



The New York State District Report Card

Accountability and Overview Report 2010 – 11

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 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 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

	2008-09	2009-10	2010-11
Pre-K	213	175	192
Kindergarten	363	397	354
Grade 1	392	374	389
Grade 2	346	374	360
Grade 3	369	349	364
Grade 4	347	354	337
Grade 5	349	343	338
Grade 6	332	344	339
Ungraded Elementary	0	0	0
Grade 7	325	348	351
Grade 8	352	335	356
Grade 9	339	382	366
Grade 10	302	310	343
Grade 11	259	268	275
Grade 12	258	267	286
Ungraded Secondary	0	0	0
Total K-12	4333	4445	4458

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	23	25
Grade 8			
English	24	21	25
Mathematics	22	24	26
Science	25	22	24
Social Studies	23	22	25
Grade 10			
English	24	24	25
Mathematics	22	20	23
Science	20	20	24
Social Studies	22	20	22

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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	954	22%	1101	25%	1046	23%
Reduced-Price Lunch	194	4%	199	4%	179	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	619	14%	636	14%	650	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	518	12%	490	11%	486	11%
Hispanic or Latino	1182	27%	1279	29%	1430	32%
Asian or Native Hawaiian/Other Pacific Islander	87	2%	86	2%	101	2%
White	2491	57%	2502	56%	2344	53%
Multiracial	54	1%	88	2%	97	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	324	8%	244	6%	163	4%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	400	398	381
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	0%	1%
Percent with Fewer Than Three Years of Experience	6%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	63%	69%
Total Number of Core Classes	981	909	872
Percent Not Taught by Highly Qualified Teachers in This District	1%	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	1203	1197	1213
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	36%	44%
Turnover Rate of All Teachers	11%	14%	17%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	52	57	50
Total Paraprofessionals*	119	180	173
Assistant Principals	3	2	2
Principals	8	8	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 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)

Improvement (Year 1)

ELA	Improvement (Year 1)	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	✗	✗		✗	✗	
Limited English Proficient	✗	✗		—	—	
Economically Disadvantaged	✗	✓		✗	✓	
Student groups making AYP in each subject	✗ 5 of 9	✗ 6 of 9	✓ 1 of 1	✗ 2 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts





























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 5 of 9 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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 (2107:2012)			99%		153	120	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (216:196)			99%		105	114	114 115
Hispanic or Latino (671:617)			98%		125	118	
Asian or Native Hawaiian/Other Pacific Islander (40:35)			98%		166	106	
White (1123:1111)			99%		177	119	
Multiracial (56:52)			100%		144	109	
Other Groups							
Students with Disabilities (291:295)			97%		99	116	108 109
Limited English Proficient (241:306)			97%		99	116	103 109
Economically Disadvantaged (833:756)			98%		115	118	118 124
Final AYP Determination	 5 of 9						
Non-Accountability Groups							
Female (970:931)			99%		159	118	
Male (1137:1081)			99%		148	119	
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
(2011–12)

Accountability Measures 6 of 9 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 (2108:2034)			99%		163	135		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		
Black or African American (215:200)			100%		115	129	128	124
Hispanic or Latino (671:631)			99%		145	133		
Asian or Native Hawaiian/Other Pacific Islander (41:36)			100%		169	121		
White (1124:1114)			100%		182	134		
Multiracial (56:52)			98%		152	124		
Other Groups								
Students with Disabilities (291:297)			98%		116	131	127	124
Limited English Proficient (241:323)			98%		130	131	131	137
Economically Disadvantaged (833:776)			99%		134	133		
Final AYP Determination		6 of 9						
Non-Accountability Groups								
Female (970:940)			99%		163	133		
Male (1138:1094)			99%		163	134		
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
(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 (702:665)		Qualified		98%		191	100		
Ethnicity									
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–		–
Black or African American (88:81)		Qualified		98%		169	100		
Hispanic or Latino (205:185)		Qualified		95%		189	100		
Asian or Native Hawaiian/Other Pacific Islander (14:11)	–	–	–	–	–	–	–		–
White (376:371)		Qualified		99%		197	100		
Multiracial (18:16)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (114:116)		Qualified		96%		173	100		
Limited English Proficient (69:95)		Qualified		94%		188	100		
Economically Disadvantaged (280:254)		Qualified		96%		181	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (329:313)				98%		192	100		
Male (373:352)				98%		190	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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 2 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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 (300:275)			99%		183	176	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (45:33)			98%		155	166	136 [‡] 160
Hispanic or Latino (52:45)			100%		167	169	160 [‡] 170
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (195:190)			99%		193	175	
Multiracial (6:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (100:51)			93%		139	170	135 [‡] 145
Limited English Proficient (6:6)	—	—	—	—	—	—	—
Economically Disadvantaged (58:54)			98%		159	170	151 [‡] 163
Final AYP Determination		2 of 6					
Non-Accountability Groups							
Female (129:113)			100%		192	173	
Male (171:162)			98%		177	175	
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
(2011–12)

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 (300:275)			100%		190	173	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (45:33)			100%		170	163	
Hispanic or Latino (52:45)			100%		182	166	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (195:190)			100%		195	172	
Multiracial (6:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (52:51)			98%		165	167	137 [‡] 169
Limited English Proficient (6:6)	—	—	—	—	—	—	—
Economically Disadvantaged (58:54)			100%		178	167	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (129:113)			100%		193	170	
Male (171:162)			99%		188	172	
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 (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 (294)			80%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (40)			58%	80%	76%
Hispanic or Latino (59)			53%	80%	60%
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—	
White (188)			93%	80%	
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (48)			52%	80%	58%
Limited English Proficient (22)		—	—	—	
Economically Disadvantaged (75)			59%	80%	76%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (148)			87%	80%	
Male (146)			73%	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 **83%** 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

4 schools identified 57% of total

FLOWER HILL SCHOOL
JEFFERSON SCHOOL
SOUTHDOWN SCHOOL
WASHINGTON SCHOOL

Improvement (year 1) Focused

1 school identified 14% of total

WOODHULL INTERMEDIATE SCHOOL

Improvement (year 2) Focused

1 school identified 14% of total

HUNTINGTON HIGH SCHOOL

Corrective Action (year 2) Focused

1 school identified 14% 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 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	62%			356
Grade 4	59%			327
Grade 5	57%			332
Grade 6	62%			335
Grade 7	58%			343
Grade 8	64%			352

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	64%			361
Grade 4	67%			332
Grade 5	64%			340
Grade 6	53%			340
Grade 7	79%			348
Grade 8	78%			354

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	93%			329
Grade 8	85%			260

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	84%			302
Mathematics	86%			302

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:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 3 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: 666	*Range: 644-780	663-780	694-780			
2010 Mean Score: 676						
Number of Tested Students:	314	311	221	205	15	76

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	356	88%	62%	4%	345	90%	59%	22%
Female	149	91%	66%	6%	172	90%	62%	24%
Male	207	86%	59%	3%	173	90%	57%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	22	64%	23%	0%	38	84%	37%	5%
Hispanic or Latino	146	80%	47%	1%	104	84%	41%	12%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	0%	6	-	-	-
White	166	98%	80%	7%	189	95%	73%	29%
Multiracial	14	86%	57%	7%	7	100%	57%	29%
Small Group Totals					7	86%	86%	71%
General-Education Students	320	91%	65%	5%	302	94%	64%	24%
Students with Disabilities	36	64%	36%	0%	43	65%	30%	7%
English Proficient	290	93%	71%	5%	294	94%	67%	24%
Limited English Proficient	66	67%	21%	0%	51	67%	18%	10%
Economically Disadvantaged	149	74%	40%	0%	139	83%	37%	9%
Not Disadvantaged	207	98%	78%	7%	206	95%	75%	31%
Migrant								
Not Migrant	356	88%	62%	4%	345	90%	59%	22%

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 3 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	4	N/A	N/A	N/A	3	N/A	N/A	N/A

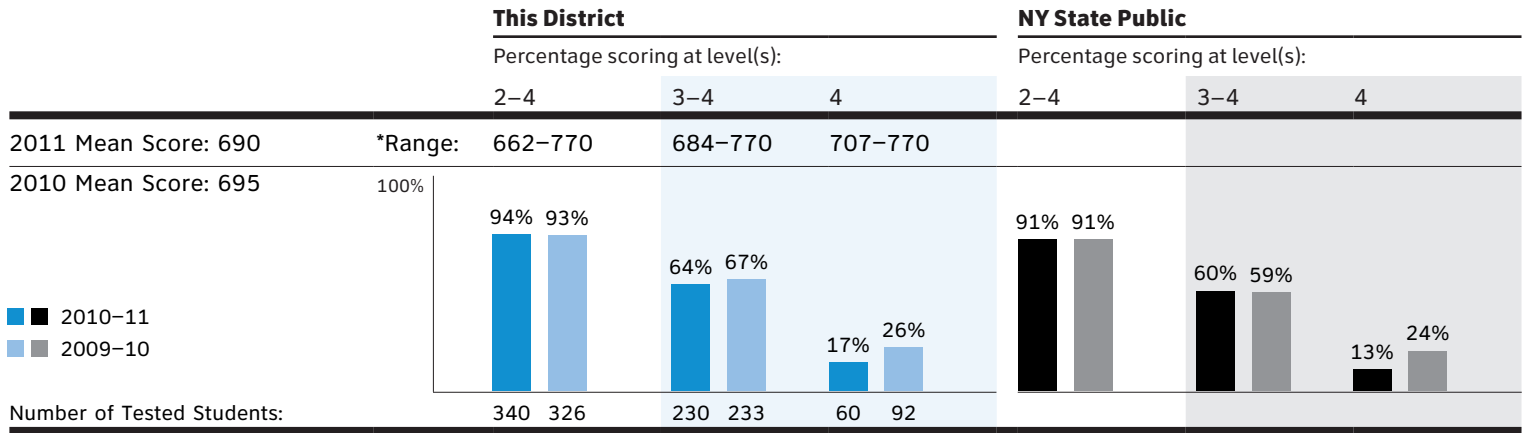
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	361	94%	64%	17%	350	93%	67%	26%
Female	150	92%	61%	12%	174	91%	63%	25%
Male	211	96%	65%	20%	176	95%	70%	27%
American Indian or Alaska Native					1	-	-	-
Black or African American	22	77%	14%	0%	39	85%	41%	8%
Hispanic or Latino	150	91%	50%	7%	108	89%	56%	16%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	13%	6	-	-	-
White	167	98%	83%	28%	189	98%	77%	34%
Multiracial	14	100%	57%	7%	7	86%	57%	29%
Small Group Totals					7	86%	86%	86%
General-Education Students	324	96%	65%	17%	306	95%	69%	28%
Students with Disabilities	37	78%	49%	11%	44	77%	52%	16%
English Proficient	291	96%	73%	20%	296	96%	72%	29%
Limited English Proficient	70	86%	27%	3%	54	78%	35%	11%
Economically Disadvantaged	153	90%	43%	6%	144	85%	51%	13%
Not Disadvantaged	208	98%	79%	25%	206	99%	78%	35%
Migrant								
Not Migrant	361	94%	64%	17%	350	93%	67%	26%

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

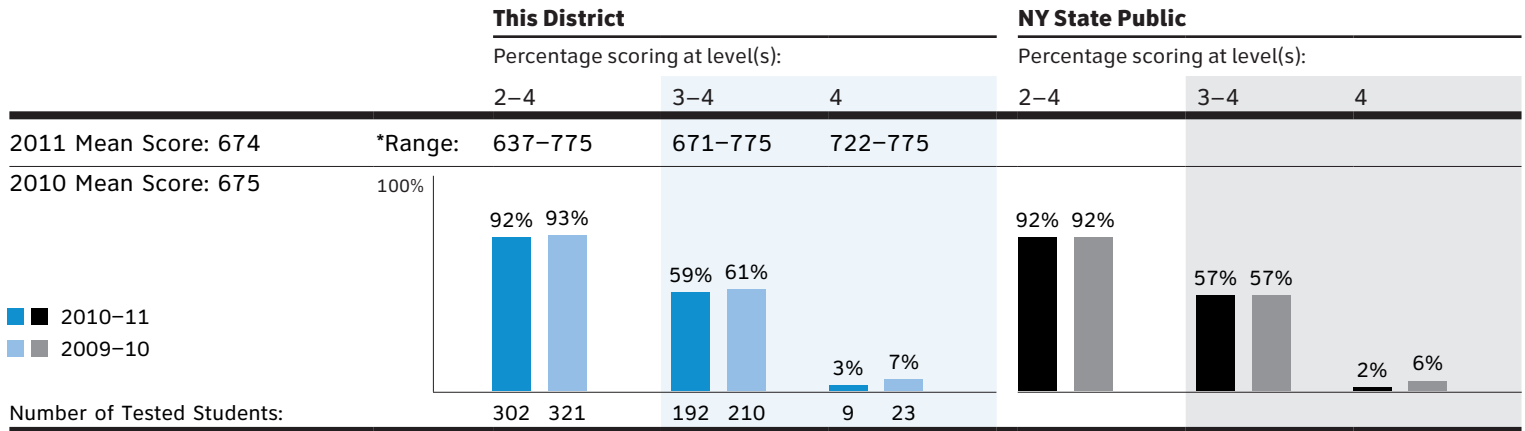
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	3	-	-	-

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 4 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	327	92%	59%	3%	344	93%	61%	7%
Female	156	96%	64%	4%	154	95%	68%	8%
Male	171	89%	54%	2%	190	92%	56%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	41	83%	27%	0%	34	79%	18%	0%
Hispanic or Latino	110	89%	38%	1%	88	86%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	3	-	-	-
White	157	97%	80%	5%	210	98%	80%	10%
Multiracial	10	90%	60%	0%	9	-	-	-
Small Group Totals	9	100%	89%	0%	12	100%	75%	8%
General-Education Students	280	96%	65%	3%	311	96%	66%	7%
Students with Disabilities	47	72%	23%	0%	33	70%	18%	0%
English Proficient	285	95%	66%	3%	315	95%	66%	7%
Limited English Proficient	42	74%	12%	0%	29	76%	10%	0%
Economically Disadvantaged	141	86%	30%	1%	123	85%	29%	0%
Not Disadvantaged	186	97%	80%	4%	221	98%	79%	10%
Migrant								
Not Migrant	327	92%	59%	3%	344	93%	61%	7%

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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	3	N/A	N/A	N/A	5	N/A	N/A	N/A

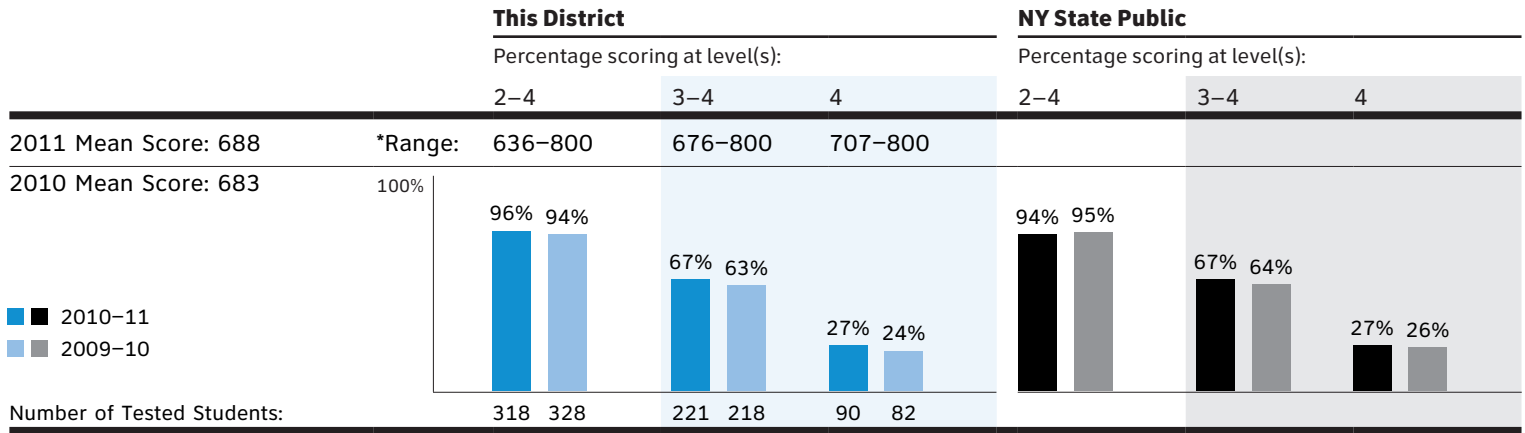
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	332	96%	67%	27%	348	94%	63%	24%
Female	158	96%	66%	25%	156	94%	60%	20%
Male	174	96%	67%	29%	192	94%	65%	27%
American Indian or Alaska Native	1	-	-	-				
Black or African American	42	88%	29%	2%	35	77%	20%	0%
Hispanic or Latino	114	93%	55%	13%	91	90%	38%	9%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	4	-	-	-
White	157	99%	83%	41%	209	99%	80%	34%
Multiracial	10	100%	70%	40%	9	-	-	-
Small Group Totals	9	100%	89%	67%	13	100%	62%	23%
General-Education Students	285	98%	72%	30%	315	96%	65%	25%
Students with Disabilities	47	85%	32%	9%	33	79%	39%	9%
English Proficient	285	98%	73%	31%	314	96%	67%	26%
Limited English Proficient	47	85%	28%	4%	34	79%	26%	3%
Economically Disadvantaged	146	91%	42%	11%	127	87%	35%	6%
Not Disadvantaged	186	99%	85%	40%	221	98%	79%	34%
Migrant								
Not Migrant	332	96%	67%	27%	348	94%	63%	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.

* 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

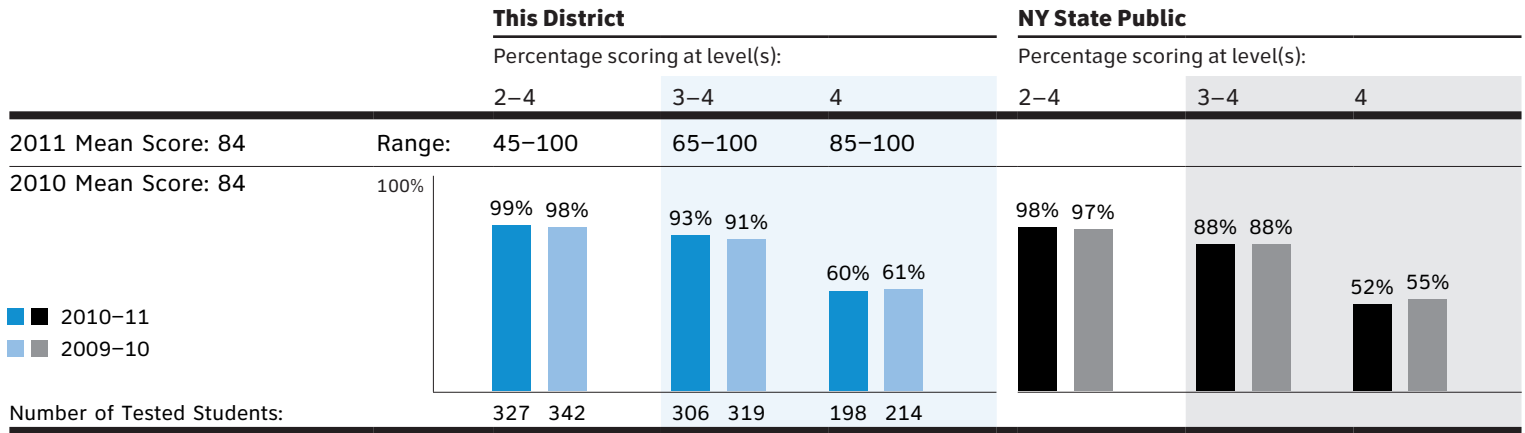
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	329	99%	93%	60%	349	98%	91%	61%
Female	157	100%	94%	56%	157	100%	94%	62%
Male	172	99%	92%	64%	192	96%	90%	61%
American Indian or Alaska Native	1	-	-	-				
Black or African American	41	98%	80%	22%	35	86%	57%	17%
Hispanic or Latino	113	99%	92%	49%	91	98%	87%	33%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	4	-	-	-
White	157	100%	97%	77%	210	100%	99%	81%
Multiracial	10	100%	90%	60%	9	-	-	-
Small Group Totals	8	100%	100%	88%	13	100%	92%	54%
General-Education Students	282	99%	96%	64%	316	98%	92%	63%
Students with Disabilities	47	100%	74%	38%	33	94%	82%	42%
English Proficient	282	99%	94%	67%	315	98%	93%	66%
Limited English Proficient	47	100%	85%	21%	34	97%	76%	15%
Economically Disadvantaged	144	99%	88%	38%	127	94%	79%	28%
Not Disadvantaged	185	100%	97%	78%	222	100%	99%	80%
Migrant								
Not Migrant	329	99%	93%	60%	349	98%	91%	61%

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

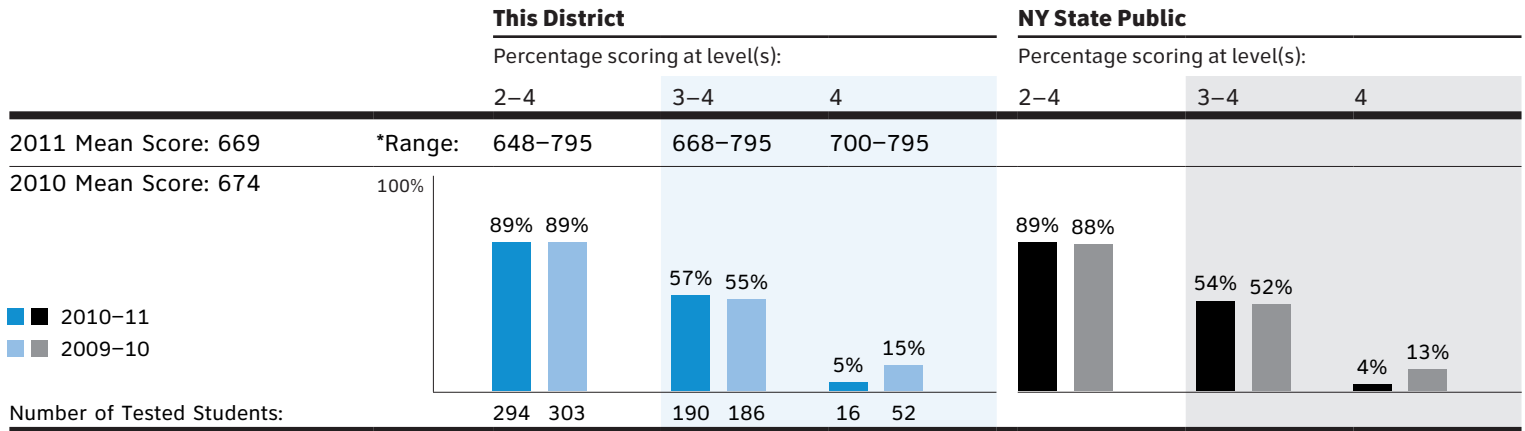
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	332	89%	57%	5%	341	89%	55%	15%
Female	157	91%	63%	5%	162	90%	60%	20%
Male	175	86%	52%	5%	179	88%	49%	11%
American Indian or Alaska Native								
Black or African American	31	58%	16%	0%	31	71%	23%	0%
Hispanic or Latino	94	81%	32%	1%	97	73%	26%	7%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	100%	33%
White	194	97%	76%	8%	201	99%	72%	21%
Multiracial	9	-	-	-	6	100%	50%	17%
Small Group Totals	13	92%	54%	0%				
General-Education Students	296	92%	61%	5%	308	92%	59%	17%
Students with Disabilities	36	58%	22%	0%	33	58%	15%	3%
English Proficient	305	90%	61%	5%	306	94%	61%	17%
Limited English Proficient	27	70%	11%	0%	35	40%	0%	0%
Economically Disadvantaged	119	73%	25%	1%	126	72%	22%	4%
Not Disadvantaged	213	97%	75%	7%	215	99%	73%	22%
Migrant								
Not Migrant	332	89%	57%	5%	341	89%	55%	15%

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	2	-	-	-	5	5	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	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	3	N/A	N/A	N/A	2	N/A	N/A	N/A

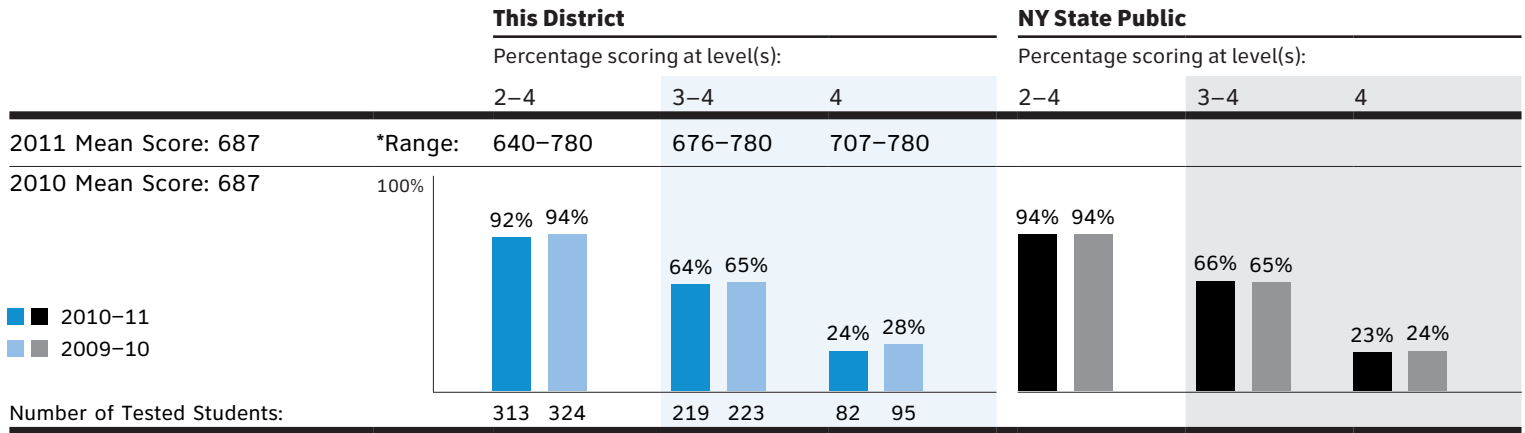
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	340	92%	64%	24%	344	94%	65%	28%
Female	158	92%	67%	18%	165	95%	61%	27%
Male	182	92%	62%	29%	179	93%	69%	28%
American Indian or Alaska Native								
Black or African American	32	66%	28%	3%	31	87%	26%	3%
Hispanic or Latino	98	89%	50%	9%	100	86%	36%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	100%	50%	17%
White	197	97%	78%	34%	201	99%	86%	43%
Multiracial	9	-	-	-	6	100%	50%	17%
Small Group Totals	13	100%	62%	38%				
General-Education Students	303	95%	68%	26%	311	97%	69%	30%
Students with Disabilities	37	70%	35%	8%	33	70%	27%	9%
English Proficient	309	93%	68%	26%	306	98%	72%	31%
Limited English Proficient	31	81%	32%	6%	38	66%	11%	3%
Economically Disadvantaged	124	83%	40%	7%	129	87%	33%	4%
Not Disadvantaged	216	97%	78%	34%	215	99%	84%	42%
Migrant								
Not Migrant	340	92%	64%	24%	344	94%	65%	28%

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	2	-	-	-	5	5	4	4

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 666	*Range: 644-785	662-785	694-785			
2010 Mean Score: 669						
Number of Tested Students:	311	303	209	218	16	32

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	335	93%	62%	5%	337	90%	65%	9%
Female	165	93%	64%	4%	156	93%	67%	12%
Male	170	92%	61%	5%	181	87%	62%	7%
American Indian or Alaska Native								
Black or African American	33	85%	30%	0%	48	73%	40%	0%
Hispanic or Latino	99	82%	32%	1%	91	86%	43%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	17%	4	-	-	-
White	192	99%	83%	7%	189	96%	81%	16%
Multiracial	5	100%	40%	0%	5	-	-	-
Small Group Totals					9	89%	78%	11%
General-Education Students	298	97%	68%	5%	291	95%	71%	11%
Students with Disabilities	37	59%	16%	0%	46	61%	22%	2%
English Proficient	302	97%	69%	5%	306	92%	70%	10%
Limited English Proficient	33	55%	6%	0%	31	65%	10%	0%
Economically Disadvantaged	128	82%	30%	0%	133	81%	41%	0%
Not Disadvantaged	207	100%	82%	8%	204	96%	80%	16%
Migrant								
Not Migrant	335	93%	62%	5%	337	90%	65%	9%

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 6 Equivalent	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	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	2	N/A	N/A	N/A	7	N/A	N/A	N/A

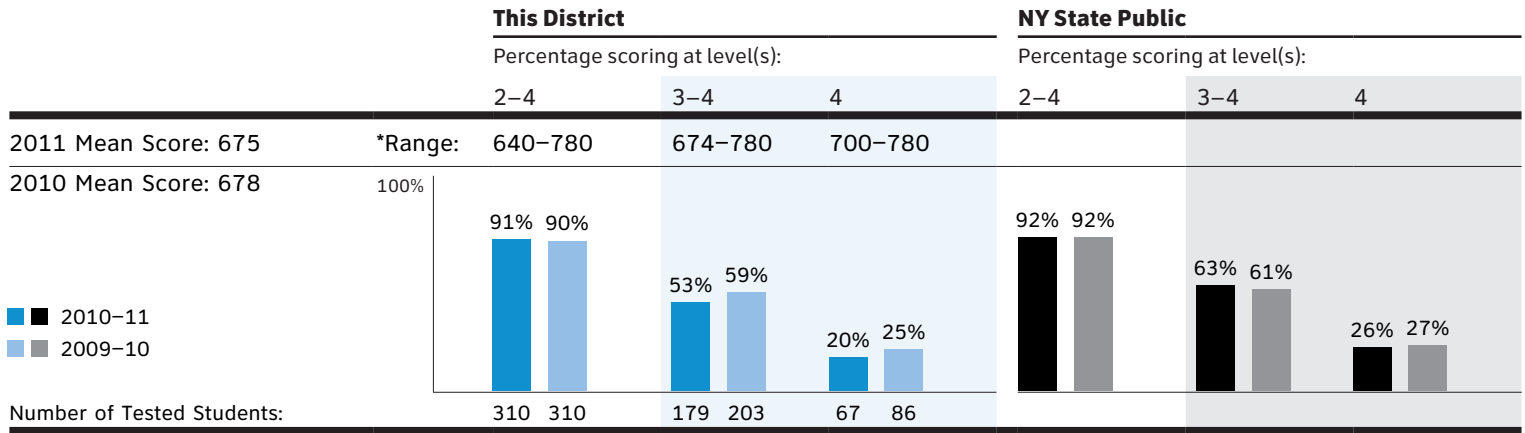
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	340	91%	53%	20%	345	90%	59%	25%
Female	167	89%	51%	18%	159	91%	60%	23%
Male	173	93%	54%	21%	186	89%	58%	26%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	35	86%	17%	0%	49	80%	37%	8%
Hispanic or Latino	101	80%	20%	2%	96	83%	42%	10%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	57%	14%	5	100%	80%	40%
White	192	98%	77%	33%	190	96%	73%	37%
Multiracial	5	80%	40%	20%	5	80%	40%	0%
Small Group Totals								
General-Education Students	301	93%	58%	22%	298	94%	66%	28%
Students with Disabilities	39	74%	10%	5%	47	64%	11%	4%
English Proficient	304	95%	59%	22%	307	93%	64%	28%
Limited English Proficient	36	61%	0%	0%	38	68%	13%	0%
Economically Disadvantaged	133	80%	20%	2%	138	81%	40%	9%
Not Disadvantaged	207	98%	74%	31%	207	96%	71%	35%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	340	91%	53%	20%	345	90%	59%	25%

NOTES

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Other Assessments

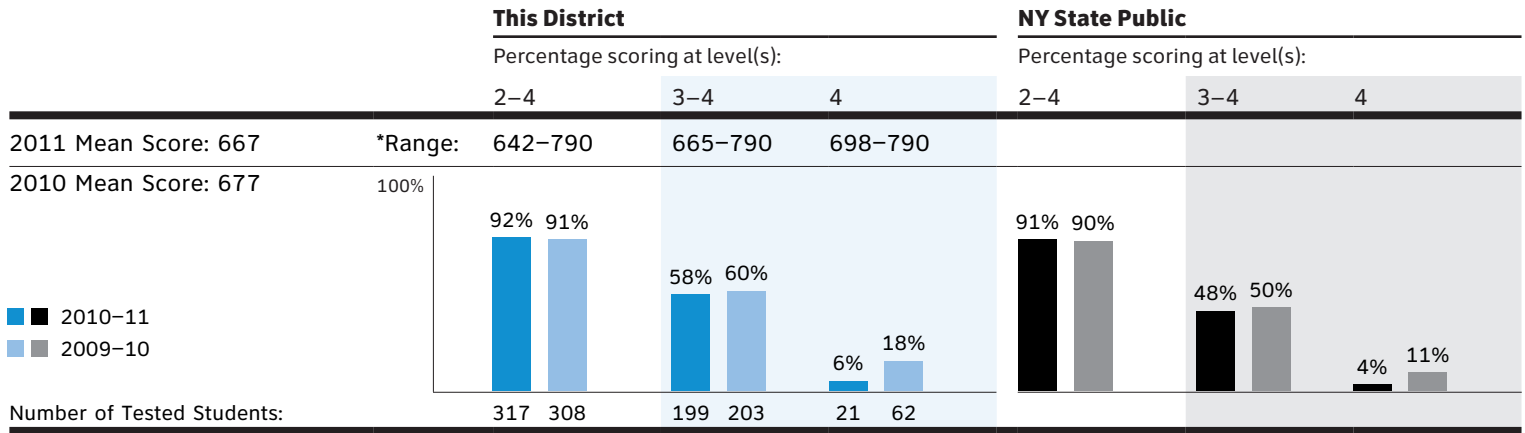
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	2	-	-	-

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	343	92%	58%	6%	337	91%	60%	18%
Female	156	94%	65%	8%	159	94%	65%	25%
Male	187	91%	52%	4%	178	89%	56%	12%
American Indian or Alaska Native								
Black or African American	35	86%	29%	3%	40	73%	28%	5%
Hispanic or Latino	107	90%	40%	1%	71	82%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	50%	0%	4	-	-	-
White	185	97%	75%	10%	215	98%	76%	27%
Multiracial	10	80%	40%	10%	7	-	-	-
Small Group Totals					11	100%	55%	9%
General-Education Students	291	96%	66%	7%	284	96%	68%	21%
Students with Disabilities	52	71%	12%	0%	53	64%	17%	4%
English Proficient	314	96%	63%	7%	317	94%	64%	20%
Limited English Proficient	29	59%	0%	0%	20	45%	5%	0%
Economically Disadvantaged	130	88%	32%	0%	113	77%	30%	4%
Not Disadvantaged	213	95%	74%	10%	224	99%	75%	25%
Migrant								
Not Migrant	343	92%	58%	6%	337	91%	60%	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	-	-	-	6	6	6	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	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 7	5	N/A	N/A	N/A	2	N/A	N/A	N/A

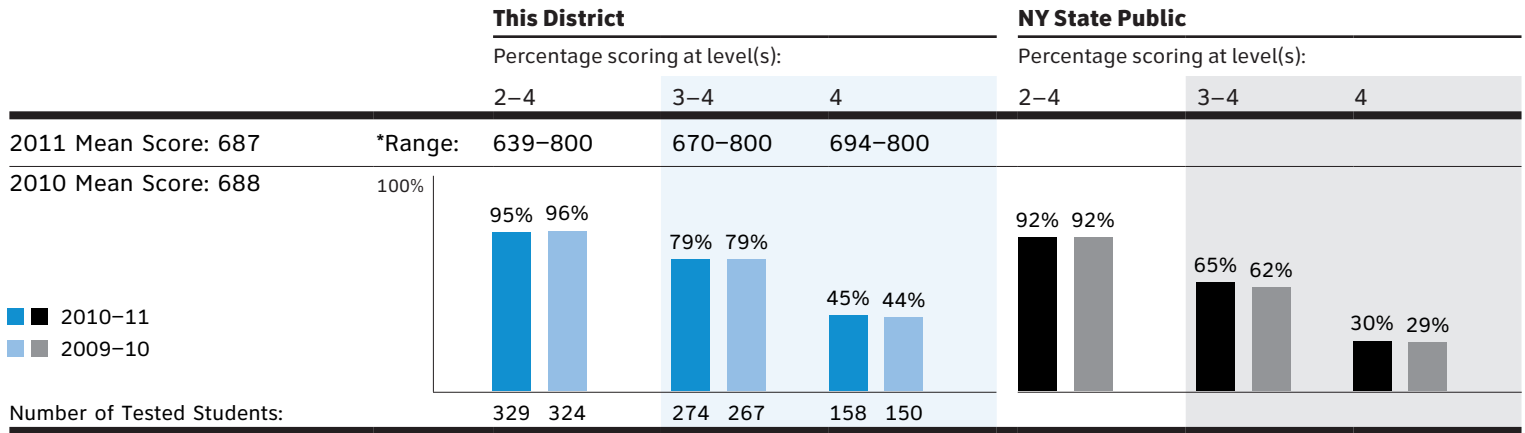
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	348	95%	79%	45%	339	96%	79%	44%
Female	159	97%	81%	44%	161	98%	83%	43%
Male	189	93%	77%	47%	178	94%	75%	46%
American Indian or Alaska Native								
Black or African American	35	89%	49%	26%	41	80%	51%	7%
Hispanic or Latino	111	95%	73%	25%	72	92%	61%	25%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	71%	43%	4	-	-	-
White	185	96%	90%	62%	215	100%	90%	57%
Multiracial	10	80%	40%	40%	7	-	-	-
Small Group Totals					11	100%	82%	55%
General-Education Students	297	99%	88%	51%	286	99%	84%	50%
Students with Disabilities	51	71%	25%	12%	53	75%	49%	13%
English Proficient	315	96%	81%	49%	317	97%	80%	47%
Limited English Proficient	33	85%	61%	12%	22	82%	55%	9%
Economically Disadvantaged	135	93%	62%	20%	115	87%	58%	18%
Not Disadvantaged	213	96%	89%	62%	224	100%	89%	58%
Migrant								
Not Migrant	348	95%	79%	45%	339	96%	79%	44%

NOTES

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Other Assessments

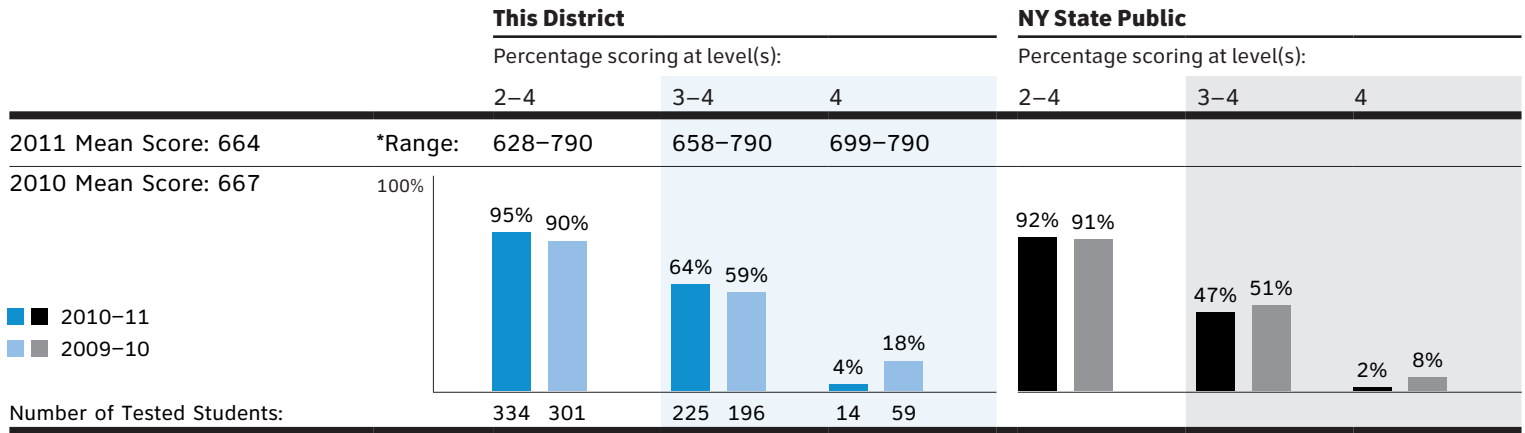
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	6	6	6	3

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	352	95%	64%	4%	333	90%	59%	18%
Female	167	99%	66%	6%	156	90%	61%	19%
Male	185	91%	62%	2%	177	91%	57%	16%
American Indian or Alaska Native								
Black or African American	45	84%	22%	0%	48	83%	23%	4%
Hispanic or Latino	81	93%	37%	1%	101	81%	39%	10%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	50%	0%	7	-	-	-
White	213	98%	83%	6%	174	97%	80%	26%
Multiracial	7	100%	86%	0%	3	-	-	-
Small Group Totals					10	100%	70%	20%
General-Education Students	298	99%	71%	5%	294	94%	64%	20%
Students with Disabilities	54	74%	24%	0%	39	67%	23%	0%
English Proficient	339	96%	66%	4%	304	95%	64%	19%
Limited English Proficient	13	69%	0%	0%	29	38%	0%	0%
Economically Disadvantaged	123	89%	33%	1%	128	82%	30%	5%
Not Disadvantaged	229	98%	81%	6%	205	96%	77%	26%
Migrant								
Not Migrant	352	95%	64%	4%	333	90%	59%	18%

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 8 Equivalent	7	7	7	5	6	6	6	5
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	2	N/A	N/A	N/A

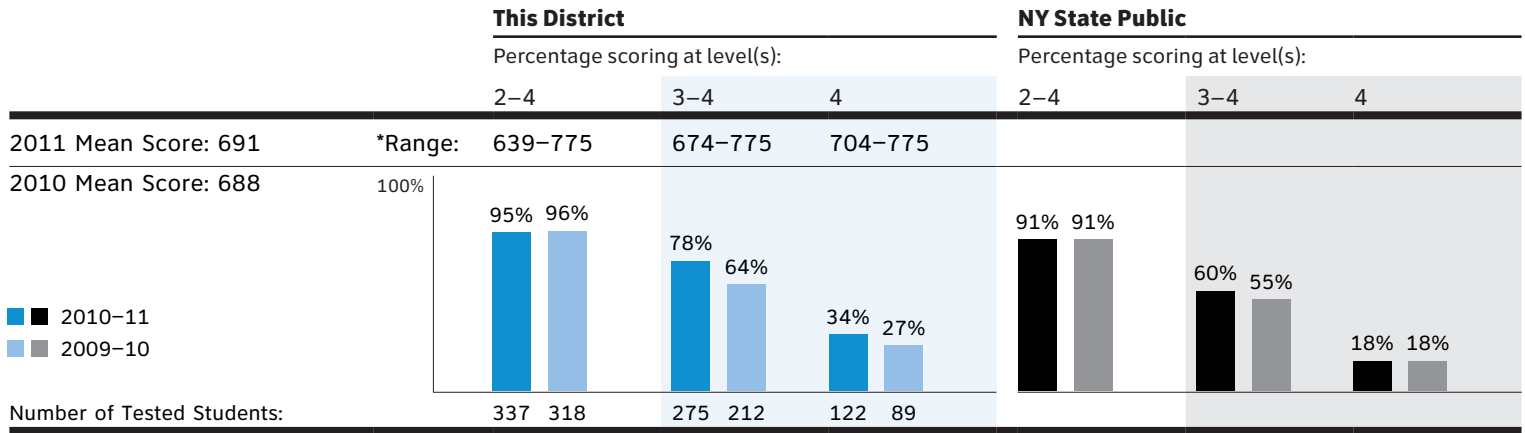
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

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	354	95%	78%	34%	331	96%	64%	27%
Female	169	97%	82%	33%	156	97%	63%	28%
Male	185	94%	74%	36%	175	95%	65%	26%
American Indian or Alaska Native								
Black or African American	45	82%	40%	7%	48	85%	27%	6%
Hispanic or Latino	84	93%	68%	19%	99	96%	49%	11%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	33%	7	-	-	-
White	213	99%	90%	46%	174	99%	82%	39%
Multiracial	6	100%	83%	33%	3	-	-	-
Small Group Totals					10	100%	80%	70%
General-Education Students	300	99%	85%	39%	294	99%	68%	30%
Students with Disabilities	54	74%	39%	9%	37	70%	32%	5%
English Proficient	338	96%	78%	35%	303	96%	66%	28%
Limited English Proficient	16	81%	69%	25%	28	96%	39%	18%
Economically Disadvantaged	126	87%	56%	15%	126	94%	41%	6%
Not Disadvantaged	228	100%	90%	45%	205	97%	78%	40%
Migrant								
Not Migrant	354	95%	78%	34%	331	96%	64%	27%

NOTES

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

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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 8 Equivalent	7	7	7	4	6	6	6	4

4 Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

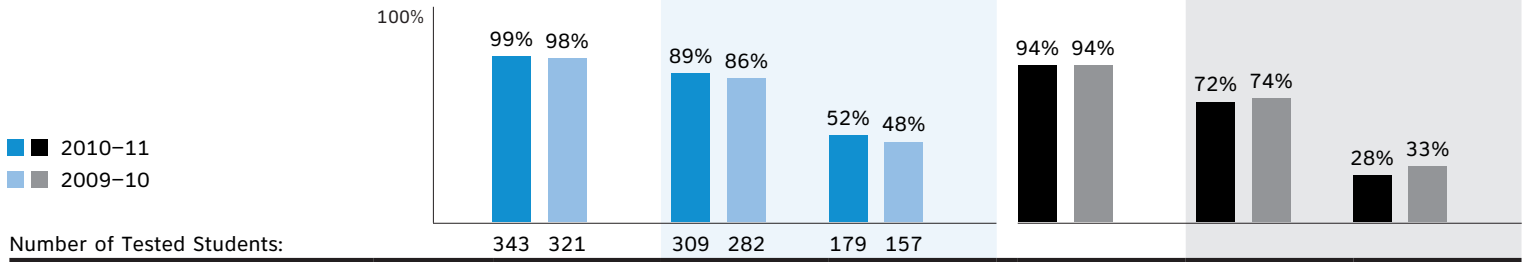
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2010-11 School Year				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	260	98%	85%	37%	246	97%	81%	32%
Female	119	99%	85%	35%	110	99%	77%	25%
Male	141	98%	86%	38%	136	96%	85%	38%
American Indian or Alaska Native								
Black or African American	42	95%	57%	7%	44	89%	59%	7%
Hispanic or Latino	71	100%	82%	18%	93	99%	75%	20%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	137	99%	96%	55%	103	99%	95%	53%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	10	90%	80%	40%	6	100%	100%	33%
General-Education Students	209	99%	89%	40%	208	99%	85%	36%
Students with Disabilities	51	96%	69%	22%	38	89%	63%	13%
English Proficient	245	99%	87%	38%	216	97%	86%	36%
Limited English Proficient	15	93%	67%	7%	30	97%	47%	3%
Economically Disadvantaged	115	97%	73%	15%	123	97%	69%	19%
Not Disadvantaged	145	99%	95%	54%	123	98%	93%	46%
Migrant								
Not Migrant	260	98%	85%	37%	246	97%	81%	32%

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

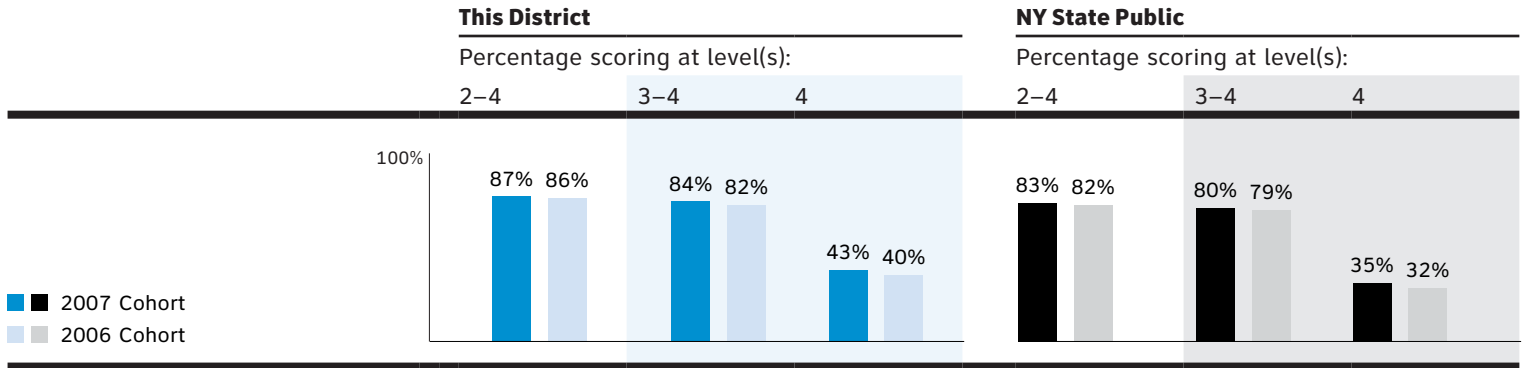
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	6	5	6	6	6	6
Regents Science	87	87	87	84	82	82	82	78

4 Overview of District Performance

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

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	302	87%	84%	43%	293	86%	82%	40%
Female	125	92%	89%	53%	147	93%	90%	45%
Male	177	84%	80%	36%	146	79%	73%	36%
American Indian or Alaska Native								
Black or African American	37	73%	62%	14%	40	63%	55%	10%
Hispanic or Latino	59	68%	63%	22%	58	69%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	198	96%	94%	54%	188	96%	95%	56%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	8	75%	75%	63%	7	100%	100%	43%
General-Education Students	244	92%	91%	51%	246	91%	89%	47%
Students with Disabilities	58	66%	53%	10%	47	57%	40%	6%
English Proficient	283	92%	89%	46%	272	91%	87%	43%
Limited English Proficient	19	16%	0%	0%	21	24%	14%	0%
Economically Disadvantaged	57	81%	74%	26%	74	72%	58%	7%
Not Disadvantaged	245	89%	86%	47%	219	91%	89%	52%
Migrant								
Not Migrant	302	87%	84%	43%	293	86%	82%	40%

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.

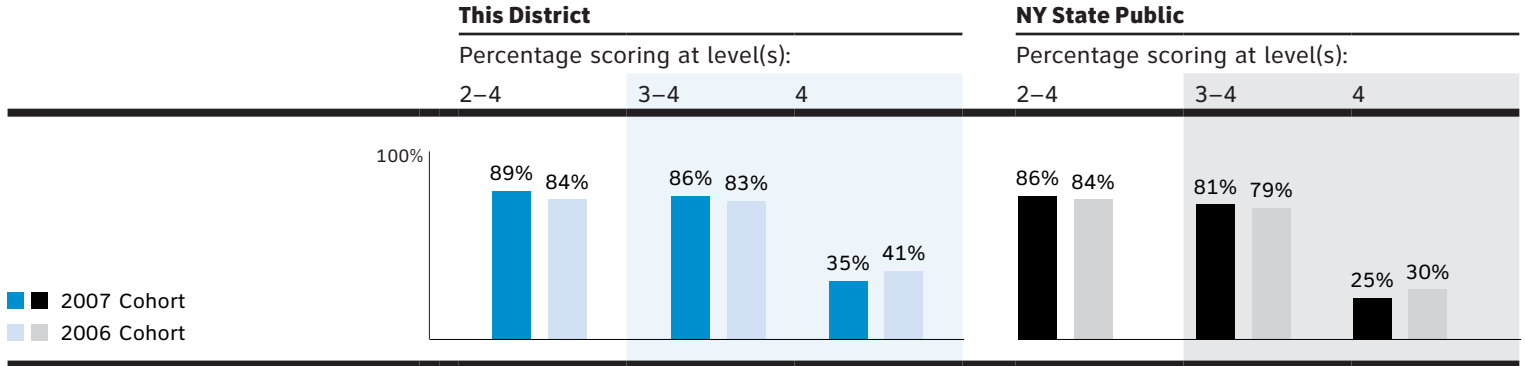
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District HUNTINGTON UNION FREE SCHOOL DISTRICT

District ID 58-04-03-03-0000

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	302	89%	86%	35%	293	84%	83%	41%
Female	125	90%	89%	38%	147	91%	88%	41%
Male	177	89%	84%	34%	146	77%	77%	40%
American Indian or Alaska Native								
Black or African American	37	81%	70%	5%	40	63%	63%	5%
Hispanic or Latino	59	73%	68%	19%	58	64%	59%	10%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	6	-	-	-
White	198	95%	94%	45%	188	95%	94%	57%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	8	100%	88%	50%	7	100%	100%	57%
General-Education Students	244	94%	92%	42%	246	93%	92%	46%
Students with Disabilities	58	71%	60%	7%	47	38%	36%	11%
English Proficient	283	94%	91%	38%	272	89%	88%	44%
Limited English Proficient	19	26%	11%	0%	21	24%	19%	0%
Economically Disadvantaged	57	88%	79%	18%	74	68%	65%	8%
Not Disadvantaged	245	90%	88%	40%	219	90%	89%	52%
Migrant								
Not Migrant	302	89%	86%	35%	293	84%	83%	41%

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*.