



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **PATCHOGUE-MEDFORD UNION FREE
SCHOOL DISTRICT**

District ID **58-02-24-03-0000**

Superintendent **MICHAEL MOSTOW**

Telephone **(631) 687-6380**

Grades **PK-12, UE, US**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 Review an Overview of District Performance.

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

For more information:

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

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2006-07	2007-08	2008-09
Pre-K	72	191	216
Kindergarten	556	603	615
Grade 1	627	554	611
Grade 2	633	639	556
Grade 3	599	649	657
Grade 4	620	595	641
Grade 5	641	631	588
Grade 6	590	634	637
Ungraded Elementary	8	1	1
Grade 7	668	595	650
Grade 8	687	660	587
Grade 9	681	702	678
Grade 10	759	718	694
Grade 11	791	785	714
Grade 12	711	716	781
Ungraded Secondary	47	2	1
Total K-12	8618	8484	8411

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	25	24	23
Grade 8			
English	24	25	24
Mathematics	26	26	25
Science	25	26	24
Social Studies	27	25	24
Grade 10			
English	28	29	25
Mathematics	21	22	25
Science	24	26	25
Social Studies	23	24	22

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 PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

District ID 58-02-24-03-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1029	12%	1276	15%	1407	17%
Reduced-Price Lunch	455	5%	624	7%	704	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	555	6%	691	8%	800	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	16	0%	11	0%
Black or African American	396	5%	433	5%	419	5%
Hispanic or Latino	1679	19%	1776	21%	1940	23%
Asian or Native Hawaiian/Other Pacific Islander	163	2%	179	2%	194	2%
White	6369	74%	6080	72%	5811	69%
Multiracial	0	0%	0	0%	36	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	510	6%	336	4%	365	4%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	535	585	588
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	3%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	69%	66%	66%
Total Number of Core Classes	1306	1454	1507
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	1997	2106	2050
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	39%	32%	17%
Turnover Rate of All Teachers	18%	18%	10%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	44	72	74
Total Paraprofessionals*	109	115	108
Assistant Principals	6	12	6
Principals	11	11	10

* 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	SH					
Limited English Proficient	SH			—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	4 of 6	5 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  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 (3826:3732)			100%		171	142	
Ethnicity							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (191:180)			100%		150	136	
Hispanic or Latino (862:824)			100%		153	140	
Asian or Native Hawaiian/Other Pacific Islander (98:93)			100%		185	134	
White (2654:2616)			100%		178	142	
Multiracial (12:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (489:477)			99%		121	139	113 129
Limited English Proficient ⁵ (327:368)			100%		125	138	123 133
Economically Disadvantaged (1295:1242)			100%		154	141	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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


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

AYP Status

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


























Elementary/Middle-Level Mathematics

Accountability Status  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 (3808:3712)			100%		181	117	
Ethnicity							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (190:177)			99%		156	111	
Hispanic or Latino (853:825)			100%		169	115	
Asian or Native Hawaiian/Other Pacific Islander (98:93)			100%		192	109	
White (2646:2598)			100%		186	117	
Multiracial (12:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (484:460)			97%		136	114	
Limited English Proficient ⁵ (322:374)			99%		156	113	
Economically Disadvantaged (1276:1232)			100%		169	116	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

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

AYP Status

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

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
All Students (1243:1209)		Qualified		100%		181	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (65:61)		Qualified		100%		159	100	
Hispanic or Latino (258:244)		Qualified		99%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (27:25)	—	—	—	—	—	—	—	—
White (889:875)		Qualified		100%		189	100	
Multiracial (2:2)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (163:158)		Qualified		99%		148	100	
Limited English Proficient ⁴ (104:111)		Qualified		100%		134	100	
Economically Disadvantaged (400:386)		Qualified		100%		165	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 4 of 6 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group	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 (723:720)			100%		181	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (43:47)			100%		149	157	157 154
Hispanic or Latino (105:96)			100%		167	161	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (563:565)			99%		185	166	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (65:78)			100%		122	160	133 [‡] 130
Limited English Proficient ⁵ (17:20)	—	—	—	—	—	—	—
Economically Disadvantaged (157:160)			100%		167	163	
Final AYP Determination	 4 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 5 of 6 Student groups making AYP in mathematics
 Did not make AYP

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

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

Student Group	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 (723:720)			100%		183	162	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (43:47)			100%		157	152	
Hispanic or Latino (105:96)			100%		169	156	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (563:565)			100%		187	161	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (65:78)			100%		122	155	138 [‡] 130
Limited English Proficient ⁵ (17:20)	—	—	—	—	—	—	—
Economically Disadvantaged (157:160)			100%		169	158	
Final AYP Determination	 5 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 (741)			84%	55%		
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (35)			89%	55%		
Hispanic or Latino (110)			72%	55%		
Asian or Native Hawaiian/Other Pacific Islander (18)		–	–	–		
White (575)			87%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (75)			45%	55%	55%	46%
Limited English Proficient ² (27)		–	–	–		
Economically Disadvantaged (132)			76%	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 PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

District ID 58-02-24-03-0000

Summary of 2008–09 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	66%			653
Grade 4	71%			635
Grade 5	79%			587
Grade 6	78%			634
Grade 7	83%			647
Grade 8	68%			601

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	85%			659
Grade 4	78%			629
Grade 5	82%			590
Grade 6	84%			625
Grade 7	89%			653
Grade 8	84%			599

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	84%			634
Grade 8	78%			455

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	83%			763
Mathematics	82%			763

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

	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: 663	616-780	650-780	720-780			
2008 Mean Score: 664						
Number of Tested Students:	599	588	428	413	60	67

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	653	92%	66%	9%	642	92%	64%	10%
Female	315	93%	71%	12%	320	93%	71%	13%
Male	338	90%	61%	6%	322	90%	58%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	37	86%	49%	8%	37	78%	35%	3%
Hispanic or Latino	179	83%	45%	3%	156	83%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	16	-	-	-
White	413	96%	75%	12%	432	96%	77%	14%
Multiracial	2	-	-	-				
Small Group Totals	24	96%	83%	13%	17	88%	59%	6%
General-Education Students	590	94%	71%	10%	567	96%	70%	11%
Students with Disabilities	63	71%	17%	2%	75	59%	21%	4%
English Proficient	550	95%	73%	11%	559	94%	72%	12%
Limited English Proficient	103	73%	27%	0%	83	76%	11%	0%
Economically Disadvantaged	257	84%	49%	4%	231	85%	43%	5%
Not Disadvantaged	396	97%	76%	13%	411	95%	76%	14%
Migrant	1	-	-	-				
Not Migrant	652	-	-	-	642	92%	64%	10%

NOTES

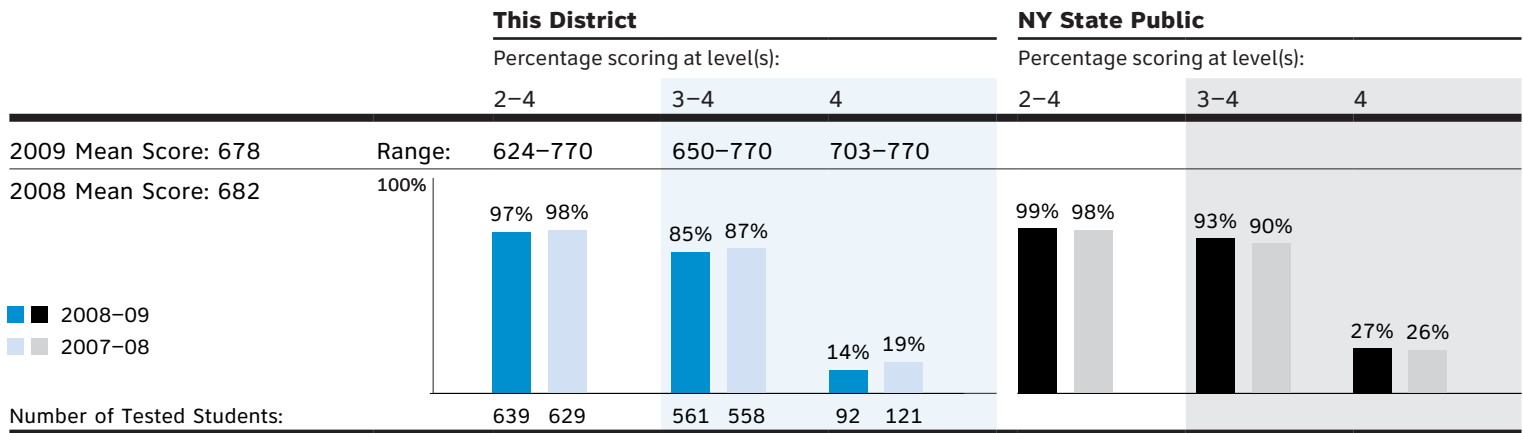
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	-	-	-	5	5	5	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	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 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	659	97%	85%	14%	643	98%	87%	19%
Female	318	98%	85%	16%	320	98%	88%	20%
Male	341	96%	85%	12%	323	98%	85%	18%
American Indian or Alaska Native					1	-	-	-
Black or African American	39	92%	67%	8%	35	94%	69%	11%
Hispanic or Latino	185	94%	76%	2%	159	95%	75%	11%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	17	-	-	-
White	411	99%	91%	20%	431	99%	92%	23%
Multiracial	2	-	-	-				
Small Group Totals	24	100%	96%	21%	18	100%	94%	11%
General-Education Students	595	98%	89%	15%	570	99%	91%	20%
Students with Disabilities	64	88%	53%	2%	73	86%	55%	7%
English Proficient	550	98%	89%	17%	557	98%	90%	21%
Limited English Proficient	109	92%	65%	1%	86	95%	65%	3%
Economically Disadvantaged	261	95%	76%	5%	231	97%	79%	9%
Not Disadvantaged	398	98%	91%	20%	412	99%	91%	24%
Migrant	1	-	-	-				
Not Migrant	658	-	-	-	643	98%	87%	19%

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	-	-	-	5	5	5	2

This District's Results in Grade 4 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: 662	612-775	650-775	716-775			
2008 Mean Score: 659						
Number of Tested Students:	596	542	453	394	27	26

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	635	94%	71%	4%	587	92%	67%	4%
Female	314	94%	79%	7%	325	94%	70%	6%
Male	321	94%	64%	2%	262	90%	64%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	32	78%	47%	0%	29	79%	48%	0%
Hispanic or Latino	163	88%	52%	1%	141	87%	47%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	12	-	-	-
White	421	97%	81%	6%	404	95%	75%	6%
Multiracial	2	-	-	-				
Small Group Totals	19	100%	68%	5%	13	100%	77%	0%
General-Education Students	555	97%	77%	5%	519	96%	74%	5%
Students with Disabilities	80	75%	30%	0%	68	68%	16%	0%
English Proficient	555	95%	78%	5%	536	94%	71%	5%
Limited English Proficient	80	85%	23%	0%	51	78%	25%	0%
Economically Disadvantaged	239	89%	52%	2%	197	86%	54%	1%
Not Disadvantaged	396	97%	83%	6%	390	95%	74%	6%
Migrant								
Not Migrant	635	94%	71%	4%	587	92%	67%	4%

NOTES

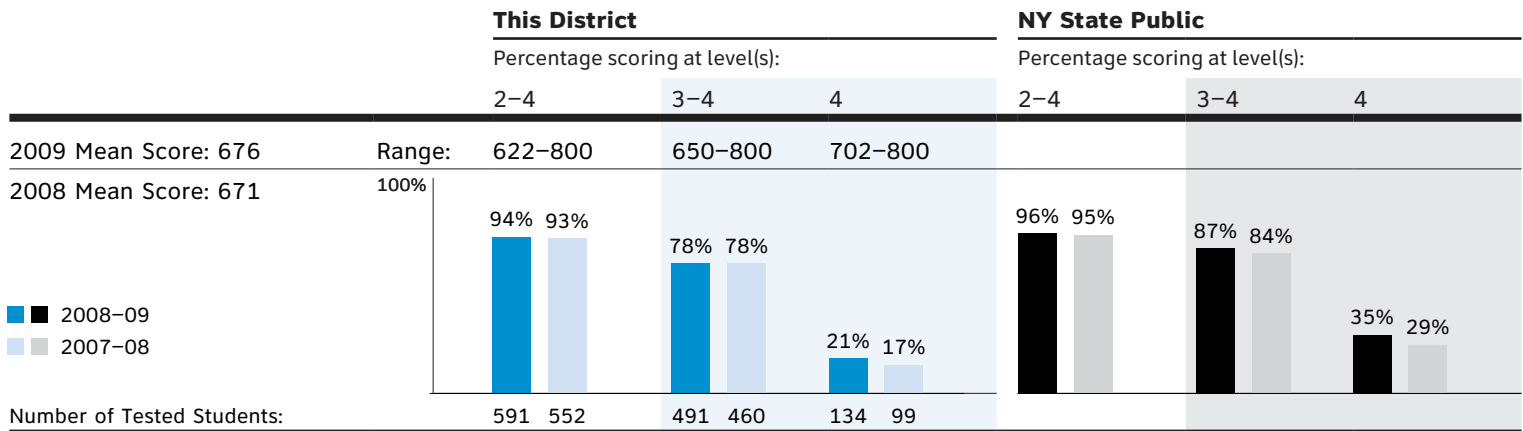
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Other Assessments

	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 4 Equivalent	5	5	4	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	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 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	629	94%	78%	21%	591	93%	78%	17%
Female	311	93%	78%	21%	326	94%	78%	15%
Male	318	95%	78%	22%	265	93%	78%	19%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	30	77%	53%	10%	30	87%	53%	0%
Hispanic or Latino	162	91%	64%	12%	143	88%	66%	6%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	13	-	-	-
White	418	96%	85%	25%	404	96%	84%	21%
Multiracial	2	-	-	-				
Small Group Totals	19	95%	84%	26%	14	100%	86%	50%
General-Education Students	550	97%	84%	24%	522	96%	84%	19%
Students with Disabilities	79	73%	38%	1%	69	71%	33%	0%
English Proficient	549	95%	82%	24%	538	94%	80%	18%
Limited English Proficient	80	88%	51%	0%	53	83%	55%	4%
Economically Disadvantaged	233	91%	64%	12%	199	89%	66%	11%
Not Disadvantaged	396	96%	86%	27%	392	96%	84%	20%
Migrant								
Not Migrant	629	94%	78%	21%	591	93%	78%	17%

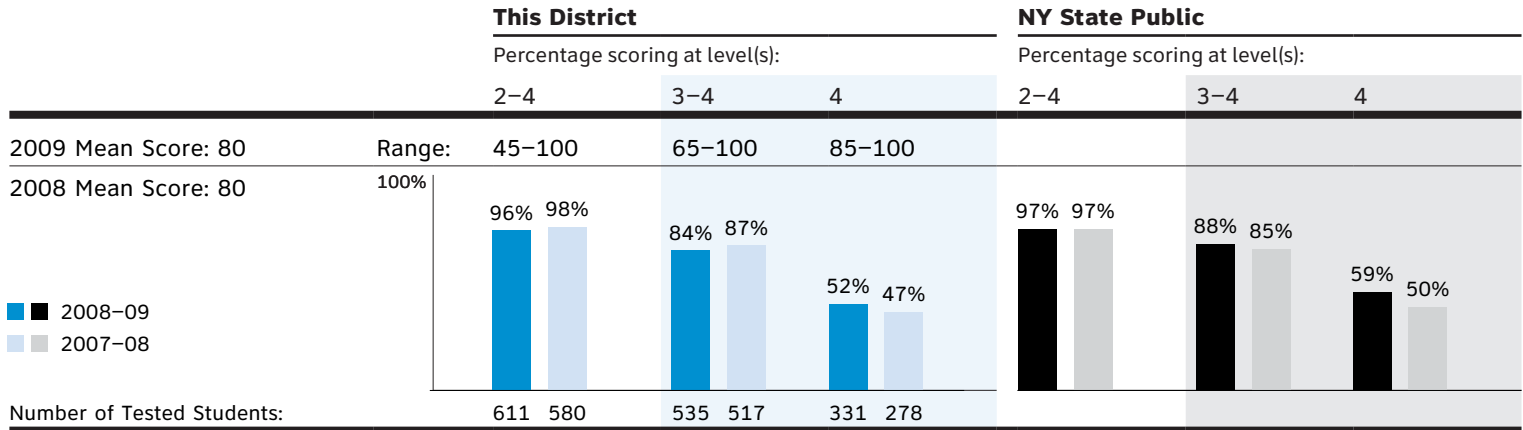
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	2	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	634	96%	84%	52%	592	98%	87%	47%
Female	316	96%	85%	54%	326	97%	87%	46%
Male	318	97%	83%	50%	266	99%	88%	48%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	30	90%	53%	27%	30	97%	70%	13%
Hispanic or Latino	165	92%	68%	28%	145	93%	72%	29%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	14	-	-	-
White	419	99%	93%	64%	402	100%	94%	55%
Multiracial	2	-	-	-				
Small Group Totals	20	95%	90%	40%	15	100%	100%	60%
General-Education Students	555	97%	88%	56%	523	98%	90%	51%
Students with Disabilities	79	92%	59%	24%	69	94%	65%	14%
English Proficient	552	98%	89%	59%	538	99%	91%	50%
Limited English Proficient	82	84%	50%	4%	54	87%	50%	13%
Economically Disadvantaged	234	92%	70%	32%	202	95%	76%	32%
Not Disadvantaged	400	99%	93%	64%	390	100%	93%	55%
Migrant								
Not Migrant	634	96%	84%	52%	592	98%	87%	47%

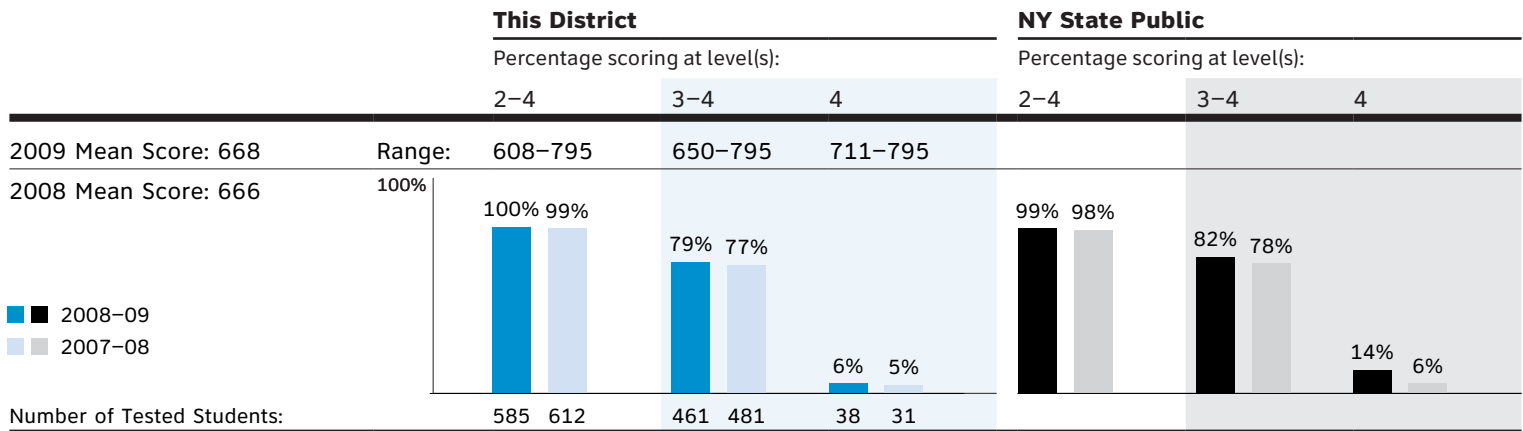
NOTES

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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	5	5	5	4	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	587	100%	79%	6%	621	99%	77%	5%
Female	323	100%	80%	8%	308	98%	82%	6%
Male	264	100%	77%	5%	313	99%	73%	4%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	28	100%	68%	0%	29	100%	66%	3%
Hispanic or Latino	143	99%	68%	2%	129	98%	67%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	9	-	-	-
White	397	100%	83%	8%	451	98%	81%	6%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	19	100%	89%	21%	12	100%	100%	8%
General-Education Students	511	100%	84%	7%	543	100%	84%	6%
Students with Disabilities	76	99%	39%	0%	78	90%	32%	1%
English Proficient	542	100%	82%	7%	591	99%	80%	5%
Limited English Proficient	45	98%	38%	0%	30	93%	20%	0%
Economically Disadvantaged	214	100%	68%	2%	172	99%	65%	2%
Not Disadvantaged	373	100%	84%	9%	449	98%	82%	6%
Migrant					1	-	-	-
Not Migrant	587	100%	79%	6%	620	-	-	-

NOTES

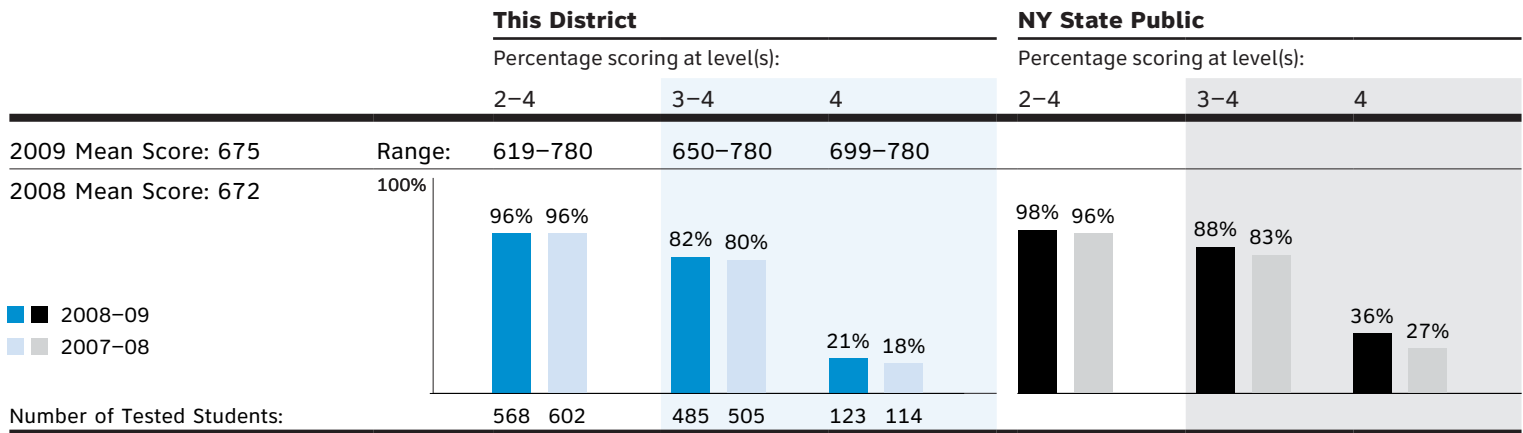
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Other Assessments

	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	5	2	10	9	6	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	590	96%	82%	21%	629	96%	80%	18%
Female	327	97%	82%	19%	315	95%	82%	18%
Male	263	95%	83%	23%	314	97%	79%	18%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	28	89%	64%	14%	29	90%	66%	14%
Hispanic or Latino	145	95%	68%	11%	134	93%	70%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	10	-	-	-
White	398	97%	88%	24%	453	97%	84%	21%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	19	100%	100%	37%	13	100%	92%	38%
General-Education Students	515	98%	87%	23%	549	98%	86%	20%
Students with Disabilities	75	85%	49%	3%	80	79%	44%	4%
English Proficient	541	97%	85%	22%	595	97%	83%	19%
Limited English Proficient	49	90%	55%	6%	34	74%	38%	3%
Economically Disadvantaged	212	94%	73%	13%	176	93%	65%	9%
Not Disadvantaged	378	98%	87%	25%	453	97%	86%	22%
Migrant					1	-	-	-
Not Migrant	590	96%	82%	21%	628	-	-	-

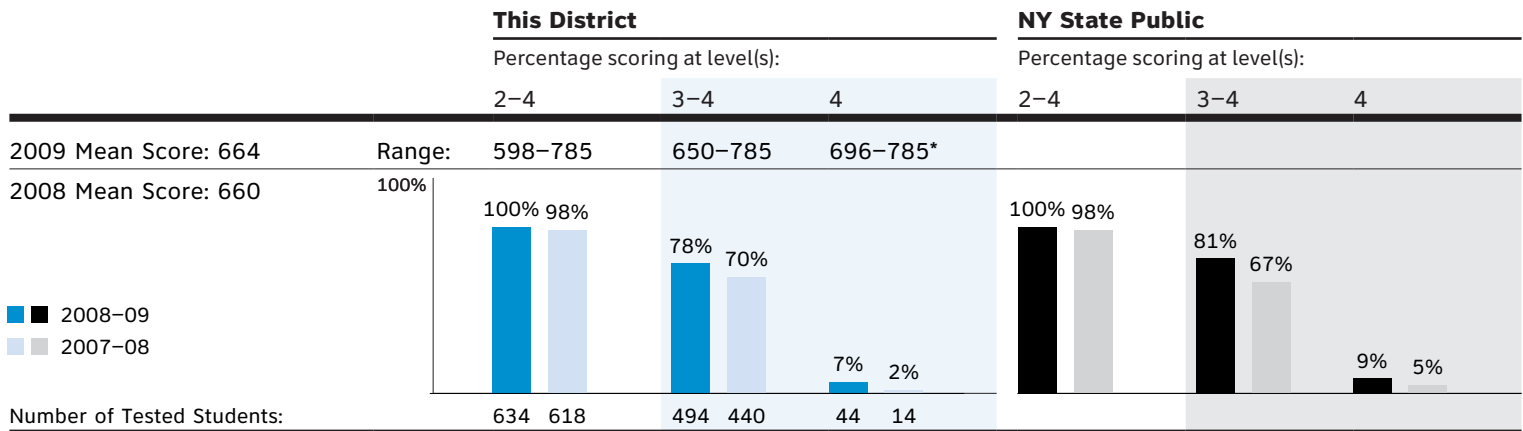
NOTES

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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	5	3	10	10	9	6

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	634	100%	78%	7%	629	98%	70%	2%
Female	317	100%	84%	9%	332	99%	76%	2%
Male	317	100%	72%	4%	297	97%	63%	2%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	29	100%	66%	3%	24	100%	46%	4%
Hispanic or Latino	138	100%	70%	3%	107	98%	56%	1%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	10%	19	-	-	-
White	452	100%	81%	8%	476	98%	74%	2%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	5	100%	100%	0%	22	95%	82%	9%
General-Education Students	556	100%	85%	8%	551	100%	77%	3%
Students with Disabilities	78	100%	27%	1%	78	88%	18%	0%
English Proficient	604	100%	81%	7%	607	99%	72%	2%
Limited English Proficient	30	100%	20%	0%	22	91%	14%	0%
Economically Disadvantaged	204	100%	67%	3%	172	98%	56%	1%
Not Disadvantaged	430	100%	83%	9%	457	98%	75%	3%
Migrant	1	-	-	-				
Not Migrant	633	-	-	-	629	98%	70%	2%

NOTES

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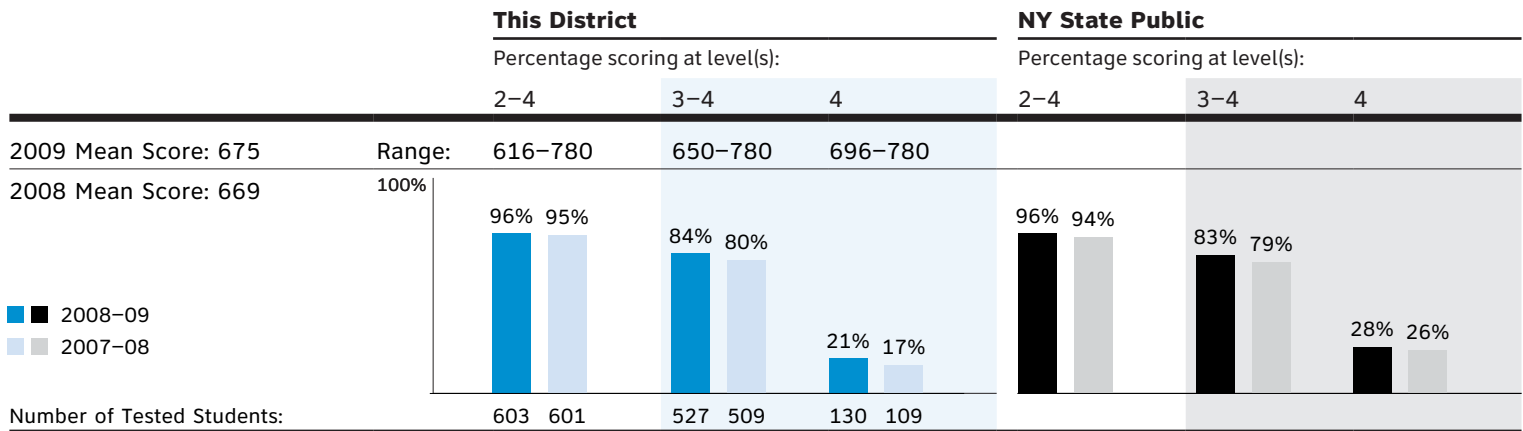
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

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	9	9	8	4	11	11	4	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	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	625	96%	84%	21%	633	95%	80%	17%
Female	316	97%	87%	20%	336	95%	82%	16%
Male	309	96%	82%	22%	297	95%	79%	19%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	28	89%	71%	7%	26	81%	65%	0%
Hispanic or Latino	140	96%	79%	14%	109	91%	70%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	20	-	-	-
White	442	97%	86%	23%	475	97%	84%	18%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	5	100%	100%	20%	23	96%	83%	39%
General-Education Students	560	98%	89%	23%	555	98%	86%	19%
Students with Disabilities	65	80%	40%	3%	78	76%	37%	1%
English Proficient	594	97%	86%	22%	607	96%	82%	18%
Limited English Proficient	31	81%	45%	0%	26	77%	38%	4%
Economically Disadvantaged	201	94%	76%	13%	175	90%	71%	14%
Not Disadvantaged	424	98%	88%	24%	458	97%	84%	19%
Migrant	1	-	-	-				
Not Migrant	624	-	-	-	633	95%	80%	17%

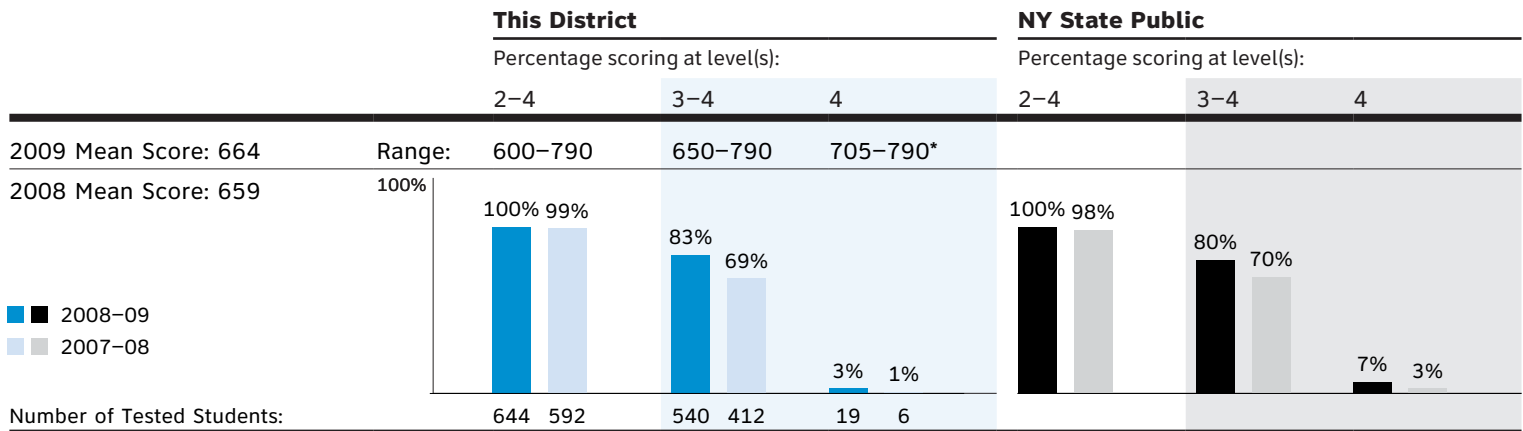
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	9	9	6	11	11	10	3

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	647	100%	83%	3%	600	99%	69%	1%
Female	341	100%	87%	3%	299	99%	75%	2%
Male	306	99%	79%	3%	301	98%	62%	0%
American Indian or Alaska Native	3	-	-	-				
Black or African American	28	96%	75%	0%	34	97%	44%	3%
Hispanic or Latino	111	100%	73%	0%	84	99%	61%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	0%	9	100%	78%	0%
White	478	100%	86%	4%	473	99%	72%	1%
Multiracial	5	-	-	-				
Small Group Totals	8	100%	100%	0%				
General-Education Students	572	100%	90%	3%	519	99%	76%	1%
Students with Disabilities	75	96%	31%	0%	81	94%	19%	0%
English Proficient	626	100%	85%	3%	583	99%	70%	1%
Limited English Proficient	21	100%	29%	0%	17	94%	18%	0%
Economically Disadvantaged	186	99%	76%	1%	167	97%	51%	0%
Not Disadvantaged	461	100%	87%	4%	433	99%	76%	1%
Migrant								
Not Migrant	647	100%	83%	3%	600	99%	69%	1%

NOTES

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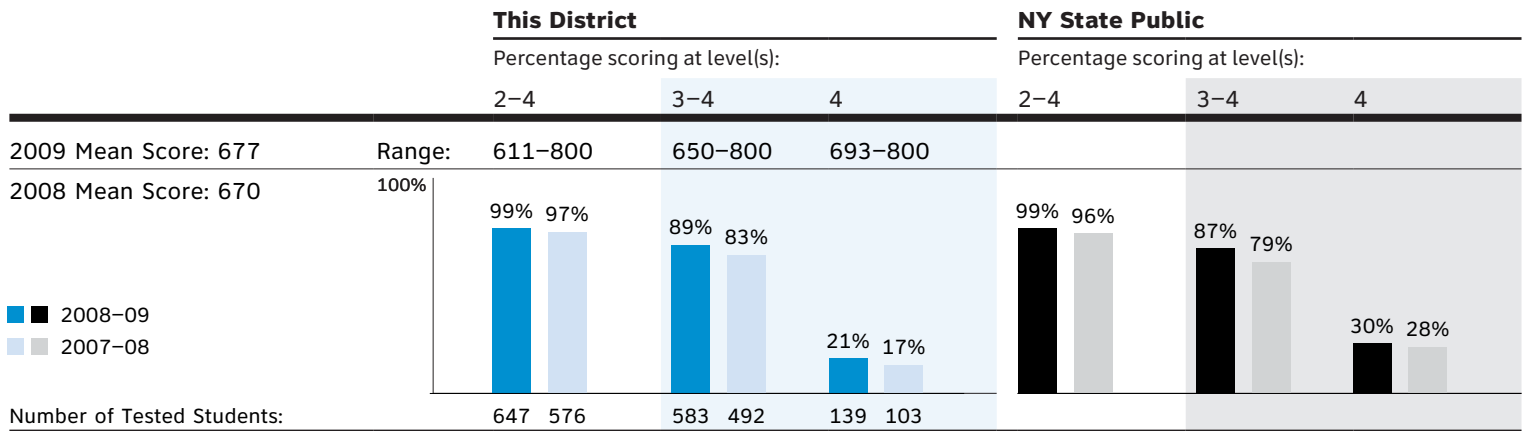
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	11	9	8	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	4	N/A	N/A	N/A

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

This District's Results in Grade 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	653	99%	89%	21%	596	97%	83%	17%
Female	342	99%	89%	23%	299	98%	84%	17%
Male	311	99%	89%	20%	297	95%	81%	18%
American Indian or Alaska Native	3	-	-	-				
Black or African American	28	100%	68%	0%	33	88%	64%	12%
Hispanic or Latino	117	97%	83%	12%	87	94%	71%	7%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	55%	9	100%	100%	22%
White	478	99%	92%	23%	467	98%	86%	19%
Multiracial	5	-	-	-				
Small Group Totals	8	100%	100%	38%				
General-Education Students	579	100%	94%	24%	519	98%	88%	19%
Students with Disabilities	74	95%	53%	3%	77	86%	43%	6%
English Proficient	626	99%	90%	22%	576	97%	84%	18%
Limited English Proficient	27	93%	63%	4%	20	80%	40%	0%
Economically Disadvantaged	190	98%	85%	13%	163	94%	74%	10%
Not Disadvantaged	463	99%	91%	25%	433	98%	86%	20%
Migrant								
Not Migrant	653	99%	89%	21%	596	97%	83%	17%

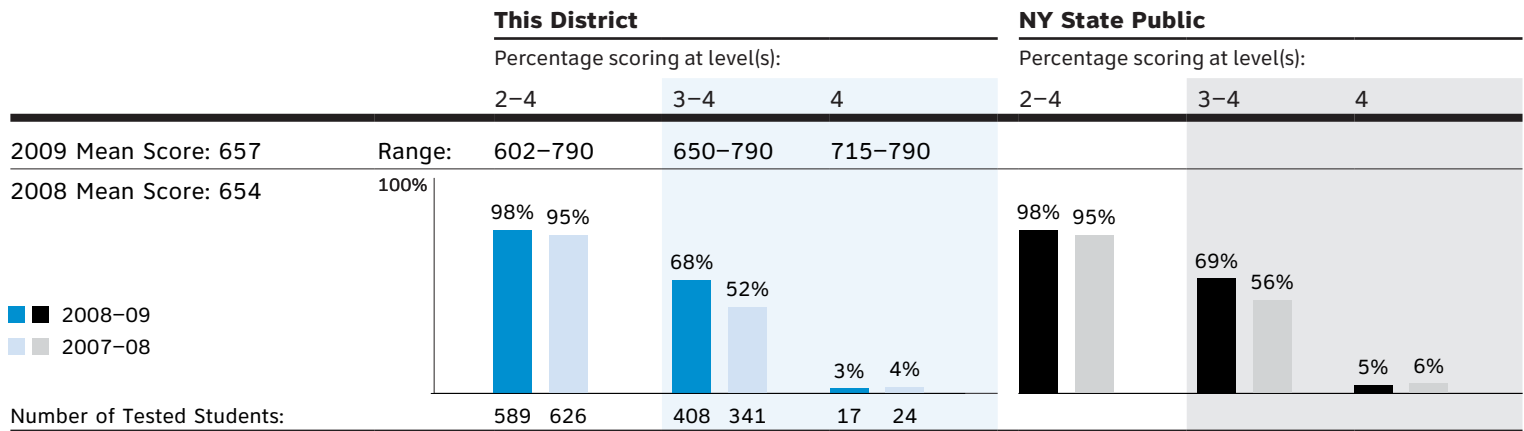
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	11	9	5	4	-	-	-

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	601	98%	68%	3%	661	95%	52%	4%
Female	301	100%	71%	5%	315	97%	60%	5%
Male	300	96%	65%	1%	346	93%	44%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	36	100%	50%	3%	37	92%	35%	0%
Hispanic or Latino	91	95%	54%	2%	129	84%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	10	-	-	-
White	464	98%	72%	3%	484	98%	57%	5%
Multiracial								
Small Group Totals	10	100%	80%	0%	11	100%	82%	0%
General-Education Students	525	99%	75%	3%	571	97%	59%	4%
Students with Disabilities	76	89%	16%	0%	90	79%	6%	1%
English Proficient	581	99%	70%	3%	633	97%	54%	4%
Limited English Proficient	20	80%	15%	0%	28	46%	7%	0%
Economically Disadvantaged	167	95%	51%	1%	199	88%	33%	2%
Not Disadvantaged	434	99%	74%	3%	462	98%	60%	5%
Migrant								
Not Migrant	601	98%	68%	3%	661	95%	52%	4%

NOTES

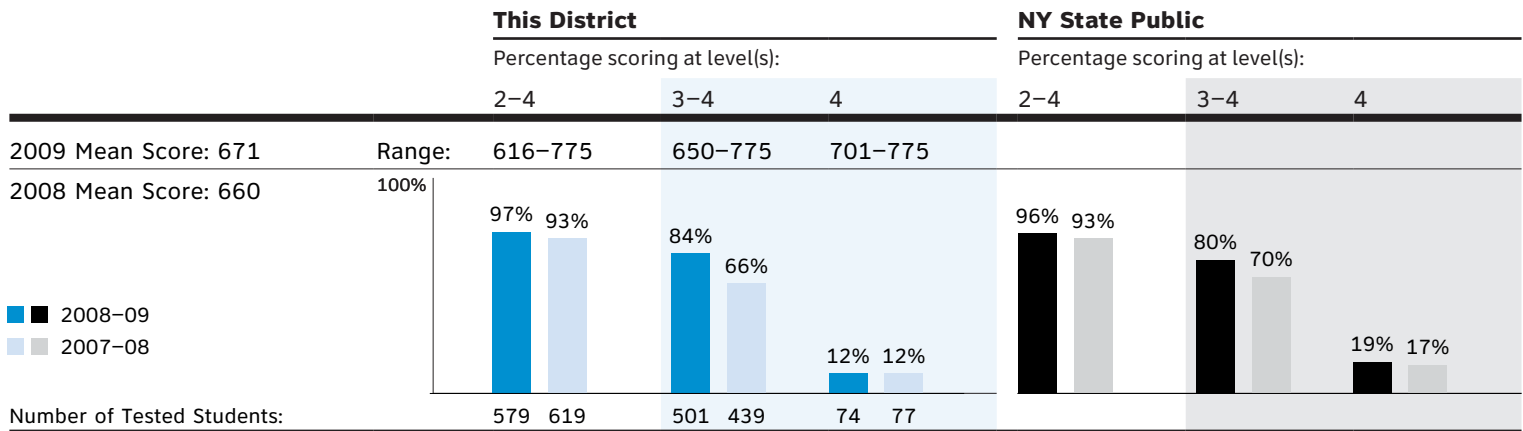
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Other Assessments

	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	5	5	5	3	5	5	5	2
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	599	97%	84%	12%	667	93%	66%	12%
Female	302	98%	85%	14%	320	94%	68%	12%
Male	297	95%	82%	11%	347	92%	64%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	35	94%	60%	6%	37	89%	46%	0%
Hispanic or Latino	92	93%	73%	4%	132	86%	55%	8%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	9	-	-	-
White	462	97%	87%	14%	488	95%	70%	13%
Multiracial								
Small Group Totals	10	100%	90%	20%	10	90%	80%	30%
General-Education Students	525	98%	89%	14%	574	97%	73%	13%
Students with Disabilities	74	84%	46%	0%	93	68%	20%	0%
English Proficient	578	97%	85%	13%	637	95%	68%	12%
Limited English Proficient	21	76%	43%	0%	30	53%	17%	0%
Economically Disadvantaged	166	93%	71%	2%	202	88%	49%	6%
Not Disadvantaged	433	98%	88%	16%	465	95%	73%	14%
Migrant								
Not Migrant	599	97%	84%	12%	667	93%	66%	12%

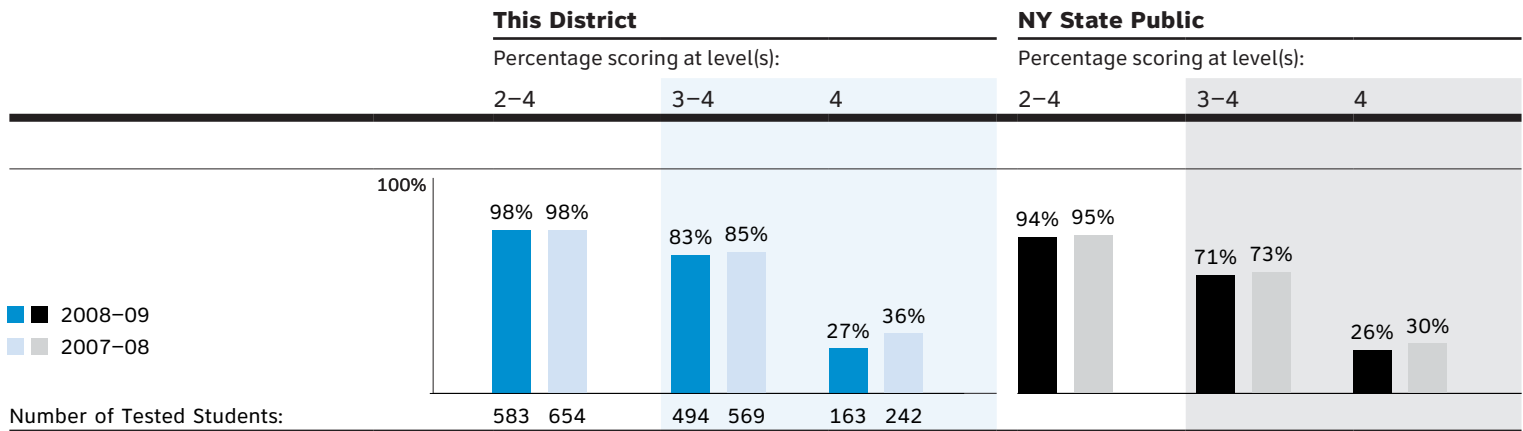
NOTES

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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	5	5	5	3	5	5	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	455	97%	78%	16%	504	98%	81%	25%
Female	220	99%	74%	14%	230	98%	82%	22%
Male	235	95%	81%	18%	274	97%	80%	28%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	31	100%	68%	3%	35	100%	89%	11%
Hispanic or Latino	79	92%	59%	6%	118	92%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	4	-	-	-
White	336	98%	83%	19%	345	99%	89%	30%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	100%	78%	33%	6	100%	83%	33%
General-Education Students	381	98%	85%	18%	414	99%	85%	30%
Students with Disabilities	74	93%	42%	7%	90	93%	63%	6%
English Proficient	434	98%	80%	17%	474	99%	85%	27%
Limited English Proficient	21	76%	19%	0%	30	80%	20%	3%
Economically Disadvantaged	151	95%	70%	10%	186	96%	68%	15%
Not Disadvantaged	304	98%	82%	19%	318	99%	88%	31%
Migrant								
Not Migrant	455	97%	78%	16%	504	98%	81%	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	4	-	-	-	5	5	5	1
Regents Science	141	141	141	90	162	162	162	114

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

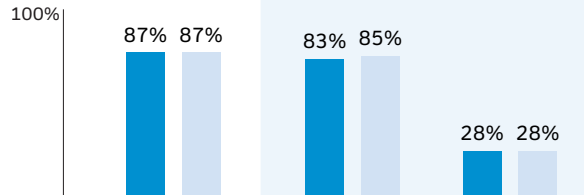
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

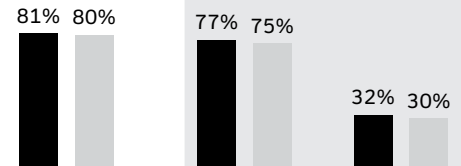
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	763	87%	83%	28%	741	87%	85%	28%
Female	354	90%	86%	35%	383	90%	87%	34%
Male	409	85%	80%	22%	358	85%	82%	22%
American Indian or Alaska Native	1	–	–	–	3	–	–	–
Black or African American	51	71%	57%	16%	35	91%	77%	17%
Hispanic or Latino	110	78%	71%	18%	110	77%	75%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	–	–	–	18	–	–	–
White	588	90%	87%	31%	575	90%	87%	32%
Multiracial								
Small Group Totals	14	93%	93%	29%	21	71%	71%	38%
General-Education Students	671	93%	90%	32%	666	92%	90%	32%
Students with Disabilities	92	47%	29%	0%	75	44%	36%	0%
English Proficient	739	88%	84%	29%	714	89%	86%	29%
Limited English Proficient	24	58%	46%	0%	27	41%	37%	0%
Economically Disadvantaged	175	78%	72%	14%	132	81%	78%	10%
Not Disadvantaged	588	90%	86%	32%	609	89%	86%	32%
Migrant								
Not Migrant	763	87%	83%	28%	741	87%	85%	28%

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*.

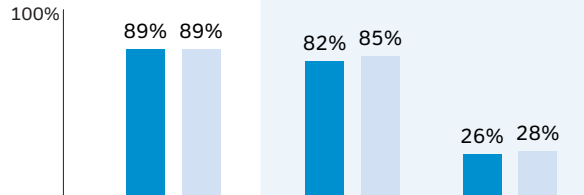
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

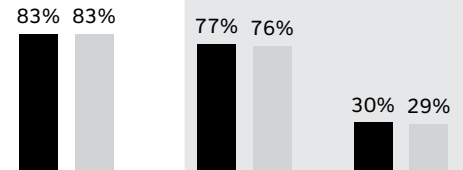


■ 2005 Cohort
■ 2004 Cohort

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	763	89%	82%	26%	741	89%	85%	28%
Female	354	89%	83%	25%	383	91%	87%	28%
Male	409	88%	82%	26%	358	87%	83%	29%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	51	76%	59%	14%	35	89%	89%	11%
Hispanic or Latino	110	84%	69%	10%	110	75%	66%	17%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	18	-	-	-
White	588	91%	87%	30%	575	92%	89%	31%
Multiracial								
Small Group Totals	14	86%	86%	29%	21	86%	81%	48%
General-Education Students	671	94%	89%	29%	666	93%	90%	31%
Students with Disabilities	92	48%	32%	2%	75	53%	41%	1%
English Proficient	739	89%	84%	27%	714	91%	87%	29%
Limited English Proficient	24	71%	46%	0%	27	41%	33%	11%
Economically Disadvantaged	175	80%	70%	17%	132	83%	77%	14%
Not Disadvantaged	588	91%	86%	28%	609	91%	87%	31%
Migrant								
Not Migrant	763	89%	82%	26%	741	89%	85%	28%

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.