



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **ELMONT UNION FREE SCHOOL
DISTRICT**

District ID **28-02-16-02-0000**

Superintendent **AL HARPER**

Telephone **(516) 326-5500**

Grades **PK-6**

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 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	255	233	247
Kindergarten	462	497	423
Grade 1	533	521	546
Grade 2	524	535	522
Grade 3	547	563	538
Grade 4	563	560	558
Grade 5	599	566	578
Grade 6	646	611	592
Ungraded Elementary	1	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	3875	3853	3757

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	22	22
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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.

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1095	28%	1221	32%	1313	35%
Reduced-Price Lunch	562	15%	676	18%	551	15%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	179	5%	175	5%	171	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	3	0%	1	0%
Black or African American	2028	52%	1998	52%	1957	52%
Hispanic or Latino	801	21%	811	21%	801	21%
Asian or Native Hawaiian/Other Pacific Islander	527	14%	544	14%	514	14%
White	490	13%	468	12%	461	12%
Multiracial	25	1%	29	1%	23	1%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	64	2%	67	2%	58	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	302	300	300
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	12%	8%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	56%	59%
Total Number of Core Classes	352	350	361
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	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	615	646	627
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	33%	22%
Turnover Rate of All Teachers	16%	14%	8%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	30	32	30
Total Paraprofessionals*	146	147	141
Assistant Principals	10	10	10
Principals	7	6	6

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. 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 HOUSS 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:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

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	

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 Language Arts	Mathematics	Science	English 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	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1			

AYP Status

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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

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Student groups making AYP in English language arts



Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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 (2332:2207)	✓	✓	100%	✓	179	153	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (1284:1210)	✓	✓	100%	✓	178	152	
Hispanic or Latino (467:444)	✓	✓	100%	✓	174	150	
Asian or Native Hawaiian/Other Pacific Islander (296:275)	✓	✓	100%	✓	189	148	
White (284:277)	✓	✓	100%	✓	182	148	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (349:362)	✗	✓	100%	✗	144	149	148 108
Limited English Proficient (148:146)	✓	✓	100%	✓	156	146	
Economically Disadvantaged (1173:1111)	✓	✓	100%	✓	174	152	
Final AYP Determination	✗ 7 of 8						
Non-Accountability Groups							
Female (1127:1071)			100%		181	152	
Male (1205:1136)			100%		177	152	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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 for This Subject (2010–11)



Good Standing

Accountability Measures

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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 (2331:2217)	✓	✓	100%	✓	190	133	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (1285:1215)	✓	✓	100%	✓	190	132	
Hispanic or Latino (465:446)	✓	✓	100%	✓	189	130	
Asian or Native Hawaiian/Other Pacific Islander (296:277)	✓	✓	100%	✓	196	128	
White (284:278)	✓	✓	100%	✓	191	128	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (348:361)	✓	✓	100%	✓	165	129	
Limited English Proficient (148:157)	✓	✓	100%	✓	168	127	
Economically Disadvantaged (1172:1116)	✓	✓	100%	✓	188	132	
Final AYP Determination	✓ 8 of 8						
Non-Accountability Groups							
Female (1127:1074)			100%		191	132	
Male (1204:1143)			100%		190	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 (571:536)		Qualified		99%		196	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (319:299)		Qualified		100%		194	100		
Hispanic or Latino (109:100)		Qualified		98%		196	100		
Asian or Native Hawaiian/Other Pacific Islander (69:66)		Qualified		100%		198	100		
White (74:71)		Qualified		100%		197	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (79:83)		Qualified		99%		182	100		
Limited English Proficient (42:27)		Qualified		100%	—	—	—	—	—
Economically Disadvantaged (273:258)		Qualified		99%		194	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (284:272)				100%		196	100		
Male (287:264)				99%		195	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.

3 School Accountability Status

District **ELMONT UNION FREE SCHOOL DISTRICT**

District ID **28-02-16-02-0000**

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

6 schools identified 100% of total

ALDEN TERRACE SCHOOL
CLARA H CARLSON SCHOOL
COVERT AVENUE SCHOOL
DUTCH BROADWAY SCHOOL
GOTHAM AVENUE SCHOOL
STEWART MANOR SCHOOL

District **ELMONT UNION FREE SCHOOL DISTRICT**District ID **28-02-16-02-0000**

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
English Language Arts	0%	50%	100%
Grade 3	52%		550
Grade 4	58%		551
Grade 5	58%		575
Grade 6	65%		589
Mathematics			
Grade 3	56%		561
Grade 4	66%		564
Grade 5	70%		578
Grade 6	69%		603
Science			
Grade 4	95%		562

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.

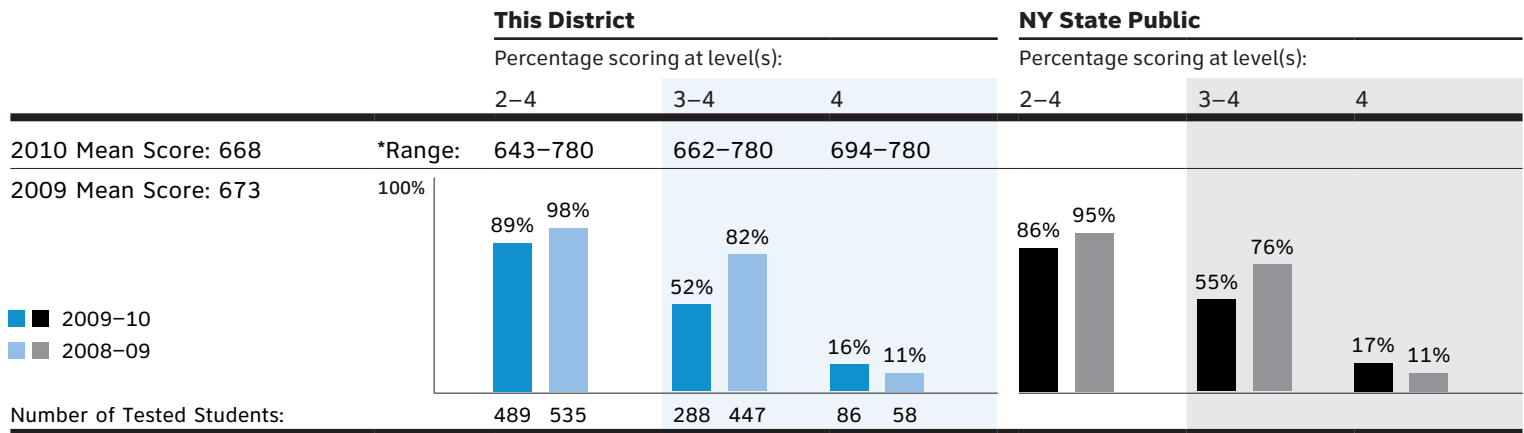
In this section, this district's performance is compared with that of public schools statewide.

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	550	89%	52%	16%	544	98%	82%	11%
Female	273	91%	55%	17%	278	98%	87%	11%
Male	277	87%	49%	14%	266	98%	77%	10%
American Indian or Alaska Native								
Black or African American	313	89%	51%	15%	296	98%	81%	10%
Hispanic or Latino	106	86%	44%	12%	101	98%	74%	6%
Asian or Native Hawaiian/Other Pacific Islander	66	92%	64%	18%	72	-	-	-
White	65	89%	58%	20%	73	99%	90%	18%
Multiracial					2	-	-	-
Small Group Totals					74	100%	91%	14%
General-Education Students	468	94%	59%	18%	475	100%	89%	12%
Students with Disabilities	82	57%	15%	1%	69	87%	36%	3%
English Proficient	525	90%	54%	16%	524	98%	83%	11%
Limited English Proficient	25	60%	8%	4%	20	95%	55%	0%
Economically Disadvantaged	298	87%	43%	10%	300	97%	77%	8%
Not Disadvantaged	252	91%	64%	22%	244	100%	88%	14%
Migrant								
Not Migrant	550	89%	52%	16%	544	98%	82%	11%

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.

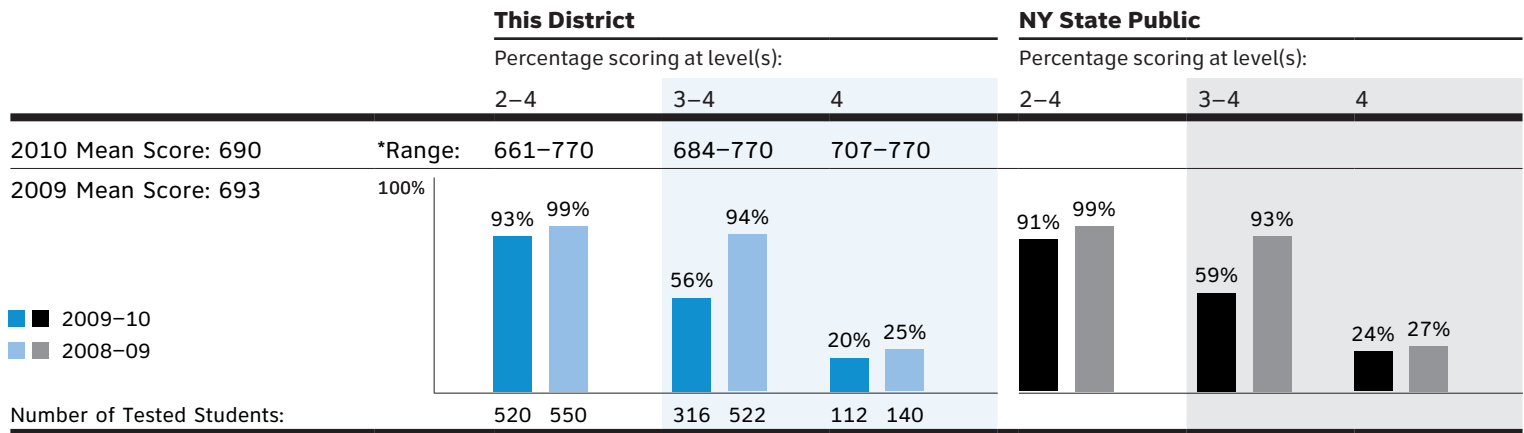
Other

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 3 Equivalent	6	6	6	3	7	6	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	N/A	N/A	N/A	12	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	11	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	561	93%	56%	20%	554	99%	94%	25%
Female	278	92%	55%	19%	283	100%	94%	27%
Male	283	93%	57%	21%	271	99%	95%	24%
American Indian or Alaska Native								
Black or African American	319	93%	55%	19%	300	99%	95%	20%
Hispanic or Latino	109	90%	52%	12%	107	99%	87%	21%
Asian or Native Hawaiian/Other Pacific Islander	68	96%	66%	26%	74	100%	99%	36%
White	65	94%	57%	29%	71	—	—	—
Multiracial					2	—	—	—
Small Group Totals					73	100%	99%	41%
General-Education Students	479	95%	62%	22%	488	100%	97%	28%
Students with Disabilities	82	82%	24%	9%	66	95%	73%	8%
English Proficient	525	95%	59%	21%	525	99%	96%	26%
Limited English Proficient	36	61%	17%	3%	29	97%	69%	3%
Economically Disadvantaged	300	91%	50%	15%	309	99%	92%	19%
Not Disadvantaged	261	95%	64%	25%	245	100%	97%	33%
Migrant								
Not Migrant	561	93%	56%	20%	554	99%	94%	25%

NOTES

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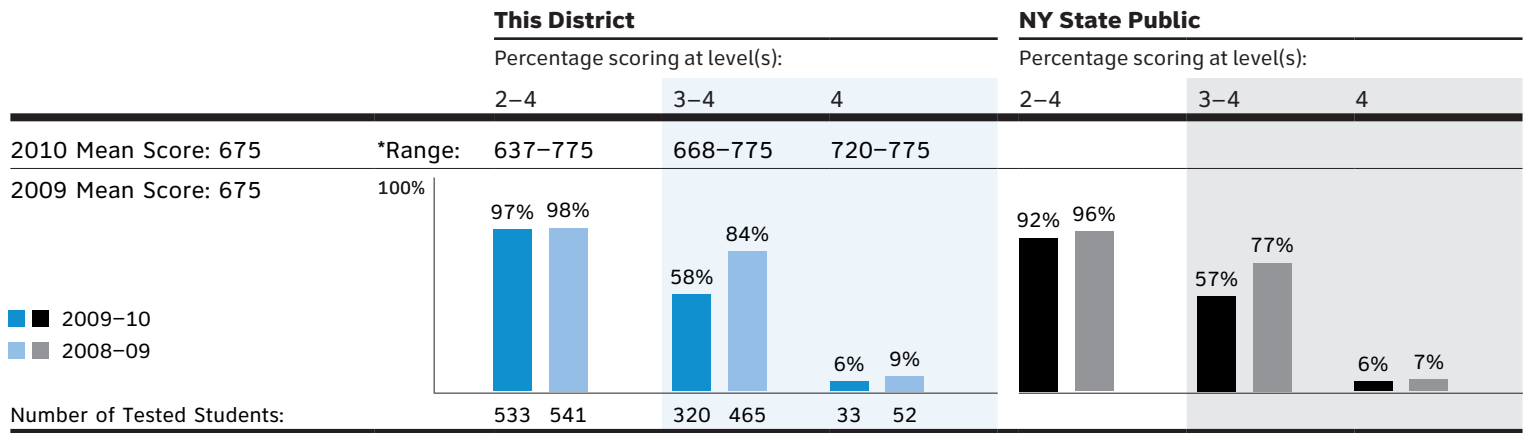
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 3 Equivalent	6	6	5	3	7	7	6	2

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	551	97%	58%	6%	554	98%	84%	9%
Female	281	98%	60%	9%	261	97%	84%	11%
Male	270	96%	56%	3%	293	99%	84%	8%
American Indian or Alaska Native					2	—	—	—
Black or African American	307	96%	52%	5%	288	98%	84%	9%
Hispanic or Latino	103	97%	54%	6%	127	97%	78%	9%
Asian or Native Hawaiian/Other Pacific Islander	67	100%	75%	12%	70	97%	94%	7%
White	74	97%	72%	7%	67	—	—	—
Multiracial								
Small Group Totals					69	99%	84%	16%
General-Education Students	478	99%	65%	7%	469	100%	90%	11%
Students with Disabilities	73	79%	15%	0%	85	87%	49%	0%
English Proficient	524	97%	60%	6%	524	98%	86%	10%
Limited English Proficient	27	93%	26%	0%	30	87%	40%	0%
Economically Disadvantaged	260	95%	49%	2%	324	97%	83%	7%
Not Disadvantaged	291	98%	66%	9%	230	99%	86%	12%
Migrant								
Not Migrant	551	97%	58%	6%	554	98%	84%	9%

NOTES

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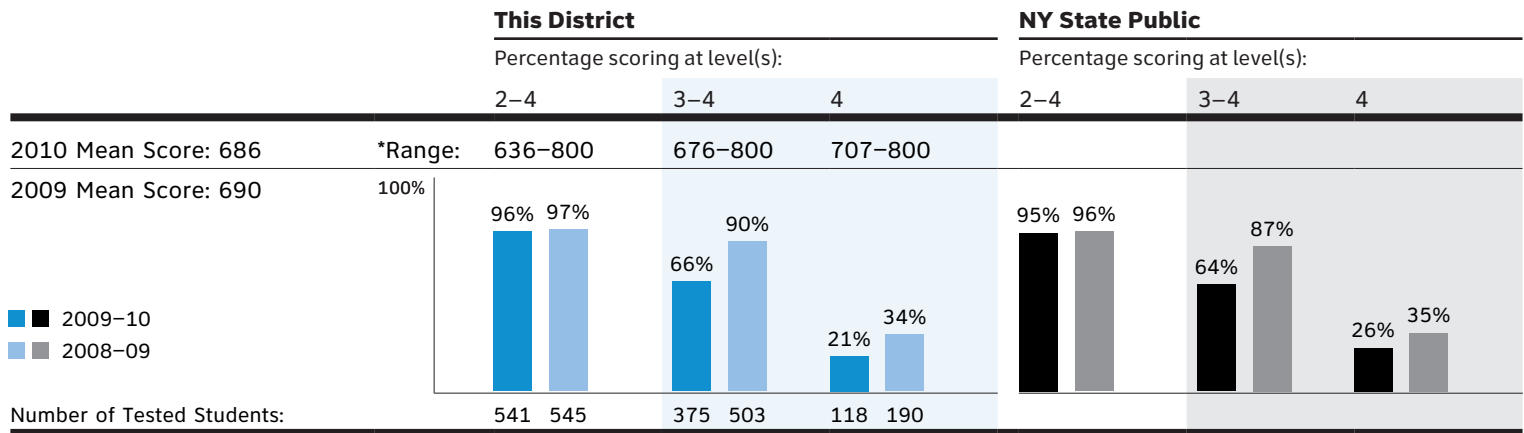
Other

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	6	6	5	2	6	4	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	15	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	15	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	564	96%	66%	21%	561	97%	90%	34%
Female	284	96%	67%	20%	268	97%	89%	31%
Male	280	96%	66%	22%	293	98%	90%	37%
American Indian or Alaska Native					2	-	-	-
Black or African American	316	95%	64%	15%	293	97%	88%	29%
Hispanic or Latino	105	93%	58%	15%	128	98%	89%	33%
Asian or Native Hawaiian/Other Pacific Islander	69	100%	87%	41%	71	97%	94%	48%
White	74	99%	69%	38%	67	-	-	-
Multiracial								
Small Group Totals					69	96%	93%	42%
General-Education Students	492	98%	72%	24%	478	99%	93%	40%
Students with Disabilities	72	82%	28%	0%	83	88%	69%	1%
English Proficient	522	97%	69%	22%	523	98%	93%	36%
Limited English Proficient	42	86%	31%	5%	38	79%	45%	11%
Economically Disadvantaged	267	94%	61%	12%	331	96%	88%	29%
Not Disadvantaged	297	98%	72%	29%	230	99%	92%	41%
Migrant								
Not Migrant	564	96%	66%	21%	561	97%	90%	34%

NOTES

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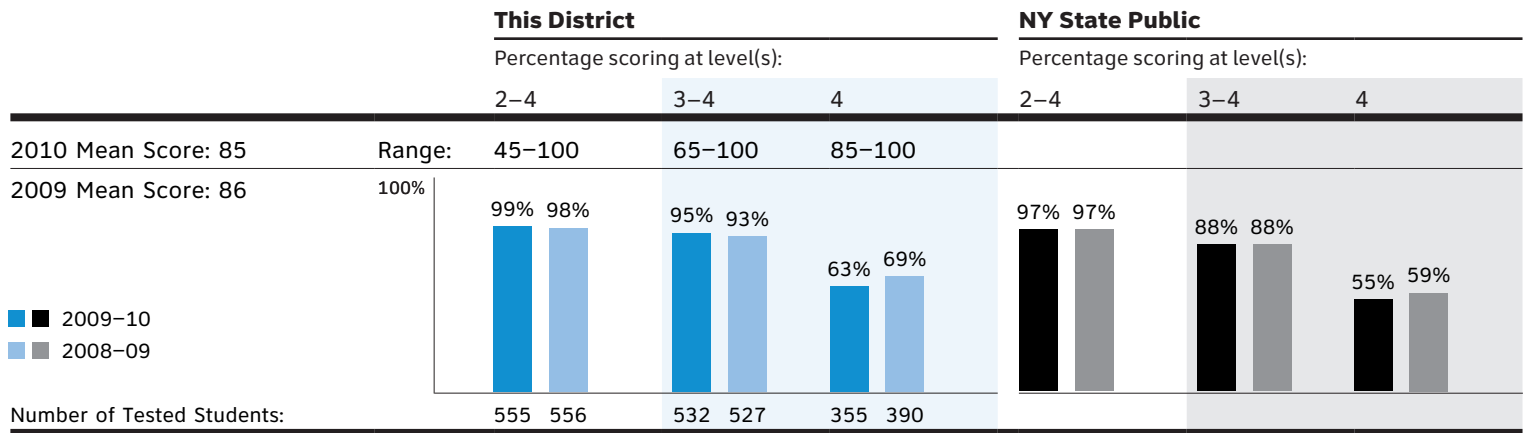
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 4 Equivalent	6	6	5	1	6	6	5	1

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	562	99%	95%	63%	565	98%	93%	69%
Female	284	100%	95%	64%	271	99%	93%	64%
Male	278	98%	94%	63%	294	98%	94%	73%
American Indian or Alaska Native					2	-	-	-
Black or African American	315	99%	94%	61%	298	99%	93%	65%
Hispanic or Latino	105	98%	92%	52%	128	98%	91%	67%
Asian or Native Hawaiian/Other Pacific Islander	68	99%	97%	81%	70	97%	96%	77%
White	74	100%	97%	73%	67	-	-	-
Multiracial								
Small Group Totals					69	100%	96%	83%
General-Education Students	490	99%	96%	68%	482	99%	96%	75%
Students with Disabilities	72	96%	83%	31%	83	96%	80%	35%
English Proficient	520	99%	97%	67%	527	100%	96%	73%
Limited English Proficient	42	90%	67%	17%	38	82%	55%	18%
Economically Disadvantaged	266	98%	92%	54%	330	98%	92%	64%
Not Disadvantaged	296	99%	97%	72%	235	99%	94%	76%
Migrant								
Not Migrant	562	99%	95%	63%	565	98%	93%	69%

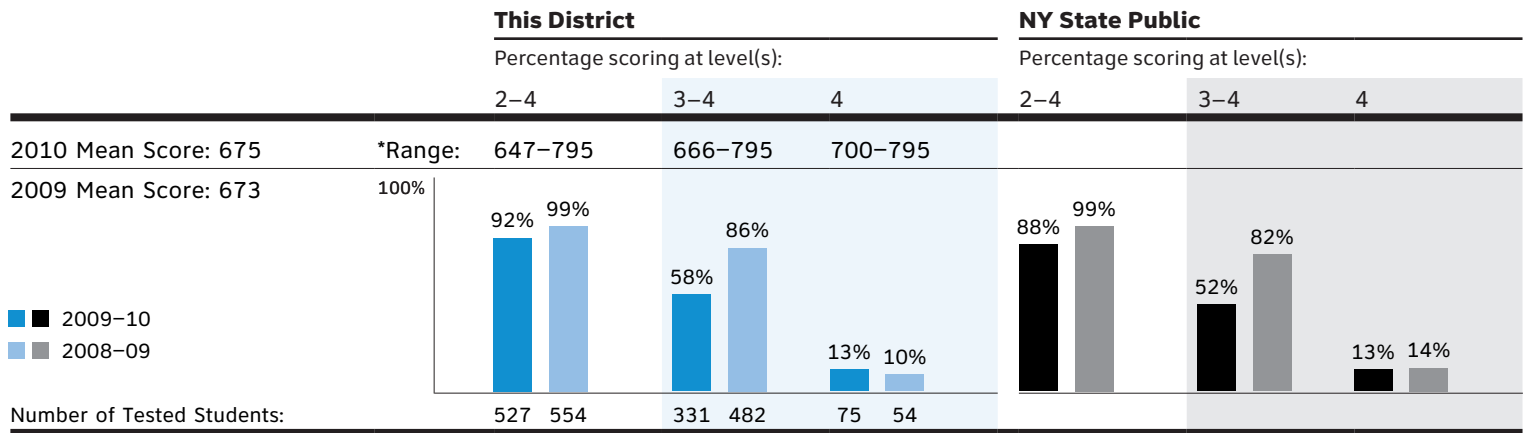
NOTES

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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	6	6	6	5	6	6	5	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	575	92%	58%	13%	559	99%	86%	10%
Female	277	92%	58%	15%	261	99%	89%	11%
Male	298	92%	57%	11%	298	99%	84%	8%
American Indian or Alaska Native	1	—	—	—				
Black or African American	305	93%	55%	12%	302	99%	85%	10%
Hispanic or Latino	124	90%	55%	10%	107	100%	83%	7%
Asian or Native Hawaiian/Other Pacific Islander	78	91%	72%	18%	75	100%	88%	11%
White	67	—	—	—	74	—	—	—
Multiracial					1	—	—	—
Small Group Totals	68	88%	59%	15%	75	99%	92%	11%
General-Education Students	486	96%	65%	15%	482	100%	92%	11%
Students with Disabilities	89	69%	17%	0%	77	94%	49%	3%
English Proficient	545	93%	60%	14%	538	99%	88%	10%
Limited English Proficient	30	63%	20%	0%	21	100%	48%	0%
Economically Disadvantaged	297	90%	56%	10%	322	99%	82%	6%
Not Disadvantaged	278	94%	60%	16%	237	100%	92%	14%
Migrant								
Not Migrant	575	92%	58%	13%	559	99%	86%	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.

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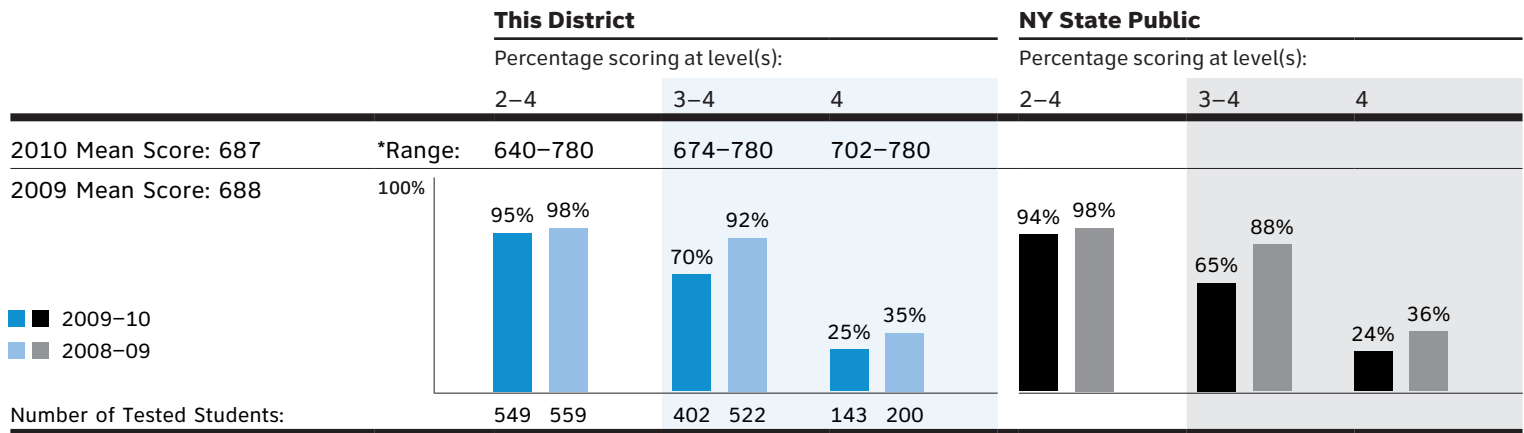
Other

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	8	5	8	8	5	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	12	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	4	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	578	95%	70%	25%	568	98%	92%	35%
Female	278	95%	69%	24%	265	99%	94%	35%
Male	300	95%	70%	25%	303	98%	90%	35%
American Indian or Alaska Native	1	-	-	-				
Black or African American	308	95%	65%	22%	307	98%	91%	32%
Hispanic or Latino	124	97%	66%	26%	111	100%	92%	28%
Asian or Native Hawaiian/Other Pacific Islander	78	97%	88%	24%	75	99%	96%	48%
White	67	-	-	-	74	-	-	-
Multiracial					1	-	-	-
Small Group Totals	68	88%	74%	34%	75	97%	93%	47%
General-Education Students	489	98%	77%	29%	488	100%	95%	40%
Students with Disabilities	89	79%	28%	2%	80	90%	70%	4%
English Proficient	545	96%	72%	26%	537	99%	93%	37%
Limited English Proficient	33	73%	27%	3%	31	97%	74%	3%
Economically Disadvantaged	299	94%	66%	20%	326	98%	89%	28%
Not Disadvantaged	279	96%	73%	29%	242	99%	95%	45%
Migrant								
Not Migrant	578	95%	70%	25%	568	98%	92%	35%

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.

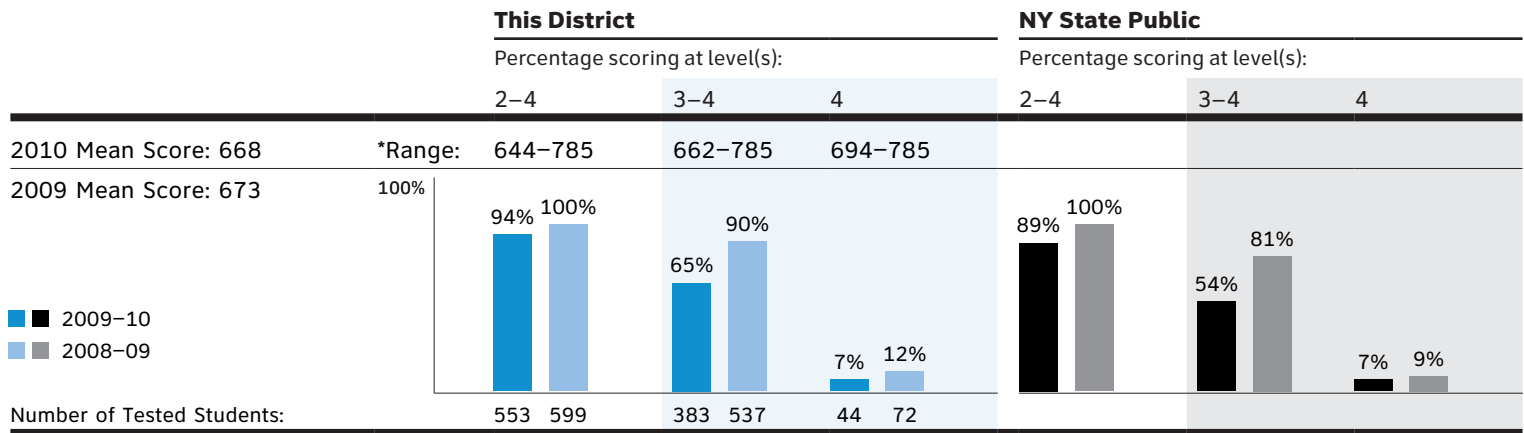
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 5 Equivalent	8	8	7	4	8	7	7	1

This District's Results in Grade 6 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	589	94%	65%	7%	599	100%	90%	12%
Female	273	95%	72%	9%	285	100%	94%	16%
Male	316	93%	59%	6%	314	100%	86%	8%
American Indian or Alaska Native								
Black or African American	323	95%	63%	6%	340	100%	90%	11%
Hispanic or Latino	114	89%	54%	6%	112	100%	87%	13%
Asian or Native Hawaiian/Other Pacific Islander	78	95%	78%	9%	78	100%	94%	13%
White	74	95%	74%	16%	69	100%	90%	14%
Multiracial								
Small Group Totals								
General-Education Students	508	98%	72%	9%	515	100%	95%	14%
Students with Disabilities	81	70%	21%	0%	84	100%	57%	0%
English Proficient	568	95%	67%	8%	586	100%	91%	12%
Limited English Proficient	21	57%	5%	0%	13	100%	46%	0%
Economically Disadvantaged	288	91%	58%	5%	359	100%	87%	8%
Not Disadvantaged	301	97%	71%	10%	240	100%	94%	19%
Migrant								
Not Migrant	589	94%	65%	7%	599	100%	90%	12%

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.

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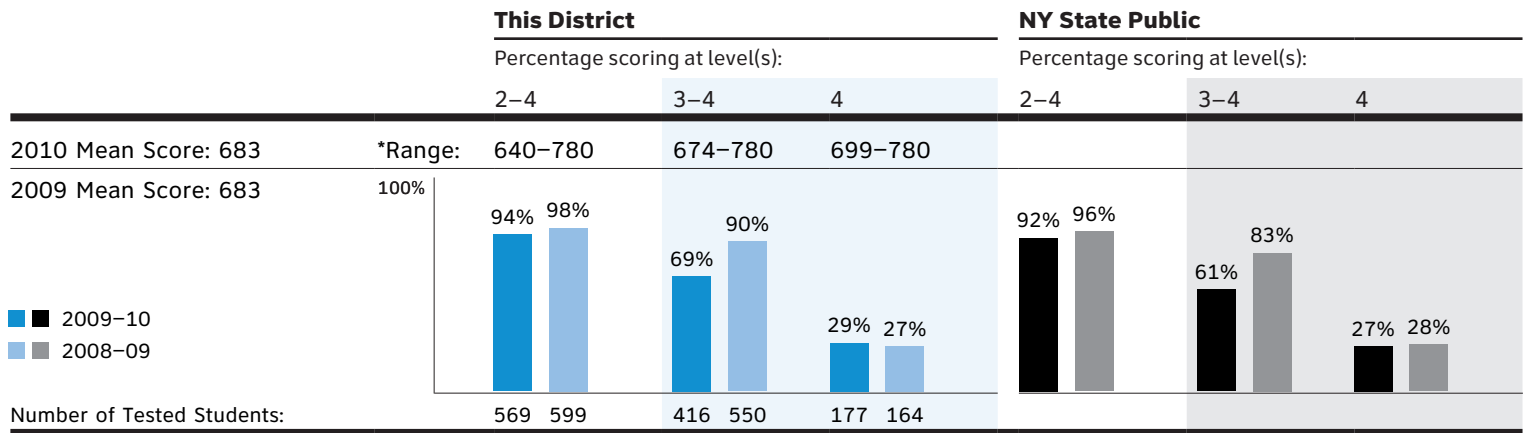
Other

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 6 Equivalent	3	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	13	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	13	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	603	94%	69%	29%	611	98%	90%	27%
Female	282	96%	71%	29%	294	98%	93%	28%
Male	321	93%	67%	30%	317	98%	87%	26%
American Indian or Alaska Native								
Black or African American	331	93%	65%	27%	344	98%	89%	22%
Hispanic or Latino	118	94%	63%	23%	118	97%	89%	26%
Asian or Native Hawaiian/Other Pacific Islander	79	99%	84%	42%	79	100%	96%	48%
White	75	95%	81%	39%	70	99%	89%	27%
Multiracial								
Small Group Totals								
General-Education Students	522	98%	75%	34%	526	99%	95%	29%
Students with Disabilities	81	69%	28%	2%	85	91%	59%	11%
English Proficient	569	96%	72%	31%	591	99%	91%	28%
Limited English Proficient	34	74%	24%	0%	20	80%	70%	5%
Economically Disadvantaged	294	91%	63%	23%	366	98%	87%	21%
Not Disadvantaged	309	97%	75%	35%	245	99%	94%	36%
Migrant								
Not Migrant	603	94%	69%	29%	611	98%	90%	27%

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 6 Equivalent	3	–	–	–	4	–	–	–

This District's Results in Grade 7 English Language Arts

This District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4
*Range:					
100%					
<div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>					
Number of Tested Students:					

Results by Student Group

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		2–4	3–4
All Students						
Female						
Male						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Small Group Totals						
General-Education Students						
Students with Disabilities						
English Proficient						
Limited English Proficient						
Economically Disadvantaged						
Not Disadvantaged						
Migrant						
Not Migrant						

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

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	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 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.

