



The New York State Report Card 2011–12

School **DIVISION AVENUE SENIOR HIGH
SCHOOL**
School ID **28-02-05-03-0015**
District **LEVITTOWN UNION FREE SCHOOL
DISTRICT**
Principal **FRANCESCO IANNI**
Telephone **(516) 520-8350**
Grades **9-12, US**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

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

1 Profile

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
School ID **28-02-05-03-0015**

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	249	246	261
Grade 10	286	244	252
Grade 11	275	290	243
Grade 12	310	292	294
Ungraded Secondary	66	65	55
Total K-12	1186	1137	1105

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	19	20	21
Mathematics	16	20	24
Science	20	19	26
Social Studies	20	22	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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

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.

1 Profile

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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	65	5%	112	10%	133	12%
Reduced Price Lunch	45	4%	67	6%	74	7%
Limited English Proficient	0	0%	0	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	13	1%	13	1%	15	1%
Hispanic or Latino	161	14%	157	14%	159	14%
Asian or Native Hawaiian/Other Pacific Islander	74	6%	70	6%	80	7%
White	937	79%	894	79%	849	77%
Multiracial	1	0%	3	0%	2	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	64	5%	56	5%	45	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.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

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.

1 Profile

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	113	103	95
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	3%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	69%	78%	82%
Total Number of Core Classes	465	410	352
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	580	525	486
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	36%	56%	N/A
Turnover Rate of All Teachers	18%	16%	18%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	14	14	12
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, 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.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

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.

2 Student Performance

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
School ID **28-02-05-03-0015**

District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

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.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

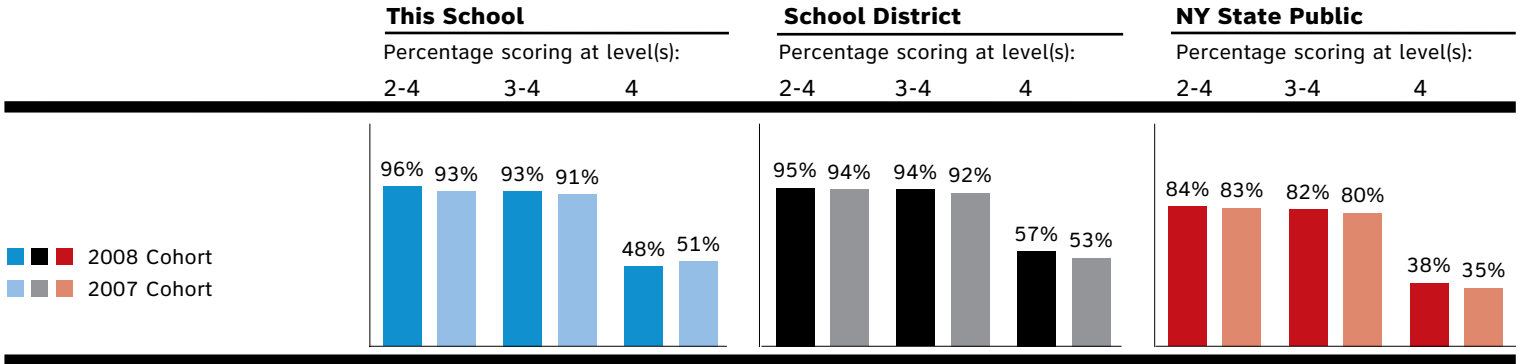
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 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	300	96%	93%	48%	284	93%	91%	51%
Female	140	96%	94%	59%	123	95%	94%	59%
Male	160	96%	93%	39%	161	92%	88%	45%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	60%	60%	40%	-	-	-	-
Hispanic or Latino	47	96%	87%	40%	38	92%	87%	37%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	92%	54%	11	100%	100%	73%
White	224	97%	96%	50%	235	93%	91%	52%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	246	98%	98%	57%	240	97%	95%	59%
Students with Disabilities	54	87%	72%	9%	44	73%	66%	7%
English Proficient	300	96%	93%	48%	284	93%	91%	51%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	54	96%	96%	52%	39	92%	90%	49%
Not Disadvantaged	246	96%	93%	48%	245	93%	91%	51%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	300	96%	93%	48%	284	93%	91%	51%

NOTES

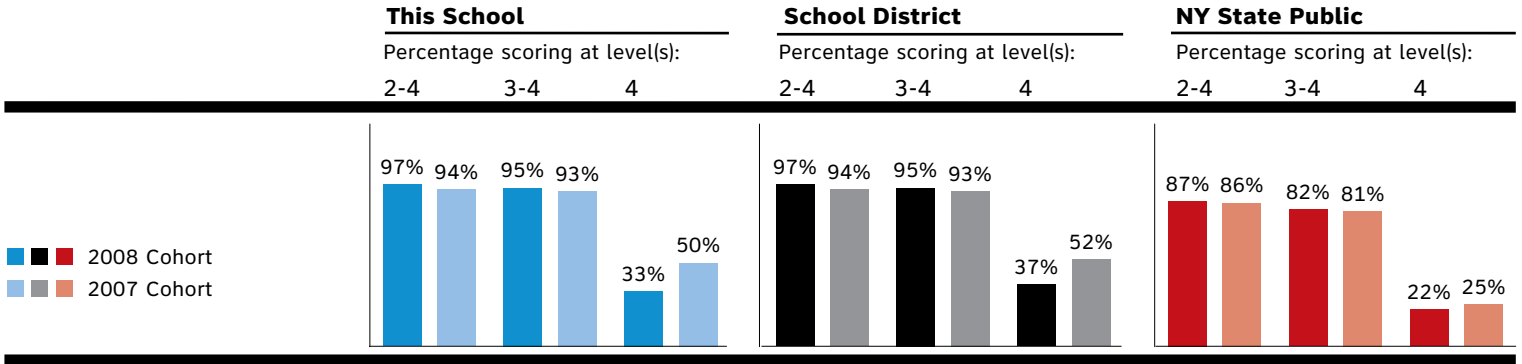
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2 Student Performance

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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 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	300	97%	95%	33%	284	94%	93%	50%
Female	140	98%	96%	36%	123	95%	93%	49%
Male	160	97%	94%	31%	161	93%	92%	52%
American Indian or Alaska Native								
Black or African American	5	80%	60%	0%				
Hispanic or Latino	47	98%	91%	23%	38	92%	89%	26%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	96%	46%	11	100%	100%	82%
White	224	98%	96%	34%	235	94%	93%	53%
Multiracial								
Small Group Totals								
General-Education Students	246	98%	98%	40%	240	98%	98%	56%
Students with Disabilities	54	93%	80%	0%	44	73%	66%	18%
English Proficient	300	97%	95%	33%	284	94%	93%	50%
Limited English Proficient								
Economically Disadvantaged	54	100%	96%	37%	39	90%	87%	46%
Not Disadvantaged	246	97%	94%	32%	245	94%	93%	51%
Migrant								
Not Migrant	300	97%	95%	33%	284	94%	93%	50%

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2 Student Performance

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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	300	2%	35%	60%	246	0%	29%	68%	54	11%	61%	20%
U.S. History and Government	300	0%	27%	70%	246	0%	19%	79%	54	2%	67%	28%
Science	300	2%	49%	47%	246	0%	43%	56%	54	11%	74%	7%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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2 Student Performance

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	268	98%	95%	64%	222	100%	100%	74%	46	87%	72%	17%
	2010-11	280	97%	94%	44%	229	100%	100%	51%	51	86%	69%	10%
	2009-10	271	98%	95%	53%	228	100%	98%	61%	43	88%	79%	9%
Integrated Algebra	2011-12	224	96%	92%	23%	189	96%	94%	25%	35	91%	80%	11%
	2010-11	243	97%	91%	15%	180	99%	98%	19%	63	89%	70%	5%
	2009-10	240	98%	91%	18%	195	99%	95%	22%	45	93%	76%	0%
Geometry	2011-12	232	99%	95%	32%	214	99%	94%	34%	18	100%	100%	17%
	2010-11	218	98%	95%	28%	201	99%	97%	30%	17	82%	71%	0%
	2009-10	265	99%	93%	23%	237	99%	96%	25%	28	100%	71%	0%
Algebra 2/Trigonometry	2011-12	172	94%	84%	34%	167	93%	84%	35%	5	100%	100%	0%
	2010-11	227	89%	72%	19%	214	89%	74%	21%	13	77%	38%	0%
	2009-10	0				0				0			
Global History and Geography	2011-12	257	99%	97%	54%	209	100%	99%	60%	48	98%	92%	31%
	2010-11	255	98%	93%	49%	210	100%	96%	56%	45	91%	78%	13%
	2009-10	202	98%	93%	52%	156	99%	97%	60%	46	91%	78%	26%
U.S. History and Government	2011-12	247	100%	99%	74%	204	100%	100%	78%	43	100%	98%	53%
	2010-11	261	100%	99%	72%	217	100%	100%	81%	44	100%	95%	25%
	2009-10	280	99%	98%	78%	238	100%	99%	83%	42	95%	93%	50%
Living Environment	2011-12	240	100%	96%	51%	199	100%	99%	59%	41	98%	83%	12%
	2010-11	247	99%	94%	49%	200	100%	99%	58%	47	96%	77%	13%
	2009-10	293	99%	95%	51%	245	100%	100%	59%	48	92%	71%	8%
Physical Setting/Earth Science	2011-12	226	95%	88%	31%	187	96%	89%	29%	39	90%	82%	41%
	2010-11	183	98%	87%	18%	154	99%	91%	19%	29	90%	66%	10%
	2009-10	182	96%	85%	19%	156	97%	88%	22%	26	88%	65%	4%
Physical Setting/Chemistry	2011-12	154	96%	79%	14%	152	—	—	—	2	—	—	—
	2010-11	186	100%	88%	22%	186	100%	88%	22%	0			
	2009-10	140	98%	94%	19%	140	98%	94%	19%	0			
Physical Setting/Physics	2011-12	91	88%	75%	23%	91	88%	75%	23%	0			
	2010-11	71	97%	87%	31%	71	97%	87%	31%	0			
	2009-10	64	95%	88%	30%	64	95%	88%	30%	0			

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2 Student Performance

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	3	—	0	—	3	—
	2010-11	26	58%	1	—	25	—
	2009-10	28	100%	0	—	28	100%
Science	2011-12	4	—	0	—	4	—
	2010-11	22	68%	1	—	21	—
	2009-10	1	—	0	—	1	—
Reading	2011-12	7	86%	0	—	7	86%
	2010-11	8	50%	0	—	8	50%
	2009-10	6	50%	0	—	6	50%
Writing	2011-12	5	100%	0	—	5	100%
	2010-11	2	—	0	—	2	—
	2009-10	4	—	0	—	4	—
Global Studies	2011-12	0	—	0	—	0	—
	2010-11	3	—	0	—	3	—
	2009-10	4	—	0	—	4	—
U.S. History and Government	2011-12	0	—	0	—	0	—
	2010-11	0	—	0	—	0	—
	2009-10	2	—	0	—	2	—

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New York State English as a Second Language Achievement Test (NYSESLAT)

		<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>				
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.
Listening and Speaking (Grades K-1)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Reading and Writing (Grades K-1)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Listening and Speaking (Grades 2-4)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Reading and Writing (Grades 2-4)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Listening and Speaking (Grades 5-6)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Reading and Writing (Grades 5-6)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Listening and Speaking (Grades 7-8)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Reading and Writing (Grades 7-8)	2011-12	0				0				0				
	2010-11	0				0				0				
	2009-10	0				0				0				
Listening and Speaking (Grades 9-12)	2011-12	2	-	-	-	-	0				2	-	-	-
	2010-11	0				0				0				
	2009-10	0				0				0				
Reading and Writing (Grades 9-12)	2011-12	2	-	-	-	-	0				2	-	-	-
	2010-11	0				0				0				
	2009-10	0				0				0				

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3 Student Outcomes

School **DIVISION AVENUE SENIOR HIGH SCHOOL**
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District **LEVITTOWN UNION FREE SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	283		235		48	
	2010-11	277		243		34	
	2009-10	284		238		46	
Receiving a Regents Diploma	2011-12	269	95%	235	100%	34	71%
	2010-11	273	99%	243	100%	30	88%
	2009-10	270	95%	237	100%	33	72%
Receiving a Regents Diploma with Advanced Designation	2011-12	158	56%	155	66%	3	6%
	2010-11	185	67%	178	73%	7	21%
	2009-10	191	67%	184	77%	7	15%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	5	N/A	0		5	N/A
	2010-11	6	N/A	0		6	N/A
	2009-10	6	N/A	0		6	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	7	1%	6	1%	1	0%
	2010-11	3	0%	3	0%	0	0%
	2009-10	5	0%	5	1%	0	0%
Entered Approved High School Equivalency Preparation Program	2011-12	5	0%	2	0%	3	1%
	2010-11	4	0%	1	0%	3	1%
	2009-10	8	1%	6	1%	2	1%
Total Non-completers	2011-12	12	1%	8	1%	4	2%
	2010-11	7	1%	4	0%	3	1%
	2009-10	13	1%	11	1%	2	1%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	148	51%	143	61%	5	9%
To 2-year College	100	35%	69	29%	31	58%
To Other Post-secondary	6	2%	1	0%	5	9%
To the Military	7	2%	7	3%	0	0%
To Employment	10	3%	6	3%	4	8%
To Adult Services	5	2%	0	0%	5	9%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	12	4%	9	4%	3	6%