NOTES

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Other Assessments

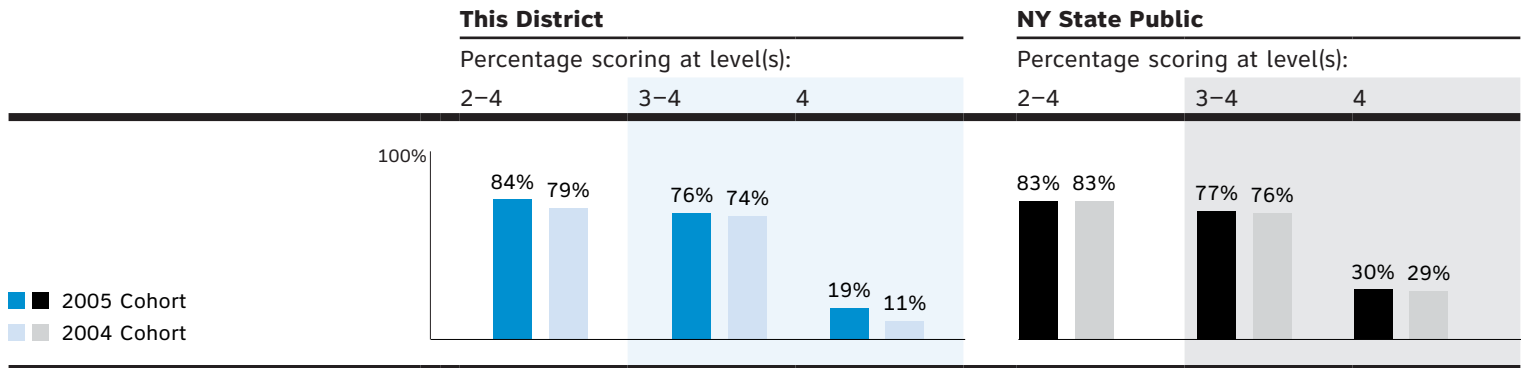
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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

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



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	527	84%	76%	19%	572	79%	74%	11%
Female	253	87%	79%	22%	278	81%	75%	11%
Male	274	81%	74%	16%	294	77%	73%	12%
American Indian or Alaska Native					3	—	—	—
Black or African American	197	90%	80%	19%	226	82%	77%	11%
Hispanic or Latino	251	80%	72%	14%	262	74%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	17	71%	65%	24%	10	—	—	—
White	62	89%	85%	35%	71	85%	85%	18%
Multiracial								
Small Group Totals					13	77%	69%	23%
General-Education Students	466	87%	80%	21%	503	83%	79%	13%
Students with Disabilities	61	66%	48%	0%	69	49%	42%	3%
English Proficient	468	88%	81%	21%	520	80%	76%	12%
Limited English Proficient	59	54%	39%	5%	52	63%	58%	2%
Economically Disadvantaged	240	84%	73%	17%	494	87%	83%	13%
Not Disadvantaged	287	84%	79%	21%	78	23%	19%	4%
Migrant								
Not Migrant	527	84%	76%	19%	572	79%	74%	11%

NOTES

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Other Assessments

	2005 Cohort				2004 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 ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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