



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **WESTBURY UNION FREE SCHOOL  
DISTRICT**  
District ID **28-04-01-03-0000**  
Superintendent **CONSTANCE CLARK-SNEAD**  
Telephone **(516) 876-5016**  
Grades **PK-12**

## This District's Report Card

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

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

### 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](mailto:RPTCARD@mail.nysed.gov)

District WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

## 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

	2006-07	2007-08	2008-09
Pre-K	230	273	306
Kindergarten	370	348	342
Grade 1	320	347	356
Grade 2	321	303	332
Grade 3	299	295	305
Grade 4	275	291	302
Grade 5	277	277	277
Grade 6	301	283	276
Ungraded Elementary	0	0	0
Grade 7	297	297	273
Grade 8	254	284	290
Grade 9	284	254	294
Grade 10	293	287	267
Grade 11	271	255	287
Grade 12	271	251	259
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>3833</b>	<b>3772</b>	<b>3860</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	16	17	18
Mathematics	18	17	19
Science	17	19	19
Social Studies	16	19	16
<b>Grade 10</b>			
English	23	17	19
Mathematics	23	1	
Science	20		
Social Studies	22	19	18

### 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 WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2481	65%	2365	63%	2573	67%
Reduced-Price Lunch	542	14%	527	14%	451	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1220	32%	1198	32%	1256	33%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	3	0%	4	0%
Black or African American	1589	41%	1476	39%	1459	38%
Hispanic or Latino	2068	54%	2183	58%	2286	59%
Asian or Native Hawaiian/Other Pacific Islander	65	2%	56	1%	53	1%
White	102	3%	51	1%	45	1%
Multiracial	5	0%	3	0%	13	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		94%
Student Suspensions	124	3%	97	3%	122	3%

## 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 WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	326	353	359
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer Than Three Years of Experience	8%	8%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	51%	50%
<b>Total Number of Core Classes</b>	797	992	962
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
<b>Total Number of Classes</b>	1148	1298	1236
Percent Taught by Teachers Without Appropriate Certification	1%	0%	2%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	4%	N/A	9%
Turnover Rate of All Teachers	8%	10%	10%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	57	55	57
Total Paraprofessionals*	132	115	119
Assistant Principals	5	5	5
Principals	6	6	6

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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.

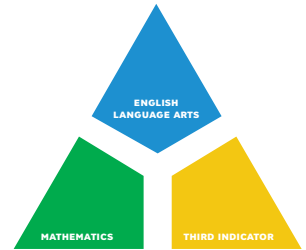
## Staff Counts Information

*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](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 2008–09 safe harbor targets were calculated using the following equation:

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

### 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			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	SH			—	—	
Limited English Proficient				—	—	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	6 of 6	6 of 6	1 of 1	4 of 4	4 of 4	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**  
**(2009–10)**

**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 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) <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 2008–09 2009–10
<b>All Students</b> (1800:1698)			99%		175	141	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (694:641)			98%		179	140	
Hispanic or Latino (1042:999)			99%		171	141	
Asian or Native Hawaiian/Other Pacific Islander (27:26)	—	—	—	—	—	—	—
White (29:24)	—	—	—	—	—	—	—
Multiracial (5:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (518:244)	 SH		95%	 SH	136	137	132 142
Limited English Proficient <sup>5</sup> (617:692)			100%		158	140	
Economically Disadvantaged (1286:1243)			100%		174	141	
<b>Final AYP Determination</b>	 6 of 6						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.




<sup>3</sup> 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.

<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**  
**(2009–10)**

**Accountability Measures** 6 of 6 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) <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 2008–09 2009–10
<b>All Students</b> (1794:1712)			98%		186	116	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (690:650)			98%		183	115	
Hispanic or Latino (1040:1005)			98%		187	116	
Asian or Native Hawaiian/Other Pacific Islander (27:26)	—	—	—	—	—	—	—
White (29:23)	—	—	—	—	—	—	—
Multiracial (5:5)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (517:238)			95%		172	112	
Limited English Proficient <sup>5</sup> (609:722)			100%		181	115	
Economically Disadvantaged (1282:1265)			99%		187	116	
<b>Final AYP Determination</b>	 6 of 6						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

<sup>3</sup> 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.

<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**  
**(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) <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 2008–09 2009–10
<b>All Students</b> (637:587)		Qualified		96%		168	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (257:237)		Qualified		97%		168	100	
Hispanic or Latino (356:331)		Qualified		95%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (11:10)	—	—	—	—	—	—	—	—
White (11:7)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (96:79)		Qualified		84%		176	100	
Limited English Proficient <sup>4</sup> (226:250)		Qualified		99%		156	100	
Economically Disadvantaged (430:422)		Qualified		98%		166	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 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.


<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 2008–09, data for 2007–08 and 2008–09 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**  
**(2009–10)**

**Accountability Measures** 4 of 4 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 secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (275:248)			95%		173	164	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (150:137)			95%		174	162	
Hispanic or Latino (114:102)			96%		169	161	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—
White (4:3)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (24:28)	—	—	—	—	—	—	—
Limited English Proficient <sup>5</sup> (28:24)	—	—	—	—	—	—	—
Economically Disadvantaged (145:143)			97%		176	162	
<b>Final AYP Determination</b>	 4 of 4						


#### NOTES


- <sup>1</sup> 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).
  - <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 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.
  - <sup>3</sup> 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.
  - <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 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**  
**(2009–10)**

**Accountability Measures** 4 of 4 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 secondary-level mathematics accountability measures?

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students (275:248)</b>			98%		177	159	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (150:137)			97%		177	157	
Hispanic or Latino (114:102)			98%		175	156	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—
White (4:3)	—	—	—	—	—	—	—
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (24:28)	—	—	—	—	—	—	—
Limited English Proficient <sup>5</sup> (28:24)	—	—	—	—	—	—	—
Economically Disadvantaged (145:143)			99%		181	157	
<b>Final AYP Determination</b>	 4 of 4						

#### NOTES

- <sup>1</sup> 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).
  - <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 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.
  - <sup>3</sup> 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.
  - <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 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		Graduation Rate <sup>1</sup>	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2008–09	2009–10
<b>All Students</b> (270)			79%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (148)			90%	55%		
Hispanic or Latino (118)			64%	55%		
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–		
White (0)						
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (18)		–	–	–		
Limited English Proficient <sup>2</sup> (42)			74%	55%		
Economically Disadvantaged (127)			84%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

<sup>2</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 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 WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

## 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	76%			297
Grade 4	78%			297
Grade 5	81%			282
Grade 6	77%			274
Grade 7	78%			264
Grade 8	70%			305
<b>Mathematics</b>				
Grade 3	97%			306
Grade 4	90%			302
Grade 5	91%			288
Grade 6	76%			282
Grade 7	90%			265
Grade 8	80%			314
<b>Science</b>				
Grade 4	94%			305
Grade 8	50%			304

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	76%			272
Mathematics	80%			272

### 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.

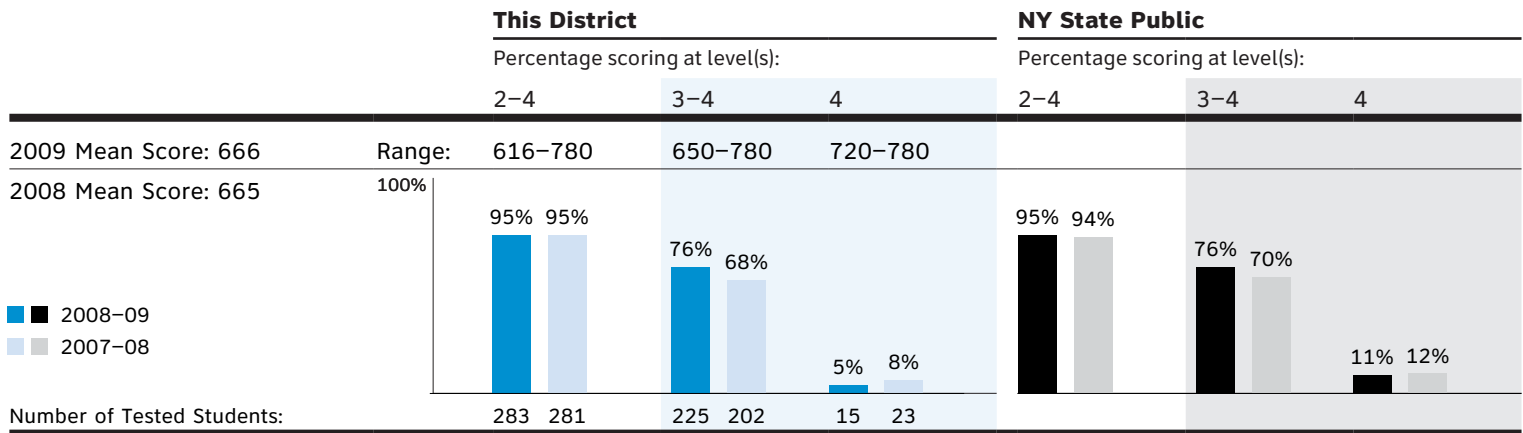
### This District's N/RC Category:

#### 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
<b>All Students</b>	<b>297</b>	<b>95%</b>	<b>76%</b>	<b>5%</b>	<b>297</b>	<b>95%</b>	<b>68%</b>	<b>8%</b>
Female	127	97%	81%	6%	151	96%	68%	8%
Male	170	94%	72%	4%	146	93%	68%	8%
American Indian or Alaska Native								
Black or African American	104	93%	79%	7%	111	96%	80%	15%
Hispanic or Latino	187	96%	73%	4%	180	93%	61%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	4	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	6	100%	100%	17%	6	100%	67%	0%
General-Education Students	259	98%	81%	5%	251	99%	74%	8%
Students with Disabilities	38	74%	39%	3%	46	70%	35%	7%
English Proficient	171	98%	88%	8%	154	97%	82%	14%
Limited English Proficient	126	92%	59%	2%	143	92%	53%	1%
Economically Disadvantaged	233	94%	74%	5%	233	95%	66%	6%
Not Disadvantaged	64	98%	81%	6%	64	94%	75%	16%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	295	-	-	-	294	-	-	-

### NOTES

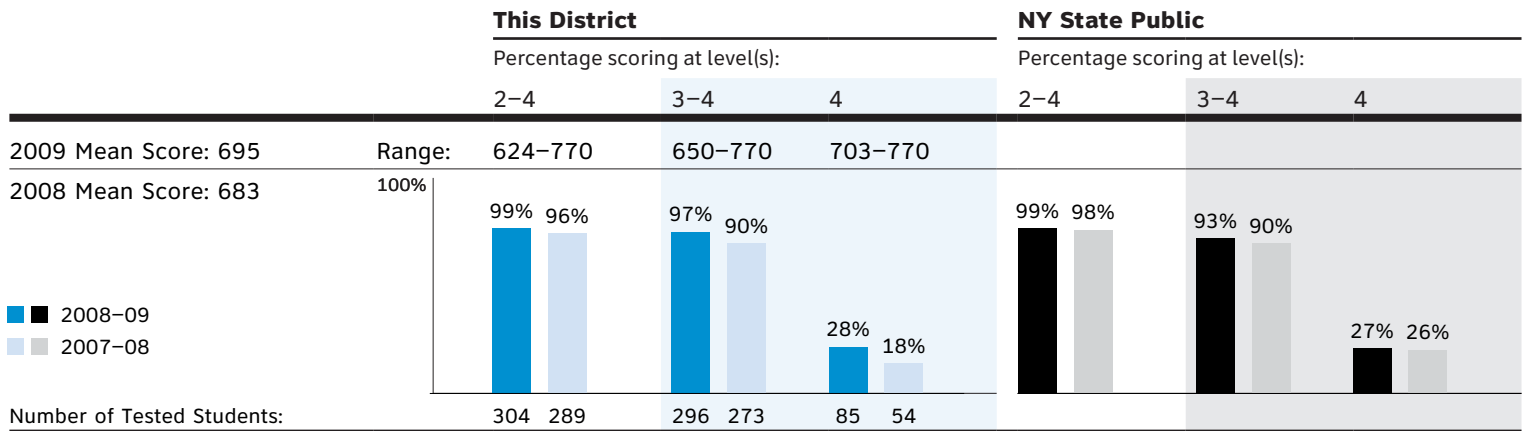
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	0				6	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	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
<b>All Students</b>	<b>306</b>	<b>99%</b>	<b>97%</b>	<b>28%</b>	<b>302</b>	<b>96%</b>	<b>90%</b>	<b>18%</b>
Female	133	98%	95%	32%	152	97%	93%	16%
Male	173	100%	98%	24%	150	94%	87%	19%
American Indian or Alaska Native								
Black or African American	106	98%	93%	25%	112	96%	91%	17%
Hispanic or Latino	193	100%	98%	28%	183	95%	90%	18%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	5	-	-	-	2	-	-	-
Multiracial					1	-	-	-
Small Group Totals	7	100%	100%	43%	7	100%	100%	29%
General-Education Students	269	100%	99%	30%	256	100%	97%	21%
Students with Disabilities	37	95%	84%	8%	46	72%	54%	2%
English Proficient	172	99%	98%	37%	154	96%	92%	24%
Limited English Proficient	134	99%	95%	16%	148	95%	89%	11%
Economically Disadvantaged	239	99%	96%	28%	231	96%	91%	16%
Not Disadvantaged	67	100%	99%	28%	71	96%	89%	23%
Migrant	2	-	-	-	3	-	-	-
Not Migrant	304	-	-	-	299	-	-	-

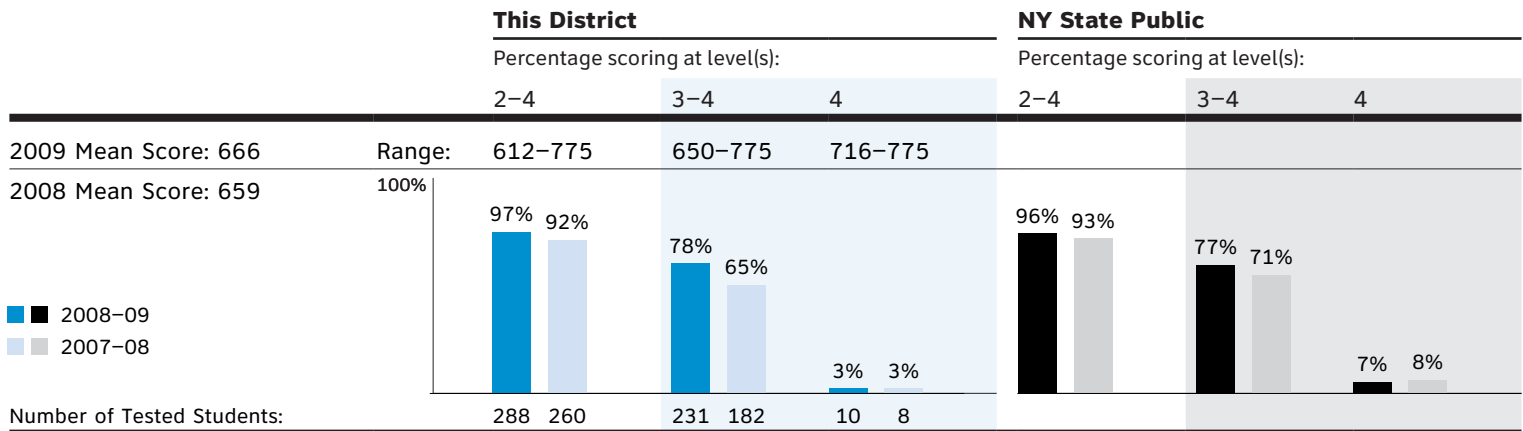
### NOTES

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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 3 Equivalent	0				6	6	6	2

## 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
<b>All Students</b>	<b>297</b>	<b>97%</b>	<b>78%</b>	<b>3%</b>	<b>282</b>	<b>92%</b>	<b>65%</b>	<b>3%</b>
Female	152	99%	80%	4%	147	97%	68%	5%
Male	145	94%	76%	3%	135	87%	61%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	115	97%	84%	4%	92	89%	71%	7%
Hispanic or Latino	176	97%	73%	3%	181	93%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	2	-	-	-	2	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	6	100%	83%	0%	9	100%	89%	0%
General-Education Students	252	100%	85%	4%	238	97%	69%	3%
Students with Disabilities	45	82%	40%	2%	44	68%	41%	0%
English Proficient	162	98%	86%	6%	169	93%	76%	5%
Limited English Proficient	135	96%	68%	0%	113	90%	47%	0%
Economically Disadvantaged	218	98%	79%	2%	215	94%	62%	1%
Not Disadvantaged	79	95%	73%	6%	67	87%	72%	7%
Migrant	3	-	-	-	5	100%	40%	0%
Not Migrant	294	-	-	-	277	92%	65%	3%

### NOTES

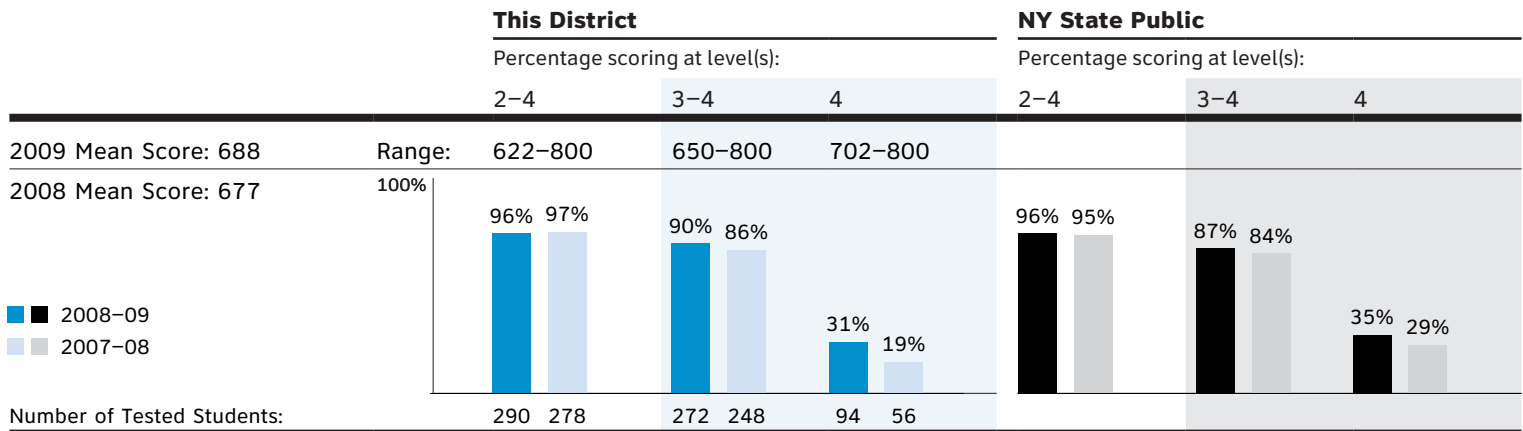
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## Other Assessments

	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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	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 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
<b>All Students</b>	<b>302</b>	<b>96%</b>	<b>90%</b>	<b>31%</b>	<b>288</b>	<b>97%</b>	<b>86%</b>	<b>19%</b>
Female	154	96%	88%	29%	152	98%	86%	26%
Male	148	96%	92%	33%	136	95%	87%	13%
American Indian or Alaska Native					1	-	-	-
Black or African American	117	96%	88%	34%	94	94%	76%	24%
Hispanic or Latino	178	96%	91%	28%	183	98%	91%	17%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	100%	17%
White	2	-	-	-	2	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	7	100%	100%	57%	5	100%	100%	20%
General-Education Students	256	98%	93%	33%	244	98%	90%	23%
Students with Disabilities	46	85%	74%	22%	44	86%	66%	0%
English Proficient	160	98%	92%	41%	171	97%	87%	30%
Limited English Proficient	142	94%	88%	20%	117	96%	85%	3%
Economically Disadvantaged	217	97%	92%	33%	218	98%	89%	18%
Not Disadvantaged	85	93%	85%	26%	70	93%	77%	24%
Migrant	3	-	-	-	5	100%	60%	0%
Not Migrant	299	-	-	-	283	96%	87%	20%

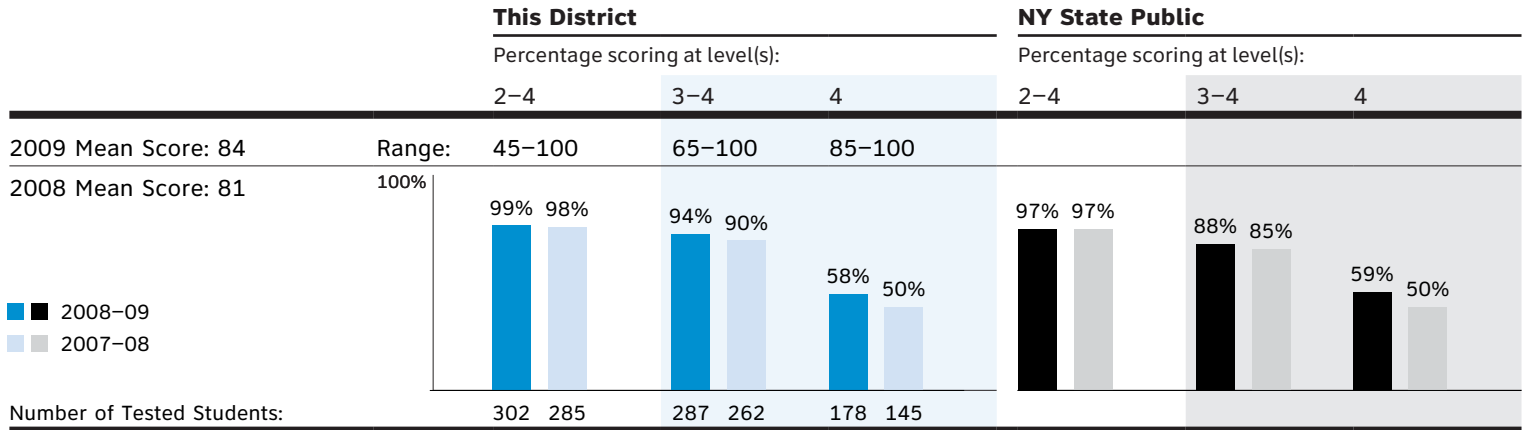
### NOTES

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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	0				0			

## 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
<b>All Students</b>	<b>305</b>	<b>99%</b>	<b>94%</b>	<b>58%</b>	<b>290</b>	<b>98%</b>	<b>90%</b>	<b>50%</b>
Female	156	100%	92%	53%	154	99%	88%	49%
Male	149	98%	96%	64%	136	98%	93%	51%
American Indian or Alaska Native					1	-	-	-
Black or African American	118	98%	96%	64%	94	96%	89%	49%
Hispanic or Latino	180	99%	93%	53%	185	99%	90%	49%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	100%	100%
White	2	-	-	-	2	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	7	100%	100%	100%	5	100%	100%	60%
General-Education Students	259	100%	95%	62%	247	98%	91%	52%
Students with Disabilities	46	93%	89%	37%	43	98%	84%	37%
English Proficient	162	99%	98%	69%	170	98%	94%	59%
Limited English Proficient	143	99%	90%	47%	120	98%	86%	37%
Economically Disadvantaged	217	100%	95%	58%	218	99%	91%	52%
Not Disadvantaged	88	98%	92%	59%	72	96%	88%	43%
Migrant	3	-	-	-	5	100%	80%	0%
Not Migrant	302	-	-	-	285	98%	91%	51%

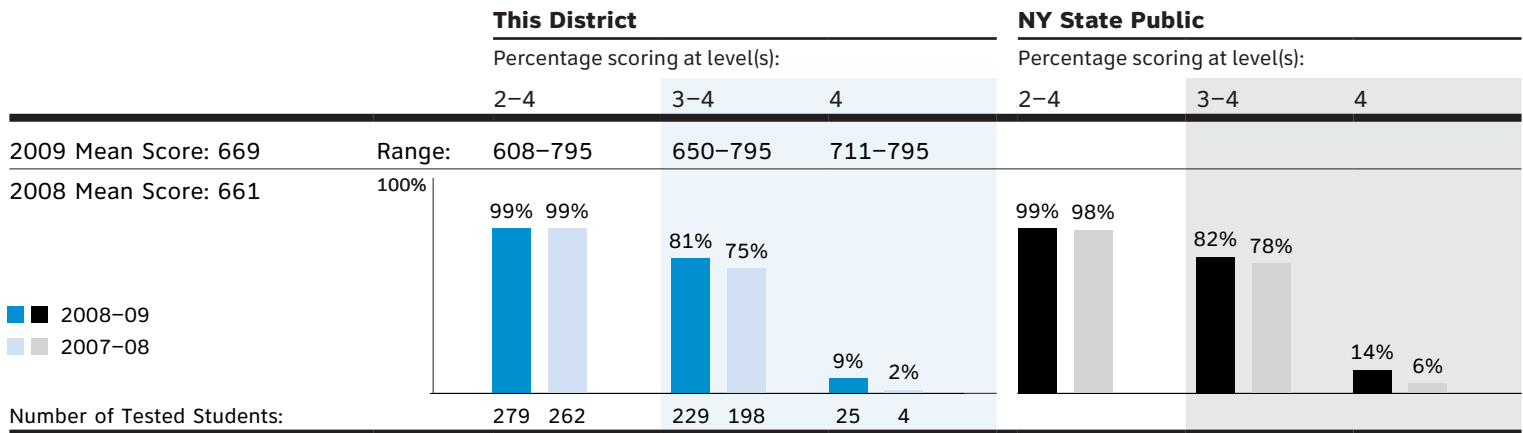
### NOTES

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 4 Equivalent	0				0			

## 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
<b>All Students</b>	<b>282</b>	<b>99%</b>	<b>81%</b>	<b>9%</b>	<b>265</b>	<b>99%</b>	<b>75%</b>	<b>2%</b>
Female	151	100%	83%	13%	134	99%	77%	1%
Male	131	98%	79%	4%	131	98%	73%	2%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	91	99%	76%	11%	111	99%	81%	2%
Hispanic or Latino	182	99%	84%	8%	143	99%	69%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	5	-	-	-
White	-	-	-	-	5	100%	80%	0%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	9	100%	89%	0%	6	100%	83%	0%
General-Education Students	237	100%	86%	11%	225	99%	79%	1%
Students with Disabilities	45	96%	56%	0%	40	98%	50%	3%
English Proficient	187	99%	86%	13%	182	100%	86%	2%
Limited English Proficient	95	98%	72%	1%	83	96%	51%	0%
Economically Disadvantaged	212	99%	81%	8%	188	98%	74%	2%
Not Disadvantaged	70	99%	83%	13%	77	100%	77%	1%
Migrant	5	100%	100%	20%	5	100%	100%	0%
Not Migrant	277	99%	81%	9%	260	99%	74%	2%

### NOTES

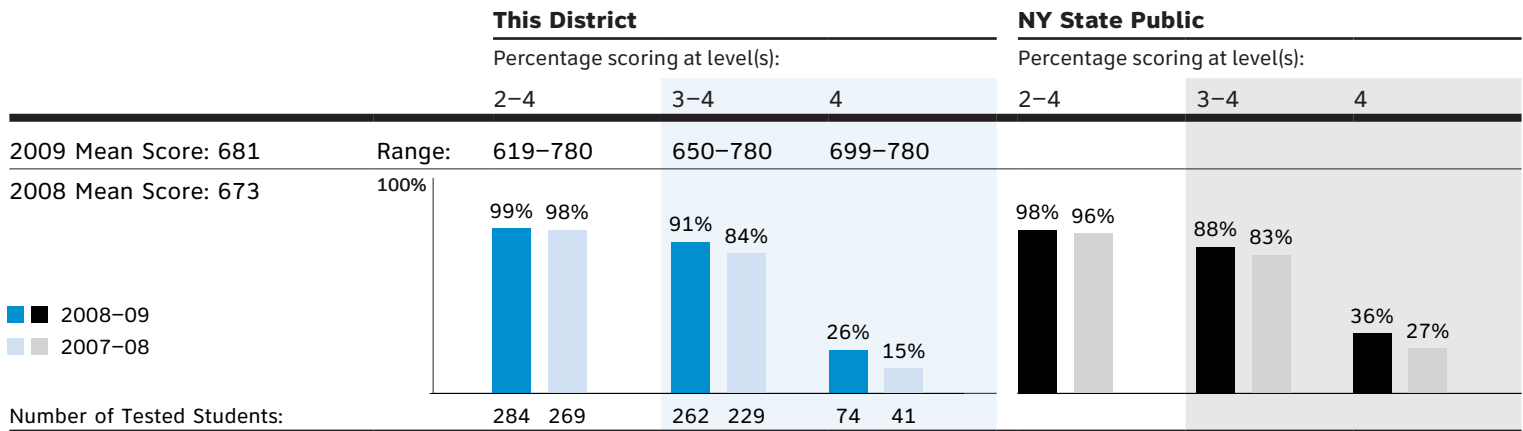
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 5 Equivalent	0	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	8	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 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
<b>All Students</b>	<b>288</b>	<b>99%</b>	<b>91%</b>	<b>26%</b>	<b>274</b>	<b>98%</b>	<b>84%</b>	<b>15%</b>
Female	153	99%	92%	30%	138	98%	83%	14%
Male	135	98%	90%	21%	136	99%	84%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	95	97%	85%	29%	115	99%	84%	15%
Hispanic or Latino	183	99%	93%	23%	146	97%	83%	14%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	5	-	-	-
White	1	-	-	-	6	100%	100%	0%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	10	100%	100%	30%	7	100%	71%	43%
General-Education Students	243	100%	93%	30%	234	98%	83%	17%
Students with Disabilities	45	91%	78%	4%	40	98%	88%	3%
English Proficient	188	98%	92%	33%	182	99%	90%	19%
Limited English Proficient	100	99%	89%	12%	92	96%	71%	7%
Economically Disadvantaged	216	100%	93%	25%	194	99%	84%	12%
Not Disadvantaged	72	96%	86%	28%	80	96%	84%	21%
Migrant	5	100%	100%	20%	5	100%	100%	0%
Not Migrant	283	99%	91%	26%	269	98%	83%	15%

### NOTES

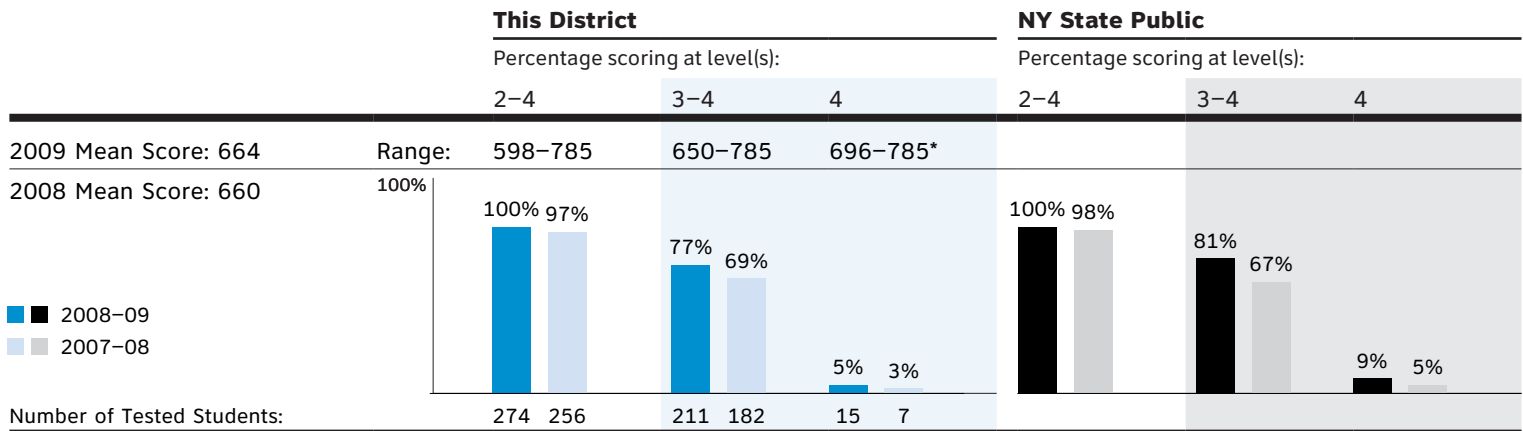
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 5 Equivalent	0				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
<b>All Students</b>	<b>274</b>	<b>100%</b>	<b>77%</b>	<b>5%</b>	<b>263</b>	<b>97%</b>	<b>69%</b>	<b>3%</b>
Female	137	100%	83%	6%	128	99%	70%	3%
Male	137	100%	71%	5%	135	96%	69%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	114	100%	84%	7%	104	98%	74%	3%
Hispanic or Latino	148	100%	72%	3%	149	97%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	3	-	-	-
White	5	100%	60%	0%	6	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	7	100%	86%	29%	10	90%	70%	0%
General-Education Students	228	100%	84%	7%	231	98%	74%	3%
Students with Disabilities	46	100%	41%	0%	32	91%	34%	0%
English Proficient	188	100%	88%	8%	203	98%	79%	3%
Limited English Proficient	86	100%	53%	0%	60	95%	35%	0%
Economically Disadvantaged	209	100%	77%	5%	182	98%	69%	2%
Not Disadvantaged	65	100%	78%	6%	81	96%	69%	4%
Migrant	5	100%	80%	0%	2	-	-	-
Not Migrant	269	100%	77%	6%	261	-	-	-

### 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.

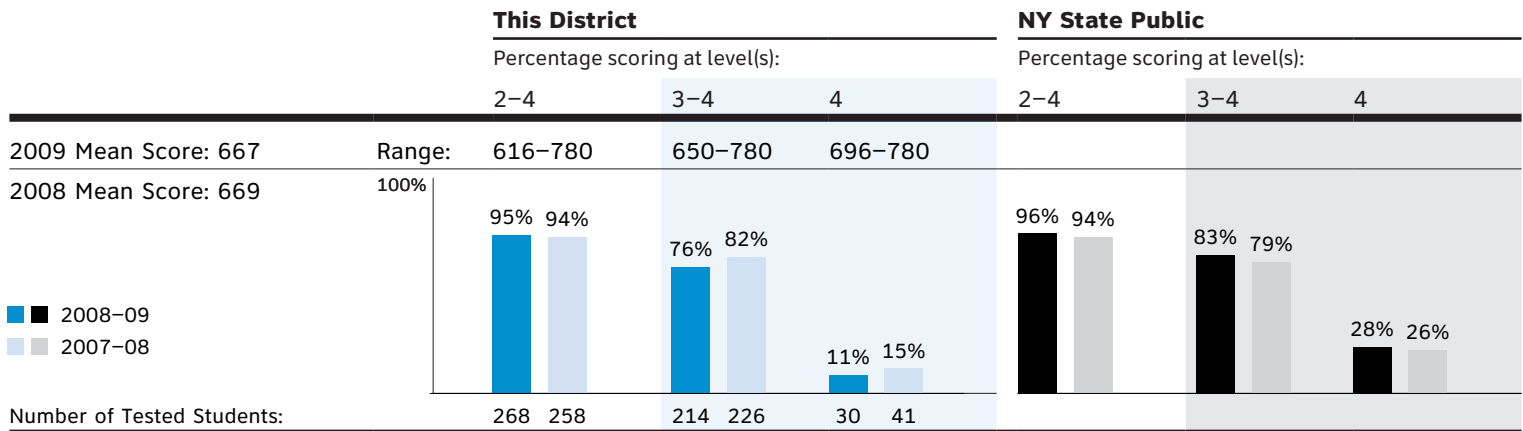
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## 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	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	9	N/A	N/A	N/A	8	N/A	N/A	N/A

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

## This District's Results in Grade 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
<b>All Students</b>	<b>282</b>	<b>95%</b>	<b>76%</b>	<b>11%</b>	<b>274</b>	<b>94%</b>	<b>82%</b>	<b>15%</b>
Female	140	95%	80%	11%	131	98%	87%	14%
Male	142	95%	72%	10%	143	91%	78%	16%
American Indian or Alaska Native					1	-	-	-
Black or African American	115	97%	81%	10%	109	92%	82%	15%
Hispanic or Latino	155	95%	72%	10%	154	96%	83%	14%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	3	-	-	-
White	5	80%	60%	20%	7	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	7	86%	86%	29%	11	91%	82%	27%
General-Education Students	237	96%	77%	13%	242	96%	86%	17%
Students with Disabilities	45	91%	71%	0%	32	78%	56%	0%
English Proficient	187	96%	86%	15%	205	95%	86%	18%
Limited English Proficient	95	93%	56%	2%	69	91%	72%	7%
Economically Disadvantaged	215	96%	77%	12%	189	95%	84%	14%
Not Disadvantaged	67	91%	73%	6%	85	92%	80%	18%
Migrant	5	100%	40%	0%	2	-	-	-
Not Migrant	277	95%	77%	11%	272	-	-	-

### 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	0				2	-	-	-

## This District's Results in Grade 7 English Language Arts

	This District						NY State Public					
	Percentage scoring at level(s):						Percentage scoring at level(s):					
	2-4		3-4		4		2-4		3-4		4	
2009 Mean Score: 660	600-790		650-790		705-790*							
2008 Mean Score: 660												
Number of Tested Students:	264	289	205	204	2	2						

## 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
<b>All Students</b>	<b>264</b>	<b>100%</b>	<b>78%</b>	<b>1%</b>	<b>290</b>	<b>100%</b>	<b>70%</b>	<b>1%</b>
Female	125	100%	81%	1%	149	100%	75%	1%
Male	139	100%	75%	1%	141	99%	65%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	109	100%	85%	2%	118	100%	78%	1%
Hispanic or Latino	145	100%	72%	0%	159	99%	65%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	-	-	-
White	7	-	-	-	6	100%	33%	0%
Multiracial								
Small Group Totals	10	100%	70%	0%	7	100%	86%	14%
General-Education Students	230	100%	81%	1%	258	100%	75%	1%
Students with Disabilities	34	100%	56%	0%	32	97%	31%	0%
English Proficient	218	100%	88%	1%	226	100%	83%	1%
Limited English Proficient	46	100%	30%	0%	64	100%	25%	0%
Economically Disadvantaged	170	100%	78%	1%	207	100%	67%	0%
Not Disadvantaged	94	100%	78%	0%	83	99%	78%	1%
Migrant	1	-	-	-	7	100%	43%	0%
Not Migrant	263	-	-	-	283	100%	71%	1%

### NOTES

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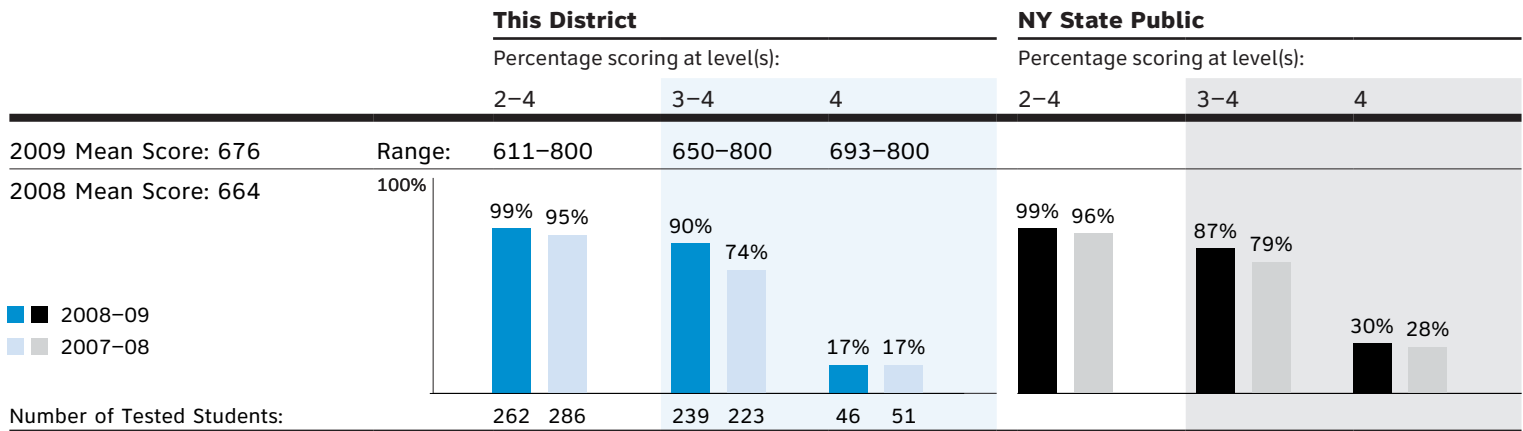
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## 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	0				6	5	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	N/A	N/A	N/A	16	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
<b>All Students</b>	<b>265</b>	<b>99%</b>	<b>90%</b>	<b>17%</b>	<b>302</b>	<b>95%</b>	<b>74%</b>	<b>17%</b>
Female	128	98%	90%	18%	153	97%	76%	17%
Male	137	100%	91%	17%	149	93%	72%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	109	97%	86%	21%	123	94%	76%	16%
Hispanic or Latino	147	100%	93%	16%	166	95%	72%	17%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	-	-	-
White	6	-	-	-	6	100%	67%	0%
Multiracial								
Small Group Totals	9	100%	100%	0%	7	100%	86%	29%
General-Education Students	235	99%	91%	18%	270	96%	77%	19%
Students with Disabilities	30	100%	83%	13%	32	84%	44%	0%
English Proficient	212	100%	95%	21%	226	98%	83%	22%
Limited English Proficient	53	94%	72%	4%	76	86%	47%	3%
Economically Disadvantaged	173	100%	93%	16%	211	96%	74%	16%
Not Disadvantaged	92	97%	85%	21%	91	91%	73%	19%
Migrant	1	-	-	-	7	100%	71%	0%
Not Migrant	264	-	-	-	295	95%	74%	17%

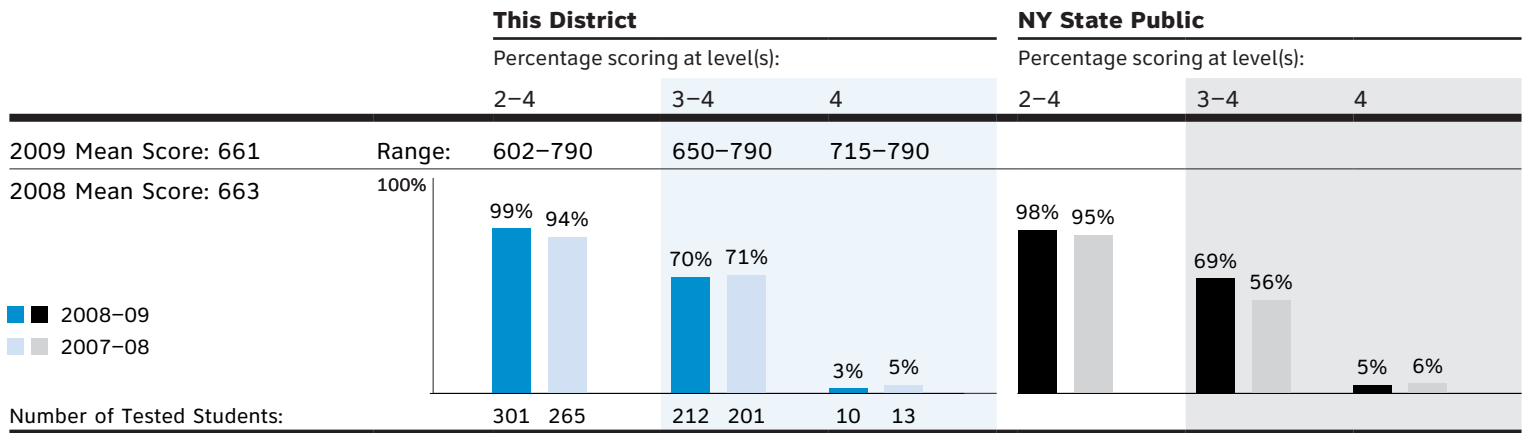
### NOTES

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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	0				6	5	3	2

## 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
<b>All Students</b>	<b>305</b>	<b>99%</b>	<b>70%</b>	<b>3%</b>	<b>282</b>	<b>94%</b>	<b>71%</b>	<b>5%</b>
Female	155	99%	74%	5%	138	94%	79%	4%
Male	150	98%	65%	2%	144	94%	64%	5%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	121	99%	79%	4%	126	97%	78%	5%
Hispanic or Latino	167	98%	63%	2%	149	91%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	2	-	-	-
White	8	100%	38%	0%	4	-	-	-
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	100%	100%	22%	7	100%	71%	0%
General-Education Students	268	99%	74%	4%	247	95%	74%	5%
Students with Disabilities	37	95%	35%	0%	35	89%	49%	0%
English Proficient	235	99%	85%	4%	239	98%	81%	5%
Limited English Proficient	70	97%	19%	0%	43	70%	19%	0%
Economically Disadvantaged	206	99%	68%	3%	161	93%	66%	5%
Not Disadvantaged	99	98%	73%	3%	121	96%	78%	4%
Migrant	7	100%	57%	0%	3	-	-	-
Not Migrant	298	99%	70%	3%	279	-	-	-

### NOTES

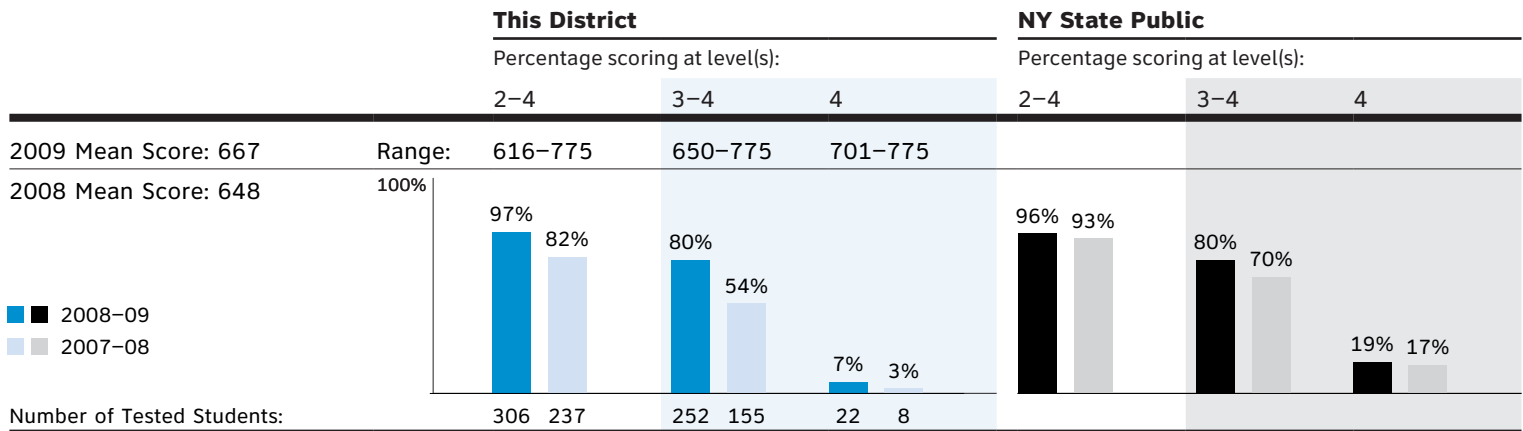
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## Other Assessments

	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	0				5	2	0	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	14	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
<b>All Students</b>	<b>314</b>	<b>97%</b>	<b>80%</b>	<b>7%</b>	<b>289</b>	<b>82%</b>	<b>54%</b>	<b>3%</b>
Female	164	97%	79%	6%	141	84%	59%	3%
Male	150	98%	82%	8%	148	80%	49%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	132	97%	77%	8%	130	86%	57%	2%
Hispanic or Latino	165	98%	84%	4%	152	80%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	2	-	-	-
White	8	100%	63%	0%	4	-	-	-
Multiracial					1	-	-	-
Small Group Totals	9	100%	89%	44%	7	57%	57%	14%
General-Education Students	276	98%	79%	8%	254	84%	53%	3%
Students with Disabilities	38	95%	87%	0%	35	69%	60%	0%
English Proficient	232	99%	85%	9%	242	87%	60%	3%
Limited English Proficient	82	94%	66%	0%	47	57%	21%	0%
Economically Disadvantaged	213	98%	81%	6%	165	79%	51%	2%
Not Disadvantaged	101	96%	79%	9%	124	85%	57%	3%
Migrant	7	100%	57%	0%	3	-	-	-
Not Migrant	307	97%	81%	7%	286	-	-	-

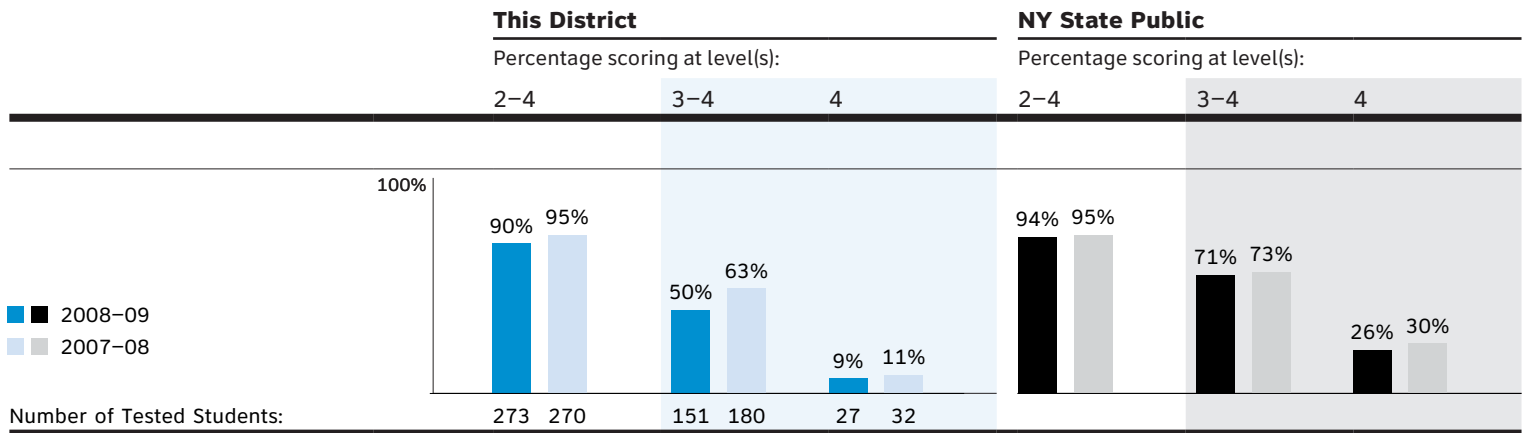
### NOTES

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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	0				5	0	0	0

## 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
<b>All Students</b>	<b>304</b>	<b>90%</b>	<b>50%</b>	<b>9%</b>	<b>284</b>	<b>95%</b>	<b>63%</b>	<b>11%</b>
Female	162	88%	45%	6%	143	94%	62%	10%
Male	142	92%	55%	12%	141	96%	65%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	130	88%	49%	9%	126	97%	68%	13%
Hispanic or Latino	159	90%	48%	7%	151	93%	59%	9%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	7	100%	43%	14%	4	-	-	-
Multiracial					1	-	-	-
Small Group Totals	8	100%	88%	38%	7	100%	71%	29%
General-Education Students	269	89%	48%	10%	252	95%	62%	11%
Students with Disabilities	35	94%	66%	0%	32	97%	75%	16%
English Proficient	223	100%	61%	12%	237	99%	72%	14%
Limited English Proficient	81	63%	19%	0%	47	77%	19%	0%
Economically Disadvantaged	205	88%	49%	7%	162	92%	58%	9%
Not Disadvantaged	99	94%	52%	12%	122	99%	70%	15%
Migrant	7	100%	29%	0%	3	-	-	-
Not Migrant	297	90%	50%	9%	281	-	-	-

### 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 8 Equivalent	0				5	0	0	0
Regents Science	0				0			



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

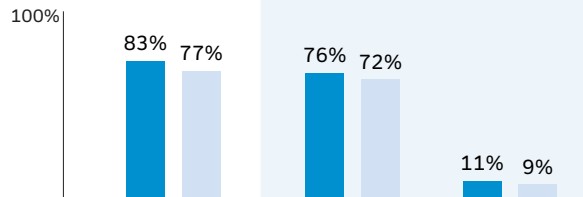
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

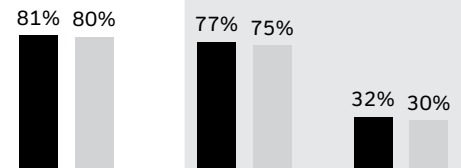
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

### 2004 Cohort\*\*

Number of Students      Percentage scoring at level(s):  
2-4      3-4      4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>272</b>	<b>83%</b>	<b>76%</b>	<b>11%</b>	<b>285</b>	<b>77%</b>	<b>72%</b>	<b>9%</b>
Female	130	85%	76%	17%	140	75%	68%	14%
Male	142	81%	76%	6%	145	79%	75%	6%
American Indian or Alaska Native								
Black or African American	144	88%	81%	15%	153	83%	76%	10%
Hispanic or Latino	117	76%	69%	7%	127	69%	65%	7%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%	4	-	-	-
White	5	60%	60%	0%	1	-	-	-
Multiracial								
Small Group Totals					5	80%	80%	40%
General-Education Students	240	89%	83%	13%	263	78%	74%	10%
Students with Disabilities	32	34%	25%	0%	22	59%	45%	0%
English Proficient	241	85%	78%	12%	242	78%	73%	11%
Limited English Proficient	31	68%	65%	3%	43	70%	63%	0%
Economically Disadvantaged	148	89%	82%	9%	119	91%	84%	13%
Not Disadvantaged	124	76%	69%	13%	166	67%	63%	7%
Migrant	4	-	-	-	4	-	-	-
Not Migrant	268	-	-	-	281	-	-	-

### 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

### 2005 Cohort

Number of Students      Number scoring at level(s):  
2-4      3-4      4

### 2004 Cohort

Number of Students      Number scoring at level(s):  
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

### This District

Percentage scoring at level(s):

2-4

3-4

4

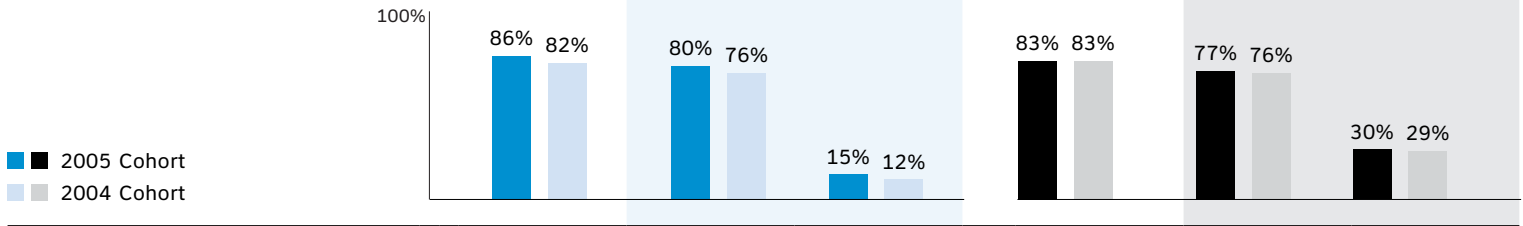
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	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
<b>All Students</b>	<b>272</b>	<b>86%</b>	<b>80%</b>	<b>15%</b>	<b>285</b>	<b>82%</b>	<b>76%</b>	<b>12%</b>
Female	130	88%	81%	21%	140	81%	77%	11%
Male	142	85%	79%	10%	145	82%	76%	12%
American Indian or Alaska Native								
Black or African American	144	92%	81%	19%	153	87%	81%	13%
Hispanic or Latino	117	79%	77%	9%	127	76%	71%	9%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	4	-	-	-
White	5	80%	80%	0%	1	-	-	-
Multiracial								
Small Group Totals					5	80%	80%	40%
General-Education Students	240	93%	86%	16%	263	85%	80%	11%
Students with Disabilities	32	38%	34%	6%	22	41%	36%	14%
English Proficient	241	88%	80%	17%	242	82%	76%	13%
Limited English Proficient	31	77%	74%	3%	43	81%	79%	2%
Economically Disadvantaged	148	93%	85%	10%	119	92%	87%	11%
Not Disadvantaged	124	79%	73%	21%	166	75%	69%	12%
Migrant	4	-	-	-	4	-	-	-
Not Migrant	268	-	-	-	281	-	-	-

### 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

	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.