



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **WEST BABYLON UNION FREE
SCHOOL DISTRICT**

District ID **58-01-02-03-0000**

Superintendent **ANTHONY CACCIOLA**

Telephone **(631) 321-3142**

Grades **K-12, 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 WEST BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-02-03-0000

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	0	0	0
Kindergarten	312	303	317
Grade 1	313	304	282
Grade 2	344	328	293
Grade 3	357	338	322
Grade 4	343	358	333
Grade 5	366	350	350
Grade 6	375	370	344
Ungraded Elementary	3	0	0
Grade 7	394	379	367
Grade 8	358	394	379
Grade 9	378	365	391
Grade 10	392	378	369
Grade 11	410	393	384
Grade 12	399	417	386
Ungraded Secondary	3	1	2
Total K-12	4747	4678	4519

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	21	20
Grade 8			
English	22	23	22
Mathematics	19	22	22
Science	22	21	22
Social Studies	22	24	21
Grade 10			
English	25	25	23
Mathematics	22	23	20
Science	21	18	19
Social Studies	25	24	23

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 WEST BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-02-03-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	644	14%	633	14%	773	17%
Reduced-Price Lunch	399	8%	373	8%	365	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	139	3%	119	3%	113	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	2	0%	1	0%
Black or African American	259	5%	262	6%	260	6%
Hispanic or Latino	431	9%	508	11%	507	11%
Asian or Native Hawaiian/Other Pacific Islander	164	3%	166	4%	156	3%
White	3886	82%	3740	80%	3593	80%
Multiracial	5	0%	0	0%	2	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	333	7%	363	8%	294	6%

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 WEST BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-02-03-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	344	380	385
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	10%	7%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	67%	70%	70%
Total Number of Core Classes	956	1102	1054
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	1384	1425	1420
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	15%	13%
Turnover Rate of All Teachers	8%	9%	7%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	32	35	57
Total Paraprofessionals*	99	110	104
Assistant Principals	3	3	4
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

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

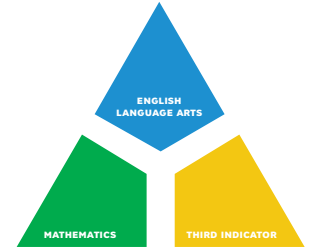
Staff Counts Information

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:

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

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
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American				—	—	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	5 of 5	5 of 5	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 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 (2127:2090)			100%		184	142	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (119:118)			99%		170	134	
Hispanic or Latino (238:228)			100%		172	137	
Asian or Native Hawaiian/Other Pacific Islander (81:80)			100%		189	133	
White (1688:1663)			100%		187	141	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (262:255)			100%		138	137	
Limited English Proficient ⁵ (44:63)			100%		165	132	
Economically Disadvantaged (541:523)			100%		176	139	
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  Good Standing
for This Subject
(2009–10)

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 (2127:2092)			100%		193	117	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (119:118)			99%		182	109	
Hispanic or Latino (238:229)			100%		189	112	
Asian or Native Hawaiian/Other Pacific Islander (81:80)			100%		191	108	
White (1688:1664)			100%		194	116	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (261:255)			100%		172	112	
Limited English Proficient ⁵ (46:66)			100%		186	107	
Economically Disadvantaged (540:524)			100%		188	114	
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 (731:714)		Qualified		100%		195	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (41:41)		Qualified		100%		195	100	
Hispanic or Latino (88:83)		Qualified		100%		190	100	
Asian or Native Hawaiian/Other Pacific Islander (27:25)		—	—	—	—	—	—	—
White (575:565)		Qualified		100%		196	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (88:86)		Qualified		100%		187	100	
Limited English Proficient ⁴ (13:8)		—	—	—	—	—	—	—
Economically Disadvantaged (196:191)		Qualified		100%		193	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  Good Standing
for This Subject
(2009–10)

Accountability Measures 5 of 5 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 ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (381:366)			98%		189	165	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (21:18)	–	–	–	–	–	–	–
Hispanic or Latino (40:35)			98%		163	155	
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–	–
White (305:300)			99%		193	165	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (40:47)			100%		174	157	
Limited English Proficient ⁵ (3:3)	–	–	–	–	–	–	–
Economically Disadvantaged (86:88)			98%		178	160	
Final AYP Determination		5 of 5					

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  Good Standing
for This Subject
(2009–10)

Accountability Measures 5 of 5 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 ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (381:366)			99%		194	160	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (21:18)	–	–	–	–	–	–	–
Hispanic or Latino (40:35)			100%		191	150	
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–	–
White (305:300)			99%		194	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (40:47)			100%		168	152	
Limited English Proficient ⁵ (3:3)	–	–	–	–	–	–	–
Economically Disadvantaged (86:88)			98%		190	155	
Final AYP Determination	 5 of 5						

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		Graduation Rate ¹	Objectives	
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10
All Students (428)			86%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (22)		–	–	–	
Hispanic or Latino (36)			81%	55%	
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–	
White (362)			87%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (53)			66%	55%	
Limited English Proficient ² (9)		–	–	–	
Economically Disadvantaged (69)			91%	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 WEST BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-02-03-0000

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%	
English Language Arts				
Grade 3	82%			319
Grade 4	83%			339
Grade 5	88%			352
Grade 6	87%			342
Grade 7	92%			365
Grade 8	75%			373
Mathematics				
Grade 3	97%			318
Grade 4	91%			341
Grade 5	93%			352
Grade 6	88%			343
Grade 7	98%			367
Grade 8	91%			378
Science				
Grade 4	98%			337
Grade 8	93%			378

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	90%			384
Mathematics	93%			384

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

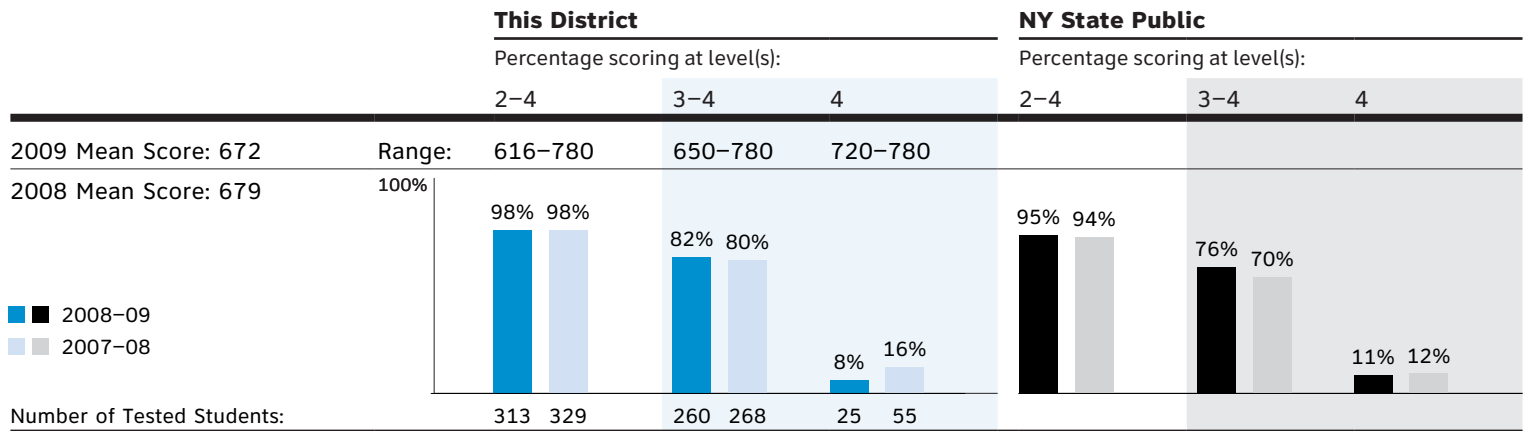
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	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	319	98%	82%	8%	337	98%	80%	16%
Female	150	99%	87%	9%	163	98%	80%	13%
Male	169	98%	77%	7%	174	97%	79%	19%
American Indian or Alaska Native								
Black or African American	19	100%	63%	5%	21	95%	67%	0%
Hispanic or Latino	28	93%	71%	0%	36	97%	61%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	11%	13	100%	100%	15%
White	263	98%	83%	9%	267	98%	82%	18%
Multiracial								
Small Group Totals								
General-Education Students	286	100%	88%	9%	304	100%	86%	18%
Students with Disabilities	33	82%	24%	0%	33	79%	24%	0%
English Proficient	309	98%	82%	8%	328	98%	81%	17%
Limited English Proficient	10	100%	60%	0%	9	100%	33%	0%
Economically Disadvantaged	79	96%	68%	8%	94	96%	69%	5%
Not Disadvantaged	240	99%	86%	8%	243	98%	84%	21%
Migrant					1	-	-	-
Not Migrant	319	98%	82%	8%	336	-	-	-

NOTES

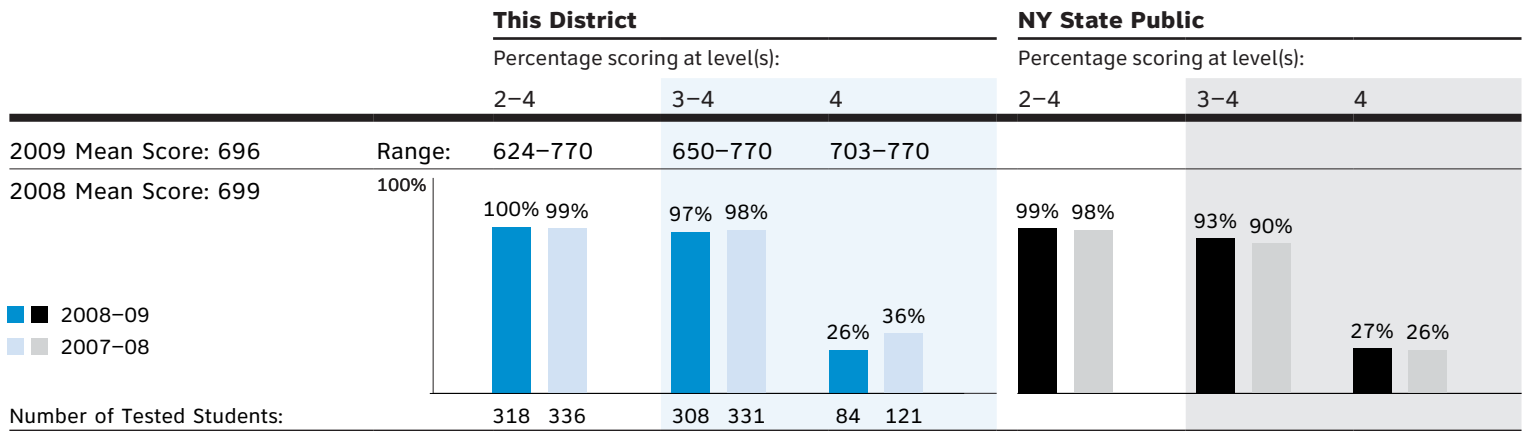
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	1	-	-	-	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	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	318	100%	97%	26%	339	99%	98%	36%
Female	150	100%	98%	21%	164	100%	98%	29%
Male	168	100%	96%	32%	175	98%	97%	42%
American Indian or Alaska Native								
Black or African American	19	100%	95%	5%	21	95%	90%	19%
Hispanic or Latino	28	100%	96%	14%	39	100%	97%	28%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	12	100%	100%	25%
White	262	100%	97%	28%	267	99%	98%	39%
Multiracial								
Small Group Totals								
General-Education Students	286	100%	99%	29%	306	100%	99%	40%
Students with Disabilities	32	100%	81%	3%	33	91%	85%	0%
English Proficient	307	100%	97%	26%	328	99%	98%	37%
Limited English Proficient	11	100%	100%	27%	11	100%	91%	0%
Economically Disadvantaged	79	100%	96%	19%	96	99%	98%	26%
Not Disadvantaged	239	100%	97%	29%	243	99%	98%	40%
Migrant					1	-	-	-
Not Migrant	318	100%	97%	26%	338	-	-	-

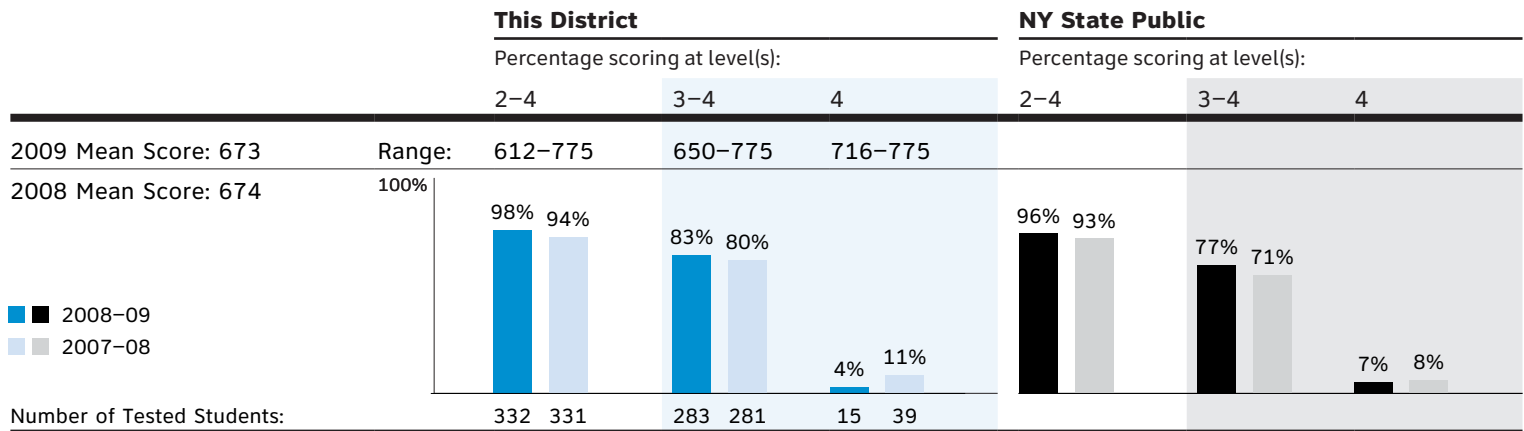
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Other Assessments

	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	1	-	-	-	6	6	6	5

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	339	98%	83%	4%	353	94%	80%	11%
Female	164	98%	85%	5%	196	95%	86%	15%
Male	175	98%	82%	4%	157	92%	71%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	19	100%	84%	0%	19	84%	58%	5%
Hispanic or Latino	44	98%	70%	2%	32	88%	78%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	9%	13	-	-	-
White	265	98%	85%	5%	288	95%	82%	12%
Multiracial								
Small Group Totals					14	86%	64%	7%
General-Education Students	303	100%	89%	5%	302	100%	89%	13%
Students with Disabilities	36	83%	36%	0%	51	59%	24%	0%
English Proficient	331	98%	85%	5%	347	94%	80%	11%
Limited English Proficient	8	75%	38%	0%	6	83%	67%	0%
Economically Disadvantaged	99	97%	74%	2%	82	88%	66%	10%
Not Disadvantaged	240	98%	88%	5%	271	96%	84%	11%
Migrant								
Not Migrant	339	98%	83%	4%	353	94%	80%	11%

NOTES

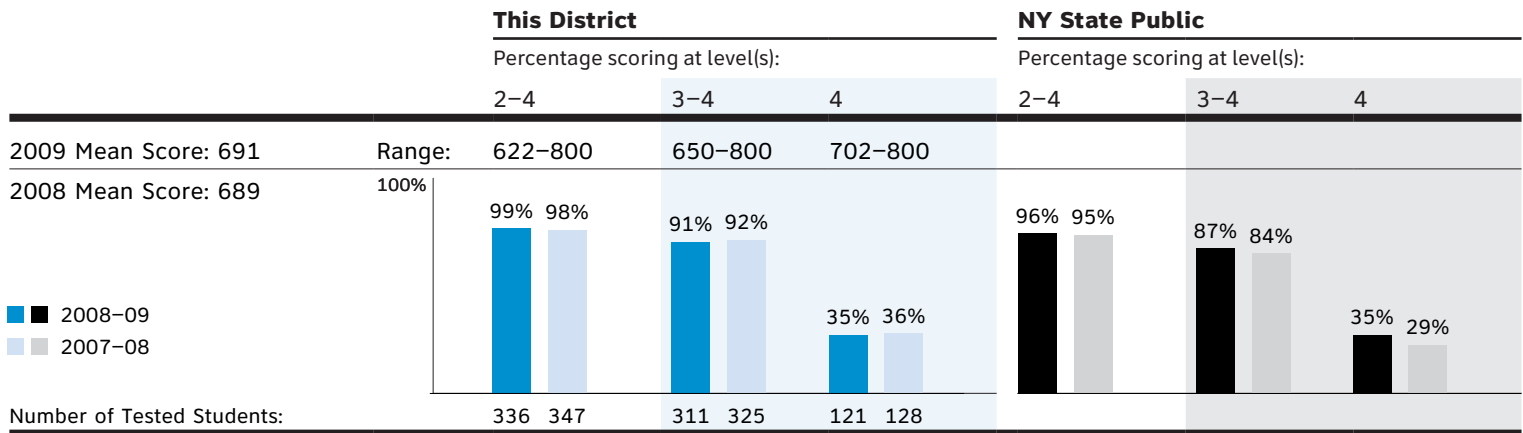
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Other Assessments

	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	6	6	6	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 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	341	99%	91%	35%	355	98%	92%	36%
Female	165	99%	92%	33%	197	97%	91%	36%
Male	176	98%	90%	38%	158	98%	92%	36%
American Indian or Alaska Native					1	-	-	-
Black or African American	19	95%	79%	32%	19	89%	63%	11%
Hispanic or Latino	45	100%	84%	33%	34	97%	94%	18%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	42%	13	-	-	-
White	265	98%	93%	36%	288	99%	93%	40%
Multiracial								
Small Group Totals					14	93%	86%	36%
General-Education Students	305	100%	94%	40%	304	100%	96%	41%
Students with Disabilities	36	89%	69%	0%	51	84%	65%	4%
English Proficient	330	98%	93%	37%	348	98%	92%	37%
Limited English Proficient	11	100%	45%	0%	7	100%	86%	0%
Economically Disadvantaged	101	97%	84%	20%	83	96%	83%	22%
Not Disadvantaged	240	99%	94%	42%	272	98%	94%	40%
Migrant								
Not Migrant	341	99%	91%	35%	355	98%	92%	36%

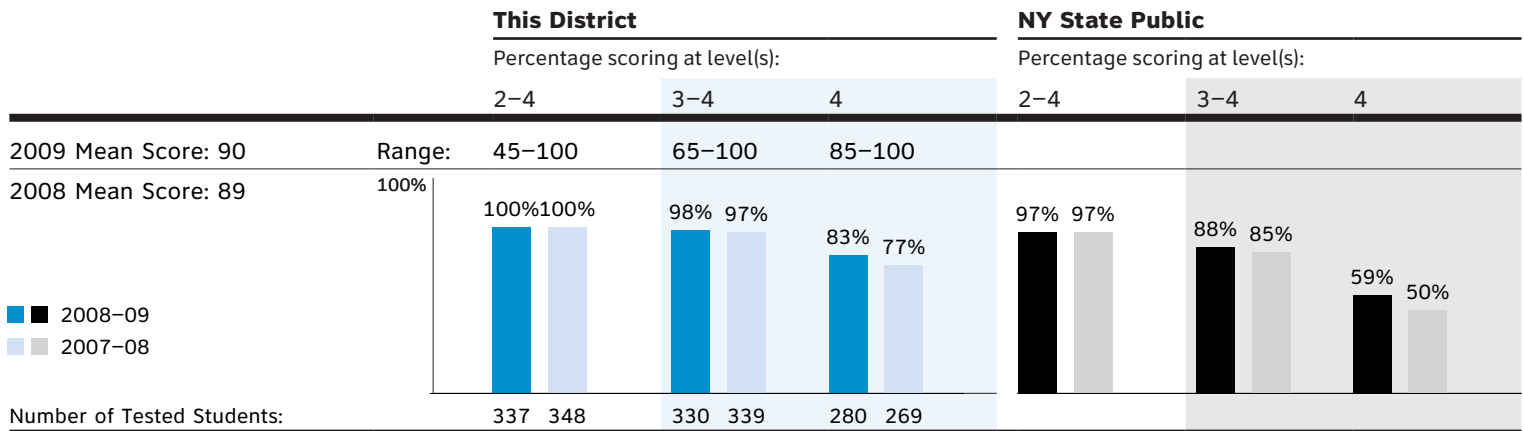
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Other Assessments

	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	6	6	6	3	4	-	-	-

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	337	100%	98%	83%	349	100%	97%	77%
Female	160	100%	99%	83%	192	100%	99%	81%
Male	177	100%	97%	83%	157	99%	95%	73%
American Indian or Alaska Native					1	-	-	-
Black or African American	19	100%	100%	68%	17	94%	94%	35%
Hispanic or Latino	44	100%	89%	73%	35	100%	94%	77%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	85%	12	-	-	-
White	261	100%	99%	86%	284	100%	98%	80%
Multiracial								
Small Group Totals					13	100%	92%	62%
General-Education Students	302	100%	98%	85%	302	100%	99%	84%
Students with Disabilities	35	100%	94%	63%	47	98%	83%	34%
English Proficient	327	100%	98%	84%	341	100%	97%	77%
Limited English Proficient	10	100%	80%	50%	8	100%	88%	63%
Economically Disadvantaged	100	100%	94%	75%	80	100%	96%	56%
Not Disadvantaged	237	100%	100%	86%	269	100%	97%	83%
Migrant								
Not Migrant	337	100%	98%	83%	349	100%	97%	77%

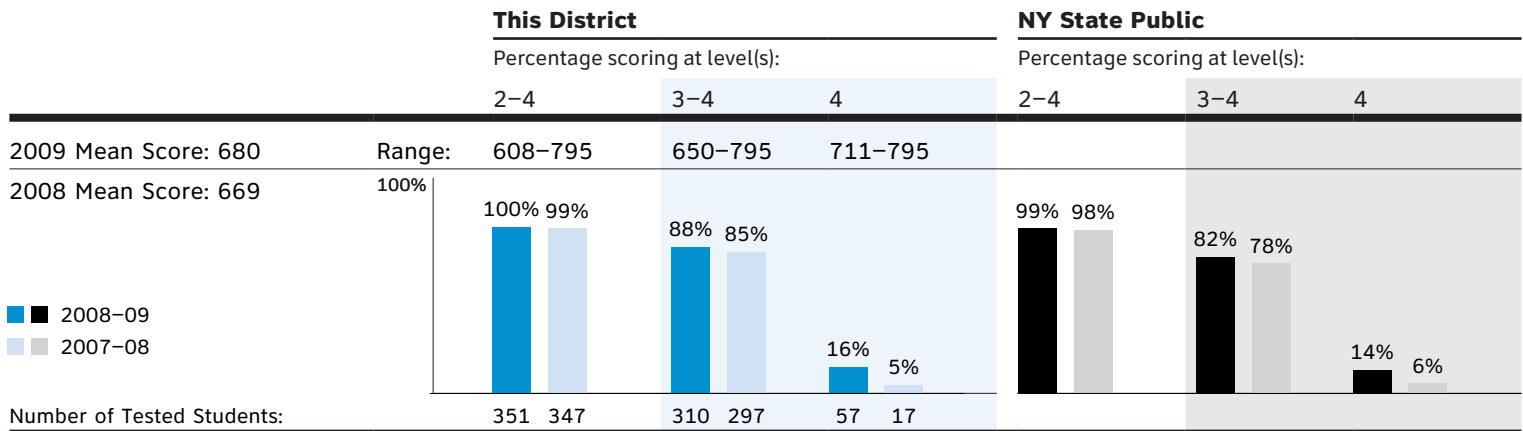
NOTES

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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	6	6	6	6	4	-	-	-

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	352	100%	88%	16%	350	99%	85%	5%
Female	188	100%	91%	18%	162	99%	86%	7%
Male	164	99%	84%	14%	188	99%	84%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	15	100%	73%	7%	19	95%	63%	5%
Hispanic or Latino	36	97%	81%	11%	48	100%	81%	4%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	17	100%	71%	18%
White	289	100%	90%	17%	266	99%	88%	4%
Multiracial								
Small Group Totals	12	100%	75%	25%				
General-Education Students	301	100%	95%	19%	306	100%	91%	6%
Students with Disabilities	51	98%	45%	2%	44	93%	43%	0%
English Proficient	346	100%	88%	16%	339	99%	86%	5%
Limited English Proficient	6	100%	67%	0%	11	100%	55%	0%
Economically Disadvantaged	82	100%	78%	5%	98	99%	81%	2%
Not Disadvantaged	270	100%	91%	20%	252	99%	87%	6%
Migrant								
Not Migrant	352	100%	88%	16%	350	99%	85%	5%

NOTES

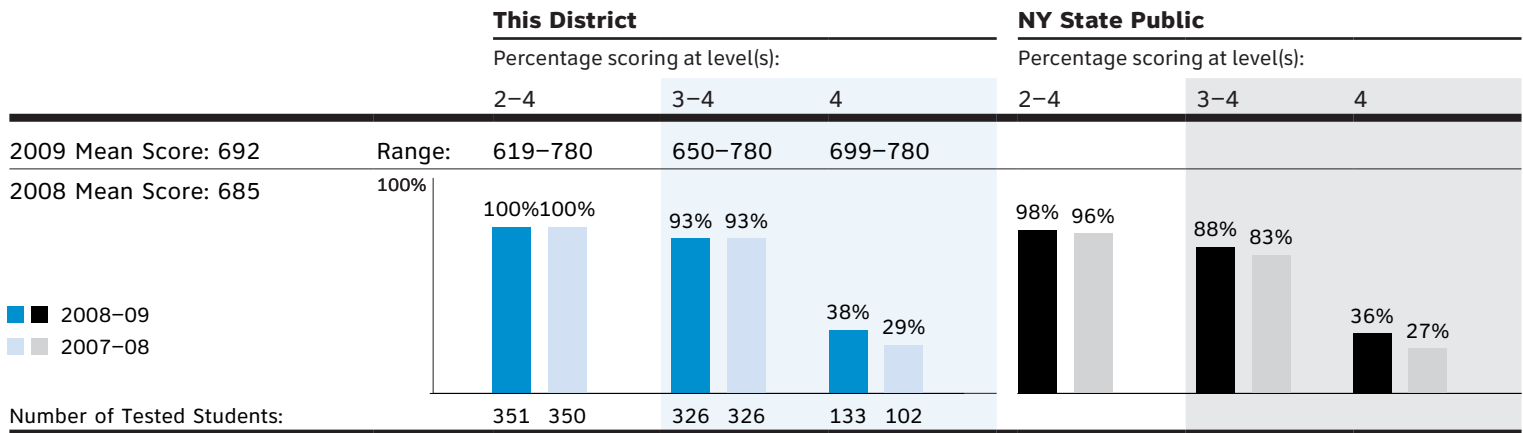
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Other Assessments

	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	5	5	4	3	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	2	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	352	100%	93%	38%	350	100%	93%	29%
Female	187	100%	92%	40%	161	100%	93%	29%
Male	165	99%	93%	35%	189	100%	93%	29%
American Indian or Alaska Native	1	-	-	-				
Black or African American	15	100%	73%	27%	19	100%	89%	16%
Hispanic or Latino	36	97%	86%	19%	50	100%	88%	26%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	16	100%	81%	31%
White	289	100%	94%	40%	265	100%	95%	31%
Multiracial								
Small Group Totals	12	100%	92%	58%				
General-Education Students	301	100%	95%	43%	305	100%	96%	32%
Students with Disabilities	51	98%	76%	8%	45	100%	73%	7%
English Proficient	346	100%	93%	38%	337	100%	93%	29%
Limited English Proficient	6	100%	83%	17%	13	100%	85%	23%
Economically Disadvantaged	82	100%	87%	16%	101	100%	90%	26%
Not Disadvantaged	270	100%	94%	44%	249	100%	94%	31%
Migrant								
Not Migrant	352	100%	93%	38%	350	100%	93%	29%

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	5	5	4	1	2	-	-	-

This District's Results in Grade 6 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: 665	598-785	650-785	696-785*			
2008 Mean Score: 669						
Number of Tested Students:	342	372	299 301	12	19	

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	342	100%	87%	4%	372	100%	81%	5%
Female	166	100%	88%	3%	186	100%	83%	9%
Male	176	100%	87%	4%	186	100%	78%	2%
American Indian or Alaska Native								
Black or African American	22	100%	59%	0%	20	100%	55%	0%
Hispanic or Latino	42	100%	76%	2%	45	100%	76%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	13%	18	100%	72%	17%
White	262	100%	92%	3%	289	100%	84%	6%
Multiracial								
Small Group Totals								
General-Education Students	298	100%	94%	4%	339	100%	86%	6%
Students with Disabilities	44	100%	43%	0%	33	100%	30%	0%
English Proficient	331	100%	88%	4%	367	100%	82%	5%
Limited English Proficient	11	100%	73%	0%	5	100%	20%	0%
Economically Disadvantaged	93	100%	80%	2%	85	100%	67%	0%
Not Disadvantaged	249	100%	90%	4%	287	100%	85%	7%
Migrant					1	-	-	-
Not Migrant	342	100%	87%	4%	371	-	-	-

NOTES

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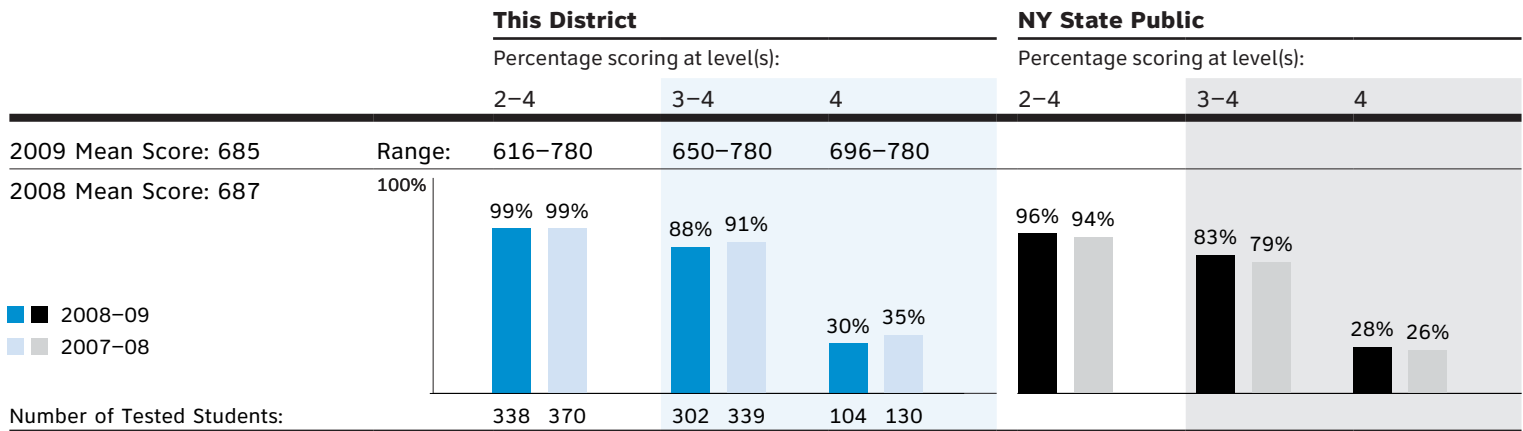
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	1	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	343	99%	88%	30%	373	99%	91%	35%
Female	166	99%	86%	32%	187	99%	91%	33%
Male	177	98%	90%	29%	186	99%	90%	37%
American Indian or Alaska Native								
Black or African American	22	95%	77%	9%	20	100%	70%	20%
Hispanic or Latino	44	95%	82%	18%	45	96%	78%	24%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	81%	38%	17	100%	94%	47%
White	261	100%	90%	34%	291	100%	94%	37%
Multiracial								
Small Group Totals								
General-Education Students	299	100%	92%	34%	341	100%	94%	37%
Students with Disabilities	44	91%	59%	5%	32	94%	53%	9%
English Proficient	330	98%	88%	31%	367	99%	92%	35%
Limited English Proficient	13	100%	77%	15%	6	83%	33%	0%
Economically Disadvantaged	95	98%	84%	16%	85	99%	84%	25%
Not Disadvantaged	248	99%	90%	36%	288	99%	93%	38%
Migrant					1	-	-	-
Not Migrant	343	99%	88%	30%	372	-	-	-

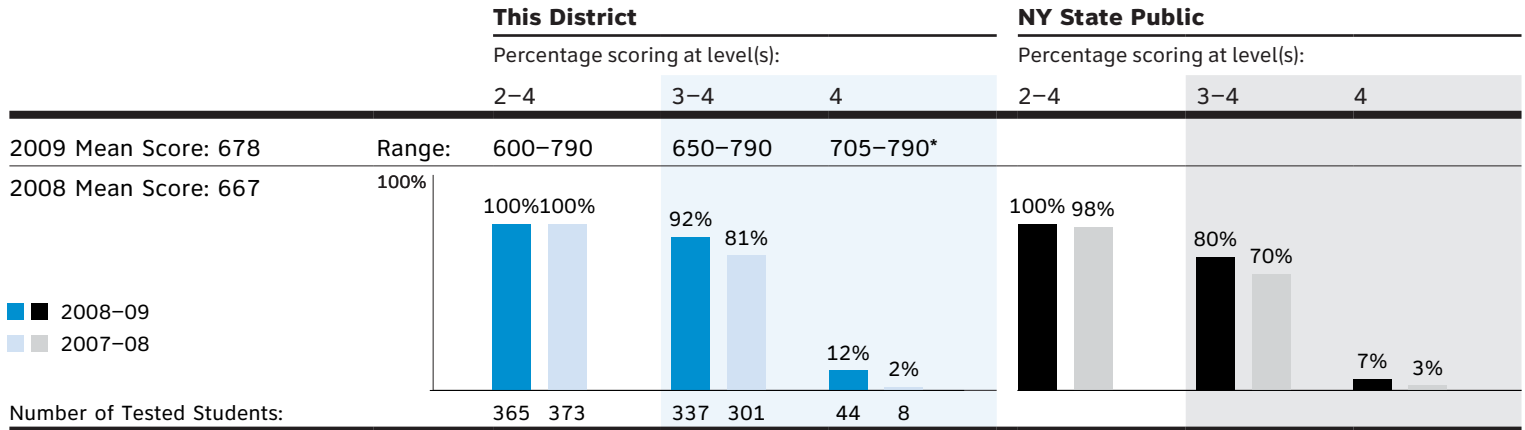
NOTES

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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	2	-	-	-	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	365	100%	92%	12%	373	100%	81%	2%
Female	186	100%	95%	15%	182	100%	88%	2%
Male	179	100%	90%	9%	191	100%	74%	2%
American Indian or Alaska Native								
Black or African American	20	100%	85%	0%	25	100%	64%	0%
Hispanic or Latino	42	100%	81%	10%	40	100%	83%	3%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	12%	14	100%	86%	7%
White	286	100%	94%	13%	294	100%	82%	2%
Multiracial								
Small Group Totals								
General-Education Students	331	100%	95%	13%	334	100%	86%	2%
Students with Disabilities	34	100%	65%	0%	39	100%	36%	0%
English Proficient	362	-	-	-	370	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	85	100%	91%	6%	102	100%	75%	1%
Not Disadvantaged	280	100%	93%	14%	271	100%	83%	3%
Migrant								
Not Migrant	365	100%	92%	12%	373	100%	81%	2%

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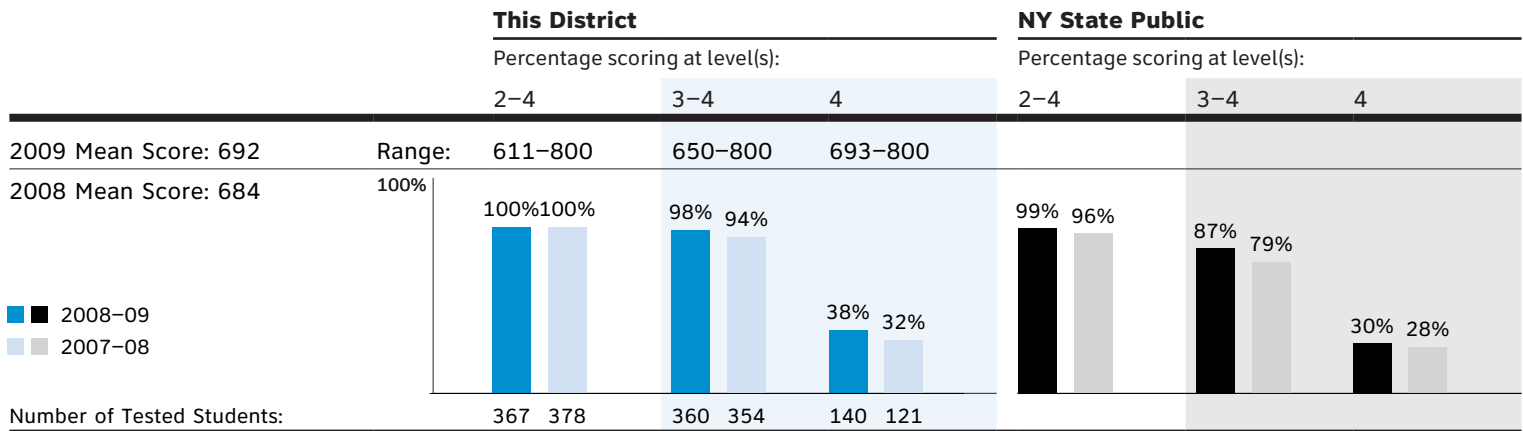
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	2	-	-	-	8	8	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	2	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	367	100%	98%	38%	378	100%	94%	32%
Female	186	100%	98%	39%	184	100%	94%	28%
Male	181	100%	98%	37%	194	100%	93%	36%
American Indian or Alaska Native								
Black or African American	20	100%	95%	20%	26	100%	85%	15%
Hispanic or Latino	41	100%	93%	32%	43	100%	93%	16%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	53%	14	100%	100%	43%
White	289	100%	99%	39%	295	100%	94%	35%
Multiracial								
Small Group Totals								
General-Education Students	333	100%	98%	41%	338	100%	97%	35%
Students with Disabilities	34	100%	97%	9%	40	100%	68%	8%
English Proficient	364	-	-	-	373	100%	94%	32%
Limited English Proficient	3	-	-	-	5	100%	100%	20%
Economically Disadvantaged	85	100%	96%	25%	106	100%	90%	22%
Not Disadvantaged	282	100%	99%	42%	272	100%	95%	36%
Migrant								
Not Migrant	367	100%	98%	38%	378	100%	94%	32%

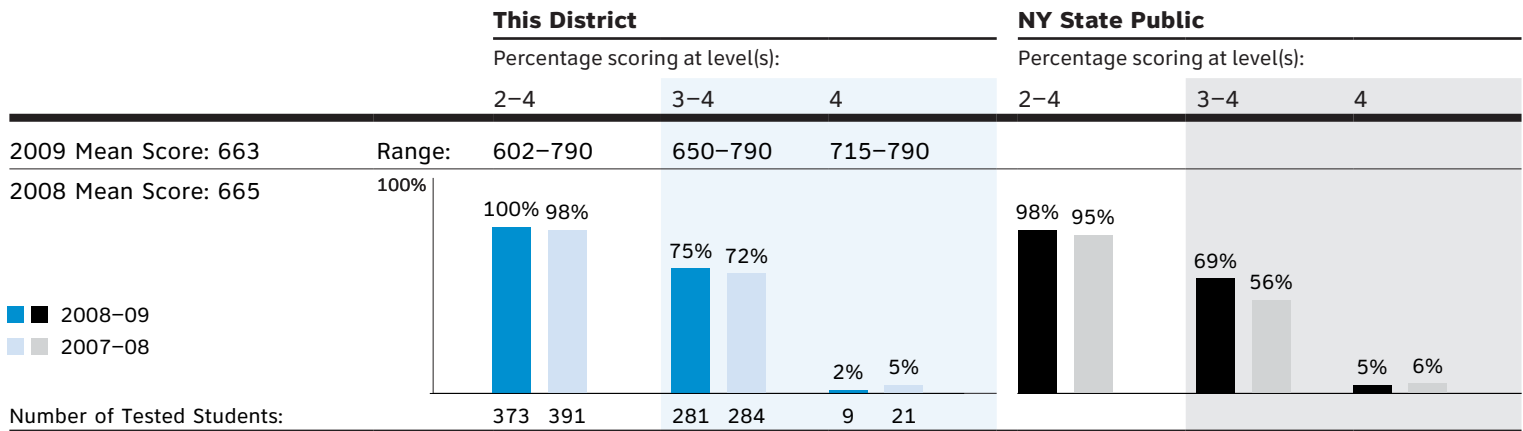
NOTES

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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	2	-	-	-	8	7	6	3

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	373	100%	75%	2%	397	98%	72%	5%
Female	179	100%	80%	3%	191	99%	77%	6%
Male	194	100%	71%	2%	206	98%	66%	4%
American Indian or Alaska Native								
Black or African American	21	100%	57%	0%	29	93%	45%	3%
Hispanic or Latino	42	100%	71%	0%	35	97%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	21%	10	90%	60%	10%
White	296	100%	77%	2%	323	99%	75%	6%
Multiracial								
Small Group Totals								
General-Education Students	333	100%	83%	3%	344	100%	81%	6%
Students with Disabilities	40	100%	15%	0%	53	89%	13%	0%
English Proficient	372	-	-	-	391	99%	73%	5%
Limited English Proficient	1	-	-	-	6	67%	0%	0%
Economically Disadvantaged	93	100%	70%	0%	112	96%	55%	2%
Not Disadvantaged	280	100%	77%	3%	285	99%	78%	7%
Migrant								
Not Migrant	373	100%	75%	2%	397	98%	72%	5%

NOTES

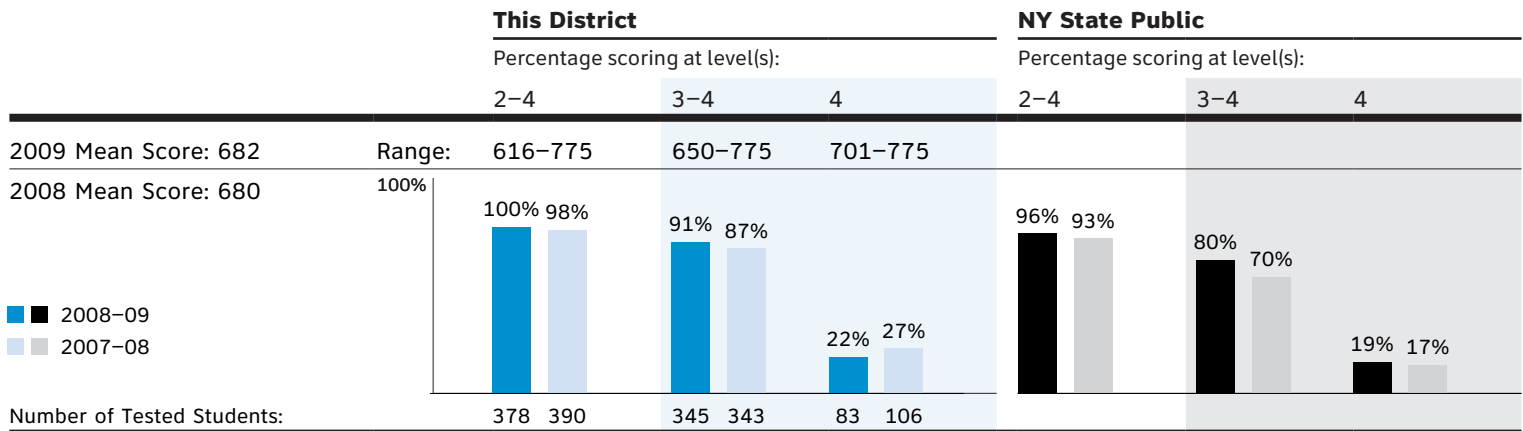
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Other Assessments

	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	8	8	7	4	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	1	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	378	100%	91%	22%	396	98%	87%	27%
Female	181	100%	91%	22%	191	99%	87%	28%
Male	197	100%	91%	22%	205	98%	86%	26%
American Indian or Alaska Native								
Black or African American	21	100%	81%	10%	29	97%	69%	7%
Hispanic or Latino	43	100%	98%	16%	36	97%	81%	19%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	50%	11	100%	91%	45%
White	300	100%	91%	22%	320	99%	89%	29%
Multiracial								
Small Group Totals								
General-Education Students	338	100%	94%	25%	344	99%	91%	31%
Students with Disabilities	40	100%	68%	0%	52	92%	58%	2%
English Proficient	376	-	-	-	389	98%	87%	27%
Limited English Proficient	2	-	-	-	7	100%	57%	14%
Economically Disadvantaged	93	100%	87%	12%	113	97%	78%	12%
Not Disadvantaged	285	100%	93%	25%	283	99%	90%	33%
Migrant								
Not Migrant	378	100%	91%	22%	396	98%	87%	27%

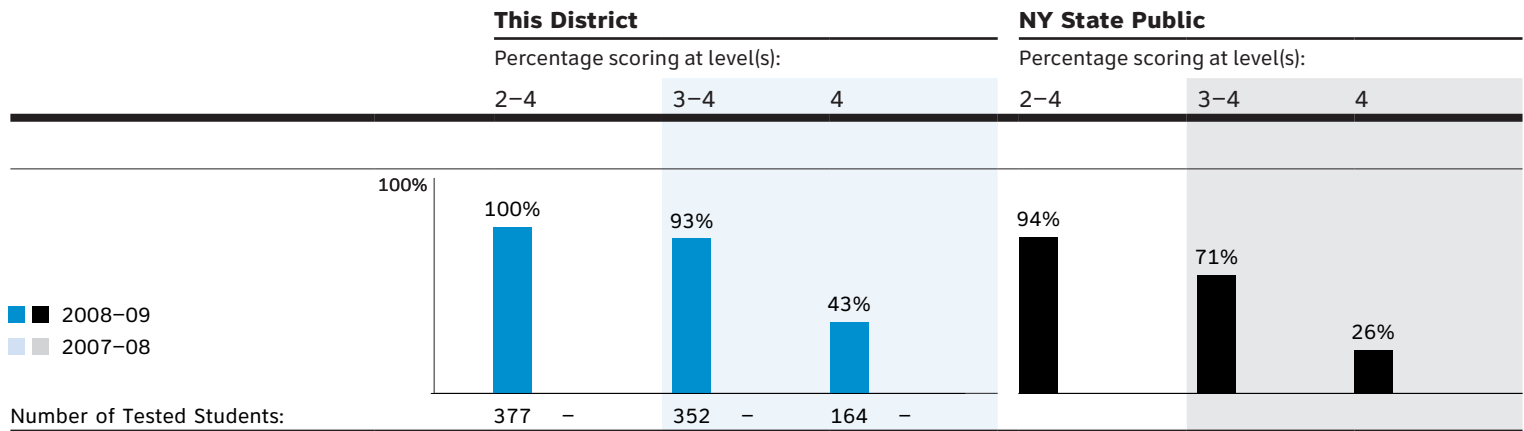
NOTES

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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	8	7	7	4	2	-	-	-

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	378	100%	93%	43%	398	100%	96%	62%
Female	181	100%	93%	43%	191	100%	95%	56%
Male	197	99%	93%	44%	207	100%	98%	68%
American Indian or Alaska Native								
Black or African American	20	100%	90%	30%	29	100%	93%	17%
Hispanic or Latino	44	98%	89%	32%	36	100%	92%	42%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	57%	11	100%	100%	64%
White	300	100%	94%	45%	322	100%	97%	68%
Multiracial								
Small Group Totals								
General-Education Students	339	100%	94%	47%	345	100%	98%	69%
Students with Disabilities	39	100%	82%	13%	53	100%	89%	15%
English Proficient	375	-	-	-	391	100%	97%	63%
Limited English Proficient	3	-	-	-	7	100%	71%	14%
Economically Disadvantaged	93	100%	91%	39%	114	100%	91%	40%
Not Disadvantaged	285	100%	94%	45%	284	100%	99%	71%
Migrant								
Not Migrant	378	100%	93%	43%	398	100%	96%	62%

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	8	8	6	6	2	-	-	-
Regents Science	0				1	-	-	-

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

This District

Percentage scoring at level(s):

2-4

3-4

4

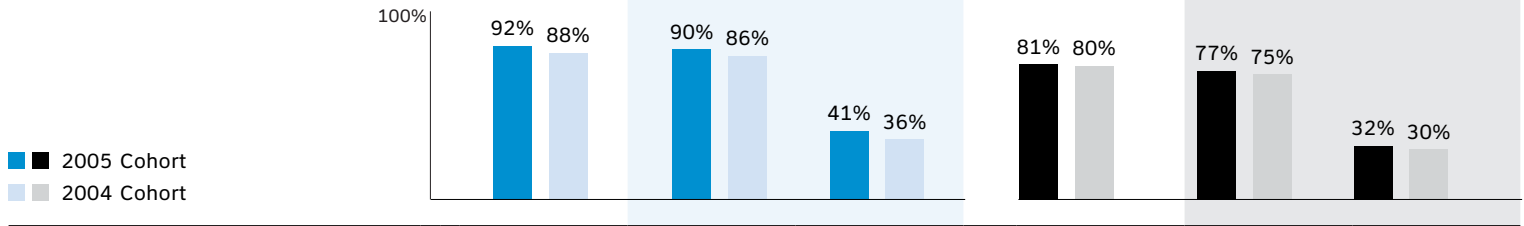
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	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	384	92%	90%	41%	428	88%	86%	36%
Female	188	93%	91%	51%	215	90%	89%	40%
Male	196	91%	88%	32%	213	86%	84%	33%
American Indian or Alaska Native								
Black or African American	18	83%	78%	22%	22	82%	82%	14%
Hispanic or Latino	38	79%	71%	21%	36	83%	72%	19%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	86%	21%	8	88%	88%	0%
White	314	94%	93%	46%	362	89%	88%	40%
Multiracial								
Small Group Totals								
General-Education Students	333	93%	92%	47%	375	91%	90%	41%
Students with Disabilities	51	80%	75%	2%	53	64%	62%	2%
English Proficient	381	–	–	–	419	89%	88%	37%
Limited English Proficient	3	–	–	–	9	56%	33%	0%
Economically Disadvantaged	89	89%	84%	30%	69	88%	86%	20%
Not Disadvantaged	295	93%	91%	45%	359	88%	87%	40%
Migrant								
Not Migrant	384	92%	90%	41%	428	88%	86%	36%

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.

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

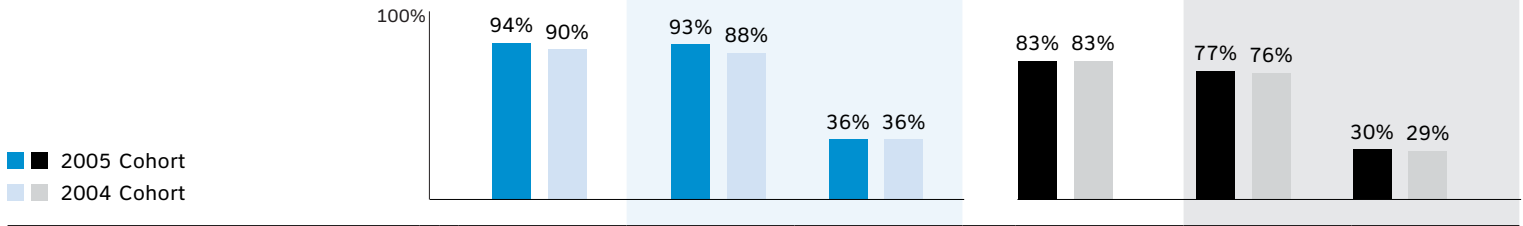
NY State Public

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
All Students	384	94%	93%	36%	428	90%	88%	36%
Female	188	94%	93%	36%	215	93%	92%	35%
Male	196	95%	93%	35%	213	88%	85%	36%
American Indian or Alaska Native								
Black or African American	18	89%	89%	22%	22	86%	86%	14%
Hispanic or Latino	38	92%	87%	11%	36	89%	75%	19%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	36%	8	88%	88%	38%
White	314	95%	94%	39%	362	91%	90%	38%
Multiracial								
Small Group Totals								
General-Education Students	333	97%	96%	39%	375	94%	92%	38%
Students with Disabilities	51	76%	71%	16%	53	60%	58%	15%
English Proficient	381	-	-	-	419	90%	89%	35%
Limited English Proficient	3	-	-	-	9	78%	56%	44%
Economically Disadvantaged	89	94%	91%	24%	69	91%	86%	17%
Not Disadvantaged	295	94%	94%	39%	359	90%	89%	39%
Migrant								
Not Migrant	384	94%	93%	36%	428	90%	88%	36%

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.