



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **LEVITTOWN UNION FREE SCHOOL
DISTRICT**

District ID **28-02-05-03-0000**

Superintendent **HERMAN SIROIS**

Telephone **(516) 520-8300**

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 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 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: dataquest@mail.nysed.gov

District LEVITTOWN UNION FREE SCHOOL DISTRICT

District ID 28-02-05-03-0000

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

	2007-08	2008-09	2009-10
Pre-K	0	135	135
Kindergarten	498	501	464
Grade 1	492	521	549
Grade 2	551	488	535
Grade 3	556	551	492
Grade 4	553	550	549
Grade 5	579	558	557
Grade 6	609	593	573
Ungraded Elementary	64	57	51
Grade 7	630	617	608
Grade 8	664	615	626
Grade 9	653	645	617
Grade 10	644	652	655
Grade 11	644	639	640
Grade 12	656	646	643
Ungraded Secondary	44	74	66
Total K-12	7837	7707	7625

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	21	22
Grade 8			
English	21	22	24
Mathematics	20	21	22
Science	21	20	21
Social Studies	22	21	23
Grade 10			
English	20	21	22
Mathematics	19	19	22
Science	21	23	24
Social Studies	22	23	21

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 LEVITTOWN UNION FREE SCHOOL DISTRICT

District ID 28-02-05-03-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	372	5%	402	6%	465	6%
Reduced-Price Lunch	263	4%	284	4%	323	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	154	2%	154	2%	141	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	1	0%	1	0%
Black or African American	81	1%	87	1%	80	1%
Hispanic or Latino	761	10%	782	10%	831	11%
Asian or Native Hawaiian/Other Pacific Islander	425	5%	445	6%	468	6%
White	6564	84%	6383	83%	6202	81%
Multiracial	3	0%	9	0%	43	1%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	151	2%	197	3%	178	2%

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

	2007-08	2008-09	2009-10
Total Number of Teachers	744	737	701
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	7%	5%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	67%	72%
Total Number of Core Classes	2363	2304	2035
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2857	2855	2734
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	27%	38%
Turnover Rate of All Teachers	9%	10%	15%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	102	103	99
Total Paraprofessionals*	242	233	222
Assistant Principals	6	6	6
Principals	10	11	11

* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

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

2008–09	2009–10	2010–11
YES	YES	YES

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

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

AYP Status


- Made AYP
- Made AYP Using Safe Harbor Target
- Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

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 2011-12. [201]

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


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (3433:3386)			100%		185	153	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (34:32)		—	—		194	138	
Hispanic or Latino (374:368)			99%		180	149	
Asian or Native Hawaiian/Other Pacific Islander (211:205)			100%		189	147	
White (2800:2769)			100%		185	153	
Multiracial (14:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (615:617)			99%		152	151	
Limited English Proficient (48:106)			98%		174	145	
Economically Disadvantaged (460:444)			100%		177	150	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1687:1667)			100%		187	152	
Male (1746:1719)			100%		182	152	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)




Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (3431:3382)			100%		194	133	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (34:33)		—	—		197	118	
Hispanic or Latino (374:369)			100%		192	129	
Asian or Native Hawaiian/Other Pacific Islander (210:205)			100%		196	127	
White (2799:2763)			100%		194	133	
Multiracial (14:12)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (615:618)			100%		174	131	
Limited English Proficient (47:107)			100%		187	125	
Economically Disadvantaged (459:444)			100%		189	130	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1685:1661)			100%		194	132	
Male (1746:1721)			100%		193	132	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (1183:1158)		Qualified		99%		197	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (12:12)	—		—	—	—	—	—	—
Hispanic or Latino (138:136)		Qualified		99%		198	100	
Asian or Native Hawaiian/Other Pacific Islander (67:64)		Qualified		100%		200	100	
White (963:944)		Qualified		99%		197	100	
Multiracial (3:2)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (202:201)		Qualified		99%		188	100	
Limited English Proficient (23:21)	—		—	—	—	—	—	—
Economically Disadvantaged (162:154)		Qualified		98%		194	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (592:584)				100%		197	100	
Male (591:574)				99%		197	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (639:632)			99%		194	173	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	—	—	—	—	—	—	—
Hispanic or Latino (69:64)			100%		194	165	
Asian or Native Hawaiian/Other Pacific Islander (43:43)			100%		200	162	
White (521:520)			99%		193	172	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (95:105)			96%		165	167	167 169
Limited English Proficient (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (68:68)			100%		197	165	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (306:301)			100%		194	171	
Male (333:331)			99%		193	171	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 6 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (639:632)			100%		195	169	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (4:4)	—	—	—	—	—	—	—
Hispanic or Latino (69:64)			100%		197	161	
Asian or Native Hawaiian/Other Pacific Islander (43:43)			100%		200	158	
White (521:520)			100%		194	168	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (95:105)			99%		172	163	
Limited English Proficient (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (68:68)			100%		197	161	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (306:301)			100%		195	167	
Male (333:331)			100%		194	167	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing



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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2009–10 2010–11
Accountability Groups					
All Students (661)			94%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (9)		—	—	—	
Hispanic or Latino (66)			86%	80%	
Asian or Native Hawaiian/Other Pacific Islander (31)			100%	80%	
White (555)			94%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (112)			85%	80%	
Limited English Proficient (4)		—	—	—	
Economically Disadvantaged (53)			89%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (306)			96%	80%	
Male (355)			92%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **95%** and, therefore, this district **did** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

District ID **28-02-05-03-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

10 schools identified 100% of total

ABBAY LANE SCHOOL
DIVISION AVENUE SENIOR HIGH SCHOOL
EAST BROADWAY SCHOOL
GARDINERS AVENUE SCHOOL
GEN DOUGLAS MACARTHUR SENIOR HIGH SCHOOL
JONAS E SALK MIDDLE SCHOOL
LEE ROAD SCHOOL
NORTHSIDE SCHOOL
SUMMIT LANE SCHOOL
WISDOM LANE MIDDLE SCHOOL

4 Overview of District Performance

District LEVITTOWN UNION FREE SCHOOL DISTRICT

District ID 28-02-05-03-0000

Summary of 2009–10 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	68%			487
Grade 4	78%			554
Grade 5	71%			568
Grade 6	65%			565
Grade 7	64%			600
Grade 8	66%			614
Mathematics				
Grade 3	76%			487
Grade 4	81%			551
Grade 5	78%			566
Grade 6	65%			566
Grade 7	81%			600
Grade 8	65%			618
Science				
Grade 4	99%			551
Grade 8	95%			482

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	92%			648
Mathematics	93%			648

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.p12.nysed.gov/irts.

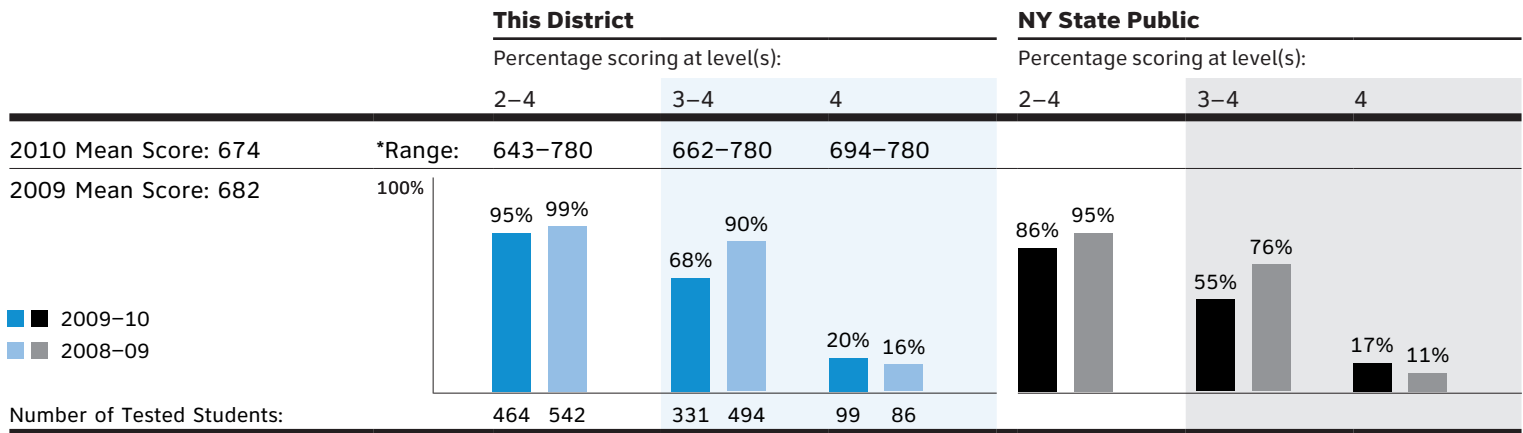
In this section, this district's performance is compared with that of public schools statewide.

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

	2009-10 School Year				2008-09 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	487	95%	68%	20%	549	99%	90%	16%
Female	235	94%	70%	23%	261	99%	94%	16%
Male	252	96%	66%	17%	288	99%	86%	15%
American Indian or Alaska Native								
Black or African American	4	-	-	-	7	-	-	-
Hispanic or Latino	55	96%	64%	15%	74	99%	76%	8%
Asian or Native Hawaiian/Other Pacific Islander	38	97%	63%	18%	29	100%	97%	24%
White	388	95%	69%	21%	438	99%	92%	17%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	6	100%	83%	33%	8	100%	100%	0%
General-Education Students	411	100%	77%	24%	467	100%	95%	18%
Students with Disabilities	76	72%	21%	3%	82	91%	60%	2%
English Proficient	475	95%	69%	21%	527	99%	91%	16%
Limited English Proficient	12	92%	33%	0%	22	95%	64%	0%
Economically Disadvantaged	56	93%	59%	20%	71	97%	83%	13%
Not Disadvantaged	431	96%	69%	20%	478	99%	91%	16%
Migrant								
Not Migrant	487	95%	68%	20%	549	99%	90%	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.

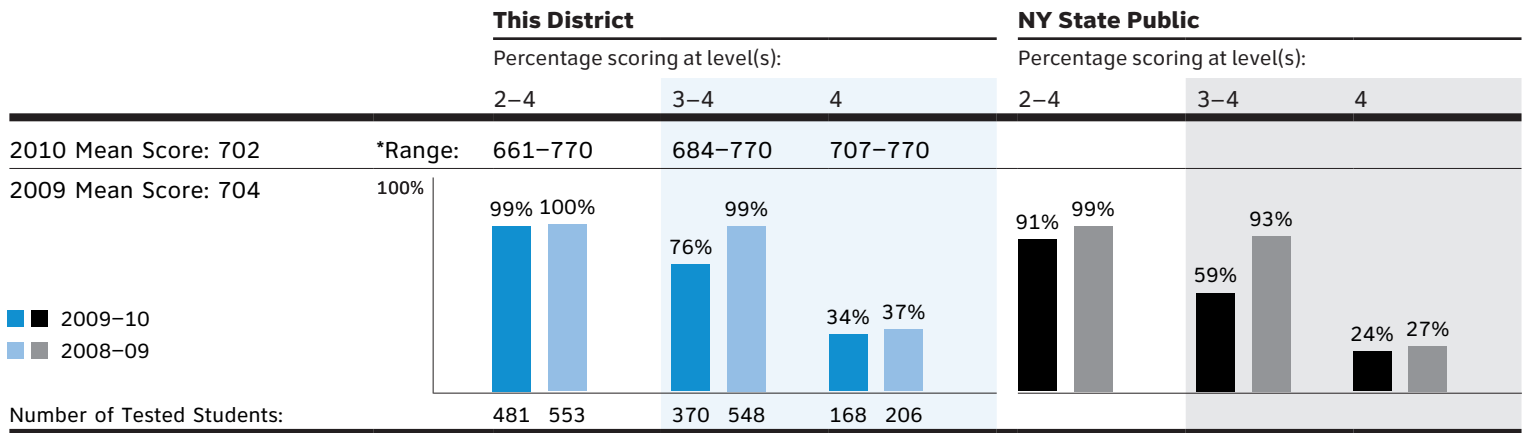
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	5	5	4	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	487	99%	76%	34%	554	100%	99%	37%
Female	234	98%	72%	33%	263	100%	99%	41%
Male	253	100%	80%	36%	291	100%	99%	34%
American Indian or Alaska Native								
Black or African American	5	-	-	-	8	-	-	-
Hispanic or Latino	55	96%	64%	31%	75	100%	99%	27%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	86%	49%	32	100%	100%	56%
White	388	99%	77%	34%	438	100%	99%	37%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	14%	9	100%	100%	56%
General-Education Students	410	100%	84%	40%	472	100%	100%	41%
Students with Disabilities	77	94%	31%	5%	82	99%	94%	16%
English Proficient	476	99%	76%	35%	529	100%	99%	38%
Limited English Proficient	11	100%	55%	9%	25	100%	96%	12%
Economically Disadvantaged	56	96%	63%	32%	72	99%	97%	25%
Not Disadvantaged	431	99%	78%	35%	482	100%	99%	39%
Migrant								
Not Migrant	487	99%	76%	34%	554	100%	99%	37%

NOTES

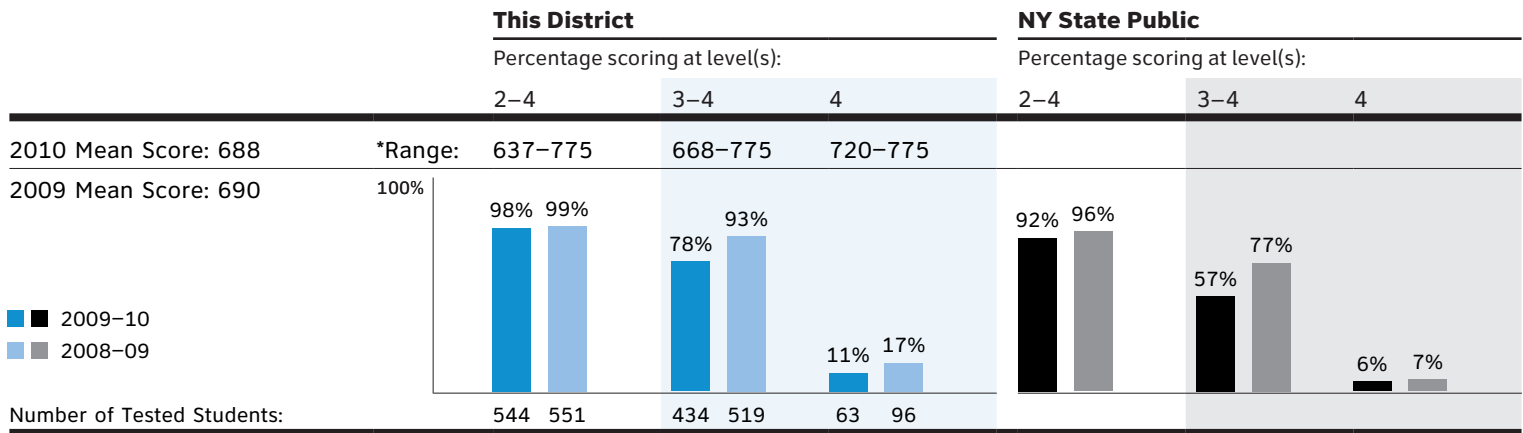
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	5	4	2	5	5	4	4

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	554	98%	78%	11%	556	99%	93%	17%
Female	259	99%	81%	13%	282	100%	96%	21%
Male	295	97%	76%	10%	274	99%	91%	14%
American Indian or Alaska Native								
Black or African American	7	-	-	-	2	-	-	-
Hispanic or Latino	74	99%	69%	1%	56	100%	86%	7%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	76%	24%	36	-	-	-
White	437	98%	80%	12%	462	99%	95%	19%
Multiracial	2	-	-	-				
Small Group Totals	9	89%	89%	0%	38	100%	89%	16%
General-Education Students	469	100%	86%	13%	455	100%	98%	20%
Students with Disabilities	85	89%	36%	1%	101	95%	72%	4%
English Proficient	538	98%	80%	12%	546	99%	94%	18%
Limited English Proficient	16	100%	38%	0%	10	100%	60%	0%
Economically Disadvantaged	82	99%	71%	7%	61	98%	89%	8%
Not Disadvantaged	472	98%	80%	12%	495	99%	94%	18%
Migrant								
Not Migrant	554	98%	78%	11%	556	99%	93%	17%

NOTES

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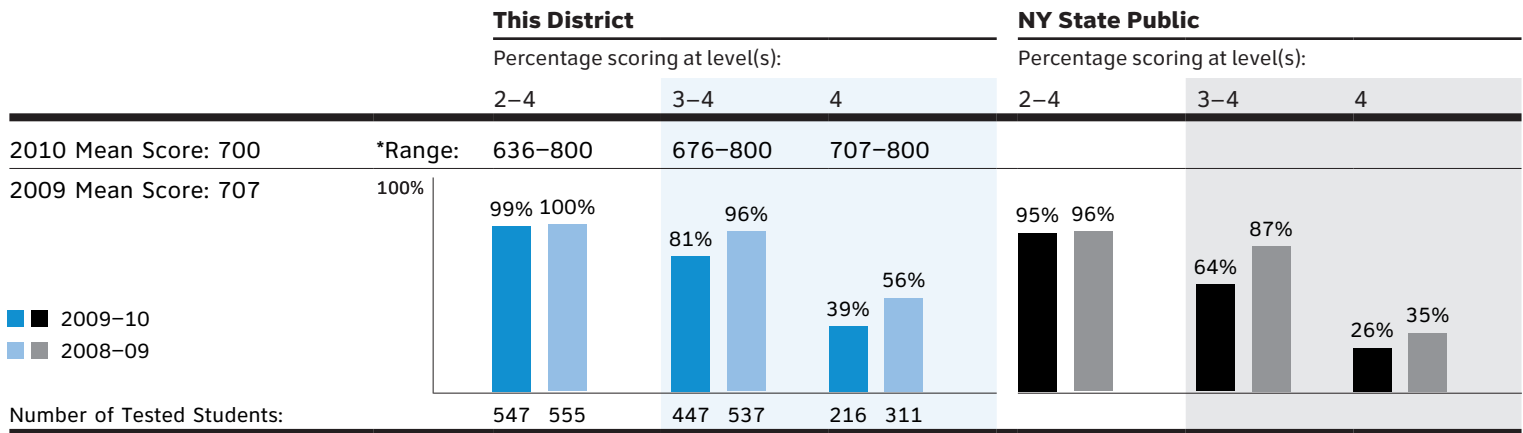
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Other Assessments

	2009-10 School Year				2008-09 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	4	-	-	-	8	7	6	5
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
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	551	99%	81%	39%	557	100%	96%	56%
Female	256	100%	80%	38%	281	100%	98%	54%
Male	295	99%	82%	40%	276	99%	95%	57%
American Indian or Alaska Native								
Black or African American	7	-	-	-	2	-	-	-
Hispanic or Latino	75	100%	65%	23%	58	100%	97%	41%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	82%	65%	36	-	-	-
White	433	99%	84%	40%	461	100%	97%	57%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	89%	33%	38	100%	95%	66%
General-Education Students	467	100%	88%	45%	457	100%	99%	62%
Students with Disabilities	84	96%	44%	10%	100	98%	83%	26%
English Proficient	534	99%	83%	40%	546	100%	96%	56%
Limited English Proficient	17	100%	29%	12%	11	100%	100%	27%
Economically Disadvantaged	81	99%	63%	20%	62	100%	92%	40%
Not Disadvantaged	470	99%	84%	43%	495	100%	97%	58%
Migrant								
Not Migrant	551	99%	81%	39%	557	100%	96%	56%

NOTES

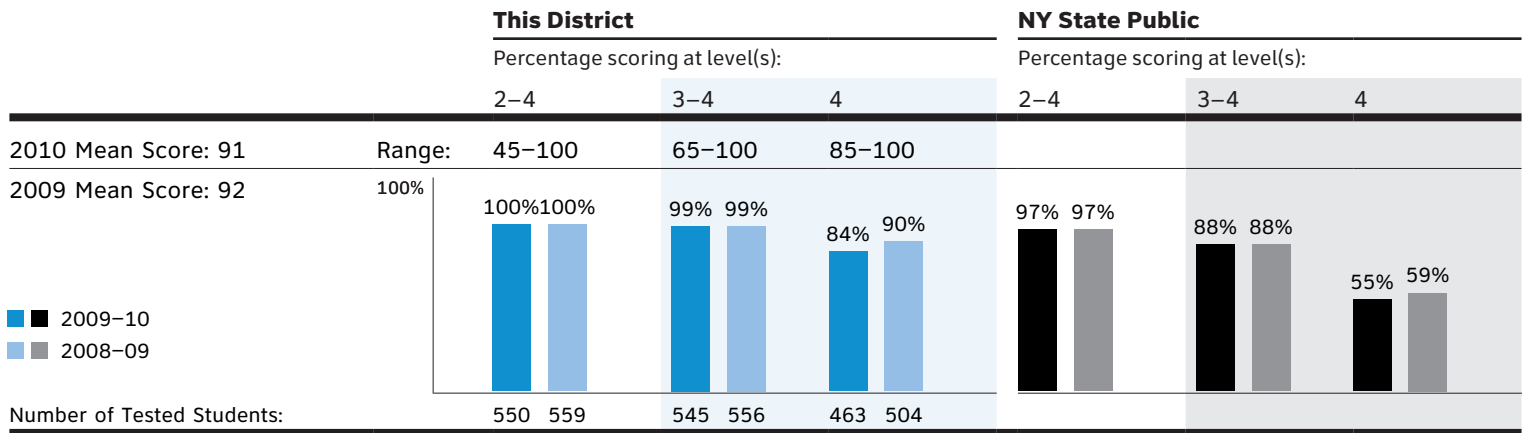
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Other Assessments

	2009-10 School Year				2008-09 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	4	-	-	-	8	8	5	5

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	551	100%	99%	84%	559	100%	99%	90%
Female	259	100%	100%	86%	282	100%	100%	91%
Male	292	100%	98%	83%	277	100%	99%	90%
American Indian or Alaska Native								
Black or African American	7	-	-	-	2	-	-	-
Hispanic or Latino	74	100%	100%	76%	58	100%	100%	83%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	100%	85%	36	-	-	-
White	434	100%	99%	85%	463	100%	99%	91%
Multiracial	2	-	-	-				
Small Group Totals	9	100%	100%	78%	38	100%	100%	92%
General-Education Students	466	100%	100%	90%	458	100%	100%	94%
Students with Disabilities	85	99%	94%	51%	101	100%	98%	73%
English Proficient	534	100%	99%	86%	548	100%	99%	91%
Limited English Proficient	17	100%	100%	35%	11	100%	100%	45%
Economically Disadvantaged	80	100%	99%	75%	62	100%	100%	82%
Not Disadvantaged	471	100%	99%	86%	497	100%	99%	91%
Migrant								
Not Migrant	551	100%	99%	84%	559	100%	99%	90%

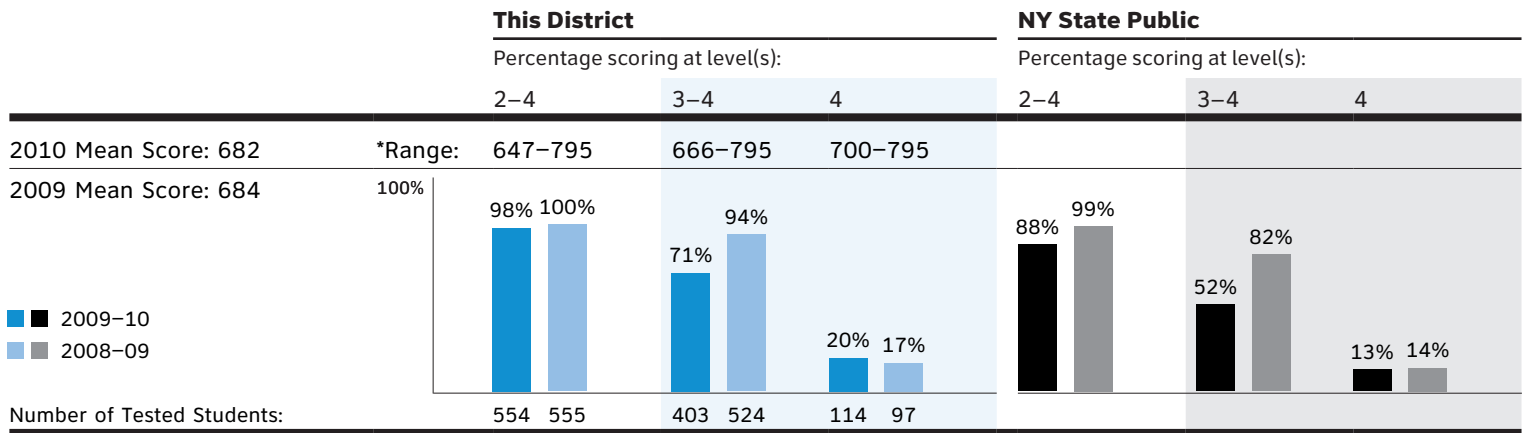
NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	4	-	-	-	8	8	8	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	568	98%	71%	20%	557	100%	94%	17%
Female	287	99%	78%	23%	263	100%	95%	18%
Male	281	96%	64%	17%	294	100%	93%	17%
American Indian or Alaska Native								
Black or African American	1	-	-	-	6	-	-	-
Hispanic or Latino	59	92%	58%	14%	53	100%	96%	9%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	84%	24%	36	100%	100%	31%
White	467	98%	72%	21%	460	100%	93%	17%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	5	100%	40%	0%	8	100%	88%	25%
General-Education Students	466	99%	81%	23%	448	100%	98%	21%
Students with Disabilities	102	89%	25%	6%	109	98%	76%	5%
English Proficient	560	98%	72%	20%	555	-	-	-
Limited English Proficient	8	75%	13%	0%	2	-	-	-
Economically Disadvantaged	82	94%	51%	11%	62	100%	90%	13%
Not Disadvantaged	486	98%	74%	22%	495	100%	95%	18%
Migrant								
Not Migrant	568	98%	71%	20%	557	100%	94%	17%

NOTES

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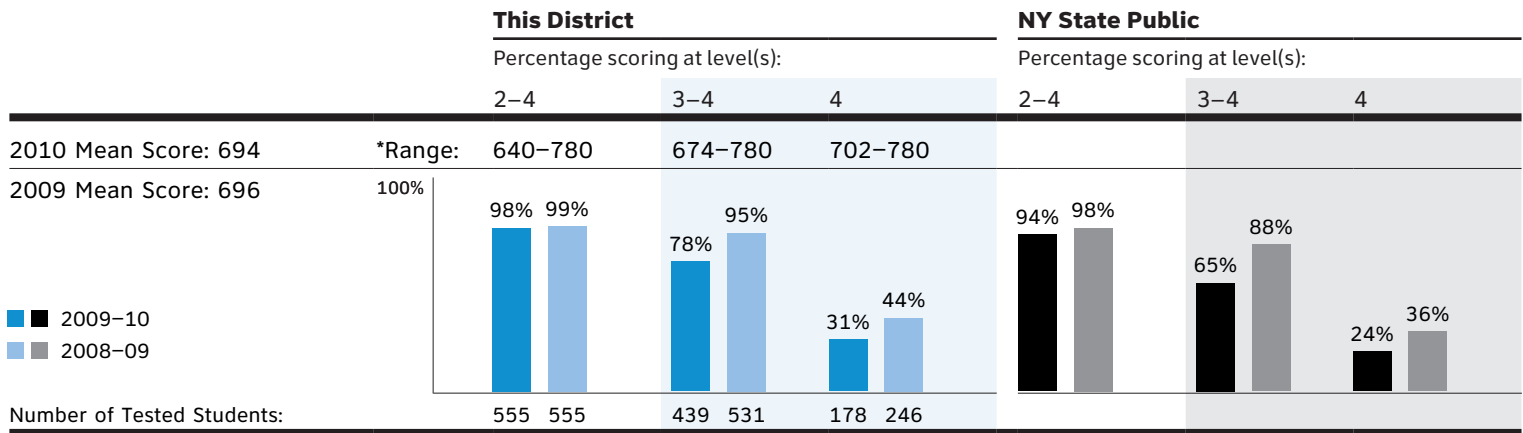
Other

Assessments

	2009-10 School Year				2008-09 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	8	8	6	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	566	98%	78%	31%	558	99%	95%	44%
Female	285	98%	76%	31%	264	99%	94%	44%
Male	281	98%	79%	32%	294	100%	96%	44%
American Indian or Alaska Native								
Black or African American	1	-	-	-	6	-	-	-
Hispanic or Latino	59	100%	66%	20%	54	98%	94%	39%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	86%	38%	36	100%	100%	56%
White	465	98%	79%	33%	460	100%	95%	44%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	5	100%	20%	0%	8	100%	100%	50%
General-Education Students	464	100%	85%	38%	450	100%	99%	52%
Students with Disabilities	102	90%	42%	4%	108	98%	81%	12%
English Proficient	558	98%	78%	32%	555	-	-	-
Limited English Proficient	8	100%	25%	0%	3	-	-	-
Economically Disadvantaged	82	95%	65%	22%	62	100%	95%	31%
Not Disadvantaged	484	99%	80%	33%	496	99%	95%	46%
Migrant								
Not Migrant	566	98%	78%	31%	558	99%	95%	44%

NOTES

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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	8	7	6	4	4	-	-	-

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 670	*Range: 644-785	662-785	694-785			
2009 Mean Score: 679						
Number of Tested Students:	535	592	369	541	54	105

Results by Student Group

	2009-10 School Year				2008-09 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	565	95%	65%	10%	594	100%	91%	18%
Female	266	95%	70%	14%	299	100%	95%	21%
Male	299	94%	62%	6%	295	99%	87%	14%
American Indian or Alaska Native								
Black or African American	6	-	-	-	9	-	-	-
Hispanic or Latino	60	92%	57%	10%	56	100%	88%	16%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	78%	27%	30	100%	93%	33%
White	459	95%	66%	8%	498	100%	91%	17%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	9	100%	44%	11%	10	100%	100%	30%
General-Education Students	453	100%	77%	12%	498	100%	97%	21%
Students with Disabilities	112	75%	17%	0%	96	98%	60%	0%
English Proficient	563	-	-	-	591	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	90	94%	50%	9%	62	100%	87%	6%
Not Disadvantaged	475	95%	68%	10%	532	100%	92%	19%
Migrant								
Not Migrant	565	95%	65%	10%	594	100%	91%	18%

NOTES

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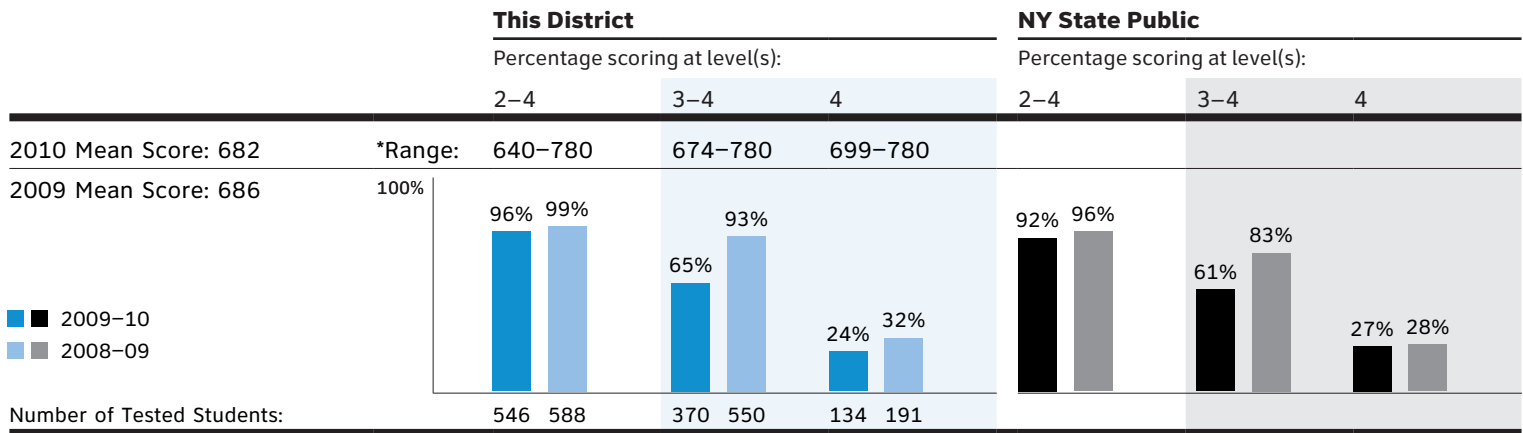
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	5	5	5	3	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	566	96%	65%	24%	594	99%	93%	32%
Female	266	96%	67%	24%	299	99%	94%	30%
Male	300	97%	64%	24%	295	99%	91%	35%
American Indian or Alaska Native								
Black or African American	6	-	-	-	8	-	-	-
Hispanic or Latino	61	97%	59%	15%	57	100%	88%	28%
Asian or Native Hawaiian/Other Pacific Islander	37	100%	84%	43%	31	100%	100%	58%
White	459	96%	65%	24%	497	99%	93%	31%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	9	100%	44%	11%	9	100%	89%	11%
General-Education Students	453	100%	77%	29%	498	100%	98%	37%
Students with Disabilities	113	82%	20%	2%	96	94%	67%	7%
English Proficient	564	-	-	-	590	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	90	97%	52%	17%	61	100%	89%	10%
Not Disadvantaged	476	96%	68%	25%	533	99%	93%	35%
Migrant								
Not Migrant	566	96%	65%	24%	594	99%	93%	32%

NOTES

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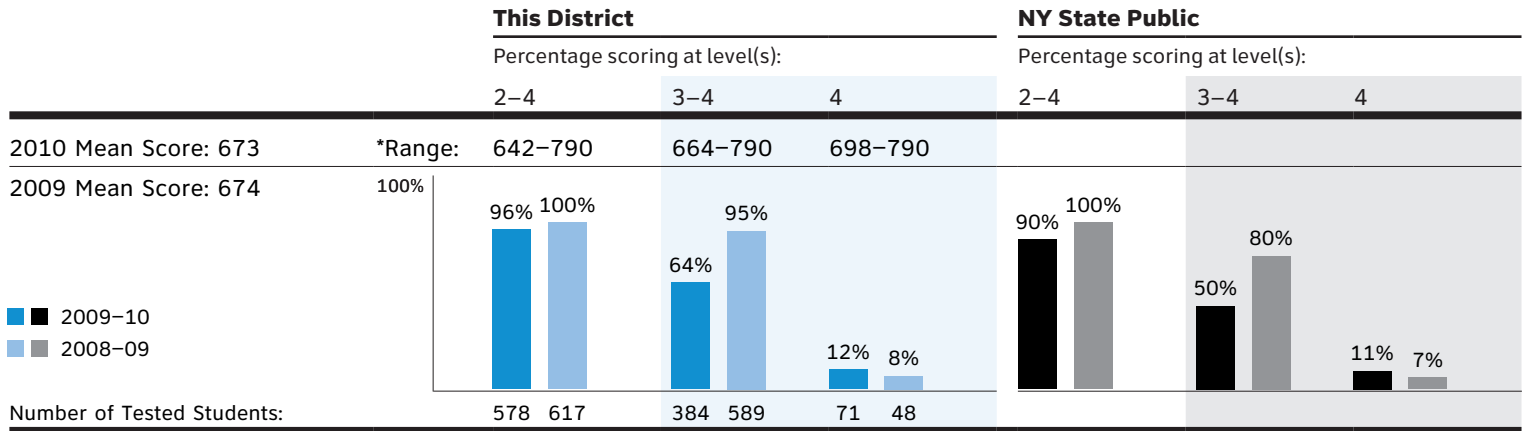
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	5	5	5	4	3	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	600	96%	64%	12%	617	100%	95%	8%
Female	301	97%	70%	14%	327	100%	96%	8%
Male	299	95%	58%	10%	290	100%	95%	7%
American Indian or Alaska Native								
Black or African American	10	-	-	-	5	100%	60%	20%
Hispanic or Latino	61	93%	54%	8%	63	100%	97%	6%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	73%	20%	31	100%	100%	10%
White	497	97%	64%	12%	518	100%	95%	8%
Multiracial	2	-	-	-				
Small Group Totals	12	100%	92%	8%				
General-Education Students	504	100%	71%	14%	522	100%	98%	9%
Students with Disabilities	96	78%	25%	0%	95	100%	81%	0%
English Proficient	597	-	-	-	614	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	68	94%	53%	4%	67	100%	84%	7%
Not Disadvantaged	532	97%	65%	13%	550	100%	97%	8%
Migrant								
Not Migrant	600	96%	64%	12%	617	100%	95%	8%

NOTES

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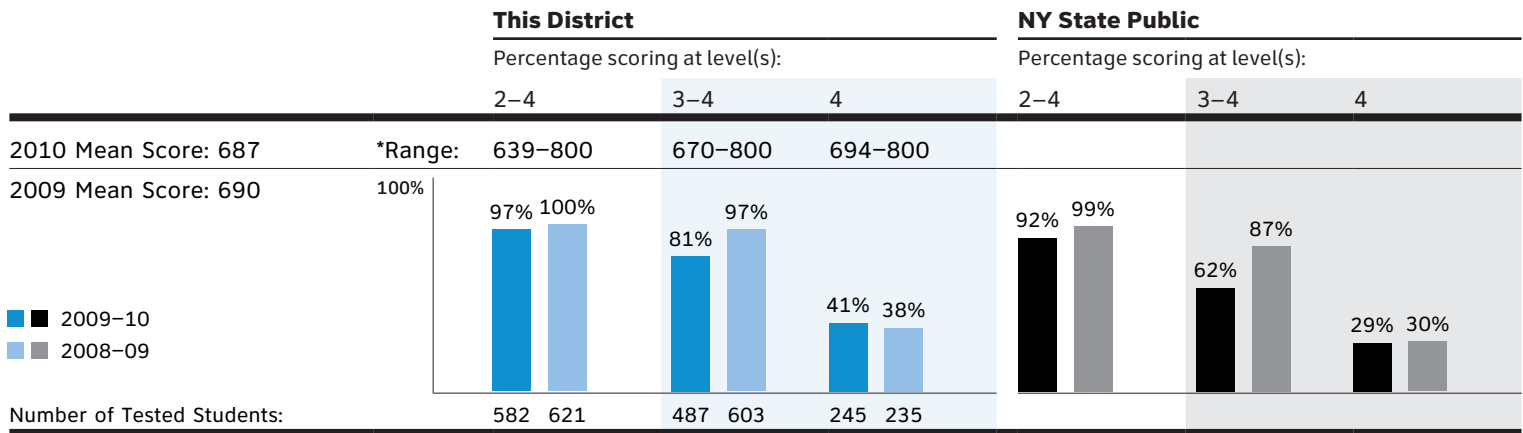
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	5	5	5	5	6	6	1	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	600	97%	81%	41%	621	100%	97%	38%
Female	301	98%	82%	40%	329	100%	98%	33%
Male	299	96%	80%	41%	292	100%	96%	43%
American Indian or Alaska Native								
Black or African American	10	-	-	-	5	100%	100%	40%
Hispanic or Latino	61	97%	79%	33%	66	100%	97%	29%
Asian or Native Hawaiian/Other Pacific Islander	30	97%	87%	63%	32	100%	97%	47%
White	497	97%	81%	41%	518	100%	97%	38%
Multiracial	2	-	-	-				
Small Group Totals	12	100%	67%	25%				
General-Education Students	504	100%	89%	47%	525	100%	99%	41%
Students with Disabilities	96	81%	39%	10%	96	100%	84%	19%
English Proficient	597	-	-	-	615	100%	97%	38%
Limited English Proficient	3	-	-	-	6	100%	100%	17%
Economically Disadvantaged	68	96%	72%	34%	68	100%	93%	26%
Not Disadvantaged	532	97%	82%	42%	553	100%	98%	39%
Migrant								
Not Migrant	600	97%	81%	41%	621	100%	97%	38%

NOTES

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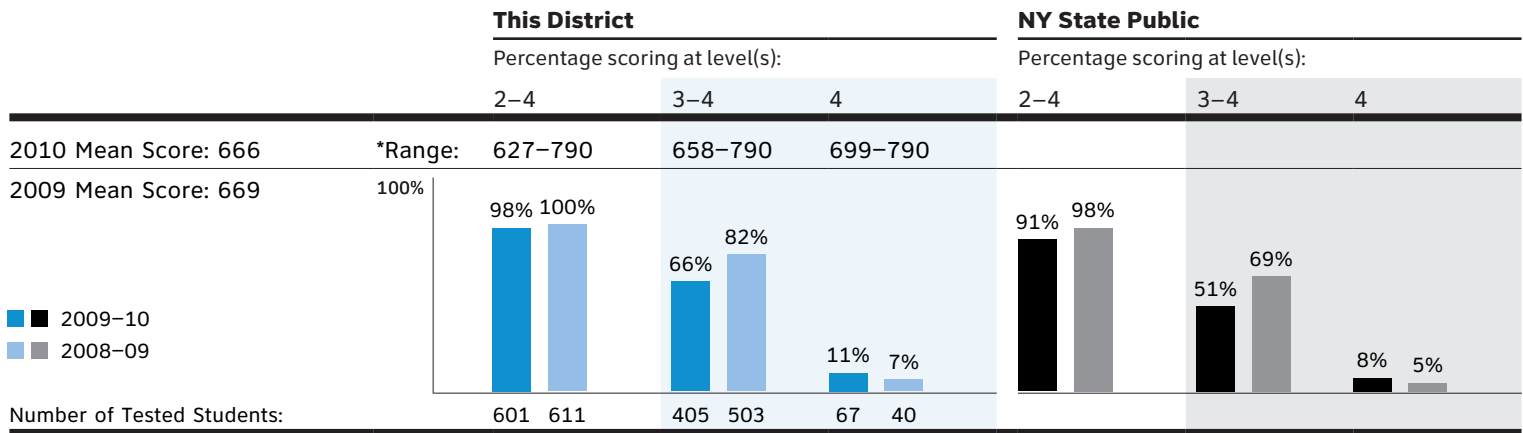
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	5	5	4	4	6	3	2	1

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	614	98%	66%	11%	613	100%	82%	7%
Female	326	98%	70%	13%	311	100%	85%	9%
Male	288	98%	61%	9%	302	99%	79%	4%
American Indian or Alaska Native								
Black or African American	5	-	-	-	9	-	-	-
Hispanic or Latino	61	97%	62%	7%	68	100%	78%	3%
Asian or Native Hawaiian/Other Pacific Islander	33	100%	88%	21%	21	100%	100%	14%
White	514	98%	65%	11%	514	100%	82%	7%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	100%	67%	17%	10	100%	60%	0%
General-Education Students	510	100%	75%	13%	511	100%	91%	8%
Students with Disabilities	104	88%	21%	2%	102	98%	36%	0%
English Proficient	611	-	-	-	612	-	-	-
Limited English Proficient	3	-	-	-	1	-	-	-
Economically Disadvantaged	78	91%	50%	5%	79	100%	72%	3%
Not Disadvantaged	536	99%	68%	12%	534	100%	84%	7%
Migrant								
Not Migrant	614	98%	66%	11%	613	100%	82%	7%

NOTES

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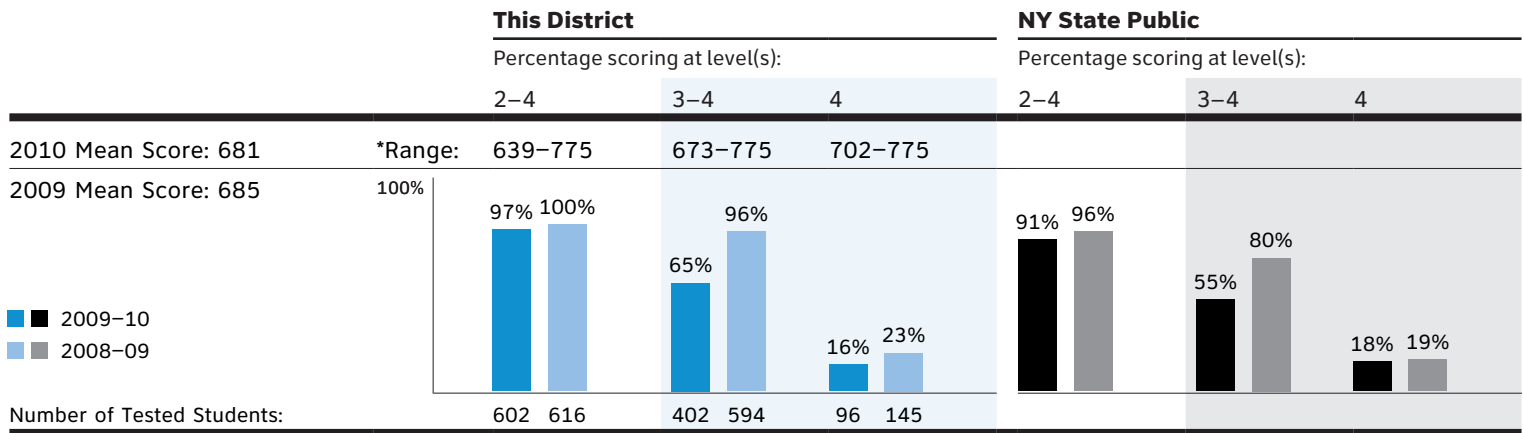
Other

Assessments

	2009-10 School Year				2008-09 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	6	5	4	2	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	N/A	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

	2009-10 School Year				2008-09 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	618	97%	65%	16%	618	100%	96%	23%
Female	327	98%	66%	17%	313	100%	97%	22%
Male	291	97%	64%	14%	305	99%	95%	25%
American Indian or Alaska Native								
Black or African American	5	-	-	-	9	-	-	-
Hispanic or Latino	62	97%	56%	11%	71	100%	94%	11%
Asian or Native Hawaiian/Other Pacific Islander	34	100%	79%	32%	23	100%	100%	57%
White	516	97%	65%	15%	514	100%	96%	24%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	100%	50%	0%	10	100%	90%	10%
General-Education Students	512	99%	70%	18%	517	100%	99%	28%
Students with Disabilities	106	88%	41%	4%	101	98%	81%	0%
English Proficient	612	98%	66%	16%	614	-	-	-
Limited English Proficient	6	67%	17%	0%	4	-	-	-
Economically Disadvantaged	80	93%	49%	11%	82	100%	95%	20%
Not Disadvantaged	538	98%	67%	16%	536	100%	96%	24%
Migrant								
Not Migrant	618	97%	65%	16%	618	100%	96%	23%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 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	6	3	2	1	9	9	9	3

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

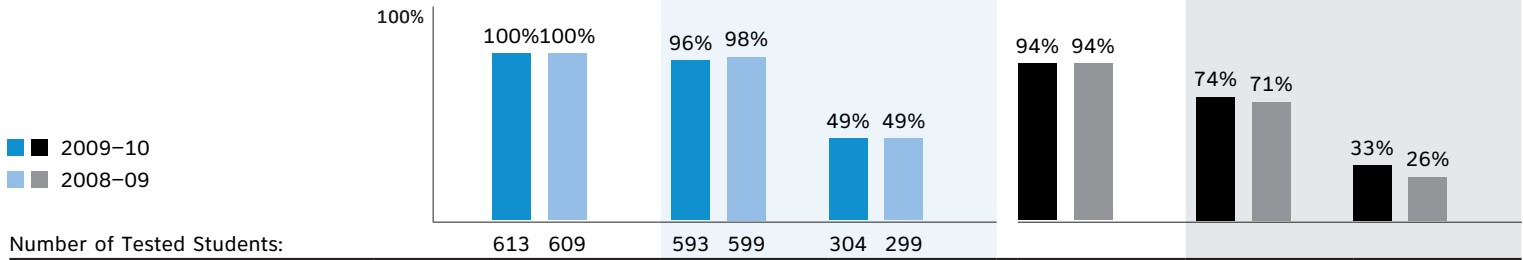
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

613 609

593 599

304 299

Results by Student Group

2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year	2008-09 School Year		
	Total Tested	2-4	3-4	4
All Students	482	99%	95%	41%
Female	255	99%	94%	35%
Male	227	100%	96%	48%
American Indian or Alaska Native				
Black or African American	4	-	-	-
Hispanic or Latino	55	98%	96%	40%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	100%	39%
White	399	99%	95%	41%
Multiracial	1	-	-	-
Small Group Totals	5	100%	100%	20%
General-Education Students	378	100%	97%	44%
Students with Disabilities	104	98%	88%	28%
English Proficient	476	100%	96%	41%
Limited English Proficient	6	67%	67%	17%
Economically Disadvantaged	72	97%	89%	33%
Not Disadvantaged	410	100%	96%	42%
Migrant				
Not Migrant	482	99%	95%	41%

NOTES

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Other Assessments

2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	5	3	1	9	9	9	7
Regents Science	134	134	134	107	142	142	142	117

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

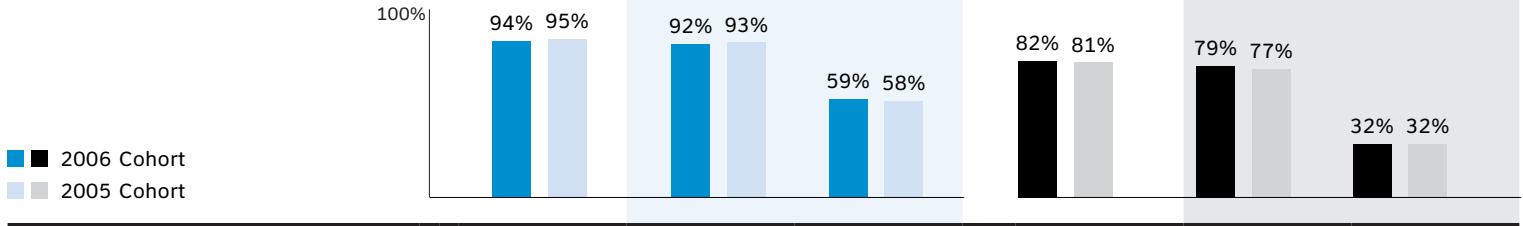
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 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	648	94%	92%	59%	659	95%	93%	58%
Female	304	96%	94%	71%	307	96%	94%	66%
Male	344	92%	91%	49%	352	94%	91%	51%
American Indian or Alaska Native								
Black or African American	5	-	-	-	9	100%	100%	44%
Hispanic or Latino	69	91%	88%	42%	66	91%	88%	35%
Asian or Native Hawaiian/Other Pacific Islander	44	98%	98%	77%	31	100%	100%	58%
White	529	95%	93%	60%	553	95%	93%	61%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	83%	50%				
General-Education Students	540	98%	98%	69%	546	98%	97%	67%
Students with Disabilities	108	76%	67%	12%	113	81%	70%	15%
English Proficient	646	-	-	-	655	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	68	97%	94%	49%	53	91%	89%	45%
Not Disadvantaged	580	94%	92%	60%	606	95%	93%	59%
Migrant								
Not Migrant	648	94%	92%	59%	659	95%	93%	58%

NOTES

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* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

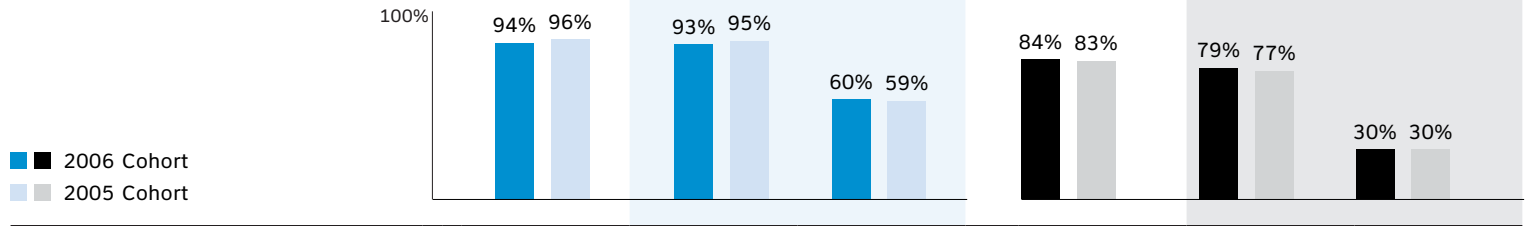
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	648	94%	93%	60%	659	96%	95%	59%
Female	304	96%	95%	62%	307	97%	95%	57%
Male	344	93%	91%	58%	352	95%	94%	61%
American Indian or Alaska Native								
Black or African American	5	-	-	-	9	89%	89%	22%
Hispanic or Latino	69	94%	90%	38%	66	94%	88%	33%
Asian or Native Hawaiian/Other Pacific Islander	44	98%	98%	73%	31	100%	100%	77%
White	529	94%	93%	62%	553	96%	95%	62%
Multiracial	1	-	-	-				
Small Group Totals	6	83%	83%	33%				
General-Education Students	540	98%	98%	68%	546	99%	99%	67%
Students with Disabilities	108	75%	69%	19%	113	82%	75%	21%
English Proficient	646	-	-	-	655	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	68	96%	96%	50%	53	87%	85%	40%
Not Disadvantaged	580	94%	93%	61%	606	97%	95%	61%
Migrant								
Not Migrant	648	94%	93%	60%	659	96%	95%	59%

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.

* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.