



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **AMITYVILLE UNION FREE SCHOOL
DISTRICT**

District ID **58-01-06-03-0000**

Superintendent **JOHN WILLIAMS**

Telephone **(631) 598-6520**

Grades **PK-12**

This District's Report Card

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

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District **AMITYVILLE UNION FREE SCHOOL DISTRICT**District ID **58-01-06-03-0000**

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	95	115	130
Kindergarten	186	171	211
Grade 1	185	201	171
Grade 2	186	183	204
Grade 3	213	192	195
Grade 4	204	208	196
Grade 5	192	205	220
Grade 6	213	196	208
Ungraded Elementary	0	0	0
Grade 7	210	212	220
Grade 8	226	215	197
Grade 9	281	259	230
Grade 10	218	207	242
Grade 11	219	193	198
Grade 12	183	180	204
Ungraded Secondary	0	0	0
Total K-12	2716	2622	2696

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	19	19	21
Grade 8			
English	18	19	17
Mathematics	22	19	18
Science	22	18	17
Social Studies	20	20	18
Grade 10			
English	17	20	17
Mathematics	15	28	14
Science			19
Social Studies	16	20	20

Enrollment Information

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

Average Class Size Information

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

District **AMITYVILLE UNION FREE SCHOOL DISTRICT**District ID **58-01-06-03-0000**

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1168	43%	1182	45%	1369	51%
Reduced-Price Lunch	346	13%	383	15%	282	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	292	11%	289	11%	322	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	2	0%	7	0%
Black or African American	1624	60%	1557	59%	1514	56%
Hispanic or Latino	768	28%	764	29%	852	32%
Asian or Native Hawaiian/Other Pacific Islander	27	1%	23	1%	26	1%
White	283	10%	260	10%	234	9%
Multiracial	13	0%	16	1%	63	2%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		93%
Student Suspensions	316	12%	518	19%	326	12%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	261	274	263
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	1%	0%
Percent with Fewer Than Three Years of Experience	9%	9%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	41%	46%
Total Number of Core Classes	826	762	665
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	974	980	903
Percent Taught by Teachers Without Appropriate Certification	3%	1%	2%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	17%	33%
Turnover Rate of All Teachers	20%	18%	27%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	35	43	41
Total Paraprofessionals*	65	67	65
Assistant Principals	5	3	3
Principals	5	5	3

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irts/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2010–11)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White				—	—	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	6 of 7	7 of 7	1 of 1	5 of 5	5 of 5	1 of 1

AYP Status


- Made AYP
- Made AYP Using Safe Harbor Target
- Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1271:1183)			100%		162	152	
Ethnicity							
American Indian or Alaska Native (11:3)	—	—	—	—	—	—	—
Black or African American (736:687)			100%		161	151	
Hispanic or Latino (397:376)			100%		160	149	
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—
White (96:92)			100%		172	145	
Multiracial (20:16)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (207:204)			100%		113	147	115 75
Limited English Proficient (143:149)			100%		140	146	136 91
Economically Disadvantaged (889:830)			100%		160	151	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (623:578)			100%		168	150	
Male (648:605)			100%		157	151	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1274:1190)			100%		176	132	
Ethnicity							
American Indian or Alaska Native (13:3)	—	—	—	—	—	—	—
Black or African American (736:689)			100%		174	131	
Hispanic or Latino (398:381)			100%		178	129	
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—
White (96:92)			100%		177	125	
Multiracial (20:16)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (208:205)			100%		127	127	
Limited English Proficient (144:156)			100%		162	127	
Economically Disadvantaged (892:836)			100%		176	131	
Final AYP Determination	 7 of 7						
Non-Accountability Groups							
Female (623:579)			100%		180	130	
Male (651:611)			100%		172	131	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (419:388)		Qualified		99%		165	100	
Ethnicity								
American Indian or Alaska Native (2:0)	—	—	—	—	—	—	—	—
Black or African American (253:237)		Qualified		99%		164	100	
Hispanic or Latino (120:113)		Qualified		100%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (2:1)	—	—	—	—	—	—	—	—
White (33:31)		Qualified	—	—		181	100	
Multiracial (9:6)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (72:67)		Qualified		97%		158	100	
Limited English Proficient (39:39)		Qualified	—	—		136	100	
Economically Disadvantaged (284:263)		Qualified		99%		162	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (201:181)				100%		160	100	
Male (218:207)				99%		169	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.
















Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (214:199)			100%		186	169	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (133:116)			99%		185	167	
Hispanic or Latino (49:53)			100%		179	164	
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (28:27)	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (30:35)		—	—		151	161	148 156
Limited English Proficient (10:11)	—	—	—	—	—	—	—
Economically Disadvantaged (101:105)			100%		190	167	
Final AYP Determination	 5 of 5						
Non-Accountability Groups							
Female (109:99)			99%		194	167	
Male (105:100)			100%		178	167	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.
















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (214:199)			100%		183	165	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (133:116)			100%		182	163	
Hispanic or Latino (49:53)			100%		175	160	
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (28:27)	—	—	—	—	—	—	—
Multiracial (3:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (30:35)		—	—		146	157	131 151
Limited English Proficient (10:11)	—	—	—	—	—	—	—
Economically Disadvantaged (101:105)			100%		189	163	
Final AYP Determination	 5 of 5						
Non-Accountability Groups							
Female (109:99)			100%		187	163	
Male (105:100)			100%		179	163	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2009–10 2010–11
Accountability Groups					
All Students (252)			83%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (178)			84%	80%	
Hispanic or Latino (33)			67%	80%	74% 70%
Asian or Native Hawaiian/Other Pacific Islander (4)		—	—	—	
White (36)			89%	80%	
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (46)			67%	80%	57% 70%
Limited English Proficient (11)		—	—	—	
Economically Disadvantaged (110)			85%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (128)			82%	80%	
Male (124)			83%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **86%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **AMITYVILLE UNION FREE SCHOOL DISTRICT**

District ID **58-01-06-03-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

3 schools identified 60% of total

AMITYVILLE MEMORIAL HIGH SCHOOL

NORTHEAST SCHOOL

NORTHWEST ELEMENTARY SCHOOL

Corrective Action (year 1) Focused

1 school identified 20% of total

PARK AVENUE SCHOOL

Corrective Action (year 2) Focused

1 school identified 20% of total

EDMUND W MILES MIDDLE SCHOOL

4 Overview of District Performance

District **AMITYVILLE UNION FREE SCHOOL DISTRICT**

District ID **58-01-06-03-0000**

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	51%			195
Grade 4	41%			194
Grade 5	33%			214
Grade 6	53%			209
Grade 7	34%			210
Grade 8	36%			198
Mathematics				
Grade 3	45%			198
Grade 4	37%			198
Grade 5	53%			219
Grade 6	54%			217
Grade 7	44%			211
Grade 8	40%			202
Science				
Grade 4	81%			197
Grade 8	51%			183

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	76%			267
Mathematics	76%			267

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

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
2010 Mean Score: 663	*Range: 643-780	662-780	694-780			
2009 Mean Score: 657						
Number of Tested Students:	154	172	99	118	29	10

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	195	79%	51%	15%	191	90%	62%	5%
Female	107	82%	54%	14%	91	93%	66%	8%
Male	88	75%	47%	16%	100	87%	58%	3%
American Indian or Alaska Native	4	-	-	-				
Black or African American	101	79%	53%	17%	128	88%	64%	5%
Hispanic or Latino	76	78%	43%	12%	48	94%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	13	85%	77%	23%	11	-	-	-
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	5	80%	40%	0%	15	93%	73%	13%
General-Education Students	172	87%	58%	17%	170	95%	69%	6%
Students with Disabilities	23	17%	0%	0%	21	48%	0%	0%
English Proficient	162	85%	59%	18%	173	90%	66%	6%
Limited English Proficient	33	52%	12%	0%	18	94%	22%	0%
Economically Disadvantaged	151	78%	47%	14%	135	90%	59%	4%
Not Disadvantaged	44	82%	64%	18%	56	89%	68%	9%
Migrant								
Not Migrant	195	79%	51%	15%	191	90%	62%	5%

NOTES

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

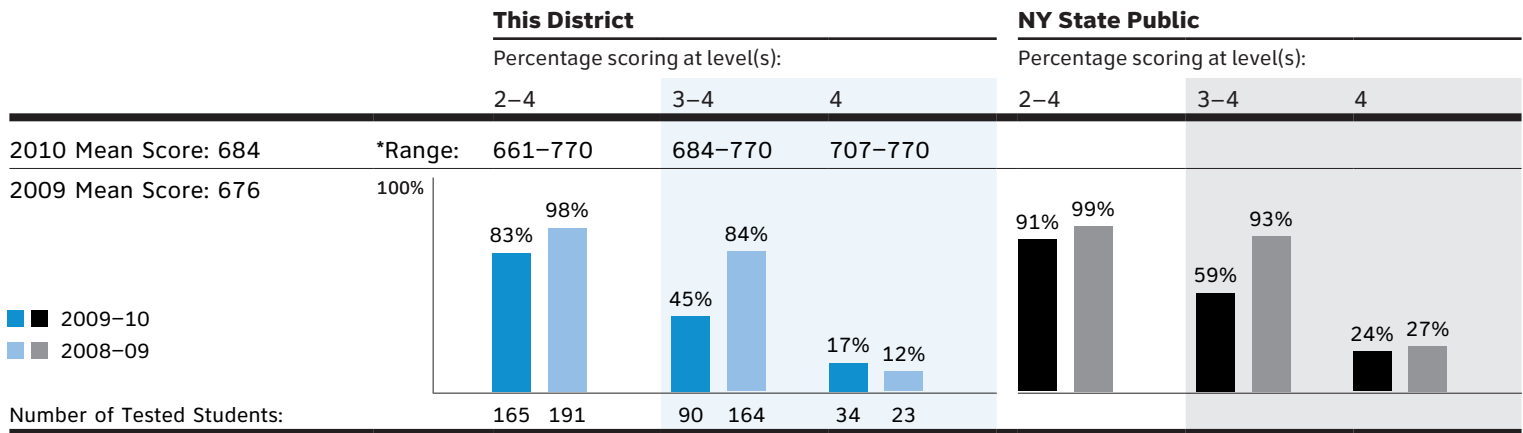
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	5	4	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198	83%	45%	17%	195	98%	84%	12%
Female	107	85%	42%	19%	95	99%	84%	12%
Male	91	81%	49%	15%	100	97%	84%	12%
American Indian or Alaska Native	6	-	-	-				
Black or African American	101	79%	45%	13%	131	97%	85%	12%
Hispanic or Latino	76	89%	45%	18%	48	100%	79%	10%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	13	92%	69%	54%	12	-	-	-
Multiracial					3	-	-	-
Small Group Totals	8	63%	25%	0%	16	100%	88%	13%
General-Education Students	175	87%	50%	19%	174	99%	90%	13%
Students with Disabilities	23	52%	9%	0%	21	90%	38%	5%
English Proficient	162	88%	53%	20%	174	98%	87%	13%
Limited English Proficient	36	64%	11%	6%	21	95%	62%	0%
Economically Disadvantaged	153	84%	42%	15%	135	98%	81%	10%
Not Disadvantaged	45	80%	58%	24%	60	98%	90%	15%
Migrant								
Not Migrant	198	83%	45%	17%	195	98%	84%	12%

NOTES

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

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

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	5	5	3	3

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 662	*Range: 637-775	668-775	720-775			
2009 Mean Score: 653						
Number of Tested Students:	165	187	80	132	3	0

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	194	85%	41%	2%	205	91%	64%	0%
Female	99	86%	49%	2%	102	91%	68%	0%
Male	95	84%	33%	1%	103	91%	61%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	127	84%	39%	2%	125	94%	67%	0%
Hispanic or Latino	49	84%	41%	0%	57	82%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	10	90%	60%	0%	18	100%	78%	0%
Multiracial	6	-	-	-	1	-	-	-
Small Group Totals	8	100%	50%	0%	5	100%	60%	0%
General-Education Students	173	90%	46%	2%	174	95%	72%	0%
Students with Disabilities	21	43%	5%	0%	31	68%	19%	0%
English Proficient	175	87%	45%	2%	192	92%	68%	0%
Limited English Proficient	19	63%	11%	0%	13	77%	8%	0%
Economically Disadvantaged	146	86%	38%	1%	152	89%	58%	0%
Not Disadvantaged	48	83%	50%	4%	53	96%	83%	0%
Migrant								
Not Migrant	194	85%	41%	2%	205	91%	64%	0%

NOTES

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

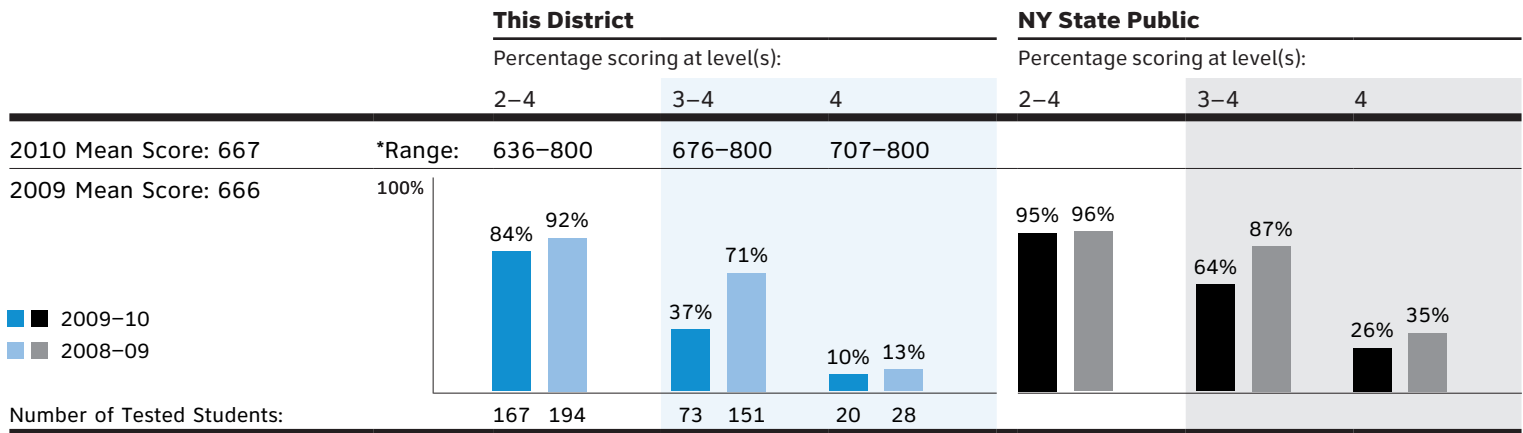
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	5	4	3	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	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	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198	84%	37%	10%	212	92%	71%	13%
Female	102	83%	35%	10%	103	90%	73%	14%
Male	96	85%	39%	10%	109	93%	70%	13%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	128	84%	38%	12%	125	93%	72%	11%
Hispanic or Latino	51	88%	31%	4%	64	86%	66%	17%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	10	80%	40%	20%	17	100%	82%	6%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	9	78%	56%	11%	6	100%	83%	33%
General-Education Students	177	87%	41%	11%	180	95%	77%	16%
Students with Disabilities	21	62%	5%	0%	32	72%	38%	0%
English Proficient	175	86%	40%	11%	192	94%	74%	15%
Limited English Proficient	23	70%	13%	0%	20	70%	40%	0%
Economically Disadvantaged	149	83%	35%	9%	157	90%	67%	11%
Not Disadvantaged	49	88%	43%	14%	55	96%	84%	20%
Migrant								
Not Migrant	198	84%	37%	10%	212	92%	71%	13%

NOTES

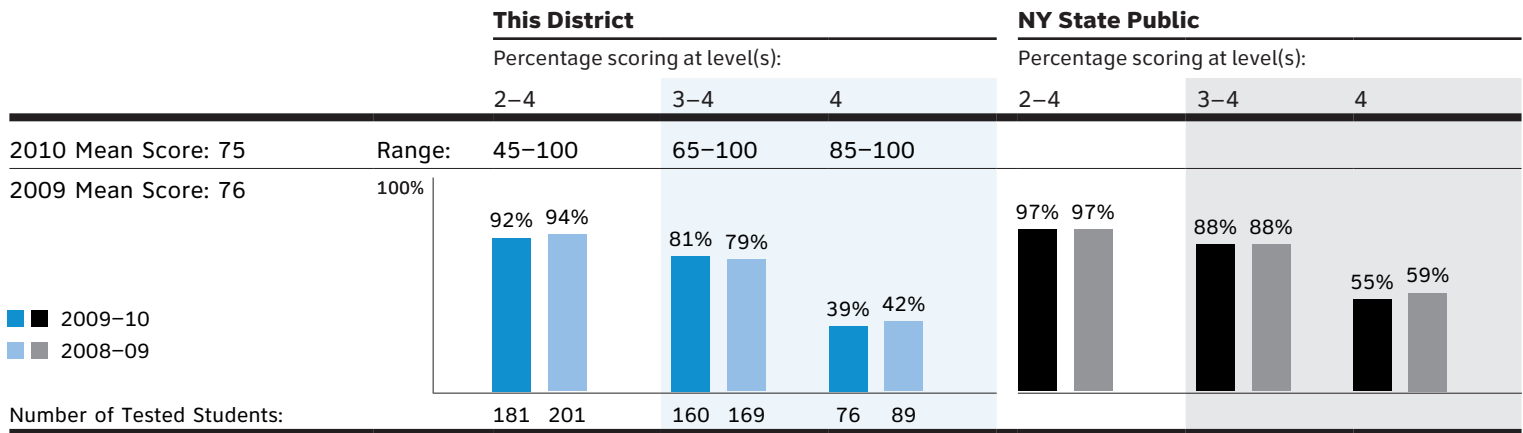
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

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

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197	92%	81%	39%	214	94%	79%	42%
Female	101	90%	81%	38%	104	94%	77%	45%
Male	96	94%	81%	40%	110	94%	81%	38%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	127	93%	79%	42%	128	97%	80%	44%
Hispanic or Latino	51	90%	84%	25%	64	88%	75%	33%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	10	100%	100%	60%	15	93%	87%	53%
Multiracial	6	-	-	-	3	-	-	-
Small Group Totals	9	78%	78%	44%	7	100%	86%	57%
General-Education Students	176	91%	80%	41%	183	93%	79%	46%
Students with Disabilities	21	95%	90%	19%	31	97%	77%	13%
English Proficient	174	95%	84%	43%	194	96%	83%	45%
Limited English Proficient	23	70%	57%	4%	20	70%	40%	10%
Economically Disadvantaged	148	91%	79%	40%	158	94%	75%	37%
Not Disadvantaged	49	96%	88%	35%	56	95%	89%	54%
Migrant								
Not Migrant	197	92%	81%	39%	214	94%	79%	42%

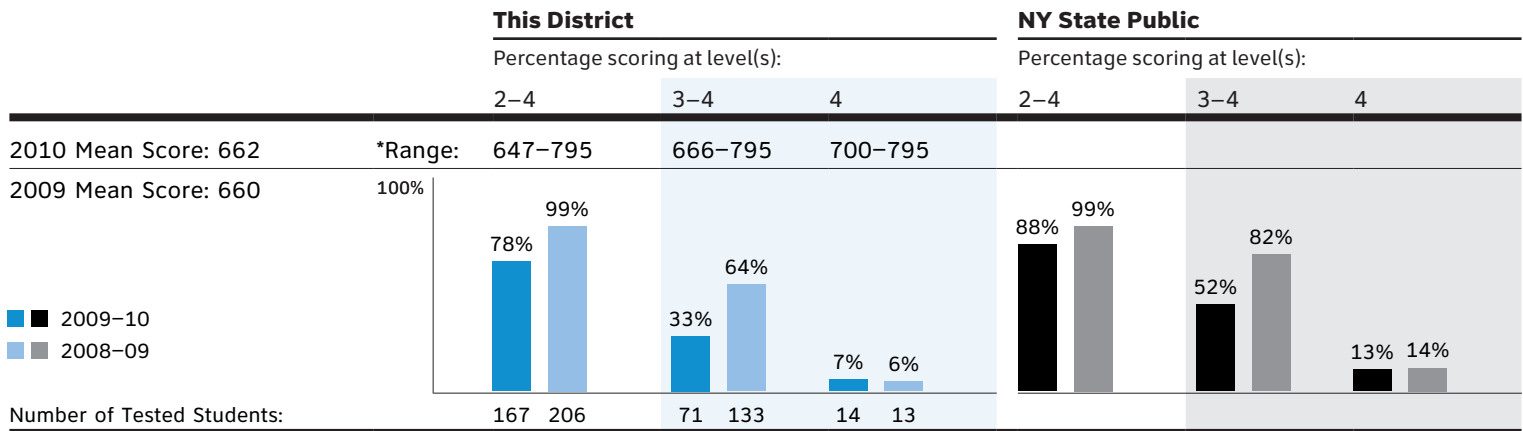
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	4	2	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	214	78%	33%	7%	209	99%	64%	6%
Female	105	83%	38%	6%	107	100%	68%	6%
Male	109	73%	28%	7%	102	97%	59%	7%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	124	78%	31%	5%	117	99%	61%	6%
Hispanic or Latino	63	71%	30%	6%	73	97%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	16	88%	50%	13%	16	-	-	-
Multiracial	6	100%	33%	0%				
Small Group Totals	5	100%	60%	40%	19	100%	84%	11%
General-Education Students	182	85%	39%	8%	176	99%	73%	7%
Students with Disabilities	32	41%	0%	0%	33	94%	12%	0%
English Proficient	196	80%	36%	7%	178	99%	70%	7%
Limited English Proficient	18	56%	6%	0%	31	94%	26%	0%
Economically Disadvantaged	148	74%	31%	5%	168	98%	60%	5%
Not Disadvantaged	66	86%	38%	9%	41	100%	80%	10%
Migrant								
Not Migrant	214	78%	33%	7%	209	99%	64%	6%

NOTES

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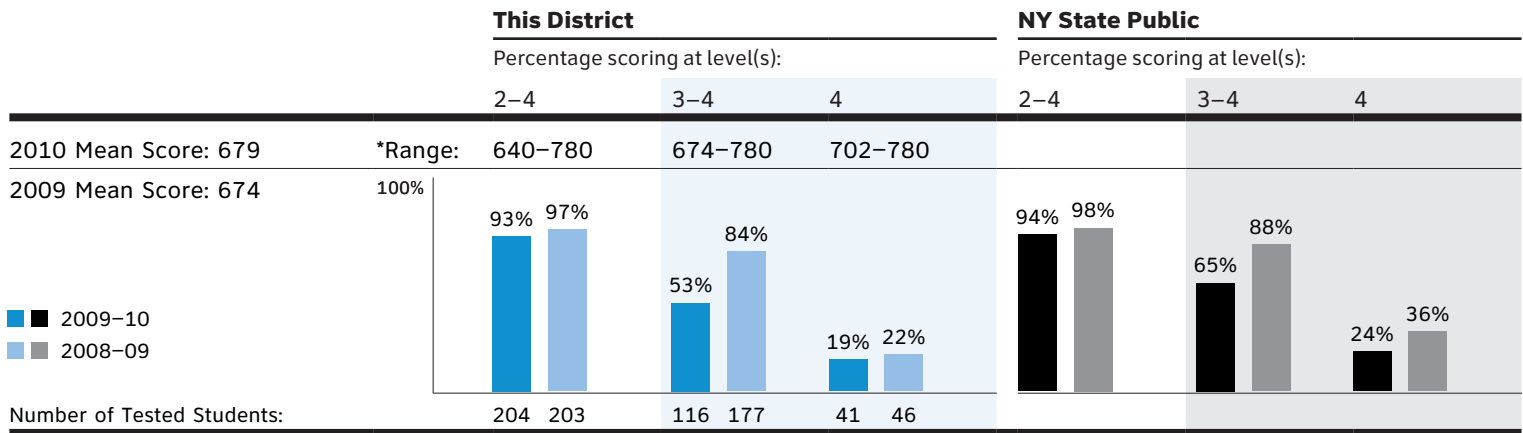
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	5	5	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	219	93%	53%	19%	210	97%	84%	22%
Female	105	95%	58%	21%	109	98%	92%	25%
Male	114	91%	48%	17%	101	95%	76%	19%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	125	94%	52%	15%	115	95%	82%	18%
Hispanic or Latino	66	91%	52%	21%	73	99%	85%	18%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	16	100%	69%	38%	18	-	-	-
Multiracial	6	100%	33%	0%	1	-	-	-
Small Group Totals	6	83%	67%	33%	22	100%	95%	55%
General-Education Students	187	96%	59%	22%	178	99%	94%	26%
Students with Disabilities	32	78%	16%	0%	32	81%	28%	0%
English Proficient	197	94%	56%	21%	178	97%	87%	25%
Limited English Proficient	22	82%	23%	0%	32	97%	69%	6%
Economically Disadvantaged	153	93%	51%	16%	167	96%	81%	17%
Not Disadvantaged	66	94%	58%	24%	43	100%	95%	42%
Migrant								
Not Migrant	219	93%	53%	19%	210	97%	84%	22%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	5	5	5	1

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
2010 Mean Score: 665	*Range: 644-785	662-785	694-785			
2009 Mean Score: 653						
Number of Tested Students:	182	203	111	122	17	1

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	209	87%	53%	8%	203	100%	60%	0%
Female	105	92%	58%	10%	92	100%	66%	1%
Male	104	82%	48%	7%	111	100%	55%	0%
American Indian or Alaska Native								
Black or African American	120	85%	50%	6%	129	100%	62%	1%
Hispanic or Latino	70	90%	53%	10%	53	100%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	16	-	-	-	17	-	-	-
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	19	89%	74%	16%	21	100%	71%	0%
General-Education Students	173	97%	64%	10%	173	100%	68%	1%
Students with Disabilities	36	39%	3%	0%	30	100%	13%	0%
English Proficient	190	89%	58%	9%	184	100%	65%	1%
Limited English Proficient	19	68%	0%	0%	19	100%	11%	0%
Economically Disadvantaged	156	87%	48%	5%	145	100%	54%	0%
Not Disadvantaged	53	89%	68%	17%	58	100%	74%	2%
Migrant								
Not Migrant	209	87%	53%	8%	203	100%	60%	0%

NOTES

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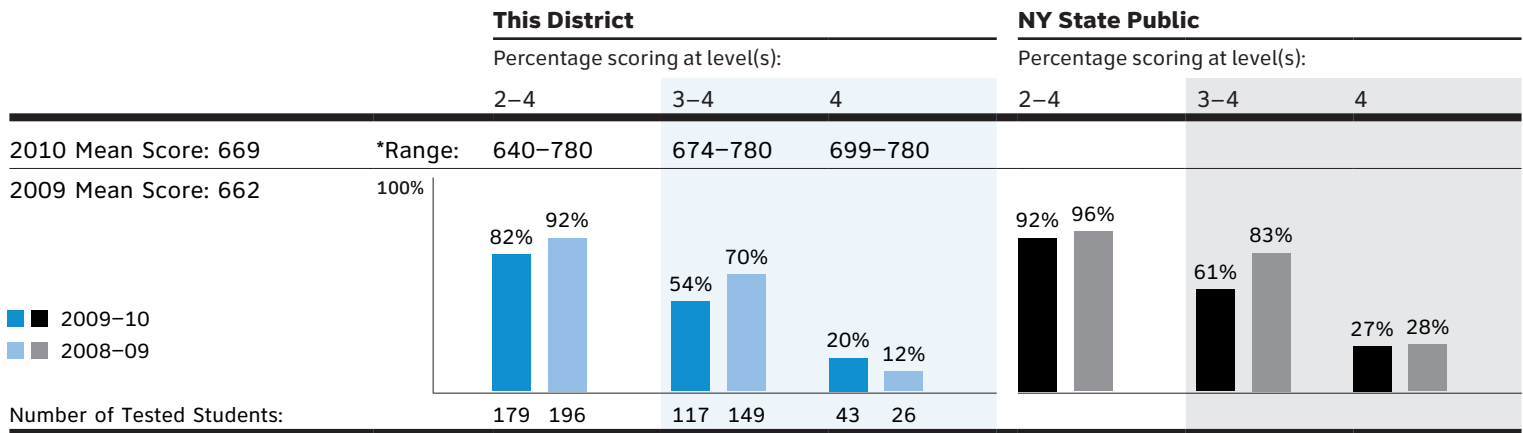
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	4	3	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	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 6	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	217	82%	54%	20%	213	92%	70%	12%
Female	107	90%	60%	19%	95	95%	72%	12%
Male	110	75%	48%	21%	118	90%	69%	13%
American Indian or Alaska Native	1	-	-	-				
Black or African American	122	80%	52%	19%	137	93%	69%	8%
Hispanic or Latino	74	86%	50%	18%	53	89%	70%	17%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	17	-	-	-	18	94%	72%	28%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	21	86%	76%	33%	5	100%	80%	20%
General-Education Students	181	92%	64%	24%	183	97%	78%	14%
Students with Disabilities	36	36%	3%	0%	30	63%	23%	0%
English Proficient	190	86%	59%	22%	193	94%	74%	13%
Limited English Proficient	27	59%	19%	7%	20	70%	35%	5%
Economically Disadvantaged	162	80%	51%	16%	151	92%	68%	9%
Not Disadvantaged	55	89%	62%	31%	62	92%	74%	21%
Migrant								
Not Migrant	217	82%	54%	20%	213	92%	70%	12%

NOTES

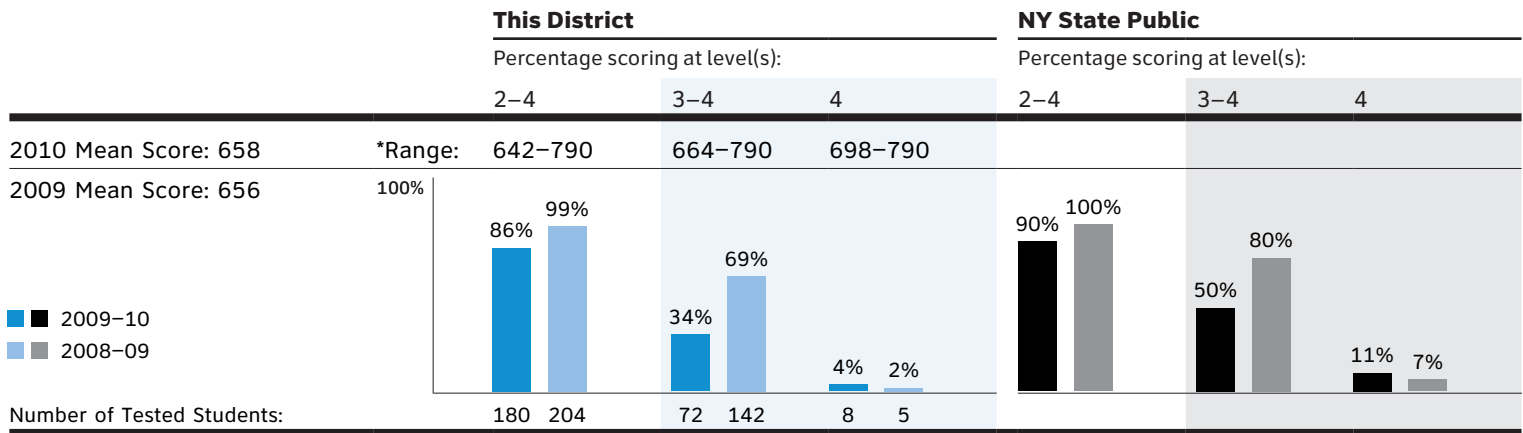
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	3	2	2	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210	86%	34%	4%	206	99%	69%	2%
Female	98	90%	41%	5%	98	99%	76%	2%
Male	112	82%	29%	3%	108	99%	63%	3%
American Indian or Alaska Native	2	-	-	-				
Black or African American	132	89%	33%	4%	122	100%	68%	2%
Hispanic or Latino	54	76%	26%	2%	62	98%	63%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	16	81%	63%	13%	21	-	-	-
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	8	100%	63%	0%	22	95%	91%	5%
General-Education Students	176	93%	40%	5%	170	100%	76%	3%
Students with Disabilities	34	47%	3%	0%	36	94%	33%	0%
English Proficient	193	89%	36%	4%	193	99%	73%	3%
Limited English Proficient	17	47%	12%	0%	13	100%	15%	0%
Economically Disadvantaged	136	84%	29%	1%	144	100%	63%	3%
Not Disadvantaged	74	89%	43%	8%	62	97%	82%	2%
Migrant								
Not Migrant	210	86%	34%	4%	206	99%	69%	2%

NOTES

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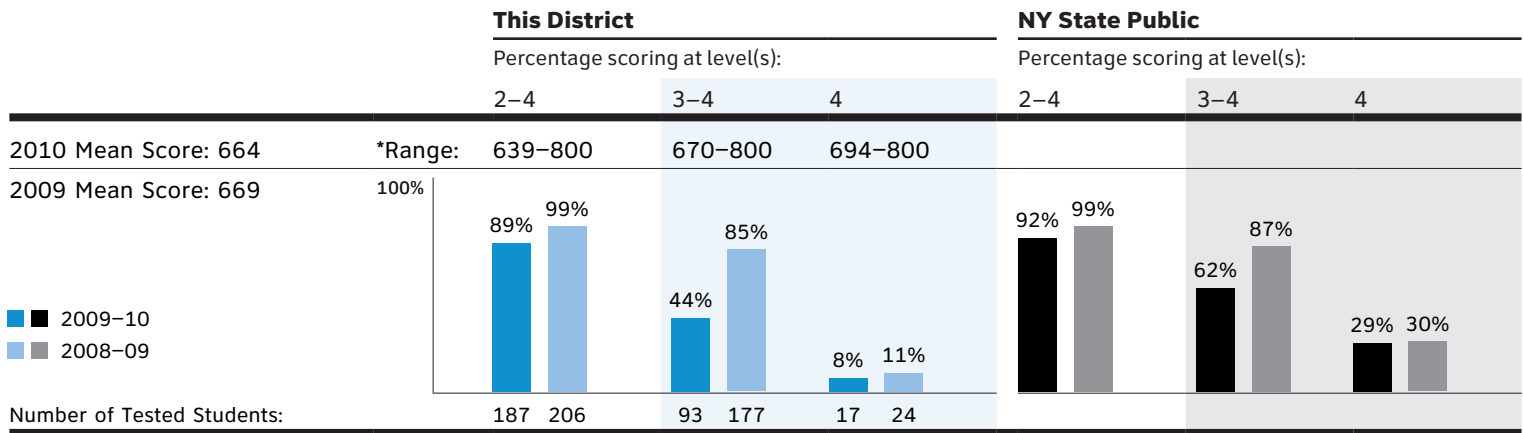
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	7	7	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	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 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	211	89%	44%	8%	209	99%	85%	11%
Female	99	91%	46%	9%	96	99%	91%	10%
Male	112	87%	42%	7%	113	98%	80%	12%
American Indian or Alaska Native	2	-	-	-				
Black or African American	132	87%	39%	8%	123	98%	83%	8%
Hispanic or Latino	55	87%	42%	7%	64	98%	83%	13%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	16	100%	81%	13%	20	-	-	-
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	8	100%	63%	13%	22	100%	100%	27%
General-Education Students	177	93%	51%	10%	174	99%	92%	14%
Students with Disabilities	34	68%	6%	0%	35	94%	49%	0%
English Proficient	193	91%	47%	9%	193	98%	87%	12%
Limited English Proficient	18	67%	11%	0%	16	100%	63%	6%
Economically Disadvantaged	137	87%	39%	7%	149	98%	81%	12%
Not Disadvantaged	74	92%	54%	11%	60	100%	95%	10%
Migrant								
Not Migrant	211	89%	44%	8%	209	99%	85%	11%

NOTES

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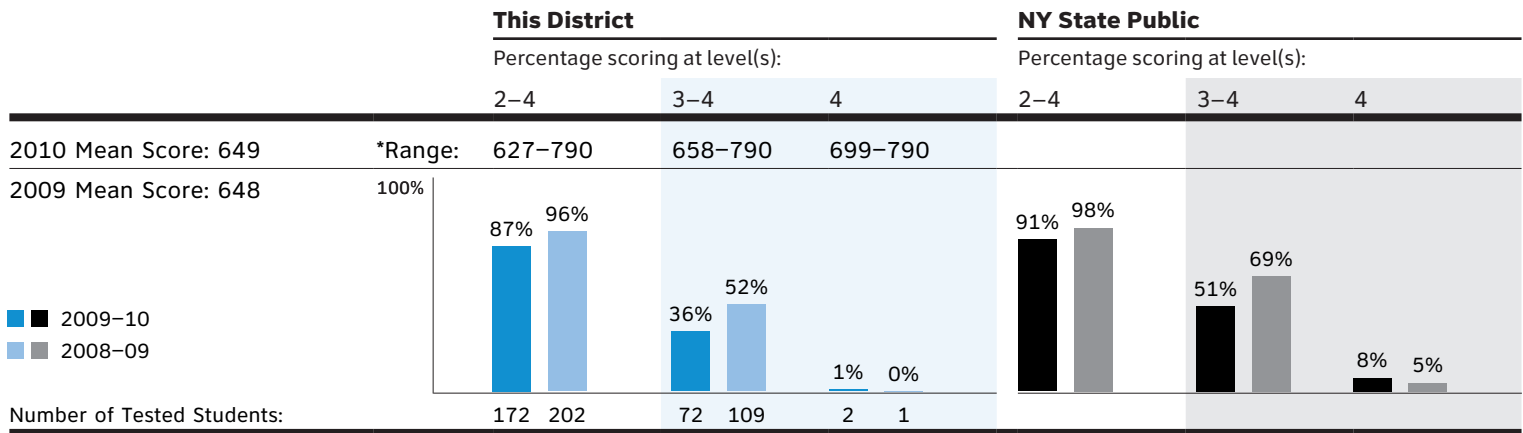
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	7	6	5	5

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198	87%	36%	1%	211	96%	52%	0%
Female	91	91%	37%	1%	100	99%	59%	0%
Male	107	83%	36%	1%	111	93%	45%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	110	91%	34%	1%	112	95%	49%	0%
Hispanic or Latino	65	78%	35%	2%	72	99%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	20	-	-	-	22	91%	59%	0%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	23	91%	52%	0%	5	100%	80%	0%
General-Education Students	165	92%	42%	1%	186	98%	58%	1%
Students with Disabilities	33	64%	9%	0%	25	80%	8%	0%
English Proficient	185	90%	39%	1%	195	96%	54%	1%
Limited English Proficient	13	38%	0%	0%	16	94%	19%	0%
Economically Disadvantaged	125	82%	30%	1%	141	97%	50%	1%
Not Disadvantaged	73	95%	47%	1%	70	93%	54%	0%
Migrant								
Not Migrant	198	87%	36%	1%	211	96%	52%	0%

NOTES

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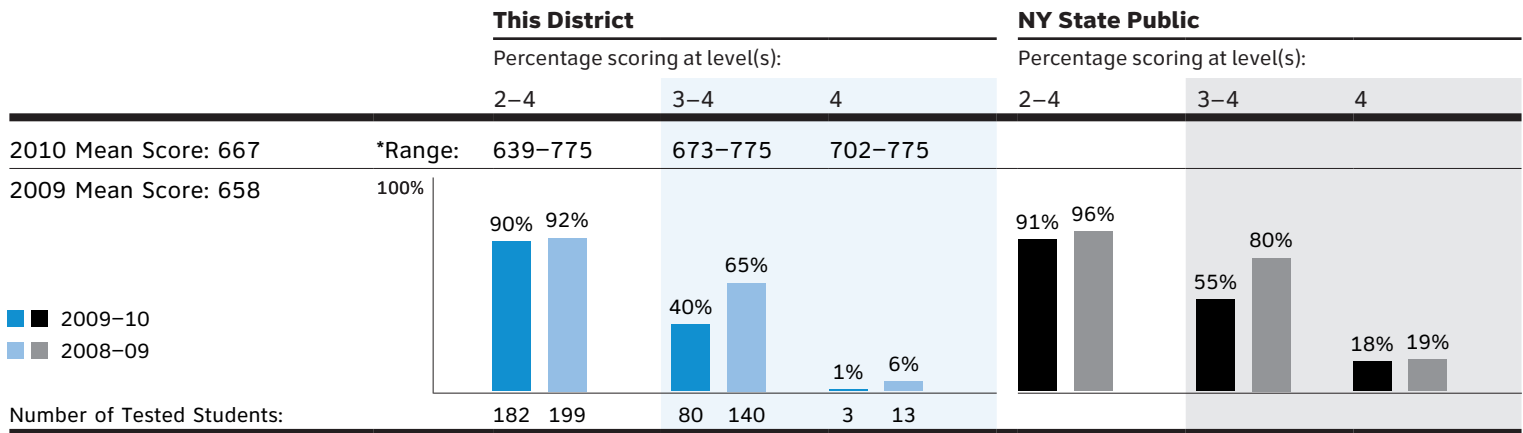
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	7	6	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	202	90%	40%	1%	216	92%	65%	6%
Female	92	93%	41%	2%	104	93%	66%	9%
Male	110	87%	38%	1%	112	91%	63%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	111	88%	37%	2%	113	94%	61%	5%
Hispanic or Latino	68	94%	38%	1%	76	91%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	20	-	-	-	22	86%	59%	5%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	23	87%	57%	0%	5	100%	80%	40%
General-Education Students	168	98%	47%	2%	190	96%	72%	7%
Students with Disabilities	34	50%	3%	0%	26	62%	12%	0%
English Proficient	186	90%	41%	2%	196	93%	68%	7%
Limited English Proficient	16	88%	19%	0%	20	80%	35%	0%
Economically Disadvantaged	128	88%	34%	2%	147	95%	68%	7%
Not Disadvantaged	74	95%	49%	1%	69	86%	58%	4%
Migrant								
Not Migrant	202	90%	40%	1%	216	92%	65%	6%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	8	7	5	5	5	5	4

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

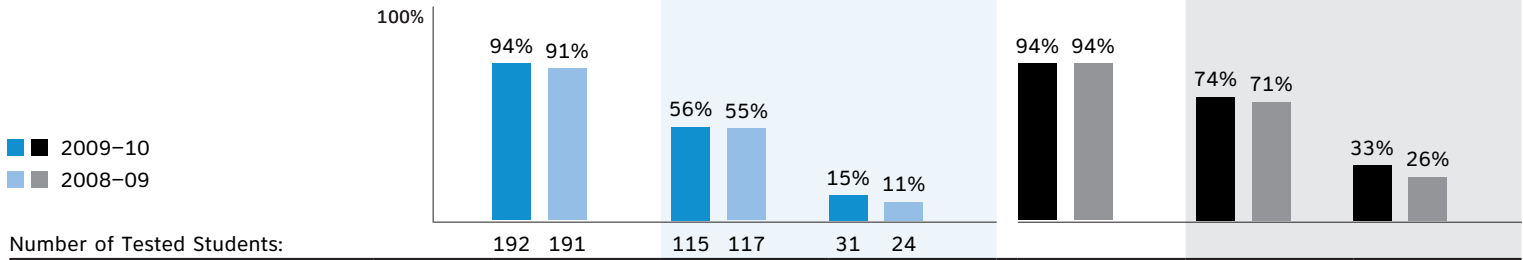
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	183	93%	51%	7%	197	90%	52%	5%
Female	83	95%	41%	6%	90	90%	46%	6%
Male	100	92%	60%	8%	107	90%	58%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	102	94%	48%	4%	104	93%	48%	6%
Hispanic or Latino	60	90%	53%	7%	72	85%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	17	-	-	-	18	-	-	-
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	21	100%	62%	24%	21	90%	67%	5%
General-Education Students	150	93%	56%	9%	172	92%	58%	6%
Students with Disabilities	33	94%	30%	0%	25	72%	16%	0%
English Proficient	167	95%	54%	8%	176	92%	56%	6%
Limited English Proficient	16	75%	19%	0%	21	71%	24%	0%
Economically Disadvantaged	116	93%	46%	8%	134	93%	53%	6%
Not Disadvantaged	67	94%	61%	6%	63	83%	51%	3%
Migrant								
Not Migrant	183	93%	51%	7%	197	90%	52%	5%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	6	6	5	5	4	3
Regents Science	21	21	21	18	14	14	14	14

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

This District

Percentage scoring at level(s):

2-4

3-4

4

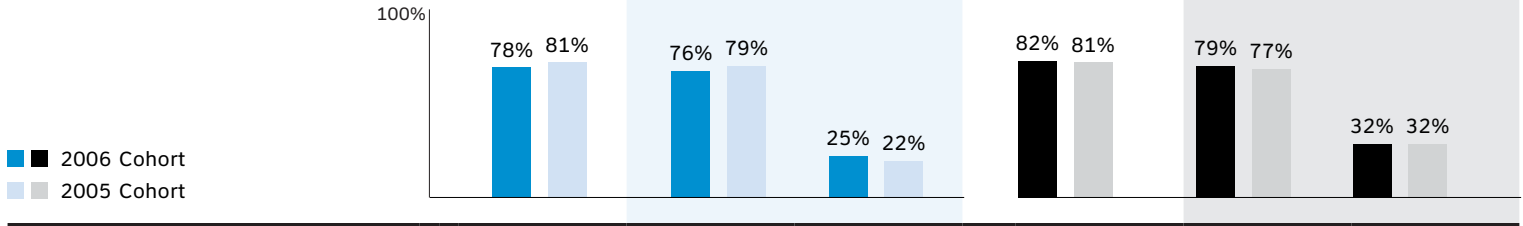
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	267	78%	76%	25%	252	81%	79%	22%
Female	123	84%	83%	33%	128	84%	80%	27%
Male	144	73%	70%	19%	124	77%	77%	17%
American Indian or Alaska Native								
Black or African American	159	80%	78%	24%	178	82%	80%	17%
Hispanic or Latino	72	68%	65%	21%	33	70%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	33	-	-	-	36	83%	83%	47%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	36	89%	89%	42%	5	80%	80%	40%
General-Education Students	218	84%	83%	31%	207	89%	88%	27%
Students with Disabilities	49	51%	47%	2%	45	40%	38%	0%
English Proficient	247	81%	79%	27%	241	83%	81%	22%
Limited English Proficient	20	35%	35%	5%	11	27%	27%	9%
Economically Disadvantaged	120	88%	86%	27%	110	84%	83%	15%
Not Disadvantaged	147	69%	68%	24%	142	78%	76%	27%
Migrant								
Not Migrant	267	78%	76%	25%	252	81%	79%	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.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

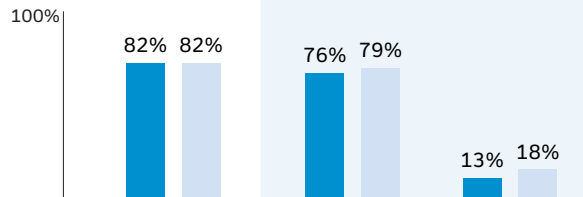
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

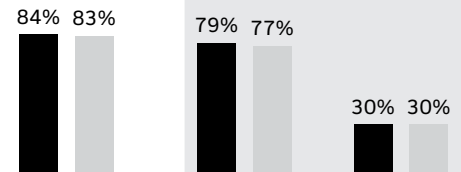
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2005 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2006 Cohort	Percentage scoring at level(s):			2005 Cohort**	Percentage scoring at level(s):		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	267	82%	76%	13%	252	82%	79%	18%
Female	123	87%	80%	14%	128	83%	80%	23%
Male	144	77%	72%	13%	124	81%	77%	13%
American Indian or Alaska Native								
Black or African American	159	82%	76%	10%	178	83%	79%	13%
Hispanic or Latino	72	75%	68%	14%	33	70%	67%	18%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	33	-	-	-	36	83%	83%	39%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	36	94%	92%	28%	5	100%	100%	40%
General-Education Students	218	86%	82%	16%	207	91%	88%	22%
Students with Disabilities	49	61%	51%	4%	45	40%	33%	2%
English Proficient	247	84%	79%	15%	241	84%	81%	19%
Limited English Proficient	20	50%	45%	0%	11	27%	27%	0%
Economically Disadvantaged	120	90%	86%	13%	110	85%	82%	15%
Not Disadvantaged	147	75%	68%	14%	142	79%	76%	20%
Migrant								
Not Migrant	267	82%	76%	13%	252	82%	79%	18%

NOTES

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