



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **HUNTINGTON UNION FREE SCHOOL
DISTRICT**

District ID **58-04-03-03-0000**

Superintendent **JOHN FINELLO**

Telephone **(631) 673-2038**

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 **HUNTINGTON UNION FREE SCHOOL DISTRICT**

District ID **58-04-03-03-0000**

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	0	213	175
Kindergarten	395	363	397
Grade 1	351	392	374
Grade 2	364	346	374
Grade 3	347	369	349
Grade 4	330	347	354
Grade 5	312	349	343
Grade 6	351	332	344
Ungraded Elementary	0	0	0
Grade 7	344	325	348
Grade 8	324	352	335
Grade 9	323	339	382
Grade 10	303	302	310
Grade 11	279	259	268
Grade 12	271	258	267
Ungraded Secondary	0	0	0
Total K-12	4294	4333	4445

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	23	23
Grade 8			
English	23	24	21
Mathematics	23	22	24
Science	24	25	22
Social Studies	24	23	22
Grade 10			
English	23	24	24
Mathematics	22	22	20
Science	20	20	20
Social Studies	19	22	20

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 HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	764	18%	954	22%	1101	25%
Reduced-Price Lunch	176	4%	194	4%	199	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	588	14%	619	14%	636	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	0	0%
Black or African American	521	12%	518	12%	490	11%
Hispanic or Latino	1080	25%	1182	27%	1279	29%
Asian or Native Hawaiian/Other Pacific Islander	93	2%	87	2%	86	2%
White	2592	60%	2491	57%	2502	56%
Multiracial	8	0%	54	1%	88	2%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	421	10%	324	8%	244	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	396	400	398
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	6%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	60%	61%	63%
Total Number of Core Classes	958	981	909
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1177	1203	1197
Percent Taught by Teachers Without Appropriate Certification	1%	2%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	16%	36%
Turnover Rate of All Teachers	15%	11%	14%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	37	52	57
Total Paraprofessionals*	147	119	180
Assistant Principals	3	3	2
Principals	8	8	8

* 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	6 of 8	8 of 8	1 of 1	2 of 6	2 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 6 of 8 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 (2088:2017)			100%		176	153	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (248:228)			100%		149	148	
Hispanic or Latino (576:539)			99%		155	150	
Asian or Native Hawaiian/Other Pacific Islander (34:29)	—	—	—	—	—	—	—
White (1190:1184)			100%		190	152	
Multiracial (39:36)		—	—		186	139	
Other Groups							
Students with Disabilities (273:276)			99%		140	148	148 108
Limited English Proficient (223:303)			98%		136	149	149 103
Economically Disadvantaged (794:740)			100%		151	151	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (977:939)			100%		178	151	
Male (1111:1078)			100%		174	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 (2090:2024)			100%		187	133	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (250:228)			99%		164	128	
Hispanic or Latino (576:547)			99%		177	130	
Asian or Native Hawaiian/Other Pacific Islander (34:29)	—	—	—	—	—	—	—
White (1190:1183)			100%		196	132	
Multiracial (39:36)		—	—		186	119	
Other Groups							
Students with Disabilities (275:276)			98%		159	128	
Limited English Proficient (222:311)			98%		168	129	
Economically Disadvantaged (796:747)			99%		173	131	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (979:944)			100%		188	131	
Male (1111:1080)			99%		186	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 (692:668)		Qualified		99%		188	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (85:77)		Qualified		96%		148	100	
Hispanic or Latino (195:186)		Qualified		98%		182	100	
Asian or Native Hawaiian/Other Pacific Islander (12:9)		—	—	—	—	—	—	—
White (388:384)		Qualified		99%		198	100	
Multiracial (12:12)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (80:80)		Qualified		98%		173	100	
Limited English Proficient (67:95)		Qualified		97%		174	100	
Economically Disadvantaged (259:245)		Qualified		98%		171	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (318:306)				98%		189	100	
Male (374:362)				99%		187	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 2 of 6 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 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 (289:274)			99%		181	170	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (40:38)			95%		129	161	160 [‡] 136
Hispanic or Latino (44:47)			98%		155	163	153 [‡] 160
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—	—
White (198:183)			99%		197	169	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (86:43)			94%		128	162	124 [‡] 135
Limited English Proficient (5:12)	—	—	—	—	—	—	—
Economically Disadvantaged (63:67)			95%		145	165	165 [‡] 151
Final AYP Determination		2 of 6					
Non-Accountability Groups							
Female (152:140)			100%		191	168	
Male (137:134)			97%		170	168	
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 2 of 6 Student groups making AYP in mathematics
 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 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 (289:274)			99%		182	166	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (40:38)			98%		145	157	155 [‡] 151
Hispanic or Latino (44:47)			98%		157	159	159 [‡] 161
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—	—
White (198:183)			99%		196	165	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (86:43)			97%		130	158	127 [‡] 137
Limited English Proficient (5:12)	—	—	—	—	—	—	—
Economically Disadvantaged (63:67)			98%		158	161	161 [‡] 162
Final AYP Determination		2 of 6					
Non-Accountability Groups							
Female (152:140)			100%		190	164	
Male (137:134)			98%		175	164	
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 (296)			83%	80%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (40)			75%	80%	80%	76%
Hispanic or Latino (62)			55%	80%	65%	60%
Asian or Native Hawaiian/Other Pacific Islander (9)		—	—	—		
White (184)			94%	80%		
Multiracial (1)		—	—	—		
Other Groups						
Students with Disabilities (48)			52%	80%	72%	58%
Limited English Proficient (14)		—	—	—		
Economically Disadvantaged (61)			75%	80%	80%	76%
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (149)			86%	80%		
Male (147)			80%	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 **86%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

District ID **58-04-03-03-0000**

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

6 schools identified 75% of total

FLOWER HILL SCHOOL
JACK ABRAMS INTERMEDIATE SCHOOL
JEFFERSON SCHOOL
SOUTHDOWN SCHOOL
WASHINGTON SCHOOL
WOODHULL INTERMEDIATE SCHOOL

Improvement (year 1) Focused

1 school identified 13% of total

HUNTINGTON HIGH SCHOOL

Corrective Action (year 1) Focused

1 school identified 13% of total

J TAYLOR FINLEY MIDDLE SCHOOL

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

District ID **58-04-03-03-0000**

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	59%			345
Grade 4	61%			344
Grade 5	55%			341
Grade 6	65%			337
Grade 7	60%			337
Grade 8	59%			333
Mathematics				
Grade 3	67%			350
Grade 4	63%			348
Grade 5	65%			344
Grade 6	59%			345
Grade 7	79%			339
Grade 8	64%			331
Science				
Grade 4	91%			349
Grade 8	81%			246

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	82%			293
Mathematics	83%			293

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.

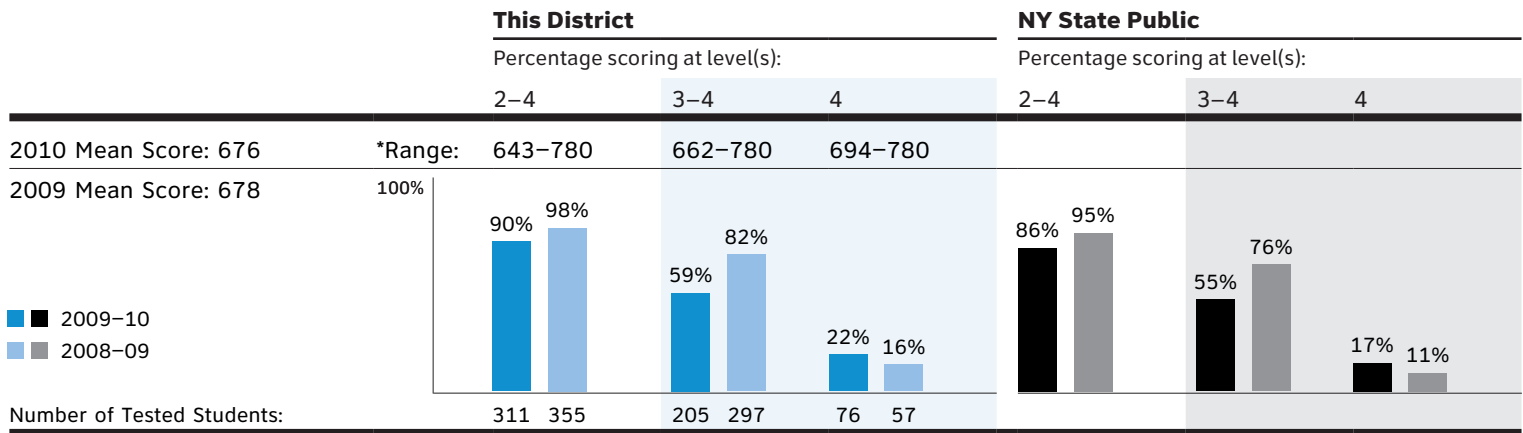
In this section, this district's performance is compared with that of public schools statewide.

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	345	90%	59%	22%	361	98%	82%	16%
Female	172	90%	62%	24%	167	99%	85%	18%
Male	173	90%	57%	20%	194	97%	80%	14%
American Indian or Alaska Native	1	-	-	-				
Black or African American	38	84%	37%	5%	38	92%	53%	5%
Hispanic or Latino	104	84%	41%	12%	96	98%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	189	95%	73%	29%	217	100%	94%	23%
Multiracial	7	100%	57%	29%	6	-	-	-
Small Group Totals	7	86%	86%	71%	10	90%	90%	30%
General-Education Students	302	94%	64%	24%	330	99%	86%	17%
Students with Disabilities	43	65%	30%	7%	31	90%	42%	3%
English Proficient	294	94%	67%	24%	318	99%	86%	18%
Limited English Proficient	51	67%	18%	10%	43	95%	51%	0%
Economically Disadvantaged	139	83%	37%	9%	132	95%	61%	3%
Not Disadvantaged	206	95%	75%	31%	229	100%	94%	23%
Migrant								
Not Migrant	345	90%	59%	22%	361	98%	82%	16%

NOTES

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

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

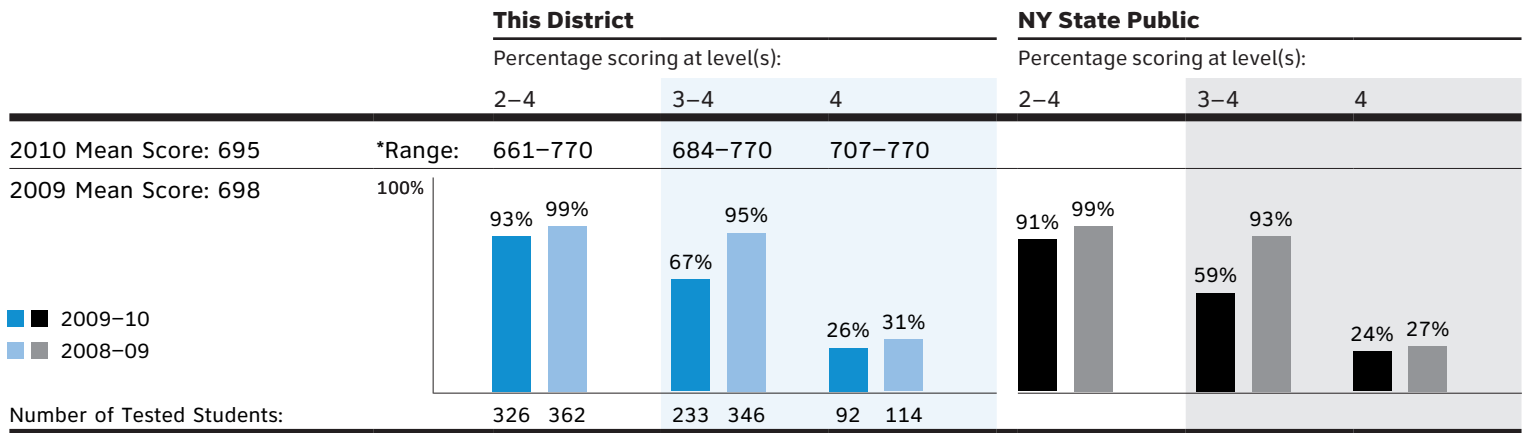
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	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 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	350	93%	67%	26%	364	99%	95%	31%
Female	174	91%	63%	25%	165	99%	95%	28%
Male	176	95%	70%	27%	199	99%	95%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	39	85%	41%	8%	37	97%	70%	3%
Hispanic or Latino	108	89%	56%	16%	99	99%	96%	21%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	189	98%	77%	34%	218	100%	99%	40%
Multiracial	7	86%	57%	29%	6	-	-	-
Small Group Totals	7	86%	86%	86%	10	100%	100%	40%
General-Education Students	306	95%	69%	28%	333	100%	97%	32%
Students with Disabilities	44	77%	52%	16%	31	97%	77%	23%
English Proficient	296	96%	72%	29%	316	100%	96%	33%
Limited English Proficient	54	78%	35%	11%	48	98%	92%	21%
Economically Disadvantaged	144	85%	51%	13%	133	98%	89%	16%
Not Disadvantaged	206	99%	78%	35%	231	100%	99%	40%
Migrant								
Not Migrant	350	93%	67%	26%	364	99%	95%	31%

NOTES

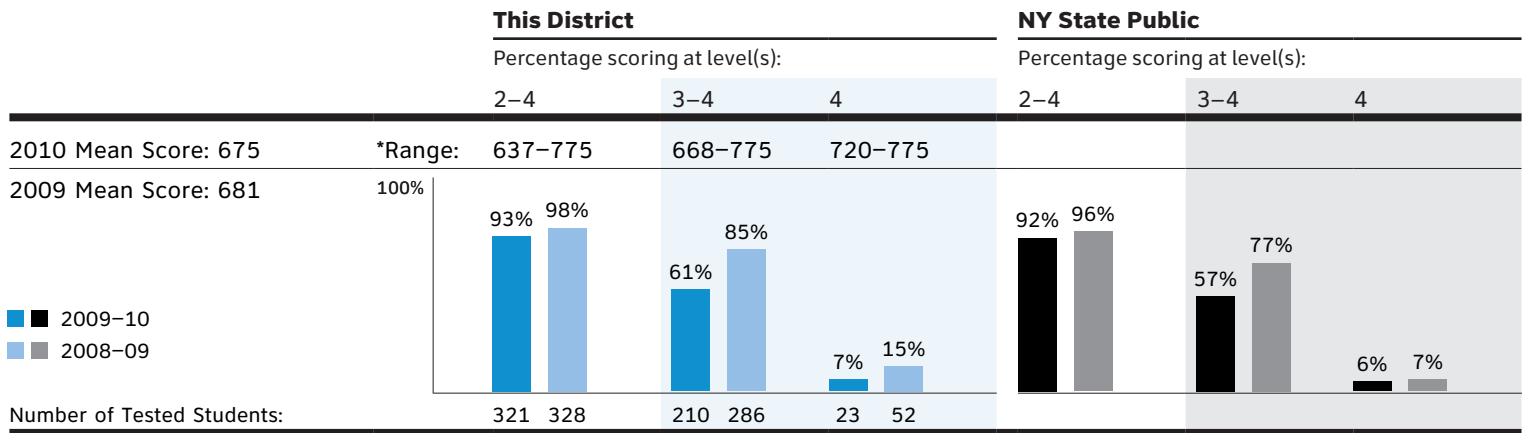
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Other Assessments

	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	3	-	-	-	1	-	-	-

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	344	93%	61%	7%	336	98%	85%	15%
Female	154	95%	68%	8%	153	97%	88%	16%
Male	190	92%	56%	6%	183	98%	83%	15%
American Indian or Alaska Native								
Black or African American	34	79%	18%	0%	31	97%	65%	3%
Hispanic or Latino	88	86%	31%	0%	91	92%	62%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	210	98%	80%	10%	206	100%	99%	23%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	12	100%	75%	8%	8	100%	88%	25%
General-Education Students	311	96%	66%	7%	302	99%	88%	17%
Students with Disabilities	33	70%	18%	0%	34	82%	56%	6%
English Proficient	315	95%	66%	7%	305	99%	91%	17%
Limited English Proficient	29	76%	10%	0%	31	81%	29%	0%
Economically Disadvantaged	123	85%	29%	0%	116	93%	62%	2%
Not Disadvantaged	221	98%	79%	10%	220	100%	97%	23%
Migrant								
Not Migrant	344	93%	61%	7%	336	98%	85%	15%

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.

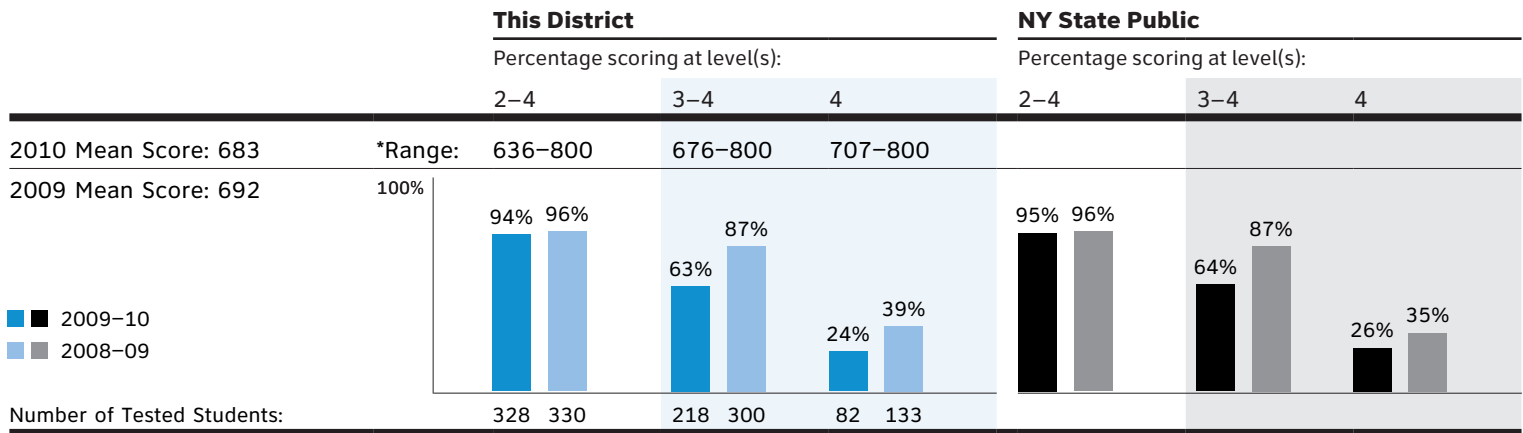
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Other Assessments

	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 4 Equivalent	1	-	-	-	3	-	-	-
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	348	94%	63%	24%	343	96%	87%	39%
Female	156	94%	60%	20%	155	97%	87%	38%
Male	192	94%	65%	27%	188	96%	88%	39%
American Indian or Alaska Native								
Black or African American	35	77%	20%	0%	32	94%	72%	6%
Hispanic or Latino	91	90%	38%	9%	97	90%	70%	13%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	209	99%	80%	34%	206	100%	98%	56%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	13	100%	62%	23%	8	100%	88%	25%
General-Education Students	315	96%	65%	25%	308	97%	89%	42%
Students with Disabilities	33	79%	39%	9%	35	89%	71%	11%
English Proficient	314	96%	67%	26%	304	98%	93%	44%
Limited English Proficient	34	79%	26%	3%	39	82%	46%	0%
Economically Disadvantaged	127	87%	35%	6%	123	91%	70%	8%
Not Disadvantaged	221	98%	79%	34%	220	99%	97%	56%
Migrant								
Not Migrant	348	94%	63%	24%	343	96%	87%	39%

NOTES

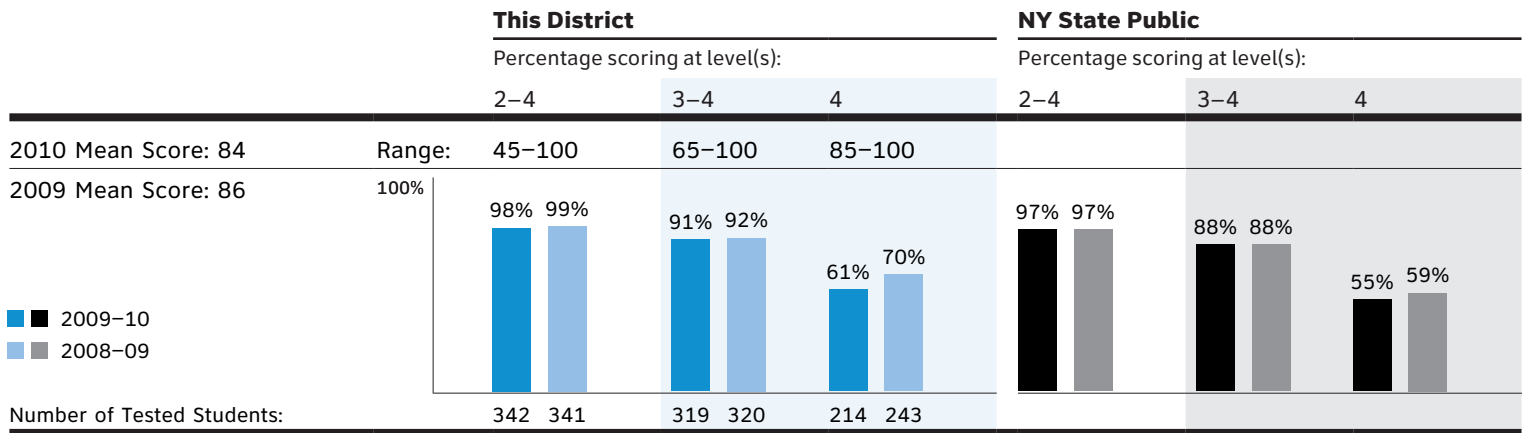
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	1	-	-	-	3	-	-	-

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	349	98%	91%	61%	346	99%	92%	70%
Female	157	100%	94%	62%	157	99%	93%	66%
Male	192	96%	90%	61%	189	98%	92%	74%
American Indian or Alaska Native								
Black or African American	35	86%	57%	17%	32	100%	81%	38%
Hispanic or Latino	91	98%	87%	33%	98	95%	80%	35%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	-	-	-
White	210	100%	99%	81%	207	100%	100%	92%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	13	100%	92%	54%	9	100%	100%	78%
General-Education Students	316	98%	92%	63%	312	99%	93%	72%
Students with Disabilities	33	94%	82%	42%	34	94%	88%	50%
English Proficient	315	98%	93%	66%	307	99%	95%	77%
Limited English Proficient	34	97%	76%	15%	39	92%	69%	15%
Economically Disadvantaged	127	94%	79%	28%	124	96%	80%	35%
Not Disadvantaged	222	100%	99%	80%	222	100%	100%	90%
Migrant								
Not Migrant	349	98%	91%	61%	346	99%	92%	70%

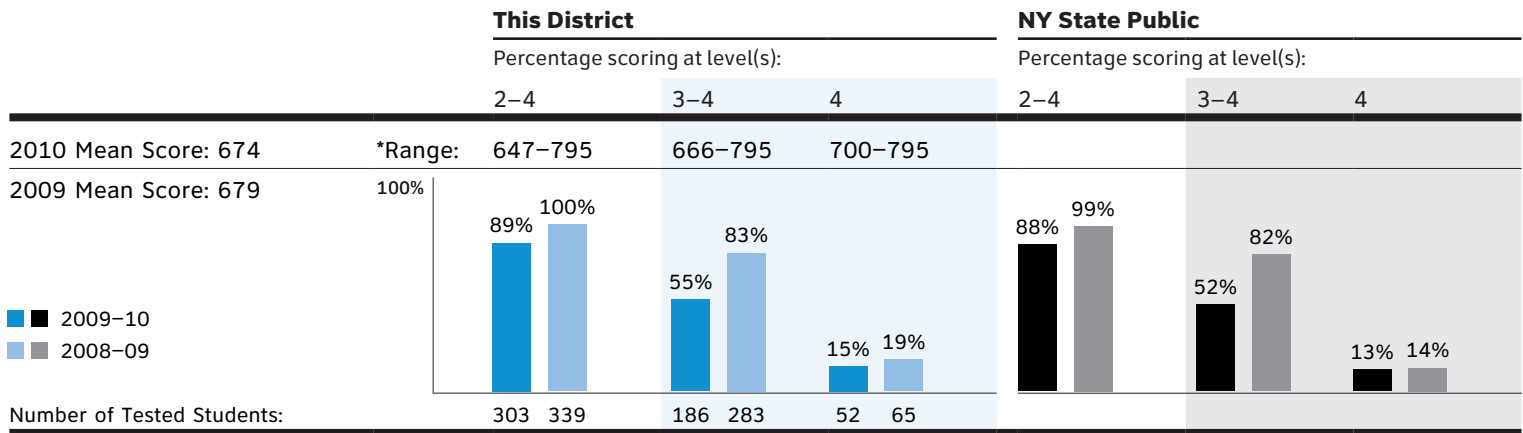
NOTES

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	1	-	-	-	3	-	-	-

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	341	89%	55%	15%	340	100%	83%	19%
Female	162	90%	60%	20%	160	99%	84%	21%
Male	179	88%	49%	11%	180	100%	83%	17%
American Indian or Alaska Native								
Black or African American	31	71%	23%	0%	43	100%	65%	16%
Hispanic or Latino	97	73%	26%	7%	96	99%	72%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%	4	-	-	-
White	201	99%	72%	21%	195	100%	92%	27%
Multiracial	6	100%	50%	17%	2	-	-	-
Small Group Totals					6	100%	100%	17%
General-Education Students	308	92%	59%	17%	293	100%	89%	22%
Students with Disabilities	33	58%	15%	3%	47	100%	49%	4%
English Proficient	306	94%	61%	17%	300	100%	90%	21%
Limited English Proficient	35	40%	0%	0%	40	98%	35%	3%
Economically Disadvantaged	126	72%	22%	4%	131	99%	66%	7%
Not Disadvantaged	215	99%	73%	22%	209	100%	94%	27%
Migrant								
Not Migrant	341	89%	55%	15%	340	100%	83%	19%

NOTES

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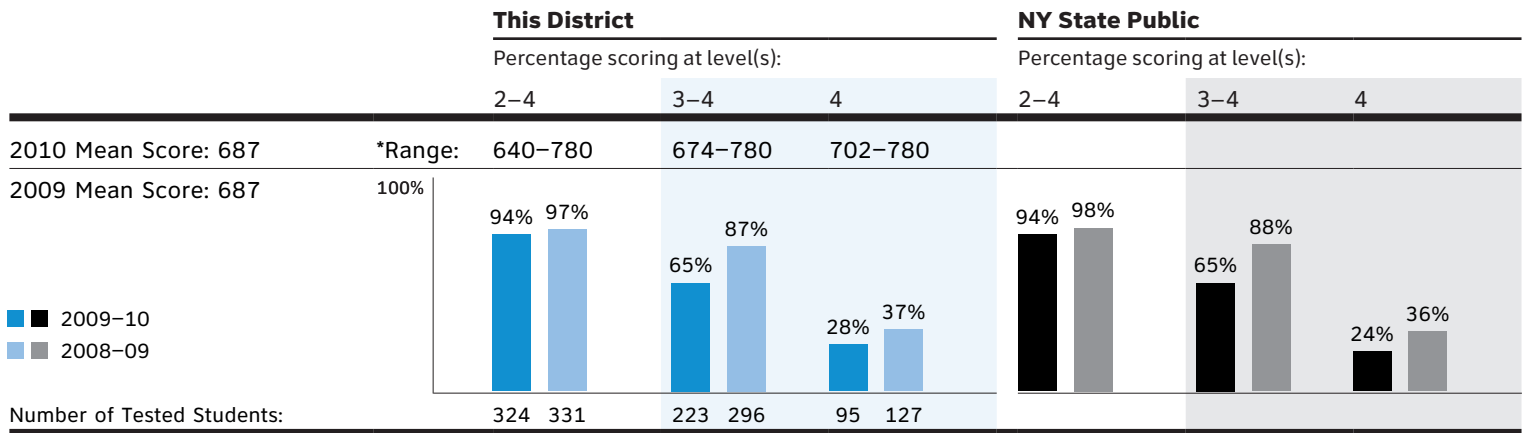
Other

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 5 Equivalent	5	5	4	1	2	-	-	-
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	344	94%	65%	28%	342	97%	87%	37%
Female	165	95%	61%	27%	158	96%	86%	35%
Male	179	93%	69%	28%	184	97%	87%	39%
American Indian or Alaska Native								
Black or African American	31	87%	26%	3%	44	93%	77%	18%
Hispanic or Latino	100	86%	36%	5%	99	94%	75%	18%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	50%	17%	4	-	-	-
White	201	99%	86%	43%	193	99%	94%	51%
Multiracial	6	100%	50%	17%	2	-	-	-
Small Group Totals					6	100%	100%	50%
General-Education Students	311	97%	69%	30%	294	98%	91%	43%
Students with Disabilities	33	70%	27%	9%	48	88%	60%	4%
English Proficient	306	98%	72%	31%	297	99%	91%	42%
Limited English Proficient	38	66%	11%	3%	45	84%	58%	7%
Economically Disadvantaged	129	87%	33%	4%	134	93%	75%	15%
Not Disadvantaged	215	99%	84%	42%	208	99%	94%	51%
Migrant								
Not Migrant	344	94%	65%	28%	342	97%	87%	37%

NOTES

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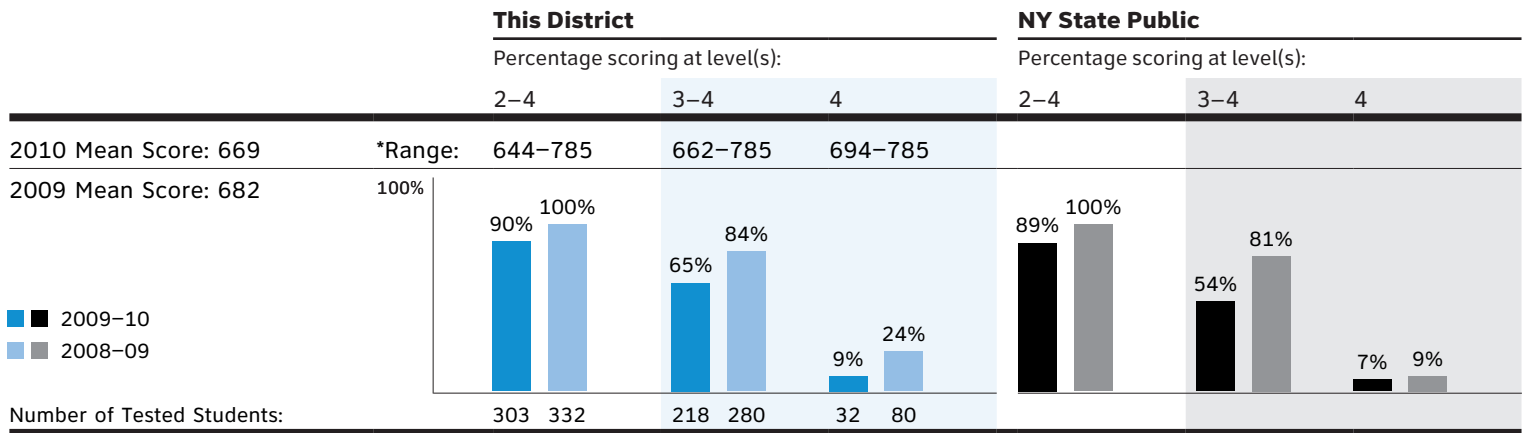
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	5	5	4	4	2	-	-	-

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	337	90%	65%	9%	332	100%	84%	24%
Female	156	93%	67%	12%	159	100%	89%	30%
Male	181	87%	62%	7%	173	100%	80%	19%
American Indian or Alaska Native								
Black or African American	48	73%	40%	0%	41	100%	54%	2%
Hispanic or Latino	91	86%	43%	1%	75	100%	71%	15%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	189	96%	81%	16%	206	100%	96%	32%
Multiracial	5	-	-	-	7	-	-	-
Small Group Totals	9	89%	78%	11%	10	100%	80%	30%
General-Education Students	291	95%	71%	11%	281	100%	92%	28%
Students with Disabilities	46	61%	22%	2%	51	100%	41%	2%
English Proficient	306	92%	70%	10%	307	100%	89%	26%
Limited English Proficient	31	65%	10%	0%	25	100%	28%	0%
Economically Disadvantaged	133	81%	41%	0%	117	100%	62%	7%
Not Disadvantaged	204	96%	80%	16%	215	100%	96%	33%
Migrant								
Not Migrant	337	90%	65%	9%	332	100%	84%	24%

NOTES

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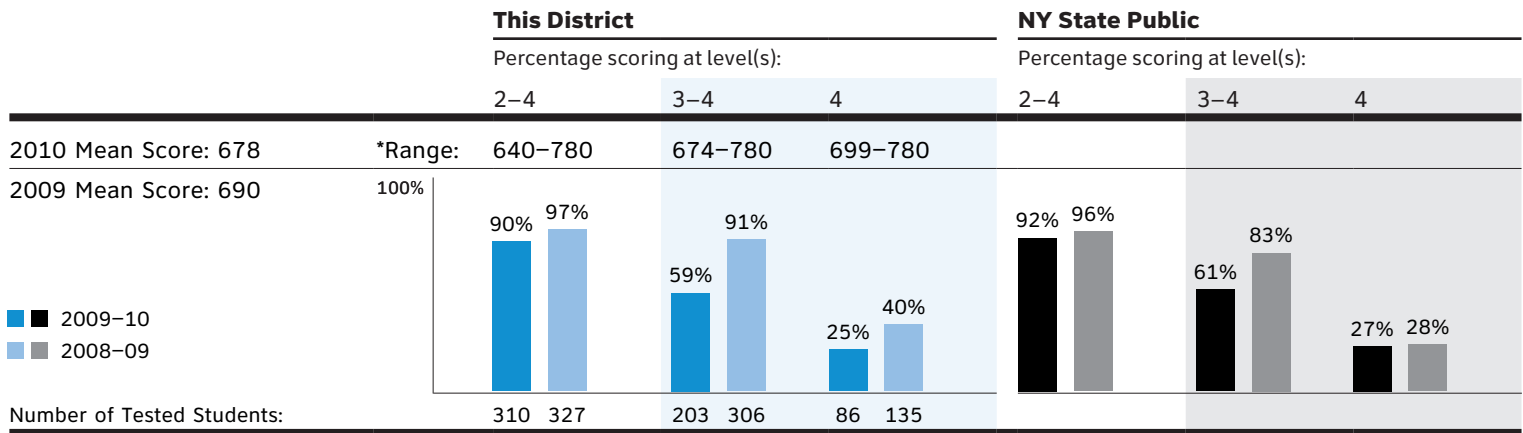
Other

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	2	-	-	-	7	7	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	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 6	7	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	345	90%	59%	25%	337	97%	91%	40%
Female	159	91%	60%	23%	160	99%	94%	41%
Male	186	89%	58%	26%	177	95%	88%	40%
American Indian or Alaska Native								
Black or African American	49	80%	37%	8%	40	93%	78%	10%
Hispanic or Latino	96	83%	42%	10%	81	93%	80%	17%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%	4	-	-	-
White	190	96%	73%	37%	206	100%	98%	55%
Multiracial	5	80%	40%	0%	6	-	-	-
Small Group Totals					10	100%	80%	40%
General-Education Students	298	94%	66%	28%	284	99%	96%	46%
Students with Disabilities	47	64%	11%	4%	53	89%	62%	8%
English Proficient	307	93%	64%	28%	306	99%	94%	44%
Limited English Proficient	38	68%	13%	0%	31	81%	61%	0%
Economically Disadvantaged	138	81%	40%	9%	121	92%	78%	13%
Not Disadvantaged	207	96%	71%	35%	216	100%	98%	55%
Migrant								
Not Migrant	345	90%	59%	25%	337	97%	91%	40%

NOTES

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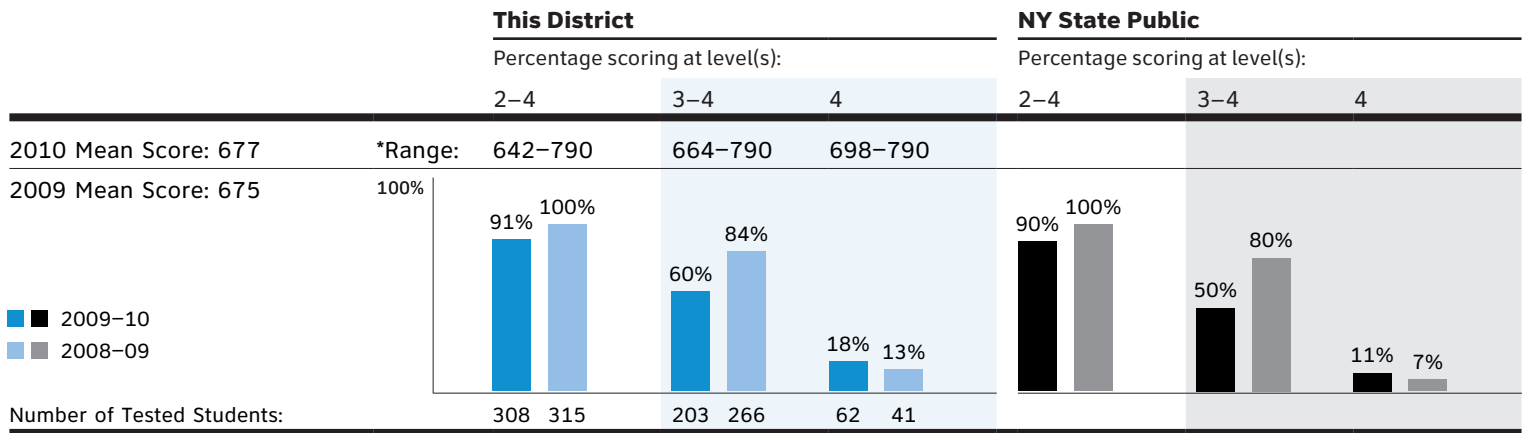
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	2	-	-	-	7	7	6	2

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	337	91%	60%	18%	315	100%	84%	13%
Female	159	94%	65%	25%	147	100%	81%	11%
Male	178	89%	56%	12%	168	100%	88%	15%
American Indian or Alaska Native								
Black or African American	40	73%	28%	5%	41	100%	61%	2%
Hispanic or Latino	71	82%	31%	3%	91	100%	73%	1%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	215	98%	76%	27%	175	100%	97%	21%
Multiracial	7	-	-	-	2	-	-	-
Small Group Totals	11	100%	55%	9%	8	100%	63%	25%
General-Education Students	284	96%	68%	21%	280	100%	88%	15%
Students with Disabilities	53	64%	17%	4%	35	100%	57%	0%
English Proficient	317	94%	64%	20%	293	100%	88%	14%
Limited English Proficient	20	45%	5%	0%	22	100%	32%	0%
Economically Disadvantaged	113	77%	30%	4%	109	100%	66%	2%
Not Disadvantaged	224	99%	75%	25%	206	100%	94%	19%
Migrant								
Not Migrant	337	91%	60%	18%	315	100%	84%	13%

NOTES

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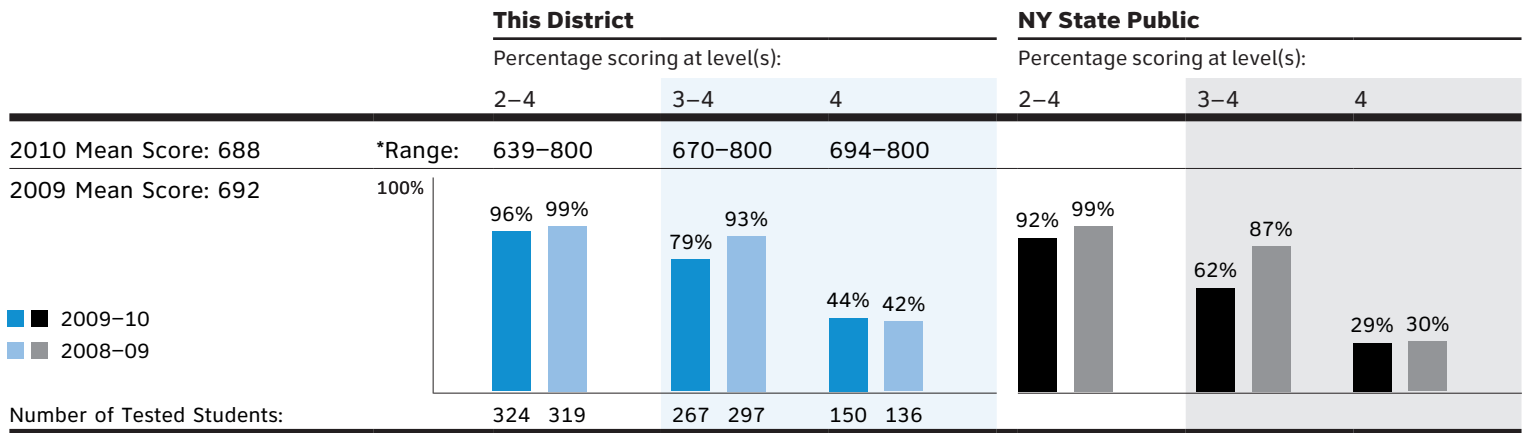
Other

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	6	6	6	3	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	9	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 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	339	96%	79%	44%	321	99%	93%	42%
Female	161	98%	83%	43%	151	100%	91%	39%
Male	178	94%	75%	46%	170	99%	94%	45%
American Indian or Alaska Native								
Black or African American	41	80%	51%	7%	39	95%	79%	13%
Hispanic or Latino	72	92%	61%	25%	98	100%	88%	24%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	215	100%	90%	57%	175	100%	98%	58%
Multiracial	7	-	-	-	3	-	-	-
Small Group Totals	11	100%	82%	55%	9	100%	89%	67%
General-Education Students	286	99%	84%	50%	286	100%	95%	47%
Students with Disabilities	53	75%	49%	13%	35	97%	74%	6%
English Proficient	317	97%	80%	47%	289	99%	94%	46%
Limited English Proficient	22	82%	55%	9%	32	100%	75%	13%
Economically Disadvantaged	115	87%	58%	18%	116	99%	84%	19%
Not Disadvantaged	224	100%	89%	58%	205	100%	97%	56%
Migrant								
Not Migrant	339	96%	79%	44%	321	99%	93%	42%

NOTES

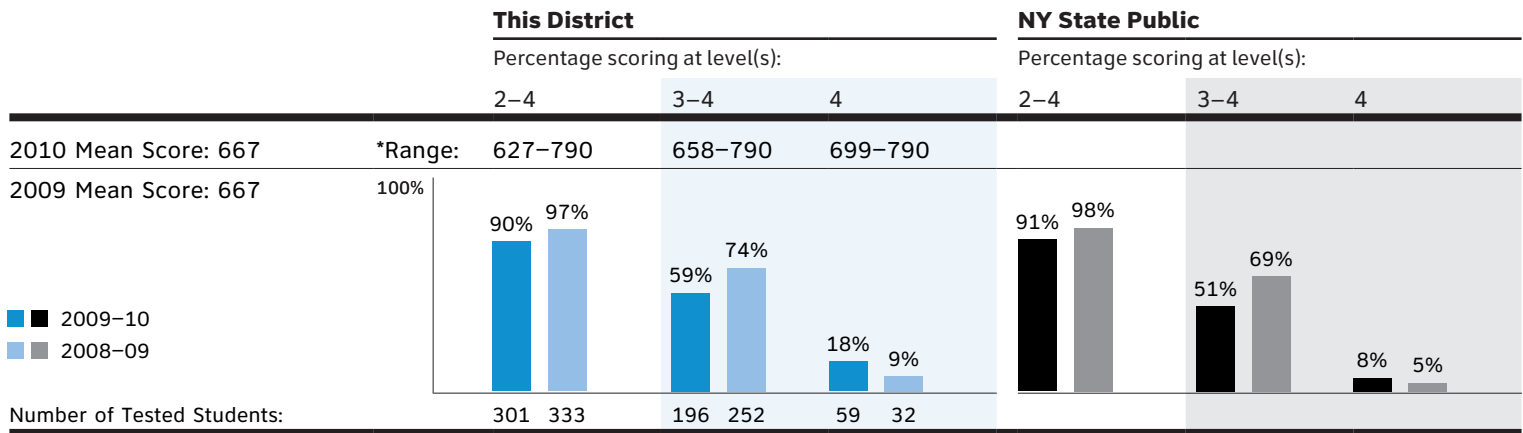
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Other Assessments

	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 7 Equivalent	6	6	6	3	6	6	4	1

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	333	90%	59%	18%	342	97%	74%	9%
Female	156	90%	61%	19%	188	98%	79%	12%
Male	177	91%	57%	16%	154	97%	68%	6%
American Indian or Alaska Native								
Black or African American	48	83%	23%	4%	56	98%	41%	0%
Hispanic or Latino	101	81%	39%	10%	70	90%	44%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	12	-	-	-
White	174	97%	80%	26%	201	100%	91%	15%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	10	100%	70%	20%	15	100%	100%	7%
General-Education Students	294	94%	64%	20%	295	98%	80%	11%
Students with Disabilities	39	67%	23%	0%	47	91%	34%	0%
English Proficient	304	95%	64%	19%	317	99%	78%	10%
Limited English Proficient	29	38%	0%	0%	25	72%	16%	0%
Economically Disadvantaged	128	82%	30%	5%	117	95%	46%	1%
Not Disadvantaged	205	96%	77%	26%	225	99%	88%	14%
Migrant								
Not Migrant	333	90%	59%	18%	342	97%	74%	9%

NOTES

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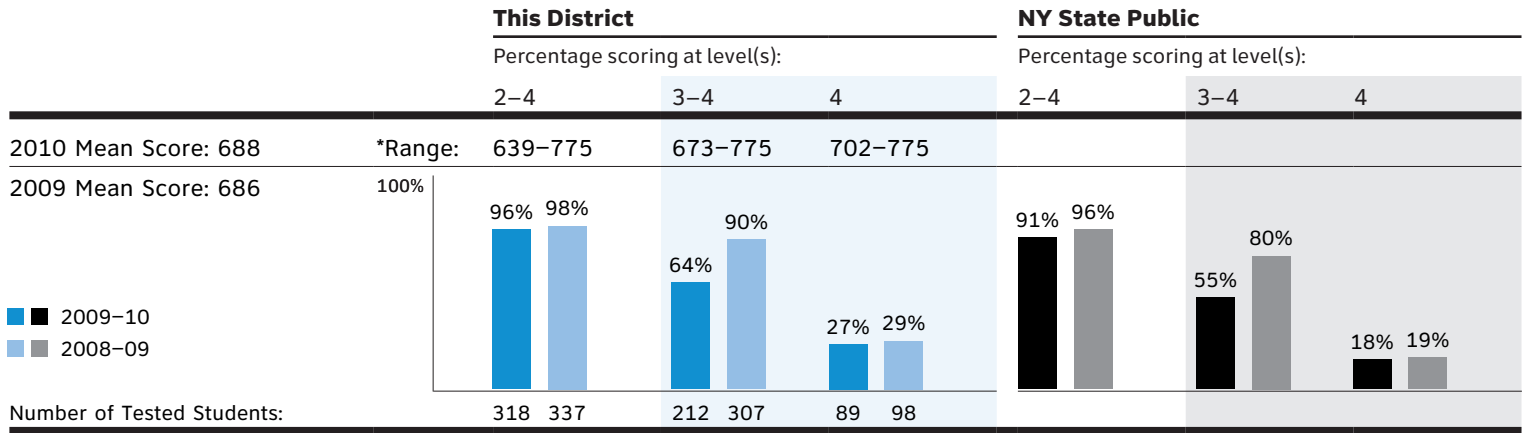
Other

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 8 Equivalent	6	6	6	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	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 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	331	96%	64%	27%	343	98%	90%	29%
Female	156	97%	63%	28%	188	98%	89%	31%
Male	175	95%	65%	26%	155	98%	90%	26%
American Indian or Alaska Native								
Black or African American	48	85%	27%	6%	54	98%	72%	0%
Hispanic or Latino	99	96%	49%	11%	73	93%	78%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	13	-	-	-
White	174	99%	82%	39%	200	100%	98%	42%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	10	100%	80%	70%	16	100%	94%	56%
General-Education Students	294	99%	68%	30%	300	99%	94%	31%
Students with Disabilities	37	70%	32%	5%	43	91%	56%	9%
English Proficient	303	96%	66%	28%	313	100%	92%	31%
Limited English Proficient	28	96%	39%	18%	30	83%	67%	7%
Economically Disadvantaged	126	94%	41%	6%	118	95%	74%	8%
Not Disadvantaged	205	97%	78%	40%	225	100%	98%	39%
Migrant								
Not Migrant	331	96%	64%	27%	343	98%	90%	29%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	4	4	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

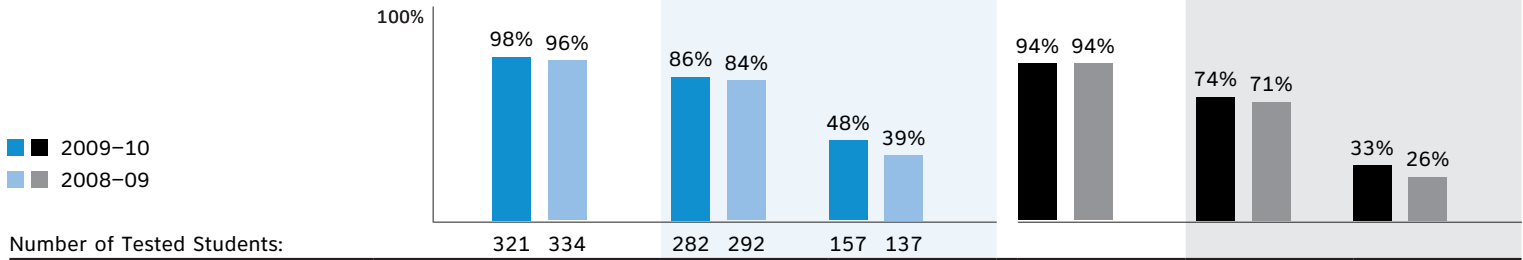
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



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	246	97%	81%	32%	278	95%	80%	24%
Female	110	99%	77%	25%	148	96%	76%	22%
Male	136	96%	85%	38%	130	94%	84%	27%
American Indian or Alaska Native								
Black or African American	44	89%	59%	7%	55	93%	64%	2%
Hispanic or Latino	93	99%	75%	20%	75	91%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	103	99%	95%	53%	139	98%	94%	40%
Multiracial	2	-	-	-	3	-	-	-
Small Group Totals	6	100%	100%	33%	9	100%	100%	22%
General-Education Students	208	99%	85%	36%	234	97%	84%	26%
Students with Disabilities	38	89%	63%	13%	44	84%	57%	14%
English Proficient	216	97%	86%	36%	246	97%	84%	27%
Limited English Proficient	30	97%	47%	3%	32	81%	47%	3%
Economically Disadvantaged	123	97%	69%	19%	120	91%	63%	10%
Not Disadvantaged	123	98%	93%	46%	158	98%	92%	35%
Migrant								
Not Migrant	246	97%	81%	32%	278	95%	80%	24%

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

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
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	4
Regents Science	82	70

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

This District

Percentage scoring at level(s):

2-4

3-4

4

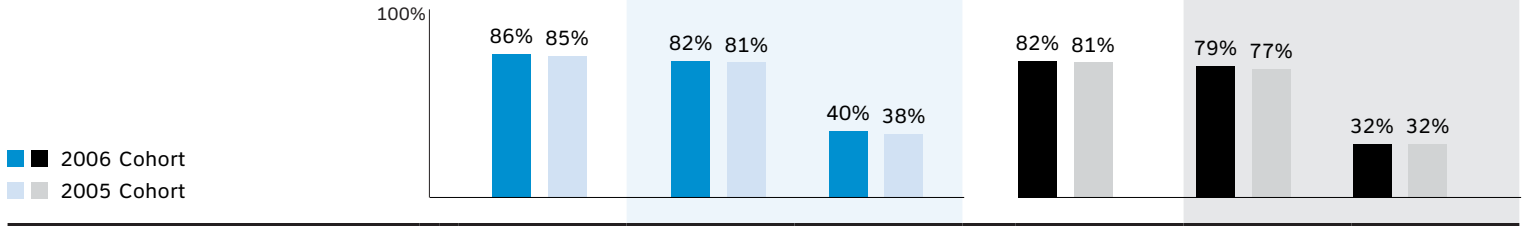
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	293	86%	82%	40%	294	85%	81%	38%
Female	147	93%	90%	45%	149	86%	85%	44%
Male	146	79%	73%	36%	145	83%	78%	33%
American Indian or Alaska Native								
Black or African American	40	63%	55%	10%	40	65%	60%	8%
Hispanic or Latino	58	69%	55%	9%	62	61%	56%	10%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	9	-	-	-
White	188	96%	95%	56%	182	97%	94%	53%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	100%	43%	10	90%	90%	70%
General-Education Students	246	91%	89%	47%	248	93%	91%	45%
Students with Disabilities	47	57%	40%	6%	46	41%	30%	4%
English Proficient	272	91%	87%	43%	280	88%	85%	40%
Limited English Proficient	21	24%	14%	0%	14	14%	14%	0%
Economically Disadvantaged	74	72%	58%	7%	62	73%	68%	13%
Not Disadvantaged	219	91%	89%	52%	232	88%	85%	45%
Migrant								
Not Migrant	293	86%	82%	40%	294	85%	81%	38%

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*.

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

This District

Percentage scoring at level(s):

2-4

3-4

4

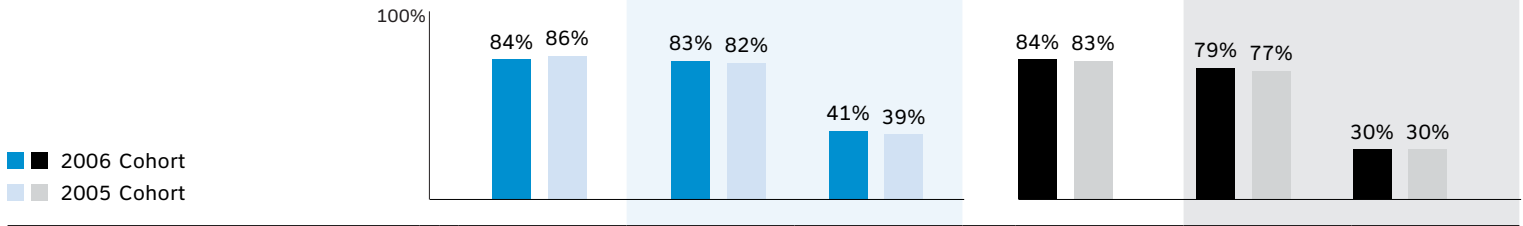
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	293	84%	83%	41%	294	86%	82%	39%
Female	147	91%	88%	41%	149	89%	84%	42%
Male	146	77%	77%	40%	145	83%	79%	36%
American Indian or Alaska Native								
Black or African American	40	63%	63%	5%	40	70%	55%	5%
Hispanic or Latino	58	64%	59%	10%	62	69%	63%	11%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	9	-	-	-
White	188	95%	94%	57%	182	95%	93%	54%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	100%	100%	57%	10	90%	90%	70%
General-Education Students	246	93%	92%	46%	248	96%	92%	46%
Students with Disabilities	47	38%	36%	11%	46	35%	28%	0%
English Proficient	272	89%	88%	44%	280	89%	85%	41%
Limited English Proficient	21	24%	19%	0%	14	36%	21%	0%
Economically Disadvantaged	74	68%	65%	8%	62	74%	65%	13%
Not Disadvantaged	219	90%	89%	52%	232	89%	86%	46%
Migrant								
Not Migrant	293	84%	83%	41%	294	86%	82%	39%

NOTES

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