



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **WESTBURY UNION FREE SCHOOL
DISTRICT**
District ID **28-04-01-03-0000**
Superintendent **CONSTANCE CLARK-SNEAD**
Telephone **(516) 876-5016**
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 2011–12 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

	2008-09	2009-10	2010-11
Pre-K	306	309	306
Kindergarten	342	367	379
Grade 1	356	370	377
Grade 2	332	350	352
Grade 3	305	333	343
Grade 4	302	304	330
Grade 5	277	313	300
Grade 6	276	274	314
Ungraded Elementary	0	0	0
Grade 7	273	262	286
Grade 8	290	311	269
Grade 9	294	316	297
Grade 10	267	310	317
Grade 11	287	260	317
Grade 12	259	288	279
Ungraded Secondary	0	0	0
Total K-12	3860	4058	4160

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	22	22
Grade 8			
English	18	20	20
Mathematics	19	19	19
Science	19	18	20
Social Studies	16	18	18
Grade 10			
English	19	23	20
Mathematics		18	21
Science		25	
Social Studies	18	21	25

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 WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2573	67%	2684	66%	2975	72%
Reduced-Price Lunch	451	12%	449	11%	463	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1256	33%	1286	32%	1339	32%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	3	0%	3	0%
Black or African American	1459	38%	1500	37%	1419	34%
Hispanic or Latino	2286	59%	2400	59%	2606	63%
Asian or Native Hawaiian/Other Pacific Islander	53	1%	50	1%	36	1%
White	45	1%	91	2%	87	2%
Multiracial	13	0%	14	0%	9	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		95%
Student Suspensions	122	3%	220	6%	232	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 WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	359	359	349
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	6%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	53%	58%
Total Number of Core Classes	962	965	901
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1236	1228	1177
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%	15%	22%
Turnover Rate of All Teachers	10%	11%	12%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	57	59	38
Total Paraprofessionals*	119	126	125
Assistant Principals	5	5	6
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the 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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

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

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White				—	—	
Multiracial	—	—				
Other Groups						
Students with Disabilities		^{SH}		—	—	
Limited English Proficient				^{SH}		
Economically Disadvantaged						
Student groups making AYP in each subject	5 of 7	7 of 7	1 of 1	5 of 5	5 of 5	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
(2011–12)

Accountability Measures 5 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12
Accountability Groups							
All Students (1912:1812)			99%		137	119	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (681:624)			99%		143	118	
Hispanic or Latino (1167:1131)			99%		134	119	
Asian or Native Hawaiian/Other Pacific Islander (26:23)	–	–	–	–	–	–	–
White (36:32)		–	–		144	105	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (275:301)			100%		88	116	104 99
Limited English Proficient (642:792)			99%		116	118	118 124
Economically Disadvantaged (1580:1514)			99%		136	119	
Final AYP Determination	 5 of 7						
Non-Accountability Groups							
Female (961:908)			99%		145	118	
Male (951:904)			100%		130	118	
Migrant (2:2)			–		–	–	


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
(2011–12)

Accountability Measures 7 of 7 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12
Accountability Groups							
All Students (1913:1841)			100%		152	134	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (682:639)			100%		151	133	
Hispanic or Latino (1167:1142)			99%		152	134	
Asian or Native Hawaiian/Other Pacific Islander (26:26)	–	–	–	–	–	–	–
White (36:32)		–	–		141	120	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (276:300)			99%		126	131	122 133
Limited English Proficient (641:822)			100%		141	133	
Economically Disadvantaged (1580:1543)			100%		151	134	
Final AYP Determination	 7 of 7						
Non-Accountability Groups							
Female (961:922)			100%		154	133	
Male (952:919)			99%		149	133	
Migrant (2:2)			–		–	–	

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
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12		
Accountability Groups										
All Students (633:596)		Qualified		97%		173	100			
Ethnicity										
American Indian or Alaska Native (0:0)										
Black or African American (230:212)		Qualified		97%		170	100			
Hispanic or Latino (379:361)		Qualified		96%		174	100			
Asian or Native Hawaiian/Other Pacific Islander (11:11)		—	—	—	—	—	—		—	
White (13:12)		—	—	—	—	—	—		—	
Multiracial (0:0)										
Other Groups										
Students with Disabilities (92:83)		Qualified		88%		149	100			
Limited English Proficient (204:240)		Qualified		95%		161	100			
Economically Disadvantaged (516:496)		Qualified		97%		172	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (318:307)				99%		171	100			
Male (315:289)				95%		175	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
(2011–12)

Accountability Measures 5 of 5 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (299:253)			99%		178	176	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (142:127)			98%		177	174	
Hispanic or Latino (145:114)			100%		178	173	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (5:5)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (36:29)	—	—	—	—	—	—	—
Limited English Proficient (38:45)		—	—		140	169	20 146
Economically Disadvantaged (179:171)			99%		179	175	
Final AYP Determination	 5 of 5						
Non-Accountability Groups							
Female (150:132)			99%		183	174	
Male (149:121)			99%		173	174	
Migrant (1:1)			—		—	—	


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
(2011–12)

Accountability Measures 5 of 5 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (299:253)			99%		183	173	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (142:127)			98%		182	171	
Hispanic or Latino (145:114)			100%		187	170	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (5:5)	—	—	—	—	—	—	—
Multiracial (0:0)							
Other Groups							
Students with Disabilities (36:29)	—	—	—	—	—	—	—
Limited English Proficient (38:45)		—	—		173	166	
Economically Disadvantaged (179:171)			99%		185	172	
Final AYP Determination	 5 of 5						
Non-Accountability Groups							
Female (150:132)			99%		189	171	
Male (149:121)			99%		178	171	
Migrant (1:1)			—		—	—	


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 (2011–12)  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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (293)			84%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (158)			95%	80%	
Hispanic or Latino (125)			69%	80%	74%
Asian or Native Hawaiian/Other Pacific Islander (3)		—	—	—	
White (7)		—	—	—	
Multiracial (0)					
Other Groups					
Students with Disabilities (45)			60%	80%	64%
Limited English Proficient (29)		—	—	—	
Economically Disadvantaged (178)			88%	80%	
Final AYP Determination		1 of 1			
Non-Accountability Groups					
Female (151)			87%	80%	
Male (142)			81%	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 2006 total cohort through June 2011 (after 5 years) for this district is **89%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

5 schools identified 83% of total

DREXEL AVENUE SCHOOL
DRYDEN STREET SCHOOL
PARK AVENUE SCHOOL
POWELLS LANE SCHOOL
WESTBURY HIGH SCHOOL

Improvement (year 1) Focused

1 school identified 17% of total

WESTBURY MIDDLE SCHOOL

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	54%			339
Grade 4	55%			322
Grade 5	56%			301
Grade 6	41%			307
Grade 7	34%			286
Grade 8	35%			287

Mathematics			
Grade 3	58%		346
Grade 4	60%		329
Grade 5	70%		310
Grade 6	53%		312
Grade 7	49%		296
Grade 8	48%		299

Science			
Grade 4	91%		330
Grade 8	48%		207

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	79%			272
Mathematics	82%			272

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

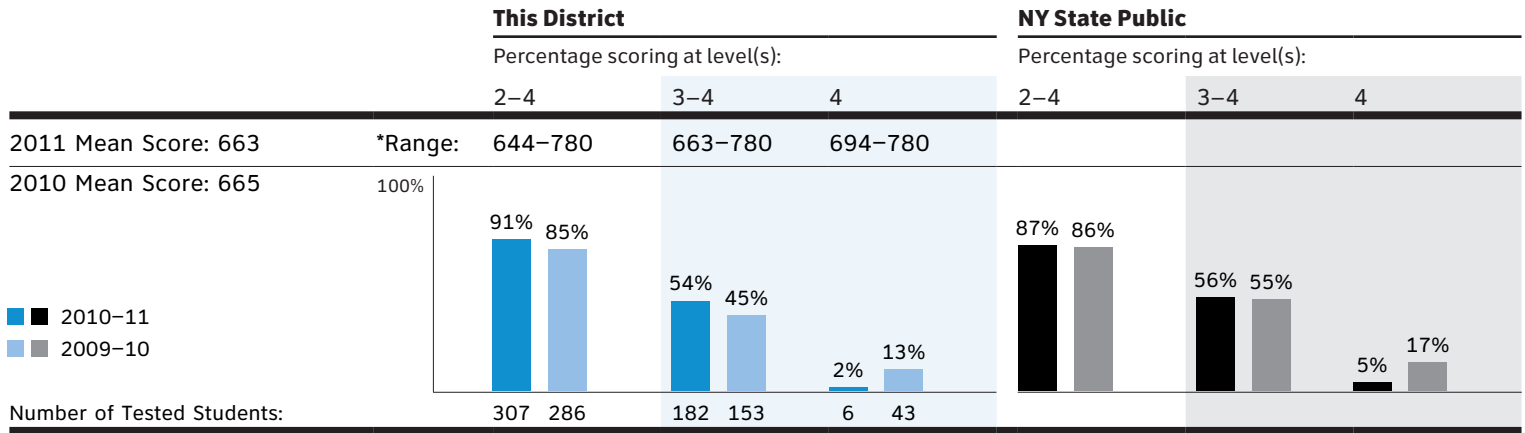
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	91%	54%	2%	337	85%	45%	13%
Female	183	92%	55%	2%	172	85%	44%	12%
Male	156	88%	52%	1%	165	85%	47%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	90%	61%	4%	94	83%	45%	14%
Hispanic or Latino	226	91%	49%	1%	227	85%	44%	12%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	50%	17%
White	4	-	-	-	10	100%	80%	10%
Multiracial								
Small Group Totals	7	100%	86%	0%				
General-Education Students	305	94%	56%	2%	300	91%	50%	14%
Students with Disabilities	34	59%	32%	0%	37	38%	11%	5%
English Proficient	187	94%	65%	3%	199	90%	56%	17%
Limited English Proficient	152	87%	40%	0%	138	78%	30%	7%
Economically Disadvantaged	294	91%	53%	1%	286	84%	45%	12%
Not Disadvantaged	45	84%	58%	7%	51	90%	49%	18%
Migrant	1	-	-	-				
Not Migrant	338	-	-	-	337	85%	45%	13%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	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 3	6	N/A	N/A	N/A	2	N/A	N/A	N/A

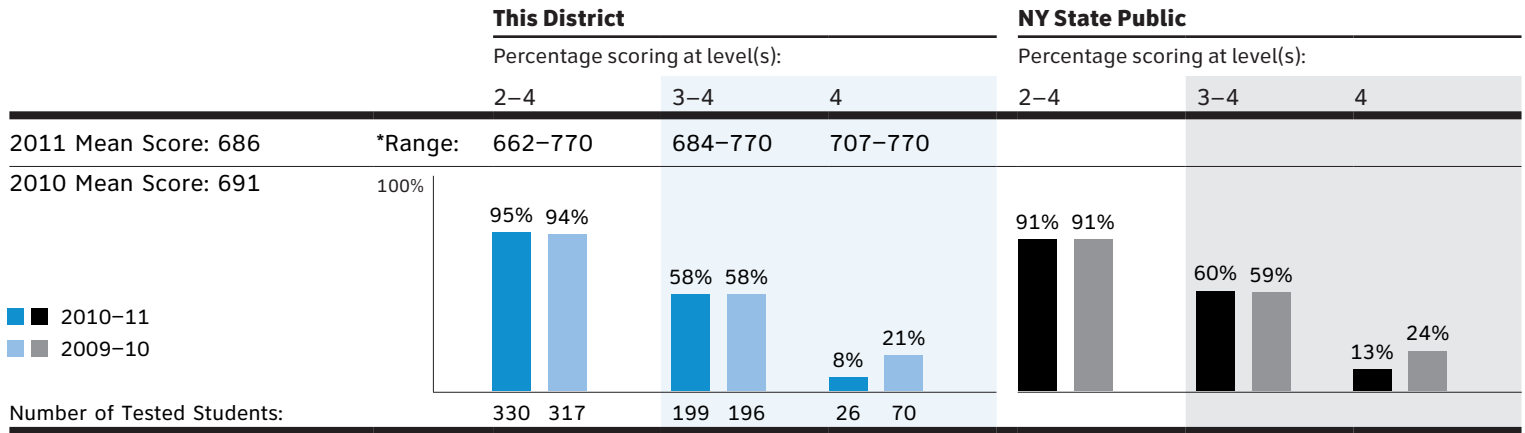
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	346	95%	58%	8%	339	94%	58%	21%
Female	188	96%	51%	4%	173	95%	58%	20%
Male	158	94%	65%	11%	166	92%	58%	21%
American Indian or Alaska Native	1	-	-	-				
Black or African American	111	94%	62%	11%	96	88%	42%	18%
Hispanic or Latino	228	96%	55%	5%	227	96%	63%	20%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	67%	17%
White	4	-	-	-	10	100%	80%	70%
Multiracial								
Small Group Totals	7	100%	71%	29%				
General-Education Students	312	96%	59%	8%	302	97%	62%	23%
Students with Disabilities	34	85%	47%	0%	37	68%	27%	0%
English Proficient	188	96%	65%	12%	199	95%	61%	26%
Limited English Proficient	158	94%	49%	2%	140	91%	54%	14%
Economically Disadvantaged	298	97%	58%	5%	286	94%	57%	21%
Not Disadvantaged	48	88%	56%	23%	53	91%	60%	21%
Migrant	1	-	-	-				
Not Migrant	345	-	-	-	339	94%	58%	21%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	0				1	-	-	-

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 670	*Range: 637-775	671-775	722-775			
2010 Mean Score: 673						
Number of Tested Students:	299	281	177	176	4	14

Results by Student Group

	2010-11 School Year				2009-10 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	322	93%	55%	1%	304	92%	58%	5%
Female	168	94%	55%	2%	131	94%	63%	8%
Male	154	92%	55%	1%	173	91%	54%	2%
American Indian or Alaska Native								
Black or African American	92	92%	61%	2%	105	92%	57%	6%
Hispanic or Latino	217	93%	51%	1%	189	92%	58%	3%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%	3	-	-	-
White	7	100%	71%	0%	7	-	-	-
Multiracial								
Small Group Totals					10	100%	70%	20%
General-Education Students	282	98%	61%	1%	262	94%	63%	5%
Students with Disabilities	40	60%	13%	0%	42	81%	29%	0%
English Proficient	201	96%	68%	2%	182	98%	72%	8%
Limited English Proficient	121	88%	34%	0%	122	84%	37%	0%
Economically Disadvantaged	274	93%	53%	1%	256	93%	59%	5%
Not Disadvantaged	48	90%	65%	4%	48	90%	50%	2%
Migrant								
Not Migrant	322	93%	55%	1%	304	92%	58%	5%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	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 4	8	N/A	N/A	N/A	4	N/A	N/A	N/A

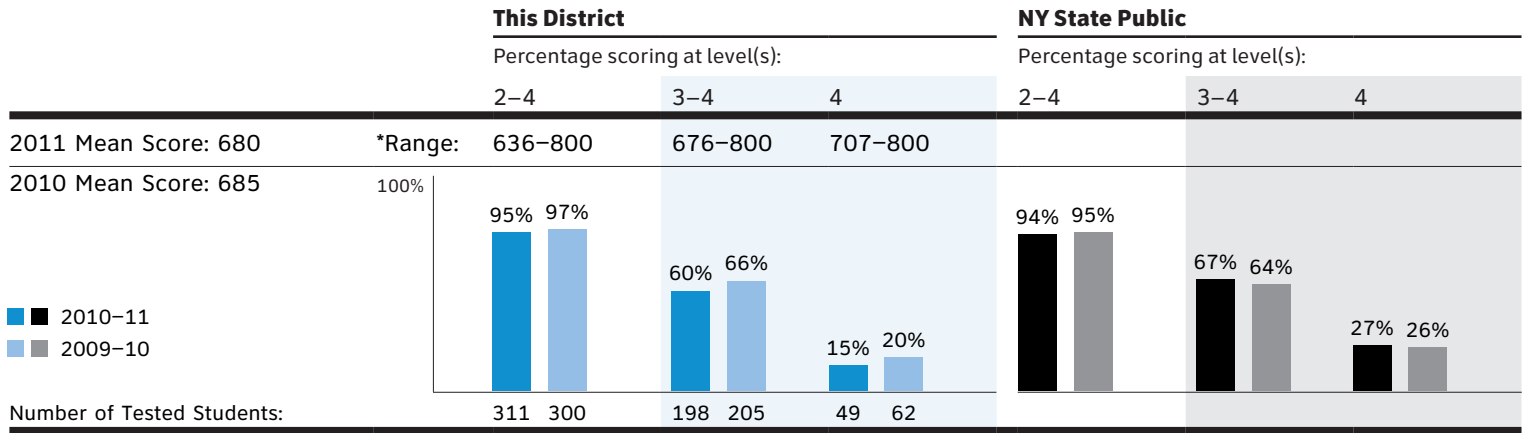
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	329	95%	60%	15%	309	97%	66%	20%
Female	171	95%	58%	16%	137	98%	67%	19%
Male	158	94%	63%	14%	172	97%	66%	21%
American Indian or Alaska Native								
Black or African American	96	91%	59%	16%	107	96%	64%	21%
Hispanic or Latino	219	96%	60%	13%	192	97%	66%	19%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	57%	43%	3	-	-	-
White	7	100%	86%	29%	7	-	-	-
Multiracial								
Small Group Totals					10	100%	90%	30%
General-Education Students	289	98%	64%	17%	267	99%	69%	22%
Students with Disabilities	40	73%	33%	3%	42	86%	48%	7%
English Proficient	201	95%	70%	20%	182	98%	78%	30%
Limited English Proficient	128	95%	45%	6%	127	95%	50%	6%
Economically Disadvantaged	279	95%	59%	13%	255	98%	68%	22%
Not Disadvantaged	50	90%	66%	24%	54	93%	57%	13%
Migrant								
Not Migrant	329	95%	60%	15%	309	97%	66%	20%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

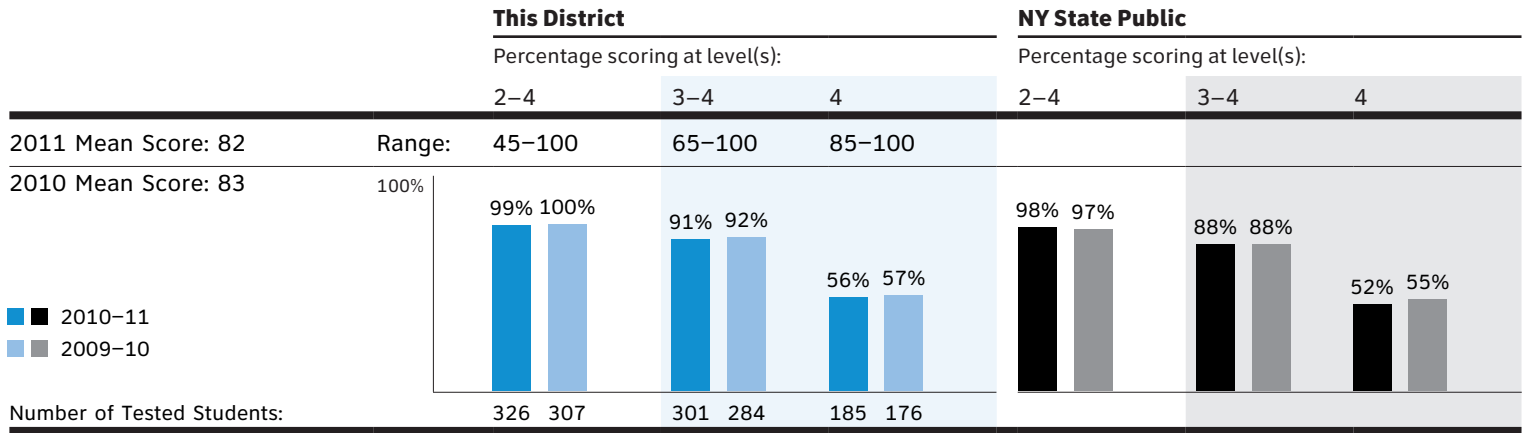
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	4	-	-	-

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	330	99%	91%	56%	308	100%	92%	57%
Female	171	99%	91%	52%	136	100%	93%	54%
Male	159	99%	92%	60%	172	99%	92%	60%
American Indian or Alaska Native								
Black or African American	97	97%	90%	55%	107	99%	91%	56%
Hispanic or Latino	219	100%	91%	56%	191	100%	93%	56%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	57%	3	-	-	-
White	7	100%	100%	86%	7	-	-	-
Multiracial								
Small Group Totals					10	100%	100%	90%
General-Education Students	290	100%	95%	62%	268	100%	93%	60%
Students with Disabilities	40	93%	65%	15%	40	100%	88%	38%
English Proficient	201	99%	95%	68%	180	100%	99%	76%
Limited English Proficient	129	98%	85%	37%	128	99%	83%	31%
Economically Disadvantaged	280	99%	92%	55%	255	100%	94%	59%
Not Disadvantaged	50	96%	86%	64%	53	98%	83%	49%
Migrant								
Not Migrant	330	99%	91%	56%	308	100%	92%	57%

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

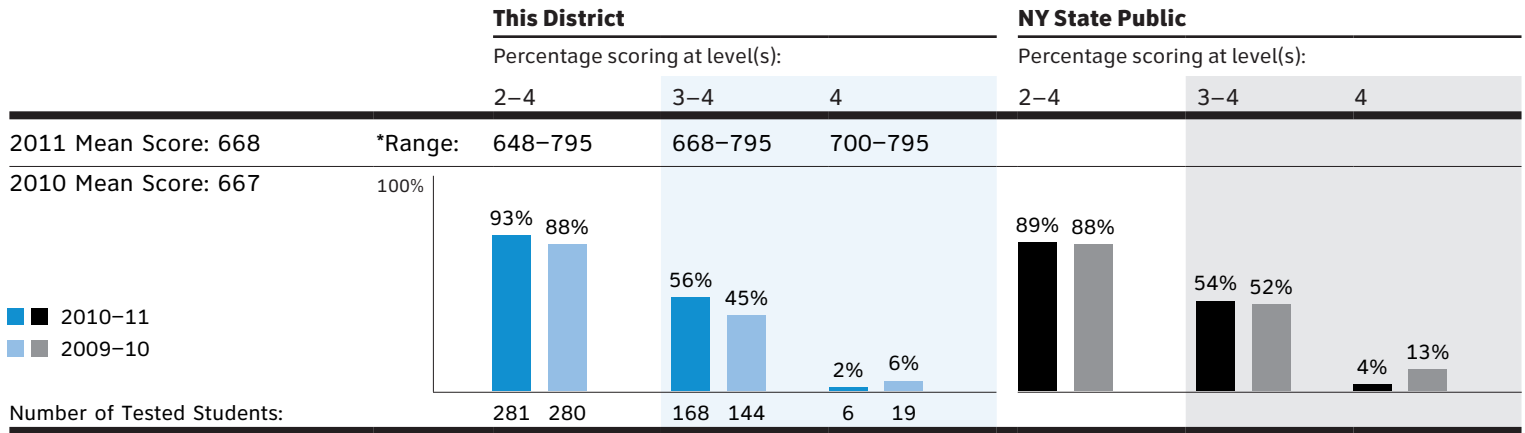
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	4	-	-	-

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	301	93%	56%	2%	317	88%	45%	6%
Female	134	96%	58%	4%	160	92%	49%	6%
Male	167	91%	54%	1%	157	85%	41%	6%
American Indian or Alaska Native								
Black or African American	107	92%	58%	5%	121	92%	45%	6%
Hispanic or Latino	184	94%	55%	1%	183	86%	46%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	60%	0%
White	7	-	-	-	8	88%	38%	0%
Multiracial								
Small Group Totals	10	100%	50%	0%				
General-Education Students	258	98%	62%	2%	266	92%	50%	7%
Students with Disabilities	43	65%	21%	0%	51	69%	22%	2%
English Proficient	208	97%	66%	3%	188	96%	56%	9%
Limited English Proficient	93	85%	32%	0%	129	77%	30%	2%
Economically Disadvantaged	253	93%	56%	2%	264	88%	44%	5%
Not Disadvantaged	48	96%	56%	4%	53	92%	51%	13%
Migrant	1	-	-	-				
Not Migrant	300	-	-	-	317	88%	45%	6%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	1	7	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	9	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 5	9	N/A	N/A	N/A	2	N/A	N/A	N/A

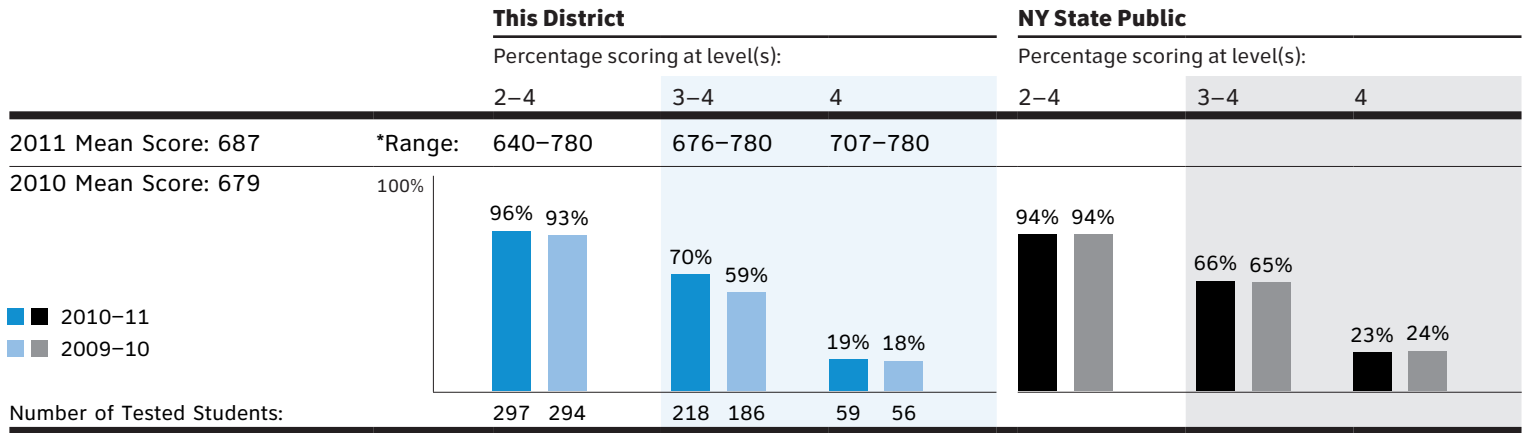
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	310	96%	70%	19%	317	93%	59%	18%
Female	139	96%	73%	19%	162	93%	55%	18%
Male	171	95%	68%	19%	155	93%	63%	17%
American Indian or Alaska Native								
Black or African American	115	92%	68%	16%	120	95%	68%	21%
Hispanic or Latino	185	98%	72%	21%	184	92%	53%	15%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	60%	20%
White	7	-	-	-	8	75%	50%	25%
Multiracial								
Small Group Totals	10	100%	60%	20%				
General-Education Students	267	98%	76%	22%	267	96%	65%	19%
Students with Disabilities	43	81%	35%	0%	50	74%	24%	12%
English Proficient	208	98%	79%	26%	187	97%	74%	24%
Limited English Proficient	102	92%	53%	5%	130	86%	36%	8%
Economically Disadvantaged	261	96%	69%	19%	262	94%	58%	15%
Not Disadvantaged	49	96%	78%	18%	55	89%	62%	29%
Migrant	1	-	-	-				
Not Migrant	309	-	-	-	317	93%	59%	18%

NOTES

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Other Assessments

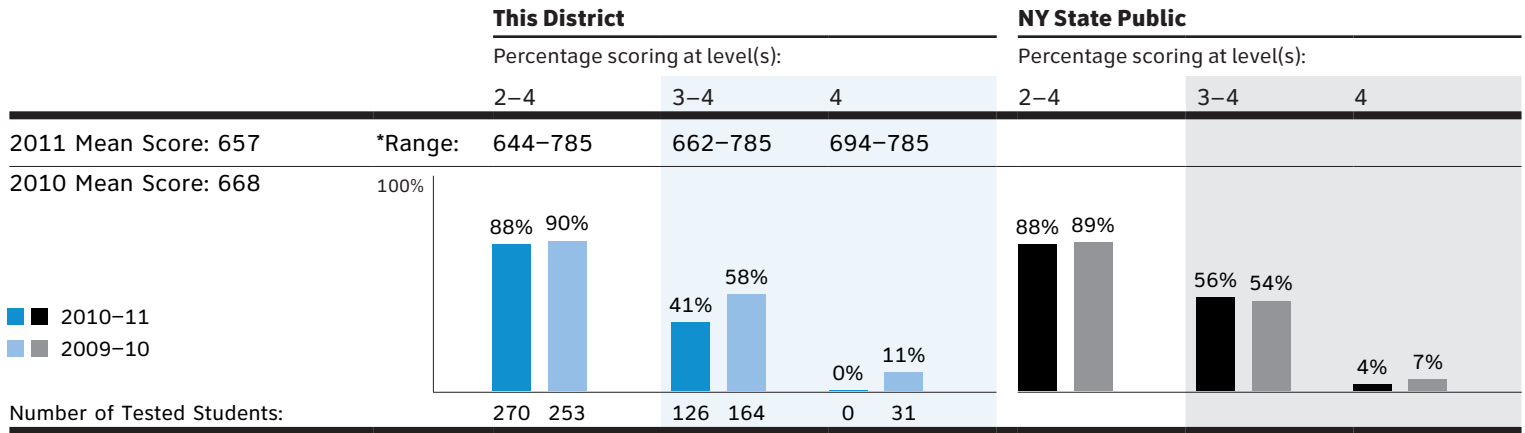
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	2	7	6	6	3

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	307	88%	41%	0%	281	90%	58%	11%
Female	156	92%	46%	0%	145	94%	66%	17%
Male	151	84%	36%	0%	136	86%	50%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	120	90%	47%	0%	90	88%	59%	18%
Hispanic or Latino	175	87%	37%	0%	182	92%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	-	-	-
White	8	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	12	83%	42%	0%	9	78%	56%	22%
General-Education Students	257	96%	48%	0%	232	96%	66%	13%
Students with Disabilities	50	48%	6%	0%	49	63%	24%	0%
English Proficient	203	95%	53%	0%	207	94%	70%	15%
Limited English Proficient	104	75%	17%	0%	74	78%	26%	0%
Economically Disadvantaged	255	88%	40%	0%	228	91%	59%	10%
Not Disadvantaged	52	87%	46%	0%	53	87%	57%	15%
Migrant								
Not Migrant	307	88%	41%	0%	281	90%	58%	11%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	4	4	2	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6	5	N/A	N/A	N/A	7	N/A	N/A	N/A

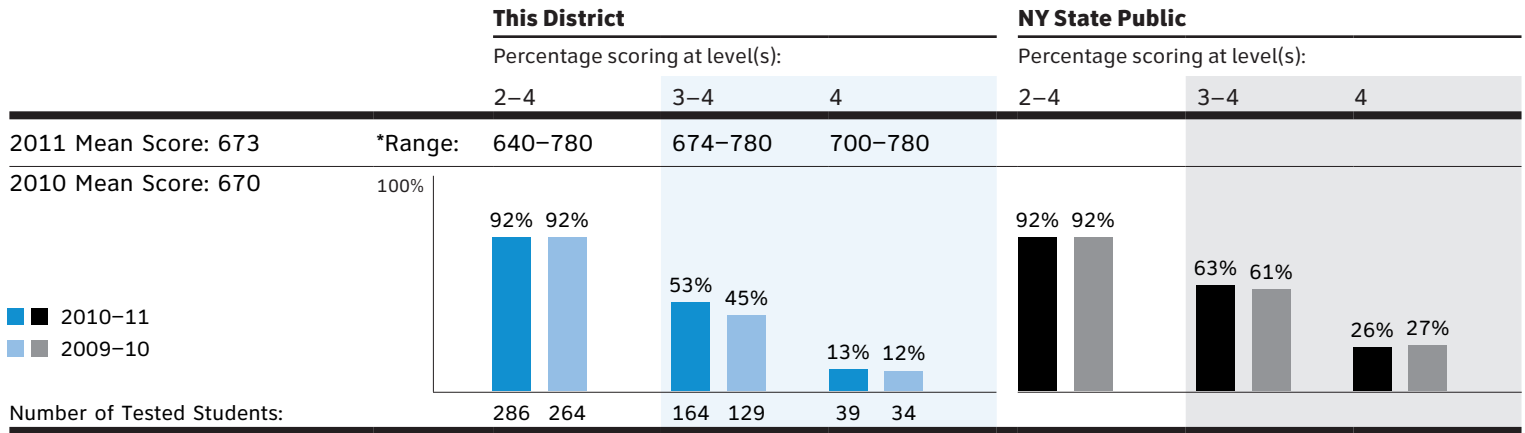
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	312	92%	53%	13%	288	92%	45%	12%
Female	160	94%	53%	13%	147	93%	52%	15%
Male	152	89%	52%	12%	141	91%	38%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	124	91%	48%	15%	93	89%	40%	16%
Hispanic or Latino	176	94%	57%	11%	186	92%	47%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	-	-	-
White	8	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	12	67%	42%	8%	9	100%	44%	22%
General-Education Students	263	94%	55%	14%	239	94%	47%	13%
Students with Disabilities	49	78%	39%	4%	49	82%	33%	4%
English Proficient	203	96%	60%	17%	208	95%	50%	15%
Limited English Proficient	109	84%	39%	5%	80	84%	31%	4%
Economically Disadvantaged	259	93%	52%	12%	230	94%	47%	11%
Not Disadvantaged	53	83%	57%	13%	58	81%	36%	14%
Migrant								
Not Migrant	312	92%	53%	13%	288	92%	45%	12%

NOTES

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

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Other Assessments

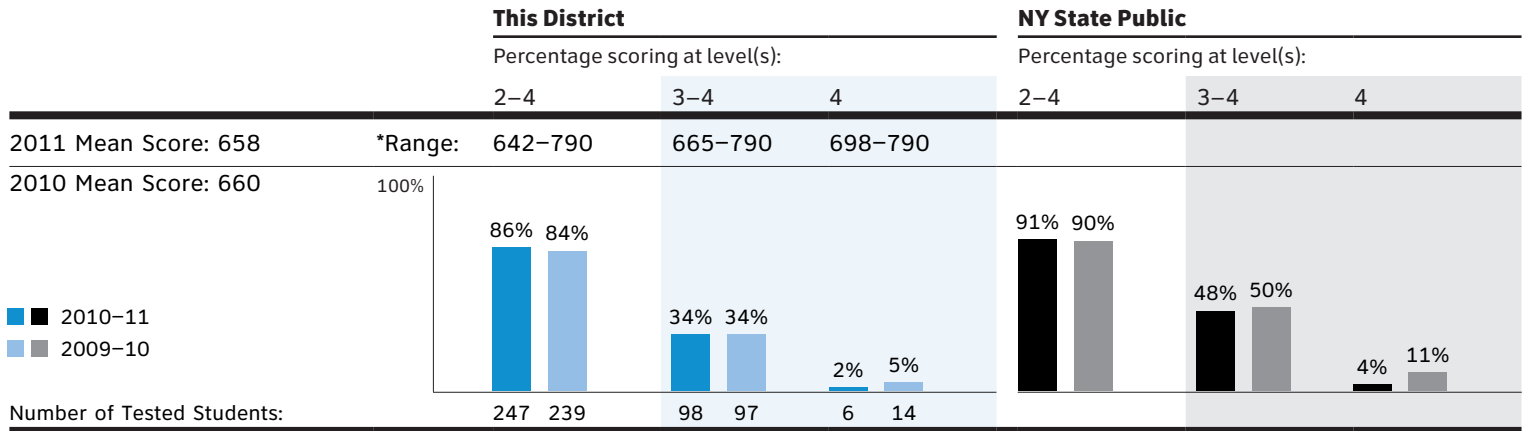
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	3	1	-	-	-

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	286	86%	34%	2%	284	84%	34%	5%
Female	146	92%	45%	3%	143	89%	40%	4%
Male	140	81%	24%	1%	141	79%	28%	6%
American Indian or Alaska Native								
Black or African American	92	86%	40%	7%	122	89%	42%	7%
Hispanic or Latino	186	86%	31%	0%	153	81%	27%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	5	-	-	-
White	3	-	-	-	4	-	-	-
Multiracial								
Small Group Totals	8	100%	38%	0%	9	67%	44%	11%
General-Education Students	243	91%	40%	2%	238	91%	39%	6%
Students with Disabilities	43	58%	2%	0%	46	50%	9%	0%
English Proficient	231	93%	42%	3%	214	93%	45%	7%
Limited English Proficient	55	58%	0%	0%	70	57%	1%	0%
Economically Disadvantaged	236	87%	31%	1%	229	84%	33%	4%
Not Disadvantaged	50	84%	50%	8%	55	84%	40%	7%
Migrant								
Not Migrant	286	86%	34%	2%	284	84%	34%	5%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	9	N/A	N/A	N/A	10	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	9	N/A	N/A	N/A	10	N/A	N/A	N/A

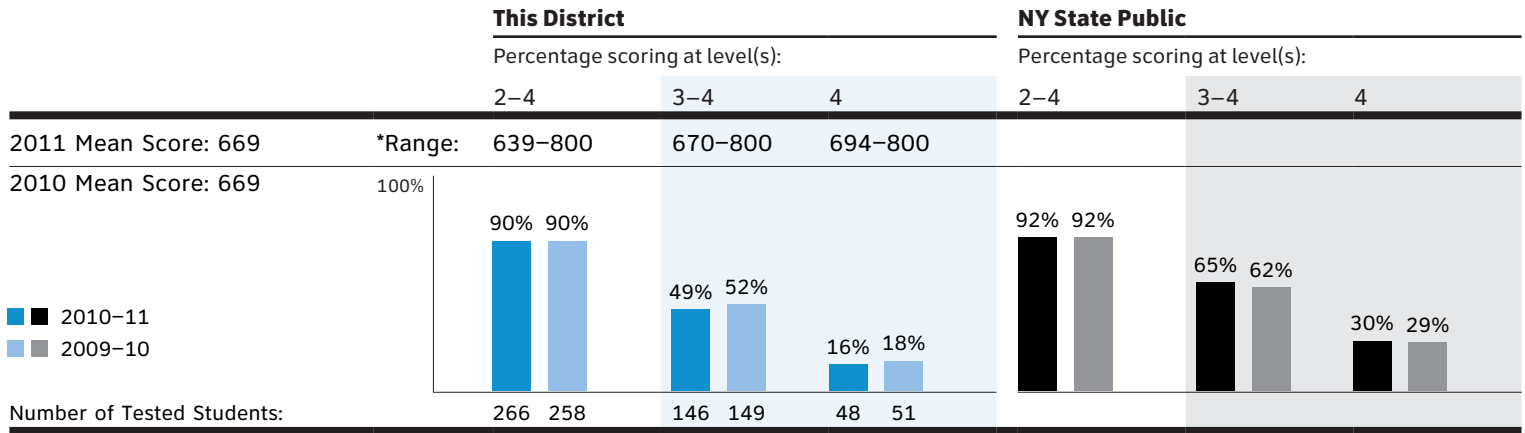
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	296	90%	49%	16%	287	90%	52%	18%
Female	151	92%	54%	21%	151	90%	53%	19%
Male	145	88%	44%	11%	136	90%	51%	17%
American Indian or Alaska Native								
Black or African American	94	85%	47%	23%	124	92%	61%	18%
Hispanic or Latino	192	93%	51%	12%	154	90%	45%	18%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	5	-	-	-
White	3	-	-	-	4	-	-	-
Multiracial								
Small Group Totals	10	80%	40%	30%	9	67%	44%	22%
General-Education Students	253	91%	51%	19%	243	93%	58%	21%
Students with Disabilities	43	84%	37%	0%	44	70%	18%	2%
English Proficient	230	95%	56%	21%	208	96%	63%	23%
Limited English Proficient	66	73%	27%	0%	79	73%	22%	4%
Economically Disadvantaged	244	91%	49%	14%	231	91%	53%	19%
Not Disadvantaged	52	87%	50%	27%	56	86%	46%	14%
Migrant								
Not Migrant	296	90%	49%	16%	287	90%	52%	18%

NOTES

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Other Assessments

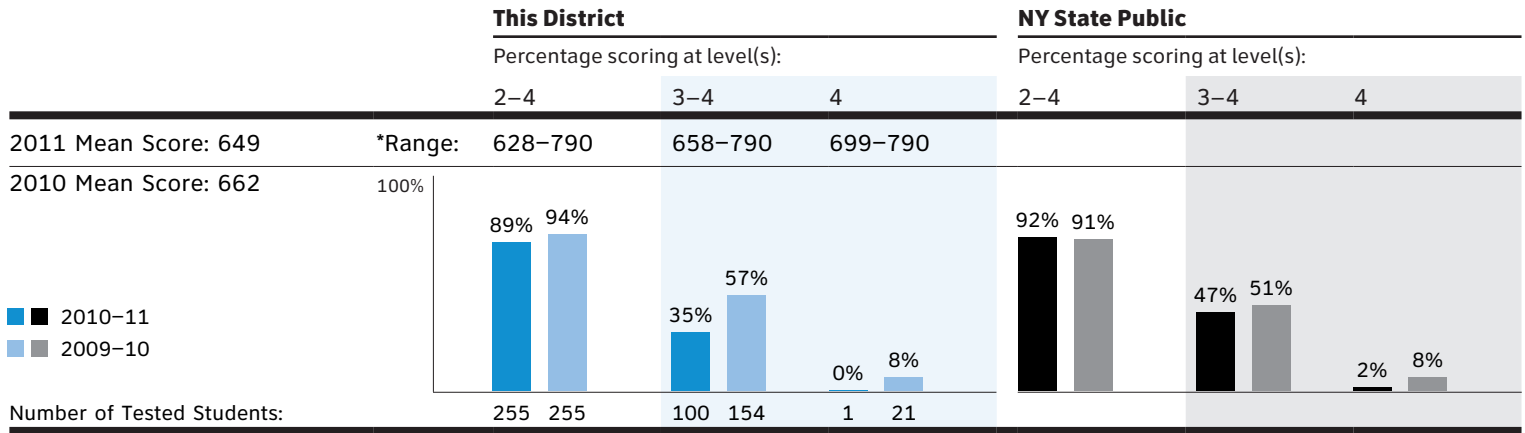
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	1	-	-	-

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	287	89%	35%	0%	272	94%	57%	8%
Female	140	95%	44%	1%	129	98%	65%	11%
Male	147	83%	27%	0%	143	90%	49%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	126	90%	40%	1%	118	94%	60%	7%
Hispanic or Latino	152	89%	30%	0%	146	93%	53%	9%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	5	-	-	-	4	-	-	-
Multiracial								
Small Group Totals	9	67%	44%	0%	8	100%	63%	0%
General-Education Students	237	92%	41%	0%	241	94%	63%	9%
Students with Disabilities	50	72%	4%	0%	31	90%	10%	0%
English Proficient	225	96%	44%	0%	234	97%	65%	9%
Limited English Proficient	62	65%	0%	0%	38	74%	8%	0%
Economically Disadvantaged	226	89%	33%	0%	204	95%	55%	8%
Not Disadvantaged	61	87%	41%	2%	68	91%	60%	7%
Migrant								
Not Migrant	287	89%	35%	0%	272	94%	57%	8%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	9	N/A	N/A	N/A	8	N/A	N/A	N/A

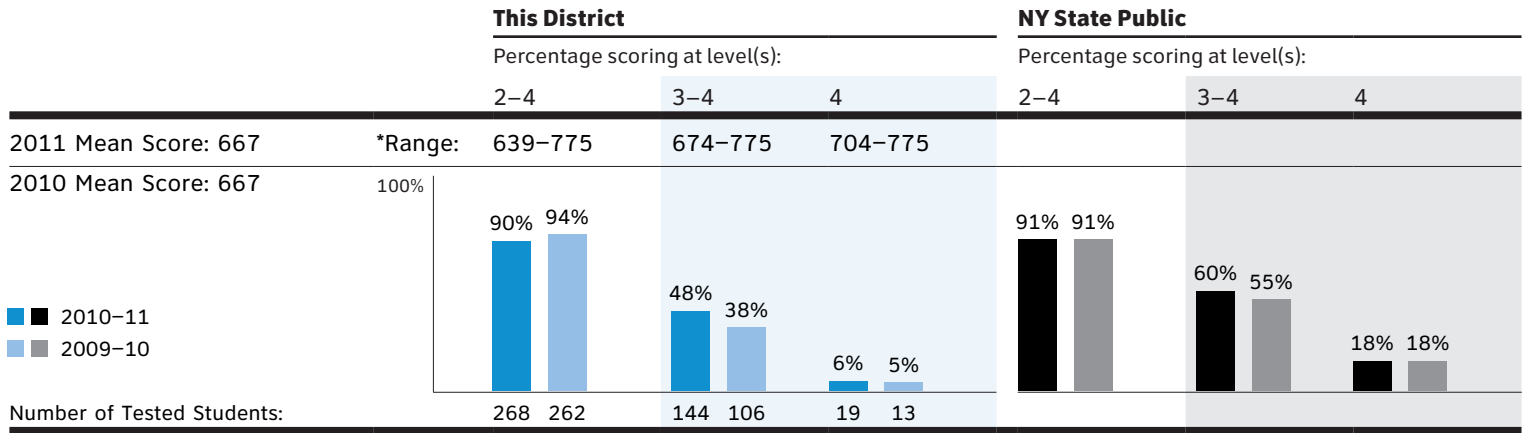
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	299	90%	48%	6%	280	94%	38%	5%
Female	146	96%	53%	8%	135	93%	41%	7%
Male	153	84%	43%	5%	145	94%	34%	3%
American Indian or Alaska Native					2	-	-	-
Black or African American	132	91%	53%	5%	119	93%	36%	5%
Hispanic or Latino	157	89%	45%	6%	151	93%	39%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	6	-	-	-	6	-	-	-
Multiracial								
Small Group Totals	10	80%	40%	30%	10	100%	40%	0%
General-Education Students	249	92%	52%	8%	248	94%	40%	5%
Students with Disabilities	50	78%	28%	0%	32	88%	22%	3%
English Proficient	225	94%	56%	8%	235	95%	40%	5%
Limited English Proficient	74	77%	24%	0%	45	84%	24%	2%
Economically Disadvantaged	235	91%	49%	6%	206	95%	40%	4%
Not Disadvantaged	64	84%	47%	9%	74	89%	31%	5%
Migrant								
Not Migrant	299	90%	48%	6%	280	94%	38%	5%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	1	-	-	-

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

This District's Results in Grade 8 Science

This District

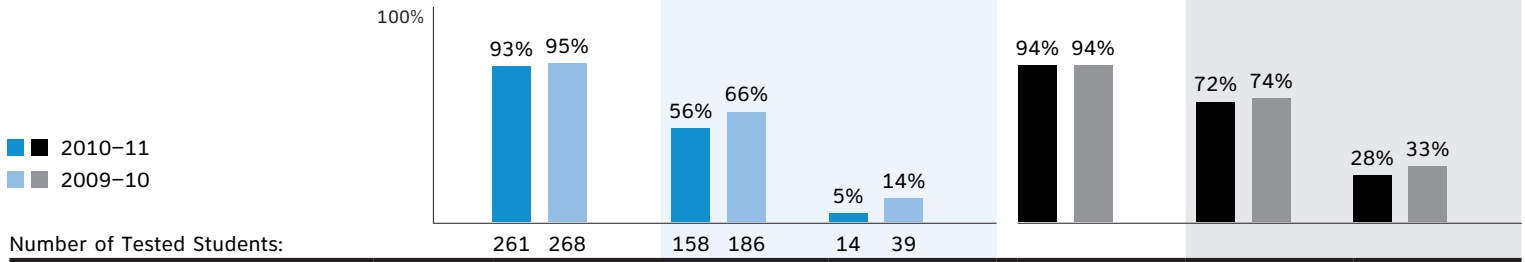
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	207	92%	48%	2%	282	95%	66%	14%
Female	98	94%	42%	1%	140	95%	61%	11%
Male	109	90%	53%	4%	142	95%	71%	17%
American Indian or Alaska Native		-	-	-	2	-	-	-
Black or African American	90	92%	53%	3%	121	94%	66%	14%
Hispanic or Latino	111	93%	44%	2%	151	95%	66%	13%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	5	-	-	-	6	-	-	-
Multiracial								
Small Group Totals	6	67%	33%	0%	10	100%	70%	30%
General-Education Students	168	93%	48%	3%	250	96%	66%	13%
Students with Disabilities	39	85%	46%	0%	32	91%	69%	22%
English Proficient	143	95%	60%	3%	234	99%	73%	15%
Limited English Proficient	64	84%	20%	0%	48	77%	33%	6%
Economically Disadvantaged	166	92%	45%	2%	205	97%	68%	15%
Not Disadvantaged	41	90%	59%	5%	77	91%	60%	12%
Migrant								
Not Migrant	207	92%	48%	2%	282	95%	66%	14%

NOTES

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Other Assessments

2010-11 School Year

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

2009-10 School Year

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

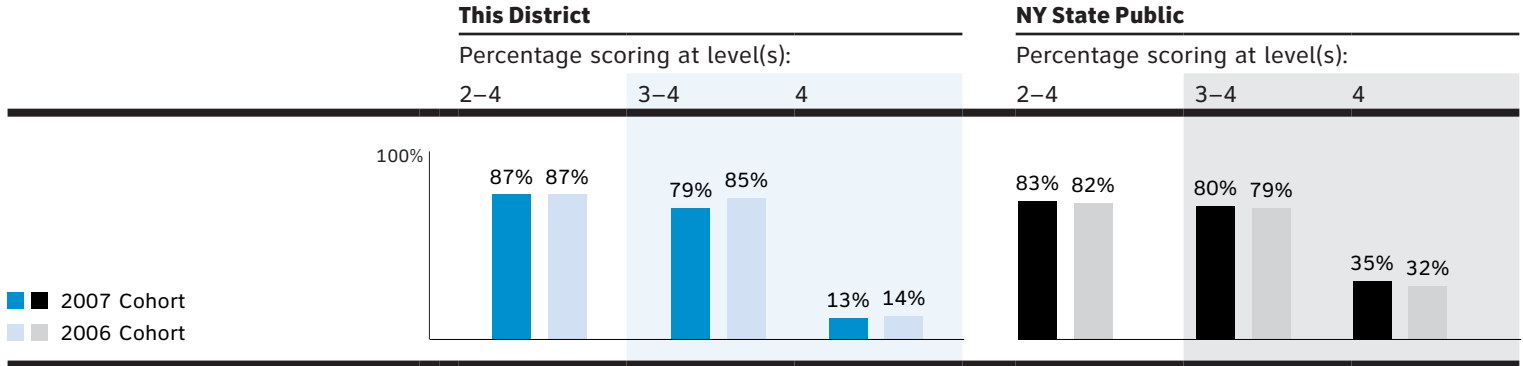
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	1
Regents Science	74	0

4 Overview of District Performance

District WESTBURY UNION FREE SCHOOL DISTRICT

District ID 28-04-01-03-0000

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



Results by Student Group

	2007 Cohort				2006 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	272	87%	79%	13%	293	87%	85%	14%
Female	137	92%	84%	16%	151	91%	88%	18%
Male	135	81%	74%	10%	142	84%	82%	9%
American Indian or Alaska Native								
Black or African American	134	87%	80%	14%	158	92%	90%	18%
Hispanic or Latino	125	86%	78%	11%	125	80%	78%	9%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	3	-	-	-
White	6	67%	67%	17%	7	-	-	-
Multiracial								
Small Group Totals					10	100%	100%	10%
General-Education Students	237	93%	86%	15%	251	95%	93%	16%
Students with Disabilities	35	46%	31%	0%	42	43%	38%	0%
English Proficient	232	90%	86%	16%	264	88%	86%	15%
Limited English Proficient	40	68%	40%	0%	29	79%	79%	0%
Economically Disadvantaged	175	90%	83%	15%	178	89%	87%	17%
Not Disadvantaged	97	80%	72%	9%	115	85%	82%	9%
Migrant	1	-	-	-				
Not Migrant	271	-	-	-	293	87%	85%	14%

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.

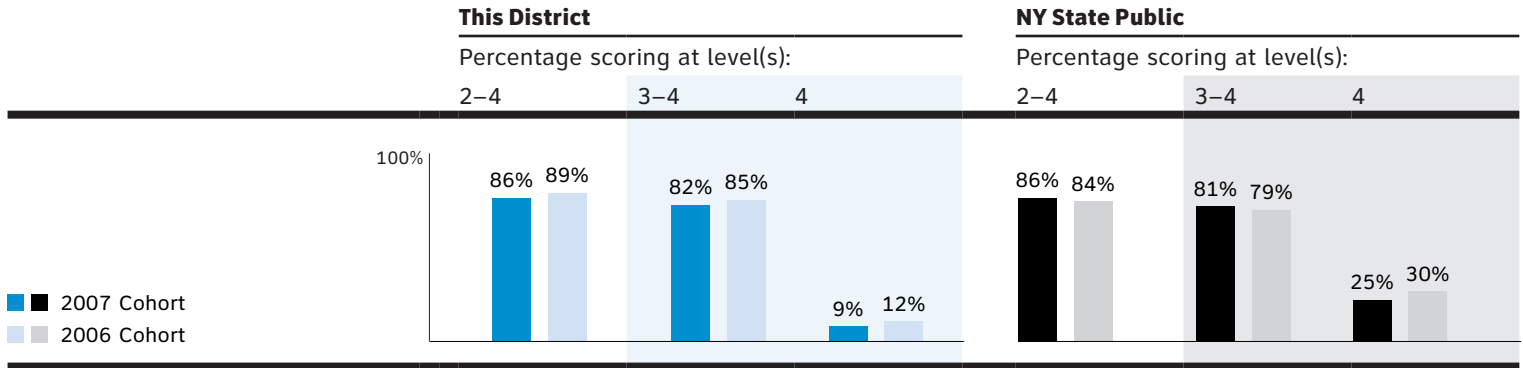
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **WESTBURY UNION FREE SCHOOL DISTRICT**

District ID **28-04-01-03-0000**

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



Results by Student Group

	2007 Cohort				2006 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	272	86%	82%	9%	293	89%	85%	12%
Female	137	91%	88%	12%	151	93%	89%	15%
Male	135	81%	76%	7%	142	85%	80%	10%
American Indian or Alaska Native								
Black or African American	134	86%	84%	11%	158	92%	89%	13%
Hispanic or Latino	125	88%	81%	7%	125	84%	78%	10%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	14%	3	-	-	-
White	6	50%	50%	0%	7	-	-	-
Multiracial								
Small Group Totals					10	100%	100%	20%
General-Education Students	237	93%	89%	10%	251	94%	92%	14%
Students with Disabilities	35	40%	31%	3%	42	57%	43%	0%
English Proficient	232	89%	85%	11%	264	89%	84%	13%
Limited English Proficient	40	73%	63%	0%	29	86%	86%	10%
Economically Disadvantaged	175	90%	87%	10%	178	91%	86%	13%
Not Disadvantaged	97	79%	73%	7%	115	85%	83%	11%
Migrant	1	-	-	-				
Not Migrant	271	-	-	-	293	89%	85%	12%

NOTES

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** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.