



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **PORT WASHINGTON UNION FREE
SCHOOL DISTRICT**

District ID **28-04-04-03-0000**

Superintendent **GEOFFREY GORDON**

Telephone **(516) 767-5005**

Grades **PK-12**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 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	0	389	174
Kindergarten	378	374	396
Grade 1	376	387	378
Grade 2	389	376	398
Grade 3	367	383	372
Grade 4	382	376	391
Grade 5	347	372	367
Grade 6	385	349	387
Ungraded Elementary	0	0	0
Grade 7	408	389	341
Grade 8	409	411	388
Grade 9	366	422	410
Grade 10	414	348	418
Grade 11	392	404	344
Grade 12	360	382	384
Ungraded Secondary	0	0	0
Total K-12	4973	4973	4974

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	20	20
Grade 8			
English	24	25	23
Mathematics	22	26	24
Science	23	24	19
Social Studies	24	24	23
Grade 10			
English	18	17	18
Mathematics	23	20	20
Science	22	22	25
Social Studies	23	22	23

Enrollment Information

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

Average Class Size Information

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

District **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**District ID **28-04-04-03-0000**

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	290	6%	332	7%	337	7%
Reduced-Price Lunch	144	3%	175	4%	177	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	368	7%	386	8%	395	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	2	0%	0	0%
Black or African American	124	2%	104	2%	115	2%
Hispanic or Latino	737	15%	765	15%	754	15%
Asian or Native Hawaiian/Other Pacific Islander	635	13%	656	13%	658	13%
White	3475	70%	3445	69%	3445	69%
Multiracial	0	0%	1	0%	2	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	134	3%	147	3%	80	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	454	456	453
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	4%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	61%	65%
Total Number of Core Classes	1216	1146	1138
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	1%
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	1690	1710	1684
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	17%	7%
Turnover Rate of All Teachers	9%	9%	6%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	36	29	38
Total Paraprofessionals*	180	179	179
Assistant Principals	7	7	7
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. 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 (2291:2245)			100%		188	153	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (51:49)			100%		173	141	
Hispanic or Latino (324:310)			100%		166	149	
Asian or Native Hawaiian/Other Pacific Islander (272:256)			100%		189	148	
White (1643:1629)			100%		193	152	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (370:406)			99%		162	150	
Limited English Proficient (128:179)			100%		161	147	
Economically Disadvantaged (287:269)			100%		168	148	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1157:1136)			100%		191	152	
Male (1134:1109)			100%		185	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 (2291:2250)			99%		194	133	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (51:49)			100%		176	121	
Hispanic or Latino (324:313)			98%		179	129	
Asian or Native Hawaiian/Other Pacific Islander (272:264)			100%		196	128	
White (1643:1623)			99%		197	132	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (370:405)			99%		176	130	
Limited English Proficient (128:191)			98%		176	127	
Economically Disadvantaged (287:274)			99%		179	128	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1157:1139)			99%		195	132	
Male (1134:1111)			99%		194	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 (799:785)		Qualified		99%		192	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (14:13)	—		—	—	—	—	—	—
Hispanic or Latino (106:102)		Qualified		100%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (104:101)		Qualified		100%		195	100	
White (575:569)		Qualified		99%		197	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (117:132)		Qualified		97%		174	100	
Limited English Proficient (43:63)		Qualified		100%		162	100	
Economically Disadvantaged (100:95)		Qualified		99%		168	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (408:400)				99%		192	100	
Male (391:385)				99%		192	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 (401:399)			100%		193	171	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (11:11)	—	—	—	—	—	—	—
Hispanic or Latino (62:59)			98%		173	164	
Asian or Native Hawaiian/Other Pacific Islander (62:62)			100%		198	165	
White (266:267)			100%		197	170	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:52)		—	—		163	164	150 [‡] 167
Limited English Proficient (20:16)	—	—	—	—	—	—	—
Economically Disadvantaged (44:38)			100%		179	161	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (192:189)			99%		195	169	
Male (209:210)			100%		191	169	
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 (401:399)			100%		196	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (11:11)	—	—	—	—	—	—	—
Hispanic or Latino (62:59)			100%		186	160	
Asian or Native Hawaiian/Other Pacific Islander (62:62)			100%		200	161	
White (266:267)			100%		198	166	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:52)		—	—		173	160	
Limited English Proficient (20:16)	—	—	—	—	—	—	—
Economically Disadvantaged (44:38)			100%		187	157	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (192:189)			99%		197	165	
Male (209:210)			100%		195	165	
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 (412)			93%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (14)		—	—	—	
Hispanic or Latino (78)			85%	80%	
Asian or Native Hawaiian/Other Pacific Islander (56)			96%	80%	
White (264)			95%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (57)			79%	80%	80% 80%
Limited English Proficient (19)		—	—	—	
Economically Disadvantaged (34)			82%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (205)			96%	80%	
Male (207)			91%	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 **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

District ID **28-04-04-03-0000**

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

7 schools identified 100% of total

CARRIE PALMER WEBER MIDDLE SCHOOL
GUGGENHEIM ELEMENTARY SCHOOL
JOHN J DALY ELEMENTARY SCHOOL
JOHN PHILIP SOUSA ELEMENTARY SCHOOL
MANORHAVEN ELEMENTARY SCHOOL
PAUL D SCHREIBER SENIOR HIGH SCHOOL
SOUTH SALEM ELEMENTARY SCHOOL

4 Overview of District Performance

District **PORT WASHINGTON UNION FREE SCHOOL DISTRICT**

District ID **28-04-04-03-0000**

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	72%			371
Grade 4	88%			386
Grade 5	74%			366
Grade 6	80%			385
Grade 7	73%			345
Grade 8	69%			392
Mathematics				
Grade 3	79%			372
Grade 4	80%			390
Grade 5	86%			367
Grade 6	81%			389
Grade 7	89%			342
Grade 8	87%			396
Science				
Grade 4	97%			387
Grade 8	85%			257

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	94%			402
Mathematics	96%			402

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.

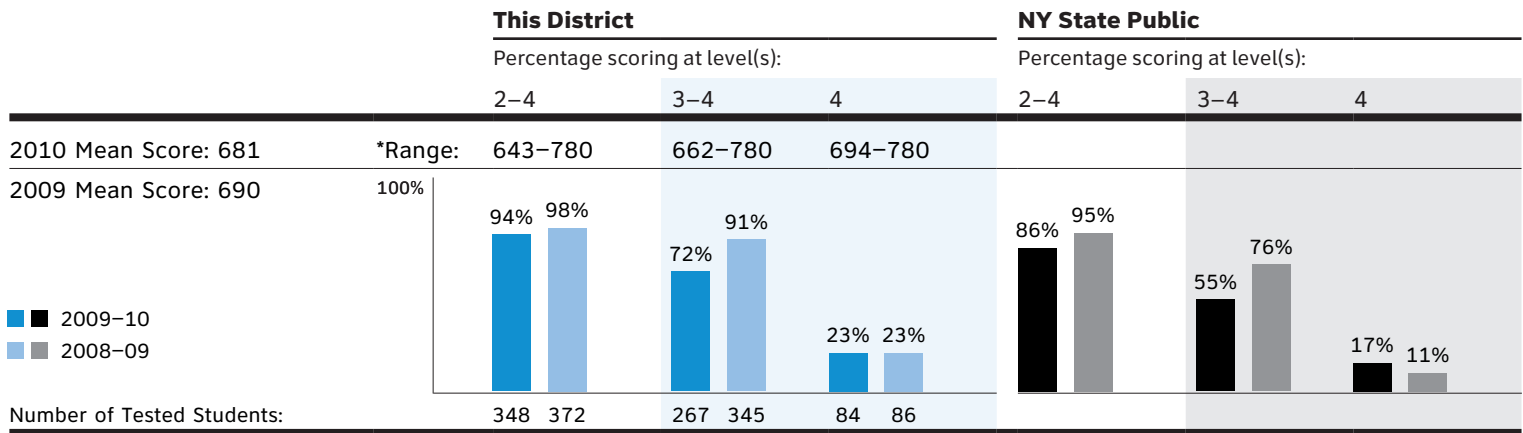
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

This is a school district with low 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	371	94%	72%	23%	378	98%	91%	23%
Female	197	92%	74%	26%	196	99%	93%	30%
Male	174	95%	70%	18%	182	97%	90%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	7	-	-	-	8	75%	75%	13%
Hispanic or Latino	54	83%	41%	15%	50	96%	74%	6%
Asian or Native Hawaiian/Other Pacific Islander	43	95%	72%	16%	44	98%	89%	27%
White	266	96%	79%	26%	276	100%	95%	25%
Multiracial								
Small Group Totals	8	88%	63%	0%				
General-Education Students	310	98%	78%	25%	320	100%	95%	25%
Students with Disabilities	61	72%	39%	11%	58	91%	72%	9%
English Proficient	336	95%	75%	25%	348	99%	94%	24%
Limited English Proficient	35	86%	40%	3%	30	93%	63%	3%
Economically Disadvantaged	44	84%	41%	9%	53	92%	74%	9%
Not Disadvantaged	327	95%	76%	24%	325	99%	94%	25%
Migrant								
Not Migrant	371	94%	72%	23%	378	98%	91%	23%

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.

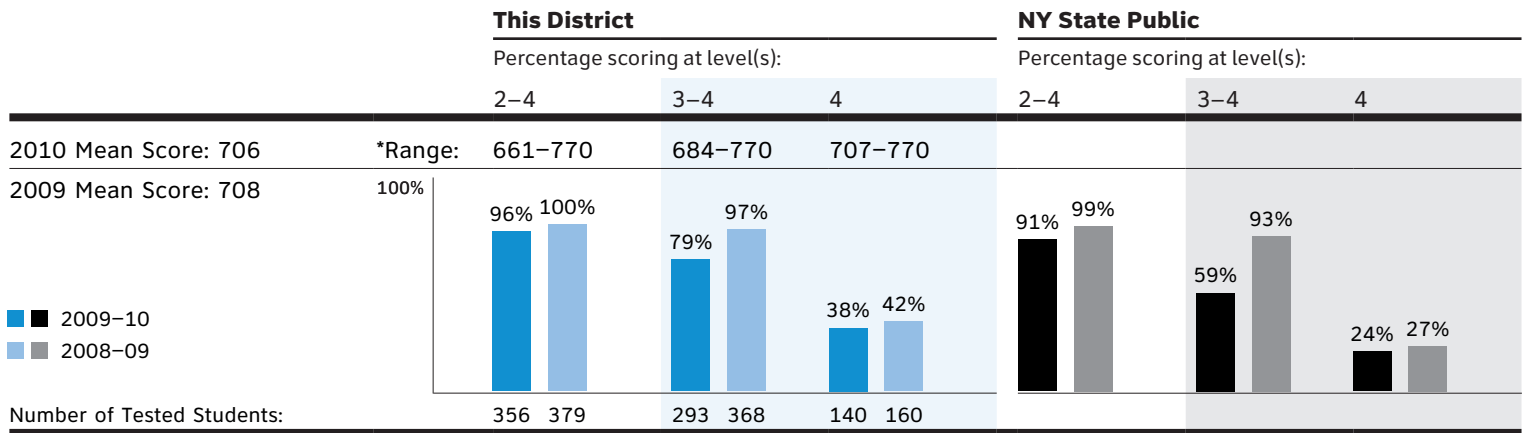
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	2	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	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 3	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 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	372	96%	79%	38%	379	100%	97%	42%
Female	198	95%	76%	34%	194	100%	97%	44%
Male	174	97%	82%	41%	185	100%	97%	41%
American Indian or Alaska Native	1	-	-	-				
Black or African American	7	-	-	-	8	100%	75%	25%
Hispanic or Latino	54	83%	39%	9%	51	100%	92%	18%
Asian or Native Hawaiian/Other Pacific Islander	46	96%	91%	41%	47	100%	98%	49%
White	264	98%	84%	43%	273	100%	99%	46%
Multiracial								
Small Group Totals	8	88%	88%	38%				
General-Education Students	311	98%	84%	41%	321	100%	99%	44%
Students with Disabilities	61	82%	51%	18%	58	100%	88%	31%
English Proficient	334	97%	84%	42%	345	100%	98%	46%
Limited English Proficient	38	82%	37%	3%	34	100%	85%	9%
Economically Disadvantaged	44	84%	39%	11%	54	100%	89%	20%
Not Disadvantaged	328	97%	84%	41%	325	100%	98%	46%
Migrant								
Not Migrant	372	96%	79%	38%	379	100%	97%	42%

NOTES

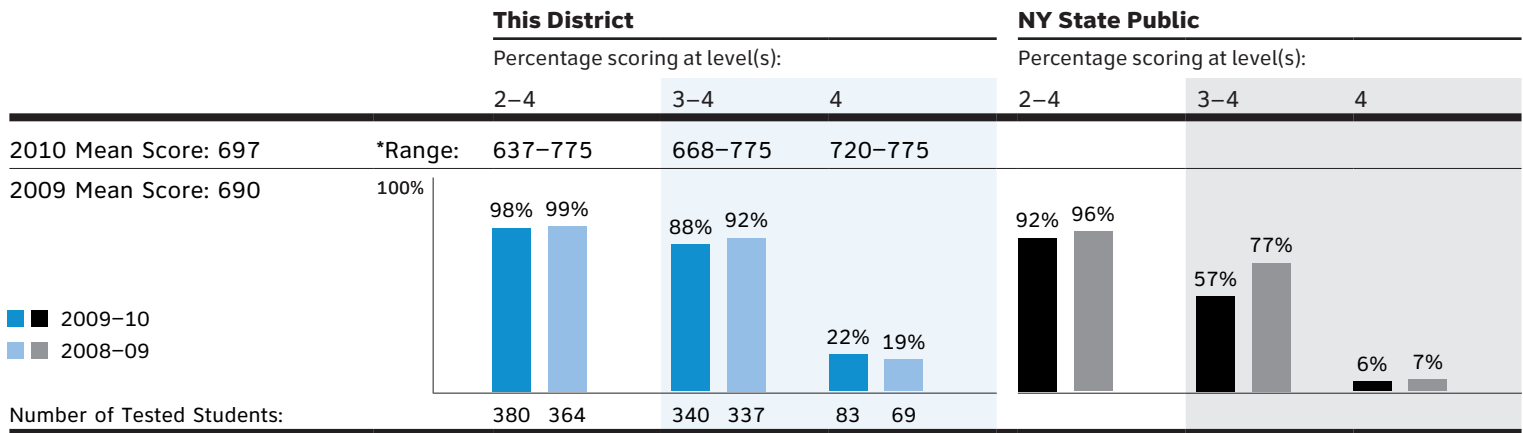
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Other Assessments

	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	2	-	-	-	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	386	98%	88%	22%	368	99%	92%	19%
Female	200	99%	91%	31%	162	99%	93%	21%
Male	186	98%	85%	12%	206	99%	90%	17%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	9	89%	67%	11%	7	86%	57%	0%
Hispanic or Latino	50	92%	68%	4%	50	96%	76%	4%
Asian or Native Hawaiian/Other Pacific Islander	51	98%	90%	22%	38	100%	100%	13%
White	276	100%	92%	25%	273	100%	94%	23%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	333	100%	93%	24%	307	100%	96%	21%
Students with Disabilities	53	91%	58%	4%	61	93%	69%	5%
English Proficient	363	99%	91%	23%	349	99%	93%	20%
Limited English Proficient	23	83%	48%	0%	19	95%	68%	0%
Economically Disadvantaged	55	91%	71%	13%	49	96%	71%	4%
Not Disadvantaged	331	100%	91%	23%	319	99%	95%	21%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	386	98%	88%	22%	368	99%	92%	19%

NOTES

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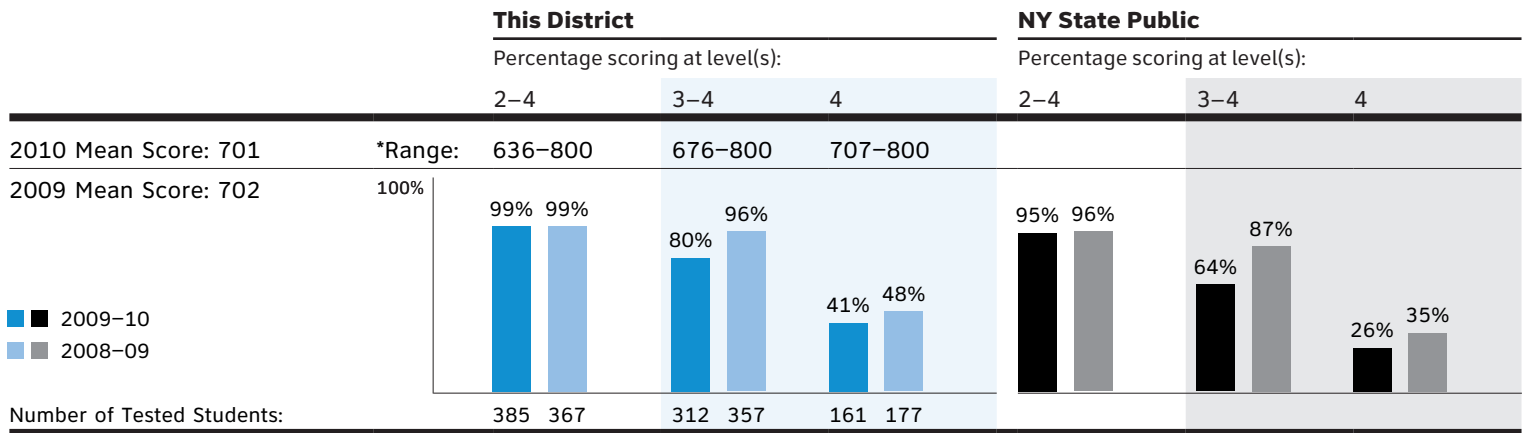
Other

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	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	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	5	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	390	99%	80%	41%	372	99%	96%	48%
Female	204	99%	84%	45%	163	98%	96%	49%
Male	186	99%	75%	38%	209	99%	96%	46%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	9	89%	56%	11%	7	71%	57%	14%
Hispanic or Latino	52	96%	44%	12%	50	96%	88%	18%
Asian or Native Hawaiian/Other Pacific Islander	54	98%	85%	43%	43	100%	100%	56%
White	275	100%	87%	48%	272	100%	98%	53%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	337	99%	85%	46%	312	100%	98%	53%
Students with Disabilities	53	94%	47%	13%	60	93%	83%	18%
English Proficient	362	99%	83%	44%	347	99%	96%	50%
Limited English Proficient	28	89%	39%	11%	25	96%	92%	16%
Economically Disadvantaged	58	95%	43%	14%	48	92%	83%	19%
Not Disadvantaged	332	99%	86%	46%	324	100%	98%	52%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	390	99%	80%	41%	372	99%	96%	48%

NOTES

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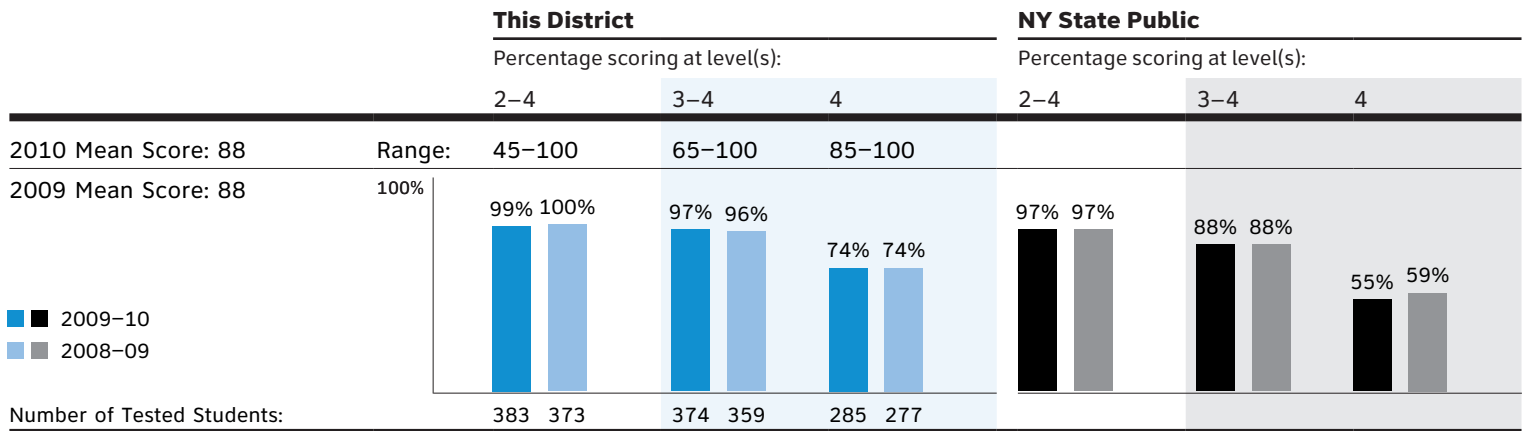
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	4	-	-	-	2	-	-	-

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	387	99%	97%	74%	373	100%	96%	74%
Female	202	99%	97%	75%	165	100%	96%	72%
Male	185	99%	96%	72%	208	100%	96%	76%
American Indian or Alaska Native								
Black or African American	8	100%	88%	50%	7	100%	86%	29%
Hispanic or Latino	52	96%	88%	44%	49	100%	88%	49%
Asian or Native Hawaiian/Other Pacific Islander	54	96%	93%	78%	45	100%	100%	80%
White	273	100%	99%	79%	272	100%	97%	79%
Multiracial								
Small Group Totals								
General-Education Students	336	99%	98%	77%	314	100%	98%	78%
Students with Disabilities	51	98%	88%	51%	59	100%	85%	53%
English Proficient	359	100%	99%	77%	347	100%	97%	76%
Limited English Proficient	28	86%	71%	29%	26	100%	92%	50%
Economically Disadvantaged	57	95%	88%	40%	47	100%	85%	47%
Not Disadvantaged	330	100%	98%	79%	326	100%	98%	78%
Migrant								
Not Migrant	387	99%	97%	74%	373	100%	96%	74%

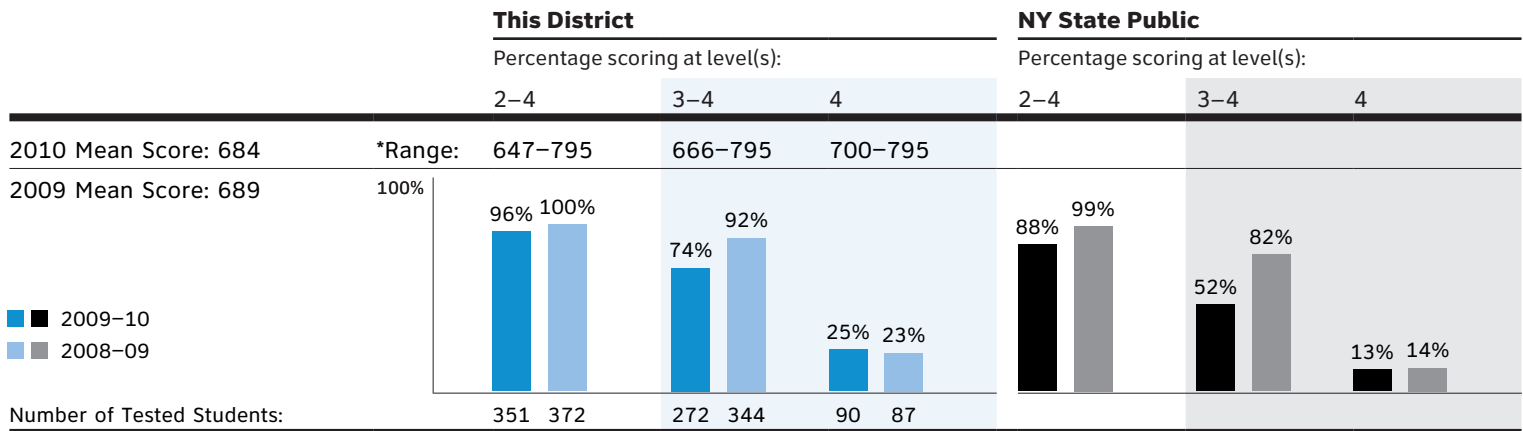
NOTES

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

Other Assessments

	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	-	-	-	2	-	-	-

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	366	96%	74%	25%	372	100%	92%	23%
Female	161	99%	84%	35%	206	100%	96%	23%
Male	205	94%	66%	17%	166	100%	89%	24%
American Indian or Alaska Native								
Black or African American	6	67%	33%	0%	9	100%	89%	0%
Hispanic or Latino	47	91%	57%	9%	55	100%	78%	18%
Asian or Native Hawaiian/Other Pacific Islander	40	93%	75%	23%	39	100%	92%	26%
White	273	98%	78%	28%	269	100%	96%	25%
Multiracial								
Small Group Totals								
General-Education Students	303	99%	84%	29%	308	100%	96%	27%
Students with Disabilities	63	81%	29%	3%	64	100%	75%	6%
English Proficient	351	97%	76%	26%	351	100%	94%	25%
Limited English Proficient	15	60%	27%	0%	21	100%	62%	0%
Economically Disadvantaged	42	90%	45%	2%	51	100%	78%	10%
Not Disadvantaged	324	97%	78%	27%	321	100%	95%	26%
Migrant								
Not Migrant	366	96%	74%	25%	372	100%	92%	23%

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.

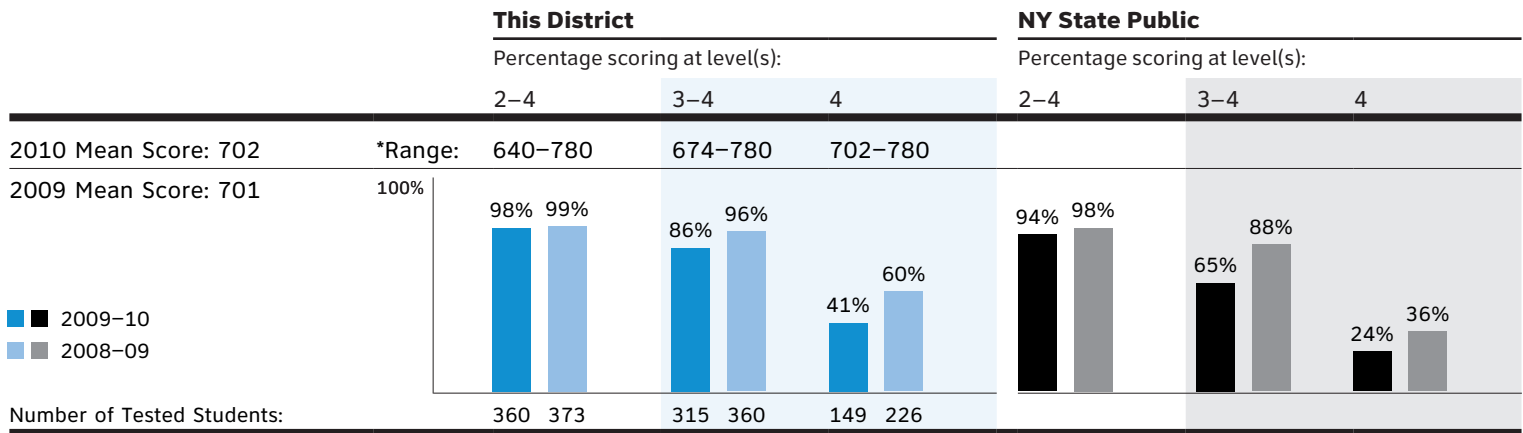
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	2	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	2	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	367	98%	86%	41%	375	99%	96%	60%
Female	161	99%	90%	40%	205	100%	96%	59%
Male	206	97%	83%	41%	170	99%	96%	62%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	6	67%	33%	17%	9	100%	89%	22%
Hispanic or Latino	47	94%	62%	19%	57	100%	88%	28%
Asian or Native Hawaiian/Other Pacific Islander	41	100%	88%	51%	41	100%	98%	76%
White	273	99%	91%	43%	268	99%	98%	66%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	304	100%	92%	47%	311	100%	97%	67%
Students with Disabilities	63	89%	57%	11%	64	97%	89%	28%
English Proficient	350	99%	88%	42%	350	99%	98%	62%
Limited English Proficient	17	88%	35%	18%	25	100%	68%	32%
Economically Disadvantaged	42	90%	55%	17%	53	100%	83%	23%
Not Disadvantaged	325	99%	90%	44%	322	99%	98%	66%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	367	98%	86%	41%	375	99%	96%	60%

NOTES

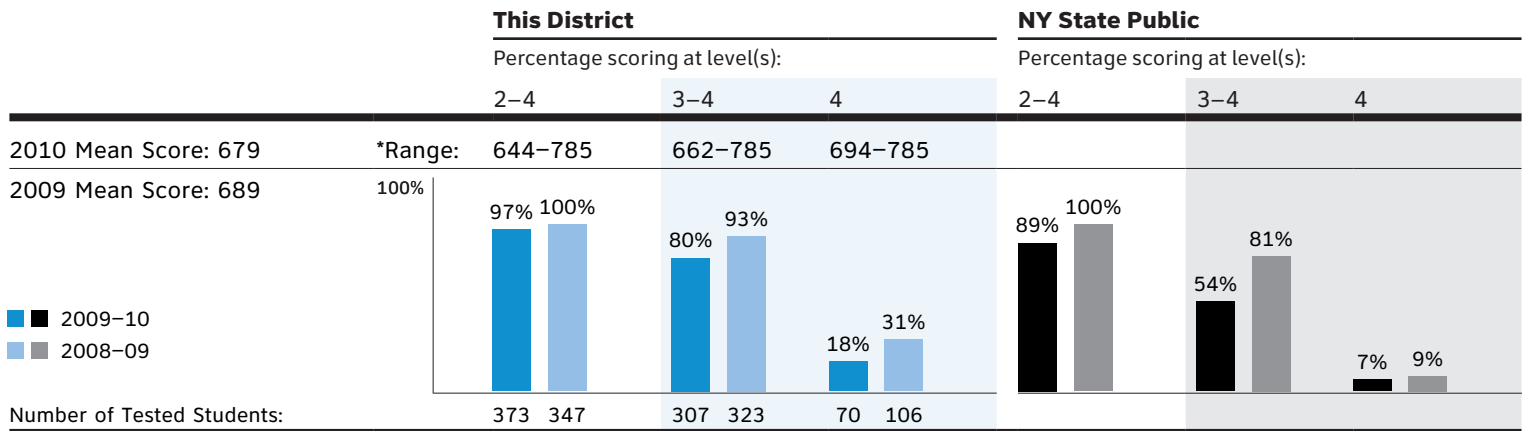
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	2	-	-	-	4	-	-	-

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	385	97%	80%	18%	347	100%	93%	31%
Female	207	98%	82%	21%	174	100%	94%	32%
Male	178	96%	78%	15%	173	100%	92%	29%
American Indian or Alaska Native								
Black or African American	14	93%	50%	14%	9	100%	100%	33%
Hispanic or Latino	59	92%	54%	3%	55	100%	76%	13%
Asian or Native Hawaiian/Other Pacific Islander	39	97%	77%	18%	36	100%	94%	47%
White	273	98%	87%	22%	247	100%	96%	32%
Multiracial								
Small Group Totals								
General-Education Students	321	99%	87%	21%	301	100%	98%	34%
Students with Disabilities	64	88%	42%	2%	46	100%	61%	11%
English Proficient	373	98%	82%	19%	328	100%	96%	32%
Limited English Proficient	12	75%	8%	0%	19	100%	37%	0%
Economically Disadvantaged	55	87%	49%	2%	44	100%	75%	5%
Not Disadvantaged	330	98%	85%	21%	303	100%	96%	34%
Migrant								
Not Migrant	385	97%	80%	18%	347	100%	93%	31%

NOTES

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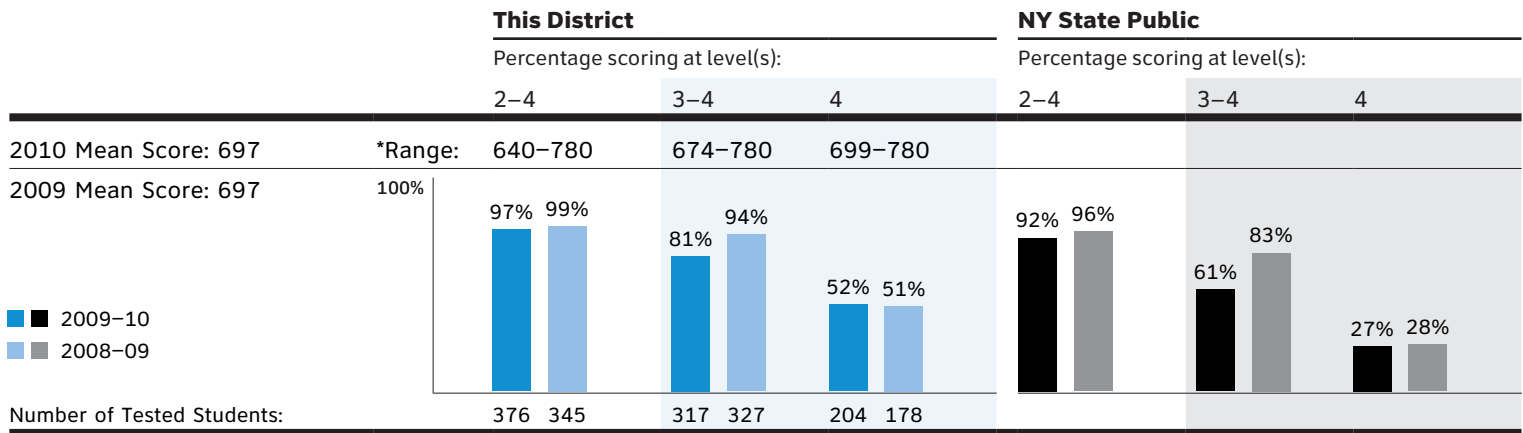
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	4	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	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	5	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	389	97%	81%	52%	348	99%	94%	51%
Female	208	97%	84%	58%	175	99%	94%	47%
Male	181	97%	79%	46%	173	99%	94%	55%
American Indian or Alaska Native								
Black or African American	14	100%	50%	29%	9	100%	89%	44%
Hispanic or Latino	59	88%	59%	22%	55	96%	73%	20%
Asian or Native Hawaiian/Other Pacific Islander	43	98%	84%	58%	36	100%	100%	69%
White	273	98%	88%	59%	248	100%	98%	56%
Multiracial								
Small Group Totals								
General-Education Students	325	99%	88%	59%	301	100%	98%	57%
Students with Disabilities	64	86%	50%	20%	47	94%	66%	13%
English Proficient	372	98%	83%	54%	329	100%	97%	53%
Limited English Proficient	17	71%	41%	18%	19	89%	47%	16%
Economically Disadvantaged	57	89%	49%	14%	44	95%	75%	18%
Not Disadvantaged	332	98%	87%	59%	304	100%	97%	56%
Migrant								
Not Migrant	389	97%	81%	52%	348	99%	94%	51%

NOTES

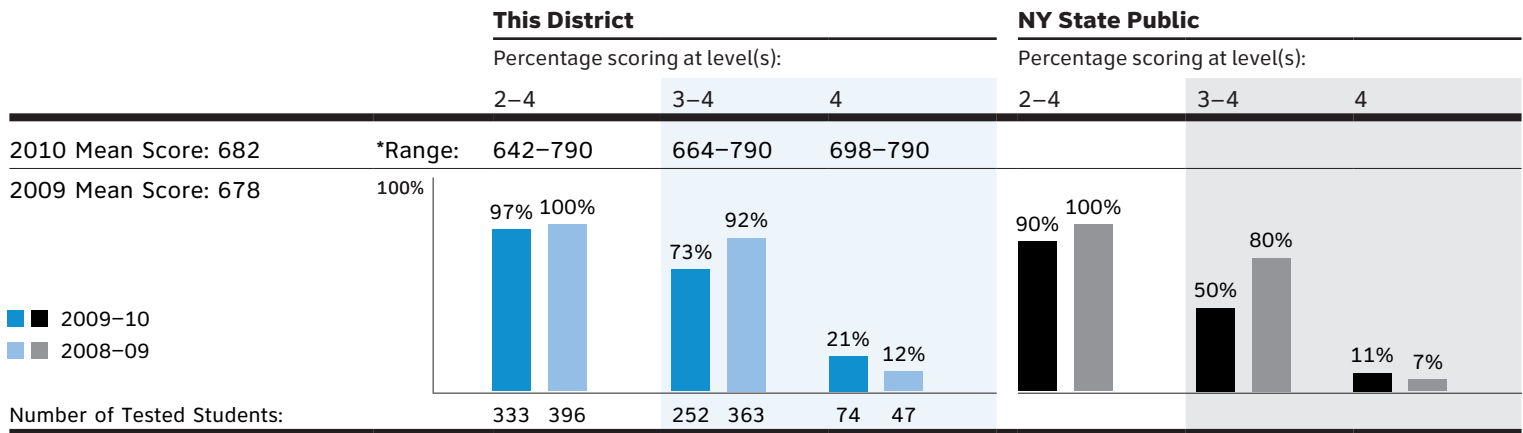
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Other Assessments

	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 6 Equivalent	4	-	-	-	4	-	-	-

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	345	97%	73%	21%	396	100%	92%	12%
Female	177	97%	74%	23%	202	100%	96%	10%
Male	168	96%	72%	20%	194	100%	88%	13%
American Indian or Alaska Native								
Black or African American	10	90%	60%	20%	2	-	-	-
Hispanic or Latino	53	87%	42%	13%	49	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	35	97%	74%	23%	49	100%	94%	10%
White	247	99%	80%	23%	296	100%	95%	14%
Multiracial								
Small Group Totals					51	100%	71%	0%
General-Education Students	293	99%	81%	25%	336	100%	97%	14%
Students with Disabilities	52	83%	27%	4%	60	100%	63%	0%
English Proficient	333	98%	76%	22%	381	100%	94%	12%
Limited English Proficient	12	50%	0%	0%	15	100%	33%	0%
Economically Disadvantaged	42	86%	43%	10%	42	100%	64%	0%
Not Disadvantaged	303	98%	77%	23%	354	100%	95%	13%
Migrant								
Not Migrant	345	97%	73%	21%	396	100%	92%	12%

NOTES

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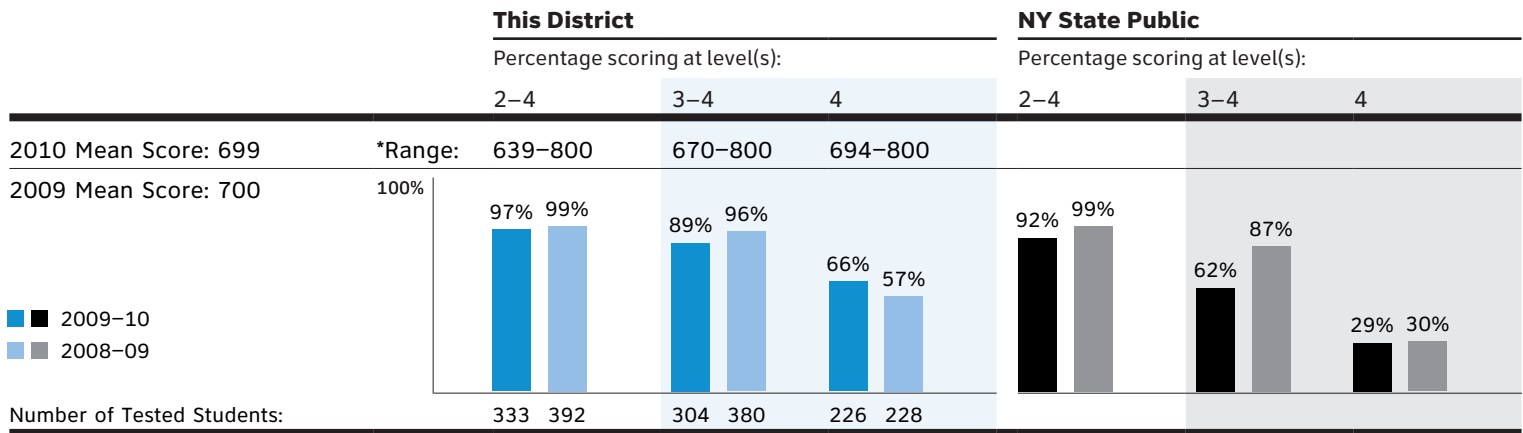
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	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 7	1	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	342	97%	89%	66%	397	99%	96%	57%
Female	177	97%	89%	62%	201	99%	97%	55%
Male	165	98%	88%	70%	196	98%	94%	60%
American Indian or Alaska Native								
Black or African American	10	90%	90%	40%	2	-	-	-
Hispanic or Latino	53	87%	66%	43%	50	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	35	100%	97%	89%	50	98%	98%	72%
White	244	100%	93%	69%	295	99%	98%	62%
Multiracial								
Small Group Totals					52	96%	81%	19%
General-Education Students	292	99%	97%	73%	337	100%	99%	64%
Students with Disabilities	50	86%	44%	24%	60	93%	78%	18%
English Proficient	330	99%	91%	68%	381	99%	97%	59%
Limited English Proficient	12	58%	25%	17%	16	81%	56%	13%
Economically Disadvantaged	43	81%	65%	40%	43	95%	79%	16%
Not Disadvantaged	299	100%	92%	70%	354	99%	98%	62%
Migrant								
Not Migrant	342	97%	89%	66%	397	99%	96%	57%

NOTES

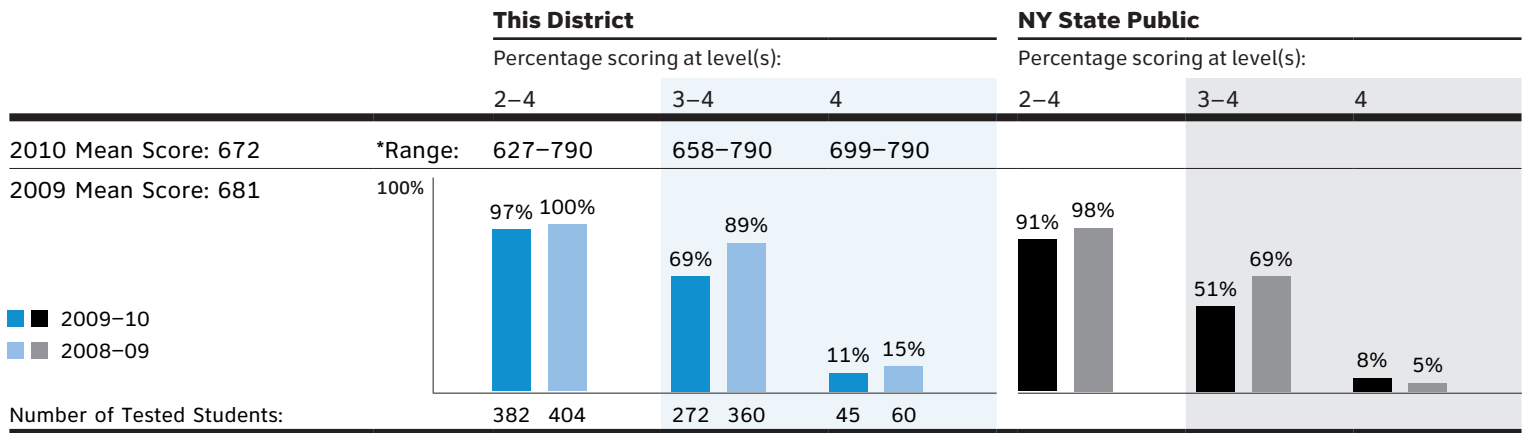
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Other Assessments

	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 7 Equivalent	3	-	-	-	3	-	-	-

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	392	97%	69%	11%	406	100%	89%	15%
Female	197	97%	77%	12%	211	100%	93%	16%
Male	195	97%	62%	11%	195	99%	84%	14%
American Indian or Alaska Native								
Black or African American	4	-	-	-	13	100%	92%	0%
Hispanic or Latino	49	86%	27%	4%	58	98%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	47	-	-	-	45	100%	89%	16%
White	292	99%	76%	11%	290	100%	93%	18%
Multiracial								
Small Group Totals	51	98%	75%	20%				
General-Education Students	337	100%	78%	13%	350	100%	93%	17%
Students with Disabilities	55	84%	18%	0%	56	98%	59%	0%
English Proficient	383	98%	71%	12%	389	100%	92%	15%
Limited English Proficient	9	56%	0%	0%	17	94%	18%	0%
Economically Disadvantaged	39	85%	28%	0%	48	100%	69%	0%
Not Disadvantaged	353	99%	74%	13%	358	99%	91%	17%
Migrant								
Not Migrant	392	97%	69%	11%	406	100%	89%	15%

NOTES

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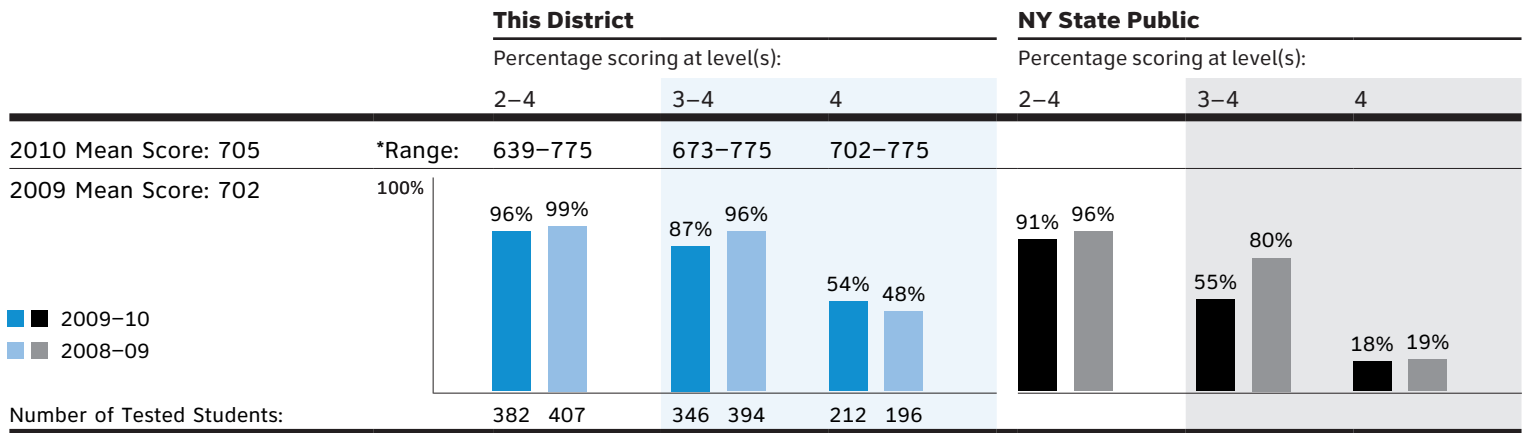
Other

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	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	6	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 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	396	96%	87%	54%	410	99%	96%	48%
Female	199	97%	91%	56%	213	100%	97%	49%
Male	197	95%	84%	51%	197	98%	95%	46%
American Indian or Alaska Native								
Black or African American	4	-	-	-	13	100%	92%	8%
Hispanic or Latino	51	84%	57%	20%	61	97%	84%	25%
Asian or Native Hawaiian/Other Pacific Islander	49	-	-	-	47	100%	100%	62%
White	292	98%	91%	56%	289	100%	98%	52%
Multiracial								
Small Group Totals	53	100%	96%	72%				
General-Education Students	340	99%	94%	61%	355	100%	99%	54%
Students with Disabilities	56	79%	46%	9%	55	96%	78%	5%
English Proficient	383	98%	89%	55%	388	99%	97%	51%
Limited English Proficient	13	62%	31%	8%	22	95%	77%	0%
Economically Disadvantaged	41	80%	59%	15%	51	96%	86%	16%
Not Disadvantaged	355	98%	91%	58%	359	100%	97%	52%
Migrant								
Not Migrant	396	96%	87%	54%	410	99%	96%	48%

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	3	-	-	-	4	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

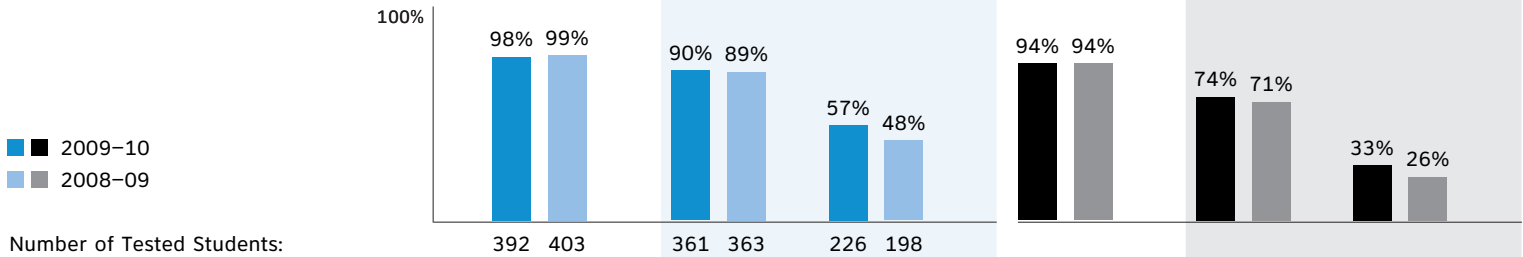
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

392 403

361 363

226 198

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	Total Tested	2-4	3-4	4
All Students	257	97%	85%	33%	311	98%	85%	32%
Female	125	97%	84%	27%	167	99%	87%	35%
Male	132	98%	86%	39%	144	97%	83%	29%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	13	100%	62%	15%
Hispanic or Latino	49	92%	51%	8%	59	92%	69%	19%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	31	100%	84%	45%
White	179	98%	93%	38%	208	100%	91%	35%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	29	100%	93%	45%	-	-	-	-
General-Education Students	201	100%	91%	40%	255	98%	90%	39%
Students with Disabilities	56	89%	66%	7%	56	96%	63%	2%
English Proficient	242	99%	89%	34%	289	99%	89%	35%
Limited English Proficient	15	73%	27%	13%	22	82%	32%	0%
Economically Disadvantaged	41	93%	51%	15%	49	94%	67%	16%
Not Disadvantaged	216	98%	92%	37%	262	99%	89%	35%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	257	97%	85%	33%	311	98%	85%	32%

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

	2009-10 School Year	2008-09 School Year
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	4
Regents Science	142	98

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

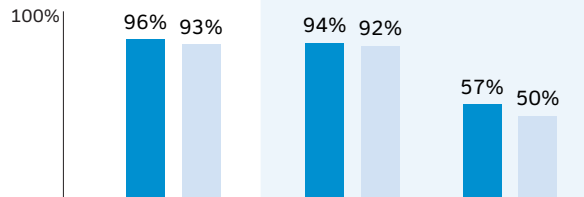
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

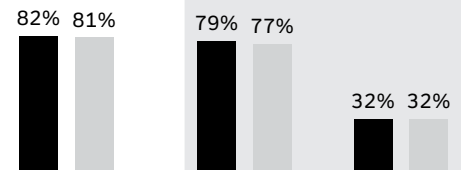
NY State Public

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	2006 Cohort			2005 Cohort**	2005 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	402	96%	94%	57%	412	93%	92%	50%
Female	191	97%	96%	69%	205	97%	96%	63%
Male	211	95%	91%	47%	207	90%	88%	37%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	12	75%	75%	17%	14	86%	79%	14%
Hispanic or Latino	60	87%	80%	15%	78	88%	85%	19%
Asian or Native Hawaiian/Other Pacific Islander	63	100%	98%	57%	56	95%	91%	48%
White	267	98%	96%	69%	264	95%	95%	61%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	367	98%	98%	62%	373	97%	96%	55%
Students with Disabilities	35	71%	49%	9%	39	59%	51%	3%
English Proficient	384	97%	95%	60%	393	94%	93%	52%
Limited English Proficient	18	78%	72%	6%	19	74%	63%	0%
Economically Disadvantaged	39	87%	82%	18%	34	85%	76%	6%
Not Disadvantaged	363	97%	95%	62%	378	94%	93%	54%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	402	96%	94%	57%	412	93%	92%	50%

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

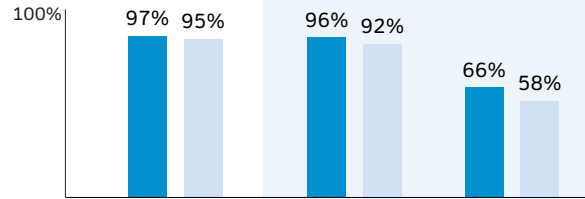
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

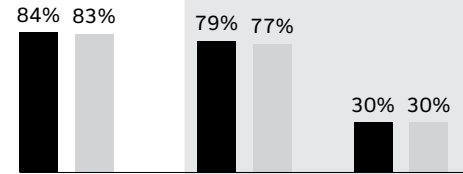
NY State Public

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	402	97%	96%	66%	412	95%	92%	58%
Female	191	98%	98%	68%	205	99%	96%	62%
Male	211	96%	94%	64%	207	92%	88%	55%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	12	83%	75%	17%	14	86%	79%	29%
Hispanic or Latino	60	93%	88%	23%	78	92%	78%	21%
Asian or Native Hawaiian/Other Pacific Islander	63	100%	100%	87%	56	95%	95%	73%
White	267	98%	98%	72%	264	97%	96%	68%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	367	99%	99%	72%	373	98%	96%	64%
Students with Disabilities	35	74%	63%	3%	39	64%	54%	8%
English Proficient	384	97%	96%	68%	393	96%	93%	61%
Limited English Proficient	18	89%	89%	17%	19	84%	63%	11%
Economically Disadvantaged	39	95%	87%	26%	34	82%	71%	9%
Not Disadvantaged	363	97%	97%	70%	378	96%	94%	63%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	402	97%	96%	66%	412	95%	92%	58%

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*.