



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **NORTH BABYLON UNION FREE
SCHOOL DISTRICT**

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

Superintendent **ROBERT ALOISE**

Telephone **(631) 321-3226**

Grades **K-12**

This District's Report Card

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

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

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 NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

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	335	352	320
Grade 1	366	342	345
Grade 2	376	346	317
Grade 3	370	378	363
Grade 4	370	376	376
Grade 5	406	370	378
Grade 6	411	405	380
Ungraded Elementary	0	0	0
Grade 7	413	405	395
Grade 8	377	402	399
Grade 9	424	405	419
Grade 10	417	423	378
Grade 11	374	370	428
Grade 12	331	344	341
Ungraded Secondary	6	0	0
Total K-12	4976	4918	4839

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	21	21
Grade 8			
English	23	21	22
Mathematics	22	23	24
Science	22	21	22
Social Studies	24	25	24
Grade 10			
English	24	22	23
Mathematics	22	21	25
Science	20	21	19
Social Studies	24	27	24

Enrollment Information

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

Average Class Size Information

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

District NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	662	13%	597	12%	672	14%
Reduced-Price Lunch	358	7%	390	8%	372	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	146	3%	109	2%	126	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	5	0%	4	0%
Black or African American	1088	22%	1090	22%	1071	22%
Hispanic or Latino	632	13%	643	13%	658	14%
Asian or Native Hawaiian/Other Pacific Islander	154	3%	180	4%	209	4%
White	3099	62%	3000	61%	2897	60%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	326	6%	329	7%	586	12%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	377	387	386
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	3%	1%
Percent with Fewer Than Three Years of Experience	6%	8%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	58%	60%
Total Number of Core Classes	1055	1101	1077
Percent Not Taught by Highly Qualified Teachers	3%	3%	2%
Total Number of Classes	1410	1388	1406
Percent Taught by Teachers Without Appropriate Certification	3%	3%	2%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%	9%	16%
Turnover Rate of All Teachers	7%	7%	11%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	55	52	54
Total Paraprofessionals*	82	100	112
Assistant Principals	4	4	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)

Improvement (Year 1)

ELA	Improvement (Year 1)	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	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



Improvement (Year 1)

Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 2) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [216]

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 (2356:2298)	✓	✓	100%	✓	185	142	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (522:501)	✓	✓	100%	✓	180	139	
Hispanic or Latino (339:320)	✓	✓	100%	✓	181	138	
Asian or Native Hawaiian/Other Pacific Islander (93:91)	✓	✓	100%	✓	193	134	
White (1400:1384)	✓	✓	100%	✓	187	141	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (499:484)	✓	✓	99%	✓	151	139	
Limited English Proficient ⁵ (76:82)	✓	✓	99%	✓	155	133	
Economically Disadvantaged (761:723)	✓	✓	99%	✓	178	140	
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
- ✓^{SH} 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 (2363:2293)			100%		188	117	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (523:497)			100%		181	114	
Hispanic or Latino (337:323)			100%		180	113	
Asian or Native Hawaiian/Other Pacific Islander (92:89)			100%		192	108	
White (1409:1382)			100%		191	116	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (500:484)			100%		155	114	
Limited English Proficient ⁵ (76:86)			100%		165	108	
Economically Disadvantaged (765:722)			100%		183	115	
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 (805:773)		Qualified		99%		187	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (180:173)		Qualified		99%		182	100	
Hispanic or Latino (112:105)		Qualified		100%		179	100	
Asian or Native Hawaiian/Other Pacific Islander (27:26)		–	–	–	–	–	–	–
White (486:469)		Qualified		99%		190	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (170:164)		Qualified		98%		159	100	
Limited English Proficient ⁴ (25:23)		–	–	–	–	–	–	–
Economically Disadvantaged (245:233)		Qualified		100%		182	100	
Final AYP Determination		1 of 1						

NOTES

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

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

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


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

AYP Status

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

Secondary-Level English Language Arts




















Accountability Status for This Subject (2009–10)  Improvement (Year 1)

Accountability Measures 6 of 6 Student groups making AYP in English language arts
 Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 2) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [216]

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

Student Group	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
(12th Graders: 2005 Cohort) ¹							
All Students (361:367)			100%		186	165	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (84:93)			100%		177	161	
Hispanic or Latino (46:43)			100%		177	156	
Asian or Native Hawaiian/Other Pacific Islander (11:12)	—	—	—	—	—	—	—
White (220:219)			100%		191	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (55:65)			100%		160	159	
Limited English Proficient ⁵ (4:6)	—	—	—	—	—	—	—
Economically Disadvantaged (58:58)			100%		172	158	
Final AYP Determination		6 of 6					

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 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 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 (361:367)			100%		187	160	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (84:93)			100%		172	156	
Hispanic or Latino (46:43)			100%		188	151	
Asian or Native Hawaiian/Other Pacific Islander (11:12)	—	—	—	—	—	—	—
White (220:219)			100%		193	158	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (55:65)			100%		157	154	
Limited English Proficient ⁵ (4:6)	—	—	—	—	—	—	—
Economically Disadvantaged (58:58)			100%		179	153	
Final AYP Determination		6 of 6					

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 (390)			85%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (87)			79%	55%	
Hispanic or Latino (47)			83%	55%	
Asian or Native Hawaiian/Other Pacific Islander (8)	–		–	–	
White (248)			86%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (86)			62%	55%	
Limited English Proficient ² (5)	–		–	–	
Economically Disadvantaged (64)			81%	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 NORTH BABYLON UNION FREE SCHOOL DISTRICT

District ID 58-01-03-03-0000

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	86%			368
Grade 4	88%			379
Grade 5	91%			388
Grade 6	84%			383
Grade 7	87%			395
Grade 8	77%			405
Mathematics				
Grade 3	94%			373
Grade 4	96%			383
Grade 5	93%			386
Grade 6	82%			388
Grade 7	90%			402
Grade 8	79%			411
Science				
Grade 4	97%			381
Grade 8	75%			349

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	86%			385
Mathematics	87%			385

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.

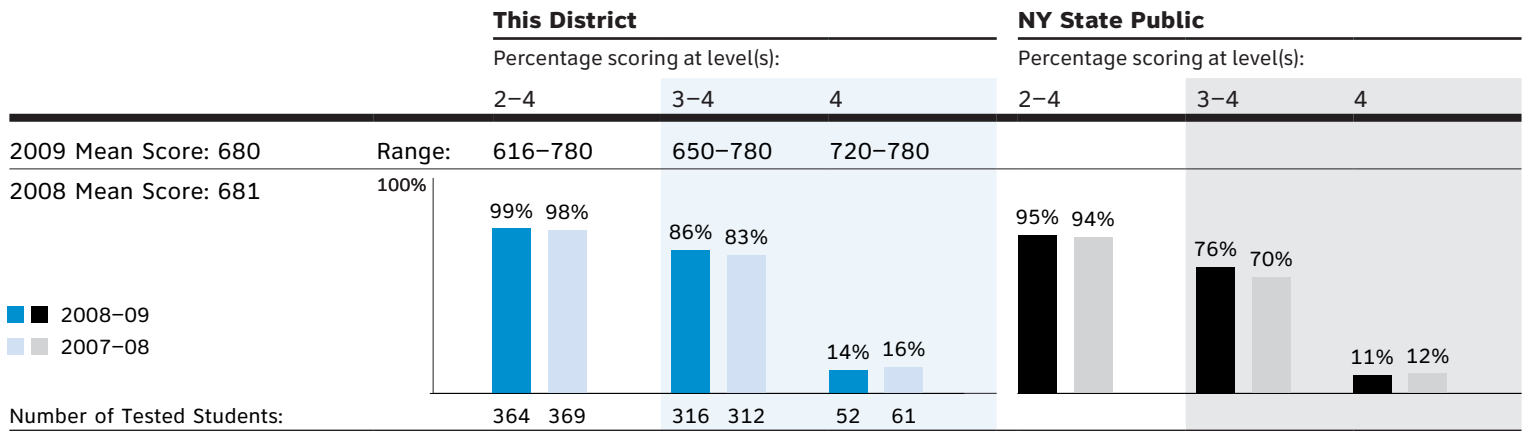
In this section, this district's performance is compared with that of public schools statewide.

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	368	99%	86%	14%	375	98%	83%	16%
Female	171	98%	89%	21%	195	98%	87%	19%
Male	197	99%	83%	8%	180	98%	79%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	70	94%	76%	6%	80	100%	78%	10%
Hispanic or Latino	56	100%	91%	13%	47	98%	81%	13%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	11	100%	91%	9%
White	228	100%	87%	17%	237	98%	85%	19%
Multiracial								
Small Group Totals	14	100%	93%	21%				
General-Education Students	299	100%	92%	17%	304	100%	93%	19%
Students with Disabilities	69	94%	59%	1%	71	92%	42%	3%
English Proficient	355	99%	86%	15%	362	99%	85%	17%
Limited English Proficient	13	92%	77%	0%	13	77%	46%	0%
Economically Disadvantaged	105	100%	80%	10%	114	96%	72%	12%
Not Disadvantaged	263	98%	88%	16%	261	99%	88%	18%
Migrant								
Not Migrant	368	99%	86%	14%	375	98%	83%	16%

NOTES

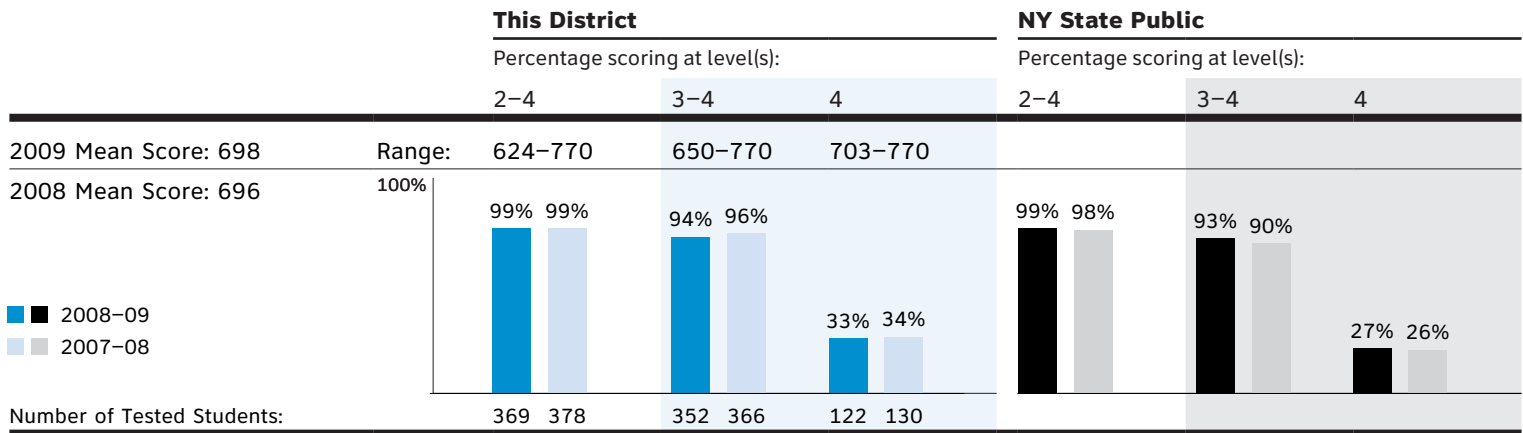
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 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	373	99%	94%	33%	380	99%	96%	34%
Female	172	98%	94%	37%	197	99%	96%	35%
Male	201	100%	95%	29%	183	99%	96%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	73	95%	82%	18%	81	98%	88%	23%
Hispanic or Latino	56	100%	96%	20%	47	100%	100%	32%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	12	100%	100%	58%
White	230	100%	98%	40%	240	100%	98%	37%
Multiracial								
Small Group Totals	14	100%	93%	50%				
General-Education Students	303	100%	96%	38%	308	100%	98%	38%
Students with Disabilities	70	94%	87%	11%	72	99%	89%	17%
English Proficient	360	99%	94%	33%	366	99%	96%	36%
Limited English Proficient	13	92%	92%	15%	14	100%	93%	0%
Economically Disadvantaged	107	100%	93%	21%	116	99%	91%	25%
Not Disadvantaged	266	98%	95%	37%	264	100%	98%	38%
Migrant								
Not Migrant	373	99%	94%	33%	380	99%	96%	34%

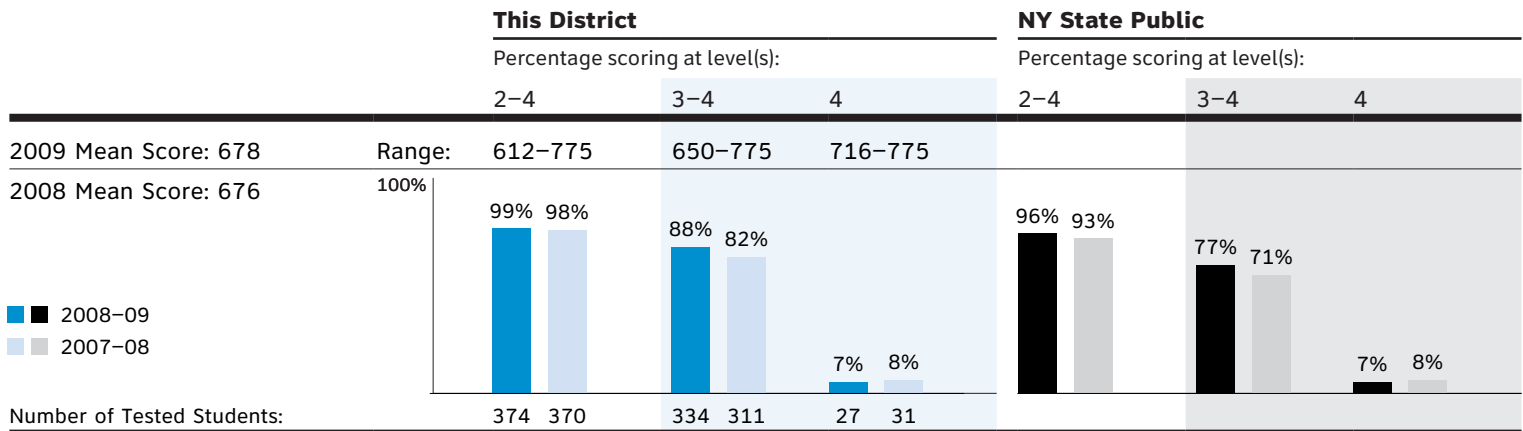
NOTES

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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	3	-	-	-	3	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	379	99%	88%	7%	377	98%	82%	8%
Female	198	98%	90%	8%	188	99%	85%	12%
Male	181	99%	86%	7%	189	97%	80%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	81	99%	83%	6%	86	97%	78%	3%
Hispanic or Latino	50	98%	88%	2%	39	97%	82%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	7%	22	91%	86%	9%
White	234	99%	89%	9%	230	100%	84%	11%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	316	100%	96%	9%	295	100%	91%	10%
Students with Disabilities	63	92%	49%	0%	82	91%	51%	1%
English Proficient	366	99%	89%	7%	370	98%	84%	8%
Limited English Proficient	13	77%	54%	0%	7	100%	14%	0%
Economically Disadvantaged	122	98%	82%	4%	109	96%	72%	3%
Not Disadvantaged	257	99%	91%	9%	268	99%	87%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	379	99%	88%	7%	377	98%	82%	8%

NOTES

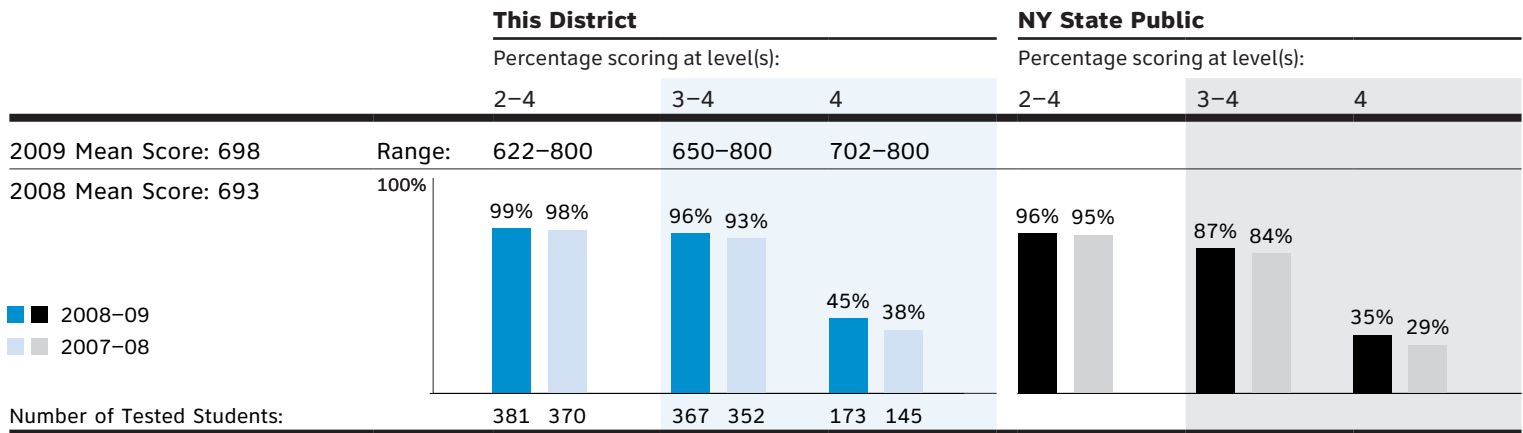
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Other Assessments

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

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	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	383	99%	96%	45%	378	98%	93%	38%
Female	197	99%	95%	47%	187	99%	94%	33%
Male	186	99%	97%	44%	191	96%	93%	44%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	83	100%	92%	34%	88	95%	89%	16%
Hispanic or Latino	50	98%	94%	40%	38	97%	97%	39%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	60%	23	91%	91%	39%
White	235	100%	97%	49%	229	100%	94%	47%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	318	100%	99%	52%	295	100%	98%	44%
Students with Disabilities	65	97%	80%	14%	83	90%	77%	19%
English Proficient	369	99%	96%	46%	370	98%	93%	39%
Limited English Proficient	14	100%	93%	21%	8	100%	100%	13%
Economically Disadvantaged	125	100%	94%	41%	110	96%	90%	20%
Not Disadvantaged	258	99%	97%	47%	268	99%	94%	46%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	383	99%	96%	45%	378	98%	93%	38%

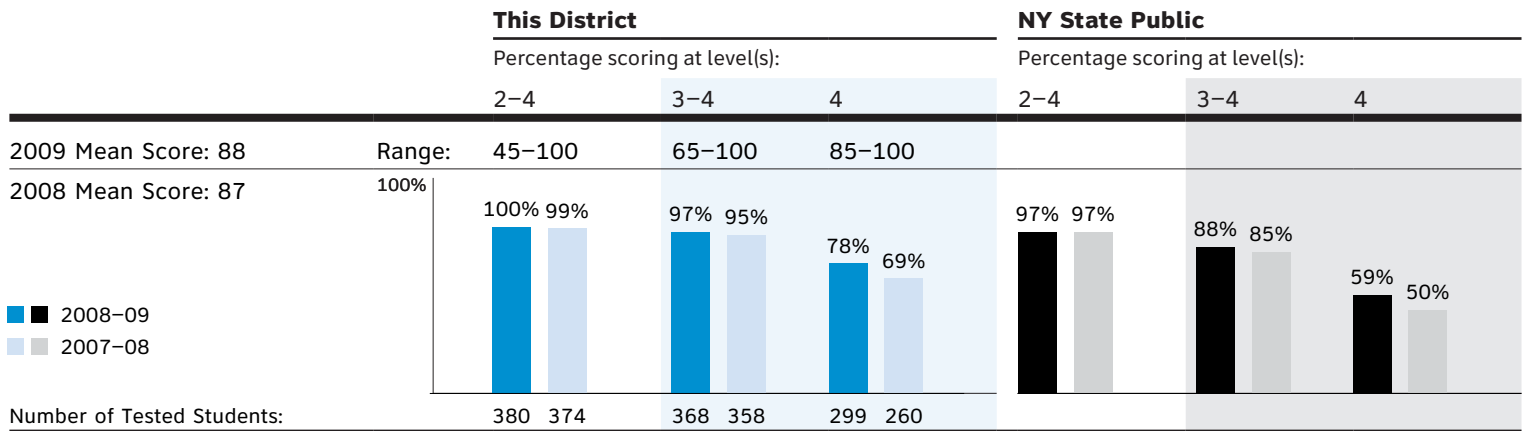
NOTES

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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	3	-	-	-	5	5	5	1

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	381	100%	97%	78%	376	99%	95%	69%
Female	197	99%	97%	79%	186	100%	97%	67%
Male	184	100%	96%	78%	190	99%	93%	71%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	83	99%	96%	71%	89	100%	91%	58%
Hispanic or Latino	51	100%	96%	71%	38	100%	92%	66%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	67%	23	91%	91%	65%
White	232	100%	97%	84%	226	100%	98%	74%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	320	100%	98%	84%	293	100%	98%	78%
Students with Disabilities	61	98%	89%	51%	83	98%	84%	39%
English Proficient	366	100%	97%	80%	368	99%	96%	70%
Limited English Proficient	15	100%	87%	33%	8	100%	75%	25%
Economically Disadvantaged	125	99%	95%	68%	111	99%	89%	50%
Not Disadvantaged	256	100%	97%	84%	265	100%	98%	77%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	381	100%	97%	78%	376	99%	95%	69%

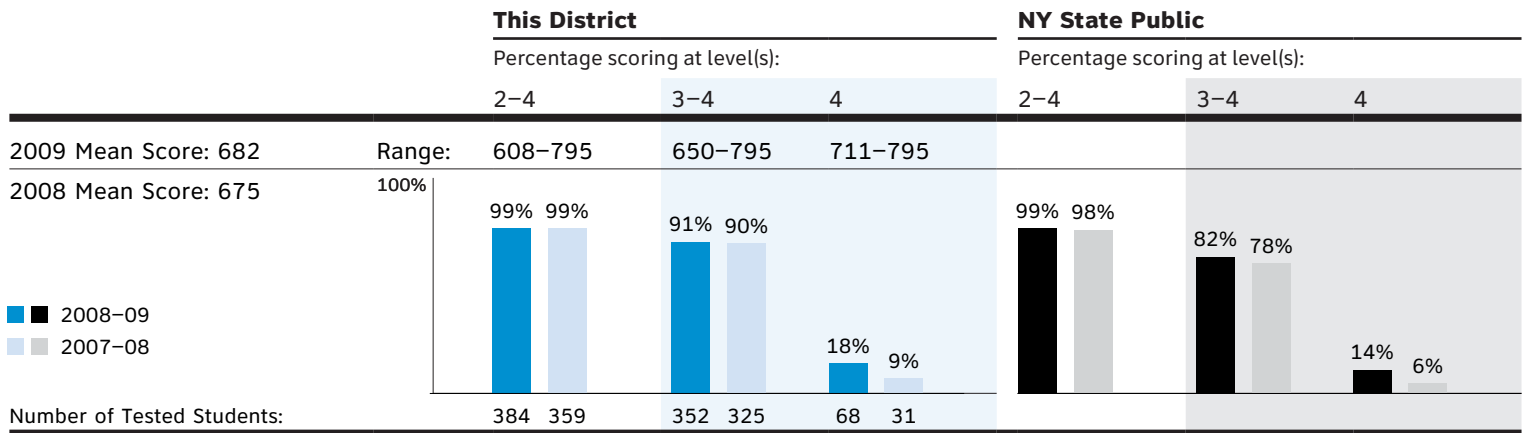
NOTES

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	3	-	-	-	5	5	5	5

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	388	99%	91%	18%	363	99%	90%	9%
Female	190	100%	92%	16%	176	99%	93%	9%
Male	198	98%	89%	19%	187	98%	86%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	95	98%	83%	6%	73	99%	92%	3%
Hispanic or Latino	37	100%	95%	11%	57	100%	81%	4%
Asian or Native Hawaiian/Other Pacific Islander	23	91%	91%	35%	15	-	-	-
White	233	100%	93%	21%	217	99%	90%	12%
Multiracial								
Small Group Totals					16	100%	100%	0%
General-Education Students	321	100%	96%	21%	290	100%	95%	10%
Students with Disabilities	67	94%	64%	1%	73	95%	68%	1%
English Proficient	381	99%	91%	18%	357	99%	90%	9%
Limited English Proficient	7	100%	71%	0%	6	100%	67%	0%
Economically Disadvantaged	119	99%	84%	10%	115	99%	85%	2%
Not Disadvantaged	269	99%	94%	21%	248	99%	92%	12%
Migrant								
Not Migrant	388	99%	91%	18%	363	99%	90%	9%

NOTES

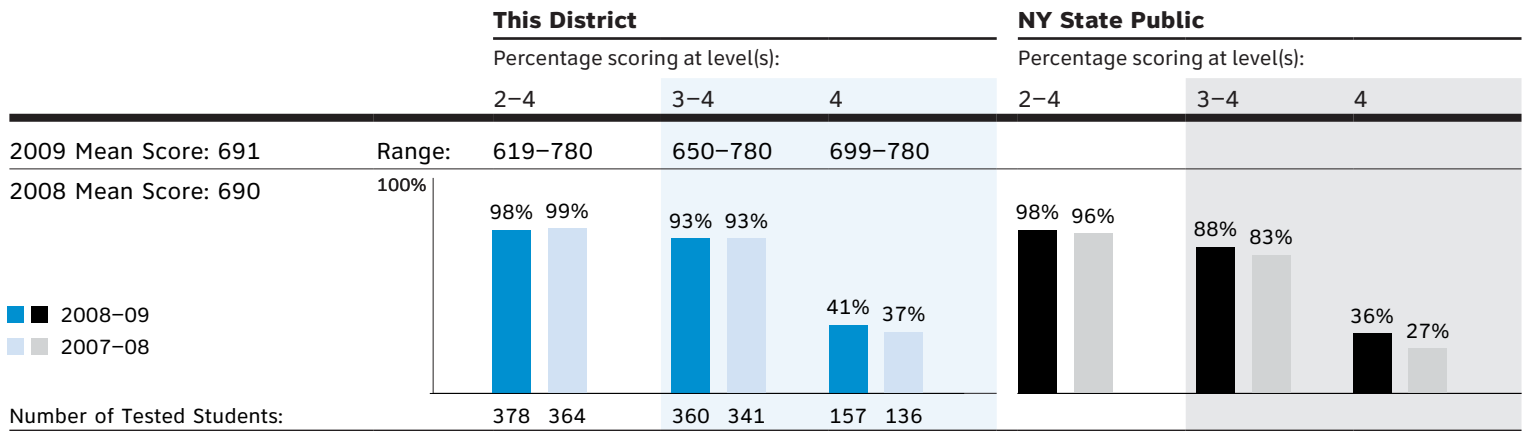
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	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	386	98%	93%	41%	366	99%	93%	37%
Female	191	99%	94%	39%	178	100%	95%	34%
Male	195	97%	92%	43%	188	99%	91%	40%
American Indian or Alaska Native					1	-	-	-
Black or African American	95	96%	88%	27%	76	99%	89%	24%
Hispanic or Latino	37	97%	95%	22%	58	100%	93%	38%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	90%	71%	15	-	-	-
White	233	99%	95%	46%	216	100%	94%	40%
Multiracial								
Small Group Totals					16	100%	100%	56%
General-Education Students	319	99%	97%	47%	293	100%	97%	42%
Students with Disabilities	67	91%	73%	9%	73	97%	79%	18%
English Proficient	377	98%	94%	41%	356	99%	94%	37%
Limited English Proficient	9	78%	67%	33%	10	100%	80%	30%
Economically Disadvantaged	121	98%	87%	29%	115	99%	91%	31%
Not Disadvantaged	265	98%	96%	46%	251	100%	94%	40%
Migrant								
Not Migrant	386	98%	93%	41%	366	99%	93%	37%

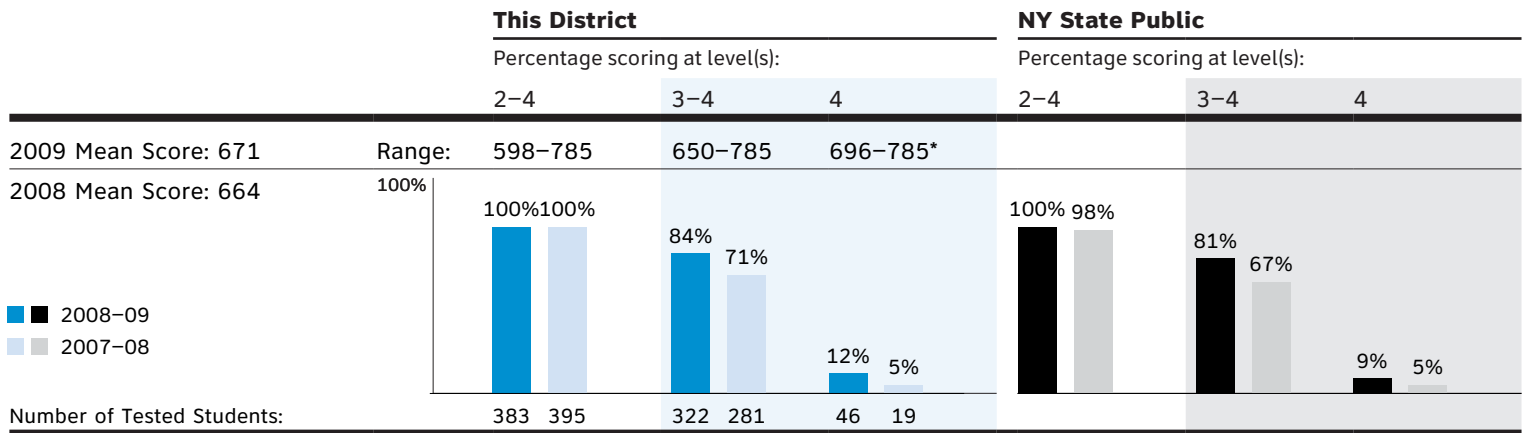
NOTES

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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	4	-	-	-	4	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	383	100%	84%	12%	396	100%	71%	5%
Female	186	100%	88%	18%	176	100%	78%	7%
Male	197	100%	80%	7%	220	100%	65%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	90	100%	79%	8%	85	100%	65%	2%
Hispanic or Latino	64	100%	80%	9%	69	99%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	10	100%	70%	10%
White	213	100%	86%	14%	232	100%	77%	6%
Multiracial								
Small Group Totals	16	100%	100%	19%				
General-Education Students	305	100%	93%	15%	305	100%	81%	6%
Students with Disabilities	78	100%	47%	1%	91	99%	36%	0%
English Proficient	374	100%	86%	12%	389	100%	72%	5%
Limited English Proficient	9	100%	22%	0%	7	86%	0%	0%
Economically Disadvantaged	139	100%	74%	6%	145	99%	61%	1%
Not Disadvantaged	244	100%	90%	15%	251	100%	76%	7%
Migrant								
Not Migrant	383	100%	84%	12%	396	100%	71%	5%

NOTES

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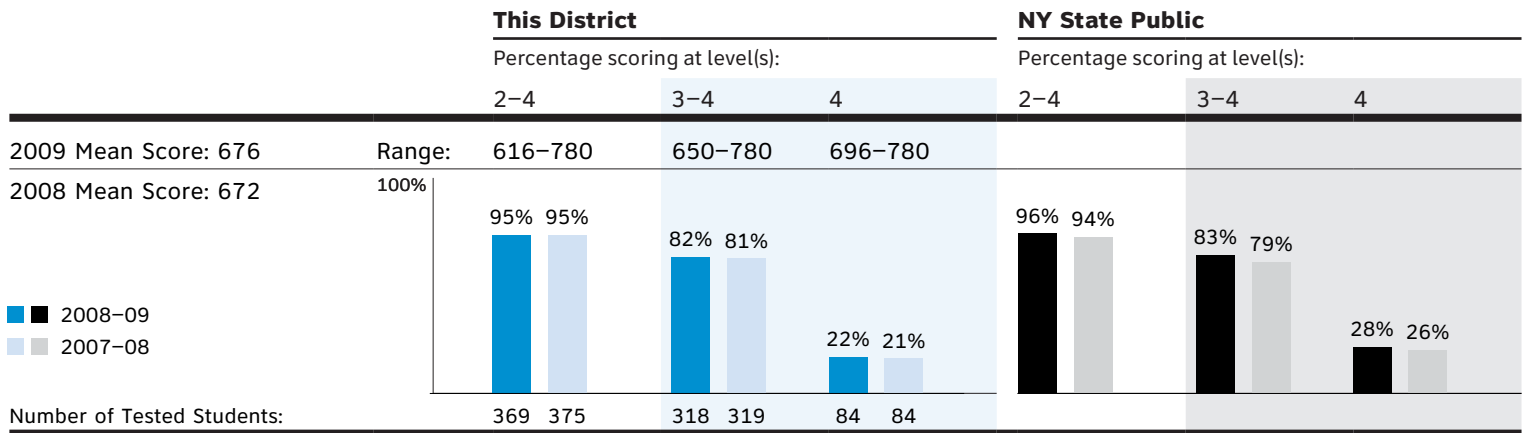
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	-	-	-	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	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	388	95%	82%	22%	395	95%	81%	21%
Female	192	95%	83%	24%	175	96%	81%	20%
Male	196	95%	81%	19%	220	94%	80%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	89	97%	78%	15%	87	92%	74%	13%
Hispanic or Latino	67	93%	76%	13%	67	94%	78%	18%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	10	100%	90%	40%
White	216	95%	84%	26%	231	96%	84%	25%
Multiracial								
Small Group Totals	16	100%	100%	38%				
General-Education Students	310	99%	93%	27%	303	100%	93%	26%
Students with Disabilities	78	79%	38%	1%	92	79%	39%	4%
English Proficient	374	96%	84%	22%	387	95%	81%	22%
Limited English Proficient	14	64%	21%	0%	8	88%	50%	0%
Economically Disadvantaged	141	94%	74%	13%	146	92%	71%	12%
Not Disadvantaged	247	96%	86%	27%	249	97%	87%	27%
Migrant								
Not Migrant	388	95%	82%	22%	395	95%	81%	21%

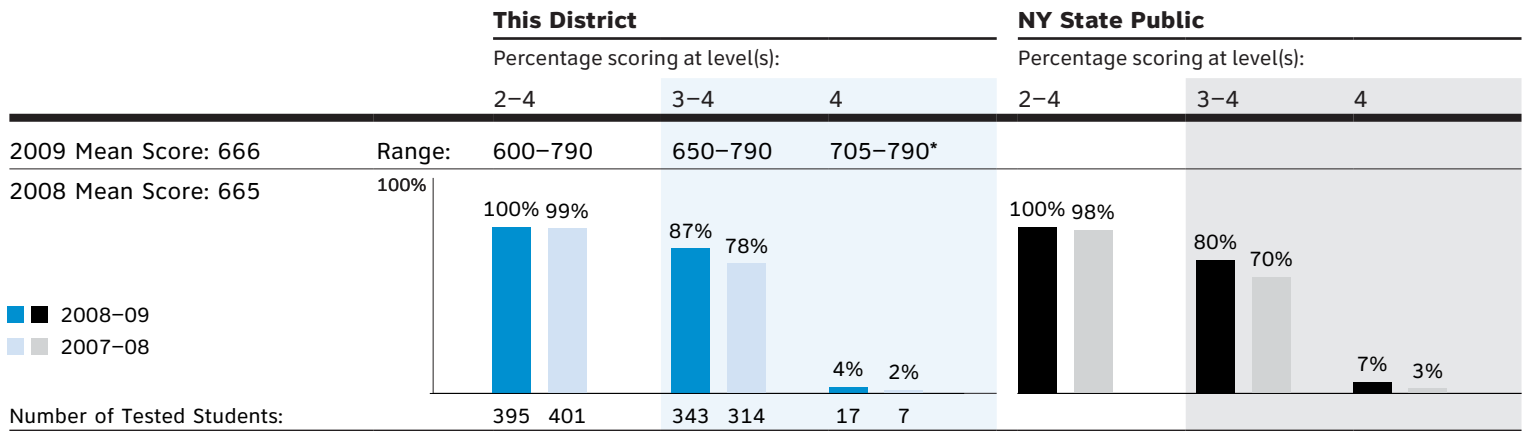
NOTES

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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	-	-	-	5	5	3	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	395	100%	87%	4%	405	99%	78%	2%
Female	174	100%	90%	7%	200	100%	85%	2%
Male	221	100%	85%	2%	205	99%	70%	2%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	80	100%	86%	3%	96	99%	75%	2%
Hispanic or Latino	70	100%	79%	1%	51	100%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	7%	12	100%	100%	0%
White	230	100%	89%	6%	246	99%	82%	2%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	295	100%	96%	6%	312	100%	88%	2%
Students with Disabilities	100	100%	60%	0%	93	96%	42%	0%
English Proficient	384	100%	89%	4%	398	99%	79%	2%
Limited English Proficient	11	100%	18%	0%	7	100%	14%	0%
Economically Disadvantaged	147	100%	80%	1%	114	100%	69%	0%
Not Disadvantaged	248	100%	91%	6%	291	99%	81%	2%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	395	100%	87%	4%	405	99%	78%	2%

NOTES

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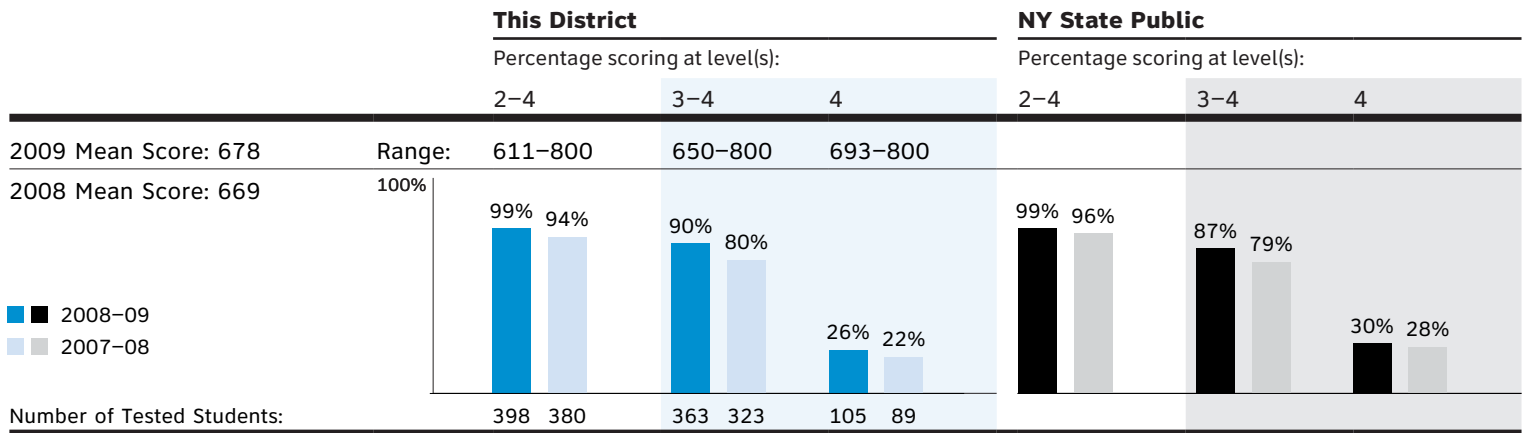
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

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	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 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	402	99%	90%	26%	403	94%	80%	22%
Female	182	99%	90%	27%	201	97%	84%	24%
Male	220	99%	91%	25%	202	92%	76%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	85	96%	82%	19%	94	94%	79%	10%
Hispanic or Latino	67	100%	84%	25%	53	89%	60%	8%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	40%	13	100%	85%	38%
White	235	100%	95%	28%	243	95%	85%	29%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	302	100%	98%	33%	310	99%	93%	28%
Students with Disabilities	100	96%	66%	5%	93	77%	37%	1%
English Proficient	386	99%	92%	27%	394	95%	81%	23%
Limited English Proficient	16	94%	44%	6%	9	78%	33%	0%
Economically Disadvantaged	153	99%	85%	14%	112	93%	75%	9%
Not Disadvantaged	249	99%	94%	34%	291	95%	82%	27%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	402	99%	90%	26%	403	94%	80%	22%

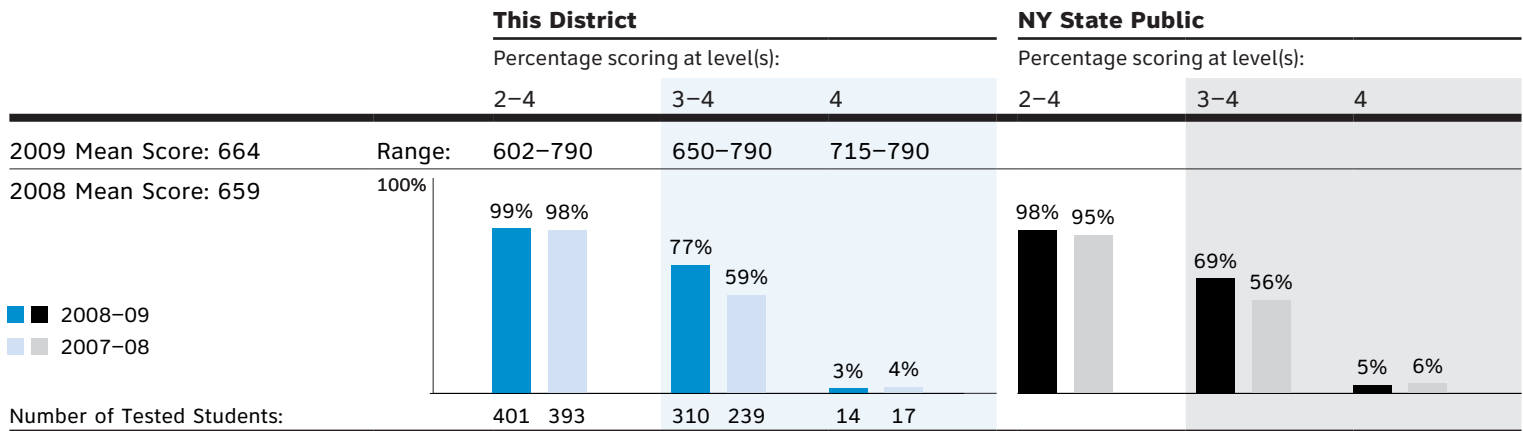
NOTES

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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	4	-	-	-	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
All Students	405	99%	77%	3%	403	98%	59%	4%
Female	204	100%	83%	4%	188	98%	68%	6%
Male	201	99%	70%	3%	215	97%	52%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	97	99%	77%	1%	99	98%	45%	1%
Hispanic or Latino	54	98%	59%	0%	41	95%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	8%	12	-	-	-
White	242	99%	79%	5%	250	98%	64%	5%
Multiracial								
Small Group Totals					13	100%	77%	15%
General-Education Students	306	100%	90%	5%	313	100%	74%	5%
Students with Disabilities	99	96%	35%	0%	90	90%	9%	0%
English Proficient	397	99%	78%	4%	400	-	-	-
Limited English Proficient	8	88%	0%	0%	3	-	-	-
Economically Disadvantaged	113	98%	67%	1%	110	96%	43%	3%
Not Disadvantaged	292	99%	80%	4%	293	98%	66%	5%
Migrant								
Not Migrant	405	99%	77%	3%	403	98%	59%	4%

NOTES

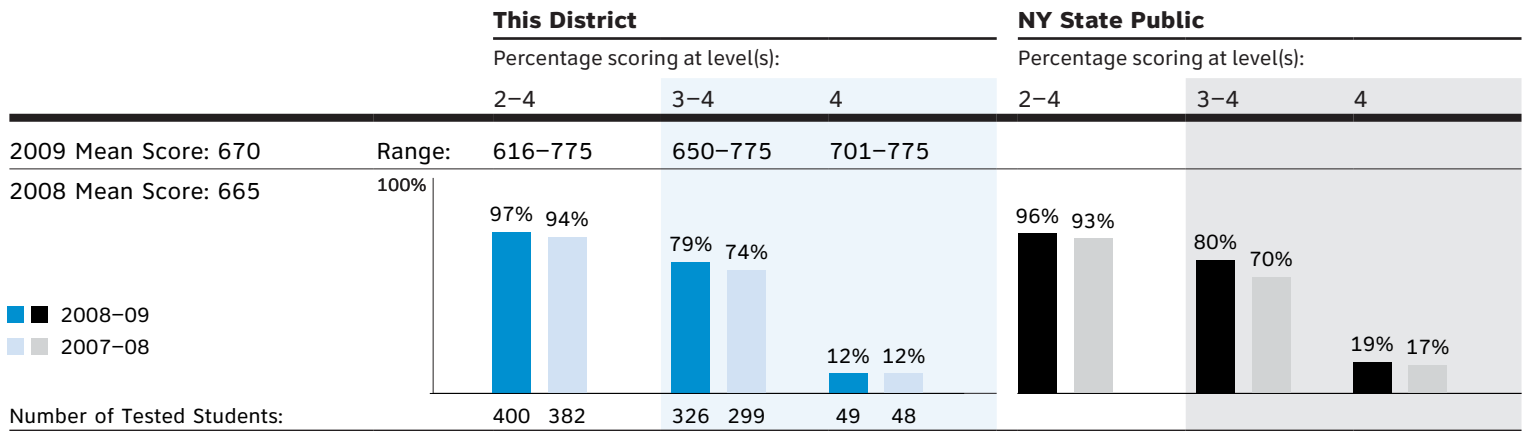
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Other Assessments

	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	2	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 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	411	97%	79%	12%	406	94%	74%	12%
Female	206	98%	83%	11%	190	96%	75%	13%
Male	205	97%	76%	13%	216	92%	72%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	97	97%	74%	4%	101	91%	63%	6%
Hispanic or Latino	57	95%	63%	2%	43	95%	74%	16%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	42%	12	-	-	-
White	245	98%	84%	16%	249	95%	77%	12%
Multiracial								
Small Group Totals					13	100%	92%	38%
General-Education Students	310	100%	93%	16%	317	99%	85%	15%
Students with Disabilities	101	89%	38%	0%	89	75%	34%	1%
English Proficient	401	97%	80%	12%	401	94%	75%	12%
Limited English Proficient	10	100%	60%	0%	5	80%	0%	0%
Economically Disadvantaged	117	99%	71%	3%	111	92%	68%	5%
Not Disadvantaged	294	97%	83%	15%	295	95%	76%	14%
Migrant								
Not Migrant	411	97%	79%	12%	406	94%	74%	12%

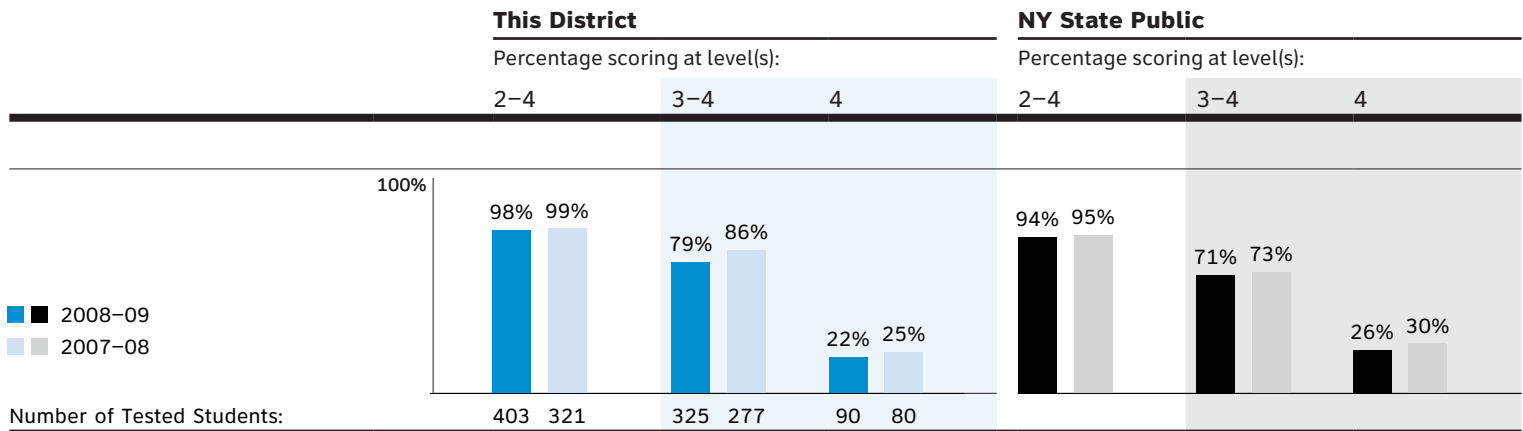
NOTES

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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	2	-	-	-	4	-	-	-

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	349	98%	75%	13%	323	99%	86%	25%
Female	174	99%	76%	16%	140	99%	86%	21%
Male	175	97%	74%	10%	183	99%	85%	28%
American Indian or Alaska Native					1	-	-	-
Black or African American	93	98%	71%	11%	89	100%	78%	18%
Hispanic or Latino	56	96%	64%	4%	31	97%	84%	19%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	5	-	-	-
White	192	98%	80%	16%	197	99%	90%	28%
Multiracial								
Small Group Totals					6	100%	83%	33%
General-Education Students	248	99%	88%	17%	246	100%	93%	30%
Students with Disabilities	101	94%	44%	1%	77	97%	61%	8%
English Proficient	339	98%	77%	13%	320	-	-	-
Limited English Proficient	10	100%	20%	0%	3	-	-	-
Economically Disadvantaged	112	96%	67%	4%	94	100%	81%	17%
Not Disadvantaged	237	98%	79%	17%	229	99%	88%	28%
Migrant								
Not Migrant	349	98%	75%	13%	323	99%	86%	25%

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	2	-	-	-	4	-	-	-
Regents Science	62	62	62	46	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

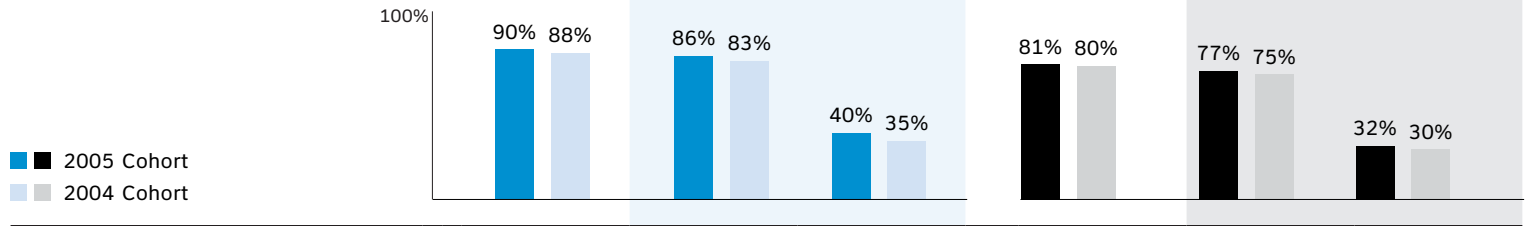
NY State Public

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
All Students	385	90%	86%	40%	379	88%	83%	35%
Female	189	93%	90%	51%	185	91%	86%	43%
Male	196	88%	83%	30%	194	84%	80%	27%
American Indian or Alaska Native								
Black or African American	94	86%	84%	31%	83	84%	80%	27%
Hispanic or Latino	46	89%	85%	30%	44	86%	82%	36%
Asian or Native Hawaiian/Other Pacific Islander	14	71%	71%	36%	8	100%	100%	25%
White	231	93%	89%	46%	244	89%	84%	38%
Multiracial								
Small Group Totals								
General-Education Students	312	94%	93%	49%	301	93%	92%	43%
Students with Disabilities	73	73%	59%	4%	78	68%	50%	5%
English Proficient	376	91%	88%	41%	376	-	-	-
Limited English Proficient	9	33%	33%	0%	3	-	-	-
Economically Disadvantaged	63	81%	76%	22%	60	87%	78%	27%
Not Disadvantaged	322	92%	89%	44%	319	88%	84%	36%
Migrant								
Not Migrant	385	90%	86%	40%	379	88%	83%	35%

NOTES

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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

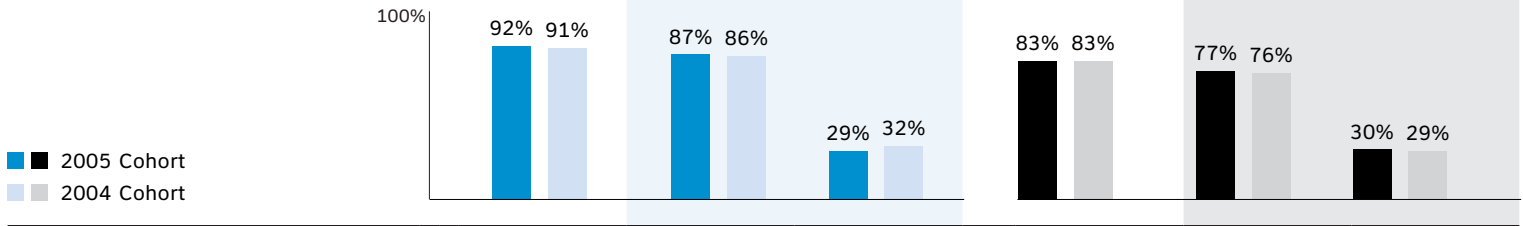
NY State Public

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
All Students	385	92%	87%	29%	379	91%	86%	32%
Female	189	94%	90%	34%	185	94%	86%	35%
Male	196	91%	85%	23%	194	89%	85%	29%
American Indian or Alaska Native								
Black or African American	94	87%	78%	20%	83	90%	82%	20%
Hispanic or Latino	46	93%	91%	22%	44	93%	86%	32%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	86%	36%	8	100%	100%	50%
White	231	95%	90%	33%	244	91%	86%	35%
Multiracial								
Small Group Totals								
General-Education Students	312	96%	94%	34%	301	95%	94%	38%
Students with Disabilities	73	77%	58%	4%	78	77%	55%	6%
English Proficient	376	93%	88%	29%	376	-	-	-
Limited English Proficient	9	56%	56%	11%	3	-	-	-
Economically Disadvantaged	63	87%	81%	16%	60	88%	85%	12%
Not Disadvantaged	322	93%	89%	31%	319	92%	86%	35%
Migrant								
Not Migrant	385	92%	87%	29%	379	91%	86%	32%

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.