

The New York State District Report Card

Accountability
and Overview Report
2005 – 06

District **HUNTINGTON UNION FREE SCHOOL
DISTRICT**
District ID **580403030000**
Superintendent **JOHN FINELLO**
Telephone **(631) 673-2038**
Grades **K-12, UE**

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.

For more information:

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	361	367	401
Grade 1	359	371	345
Grade 2	338	354	350
Grade 3	347	335	346
Grade 4	310	364	326
Grade 5	310	301	351
Grade 6	323	310	307
Ungraded Elementary	61	9	6
Grade 7	318	335	317
Grade 8	337	326	317
Grade 9	336	329	310
Grade 10	243	315	321
Grade 11	212	270	274
Grade 12	246	217	270
Ungraded Secondary	30	0	0
Total K-12	4131	4203	4241

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	23
Grade 8			
English	24	24	23
Mathematics	26	24	23
Science	24	23	23
Social Studies	26	24	21
Grade 10			
English	19	19	20
Mathematics	18	19	17
Science	21	22	18
Social Studies	21	20	19

Enrollment Information

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

Average Class Size Information

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

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1038	25%	1013	24%	1120	26%
Reduced-Price Lunch	235	6%	233	6%	249	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	467	11%	561	13%	521	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	4	0%
Black or African American	534	13%	528	13%	538	13%
Hispanic or Latino	946	23%	906	22%	991	23%
Asian or Native	54	1%	50	1%	63	1%
Hawaiian/Other Pacific Islander						
White	2596	63%	2718	65%	2645	62%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	240	N/A	252	6%	262	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District HUNTINGTON UNION FREE SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	953	986	1347
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	1	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	2	0	1
Percentage of Total	1%	0%	0%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	47%	51%	55%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	383	384	386
Total Other Professional Staff	66	65	57
Total Paraprofessionals*	177	137	187
Assistant Principals	1	1	1
Principals	8	8	8

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

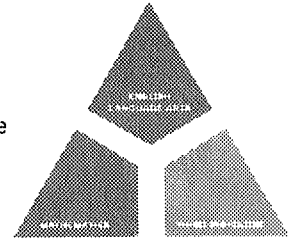
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 (PI) 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts.

Performance Index (PI)

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006-07)

Good Standing

Elementary/Middle Level

ELA Good Standing

Math Good Standing

Science Good Standing

Secondary Level

ELA Good Standing

Math Good Standing

Graduation Rate Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004-05

2005-06

2006-07

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 Language Arts	Mathematics	Science	English 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			-			-
Other Groups						
Students with Disabilities			-	-	-	-
Limited English Proficient	SH		-	-	-	-
Economically Disadvantaged			-			-
Student groups making AYP in each subject	6 of 8	8 of 8	1 of 1	4 of 4	4 of 4	1 of 1

AYP Status


- Made AYP
- SH Made AYP Using Safe Harbor Target
- Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

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

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status  **Good Standing**
for This Subject
(2006-07)

Accountability Measures 6 of 8 **Student groups making AYP in English Language Arts**
 **Did not make AYP**

Prospective Status A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005-06 2006-07	
All Students (1972:1904)	✓	✓	99%	✓	158	120		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (284:268)	X	✓	98%	X	105	115	113	115
Hispanic or Latino (481:440)	✓	✓	99%	✓	128	117		
Asian or Native Hawaiian/Other Pacific Islander (37:36)	✓	—	—	✓	181	106		
White (1170:1160)	✓	✓	100%	✓	181	119		
Other Groups								
Students with Disabilities ⁴ (279:265)	X	✓	97%	X	83	115	99	95
Limited English Proficient (239:202)	✓ SH	✓	99%	✓ SH	100	114	87	110
Economically Disadvantaged (695:649)	✓	✓	99%	✓	119	118		
Final AYP Determination	X 6 of 8							

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005-06, the enrollment shown is the sum of 2004-05 and 2005-06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005-06, data for 2004-05 and 2005-06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005-06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

- ✓ Made AYP
- ✓ SH Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District HUNTINGTON UNION FREE SCHOOL DISTRICT

























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006-07)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005-06 2006-07
All Students (1954:1884)			99%		161	83	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (285:266)			98%		116	79	
Hispanic or Latino (471:434)			99%		128	81	
Asian or Native Hawaiian/Other Pacific Islander (38:36)		—	—		181	70	
White (1160:1148)			100%		183	83	
Other Groups							
Students with Disabilities ⁴ (276:264)			97%		98	79	
Limited English Proficient (230:203)			99%		89	78	
Economically Disadvantaged (688:639)			99%		122	82	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005-06, the enrollment shown is the sum of 2004-05 and 2005-06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005-06, data for 2004-05 and 2005-06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005-06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

















Elementary/Middle-Level Science

Accountability Status  **Good Standing**
for This Subject
(2006-07)

Accountability Measures 1 of 1 **Student groups making AYP in Science**
 **Made AYP**

Prospective Status This district will be in good standing in 2007-08. [201]





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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005-06 2006-07
All Students (631:602)		Qualified		99%		179	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (92:85)		Qualified		99%		145	100	
Hispanic or Latino (161:145)		Qualified		98%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (10:9)		-	-	-	-	-	-	-
White (368:363)		Qualified		100%		194	100	
Other Groups								
Students with Disabilities (77:74)		Qualified		99%		134	100	
Limited English Proficient (71:58)		Qualified		99%		134	100	
Economically Disadvantaged (217:199)		Qualified		99%		157	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005-06, the enrollment shown is the sum of 2004-05 and 2005-06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005-06, data for 2004-05 and 2005-06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-   Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District HUNTINGTON UNION FREE SCHOOL DISTRICT














Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2006-07)

Accountability Measures 4 of 4  Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005-06 2006-07
All Students (295:274)			98%		176	147	
Ethnicity							
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-
Black or African American (42:29)	-	-	-	-	-	-	-
Hispanic or Latino (55:48)			96%		158	140	
Asian or Native Hawaiian/Other Pacific Islander (4:4)	-	-	-	-	-	-	-
White (193:192)			99%		190	146	
Other Groups							
Students with Disabilities (20:21)	-	-	-	-	-	-	-
Limited English Proficient (4:6)	-	-	-	-	-	-	-
Economically Disadvantaged (49:50)			100%		142	141	
Final AYP Determination	 4 of 4						

NOTES

- ¹ These data show the count of 12th graders in 2005-06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005-06, the enrollment shown is the sum of the 2004-05 and 2005-06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District HUNTINGTON UNION FREE SCHOOL DISTRICT














Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006-07)

Accountability Measures 4 of 4 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005-06 2006-07
All Students (295:274)			98%		183	139	
Ethnicity							
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-
Black or African American (42:29)	-	-	-	-	-	-	-
Hispanic or Latino (55:48)			96%		171	132	
Asian or Native Hawaiian/Other Pacific Islander (4:4)	-	-	-	-	-	-	-
White (193:192)			98%		192	138	
Other Groups							
Students with Disabilities (20:21)	-	-	-	-	-	-	-
Limited English Proficient (4:6)	-	-	-	-	-	-	-
Economically Disadvantaged (49:50)			100%		166	133	
Final AYP Determination	 4 of 4						

NOTES


- ¹ These data show the count of 12th graders in 2005-06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005-06, the enrollment shown is the sum of the 2004-05 and 2005-06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  SH Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Graduation Rate

Accountability Status  **Good Standing**
for This Indicator
(2006-07)

Accountability Measures **1 of 1** **Student groups making AYP in Graduation Rate**
 **Made AYP**

Prospective Status **This district will be in good standing in 2007-08. [201]**

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2005-06	2006-07
All Students (226)	✓	✓	85%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (29)						
Hispanic or Latino (41)		✓	68%	55%		
Asian or Native Hawaiian/Other Pacific Islander (5)						
White (151)		✓	92%	55%		
Other Groups						
Students with Disabilities (31)		✓	71%	55%		
Limited English Proficient (8)						
Economically Disadvantaged (30)		✓	73%	55%		
Final AYP Determination	✓ 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005-06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005-06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006-07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005-06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

8 schools identified 100% of total

FINLEY JUNIOR HIGH SCHOOL

FLOWER HILL SCHOOL

HUNTINGTON HIGH SCHOOL

HUNTINGTON INTERMEDIATE SCHOOL

JEFFERSON SCHOOL

SOUTHDOWN SCHOOL

WASHINGTON SCHOOL

WOODHULL INTERMEDIATE SCHOOL

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 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	72%			309
Grade 4	74%			295
Grade 5	66%			330
Grade 6	71%			284
Grade 7	64%			308
Grade 8	62%			291
Mathematics				
Grade 3	85%			335
Grade 4	69%			323
Grade 5	59%			342
Grade 6	58%			303
Grade 7	74%			322
Grade 8	79%			302
Science				
Grade 4	83%			324
Grade 8	75%			245

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	79%			285
Mathematics	84%			285

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	75%			285

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.emsc.nysed.gov/irts.

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

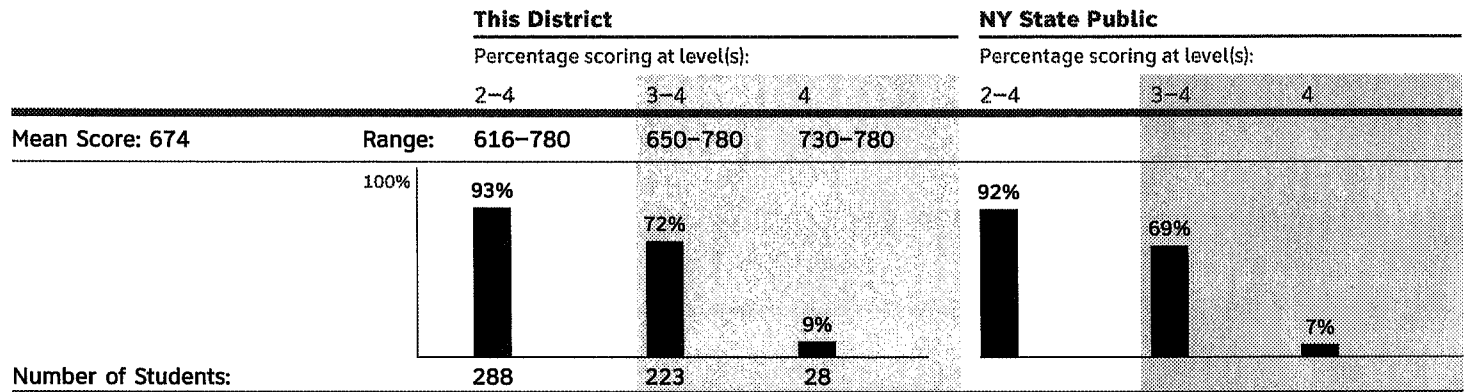
This District's N/RC Category:

Average Need Districts

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

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	309	93%	72%	9%				
Female	146	95%	78%	10%				
Male	163	91%	67%	8%				
American Indian or Alaska Native	-	-	-	-				
Black or African American	39	69%	28%	0%				
Hispanic or Latino	55	95%	56%	4%				
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	20%				
White	210	98%	84%	12%				
Small Group Totals								
General-Education Students	278	96%	77%	10%				
Students with Disabilities	31	65%	32%	3%				
English Proficient	299	93%	74%	9%				
Limited English Proficient	10	90%	30%	0%				
Economically Disadvantaged	91	84%	42%	1%				
Not Disadvantaged	218	97%	85%	12%				
Migrant	-	-	-	-				
Not Migrant	309	93%	72%	9%				

This test was not given in 2004-05.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	29	14	10	N/A	N/A	N/A	N/A	N/A

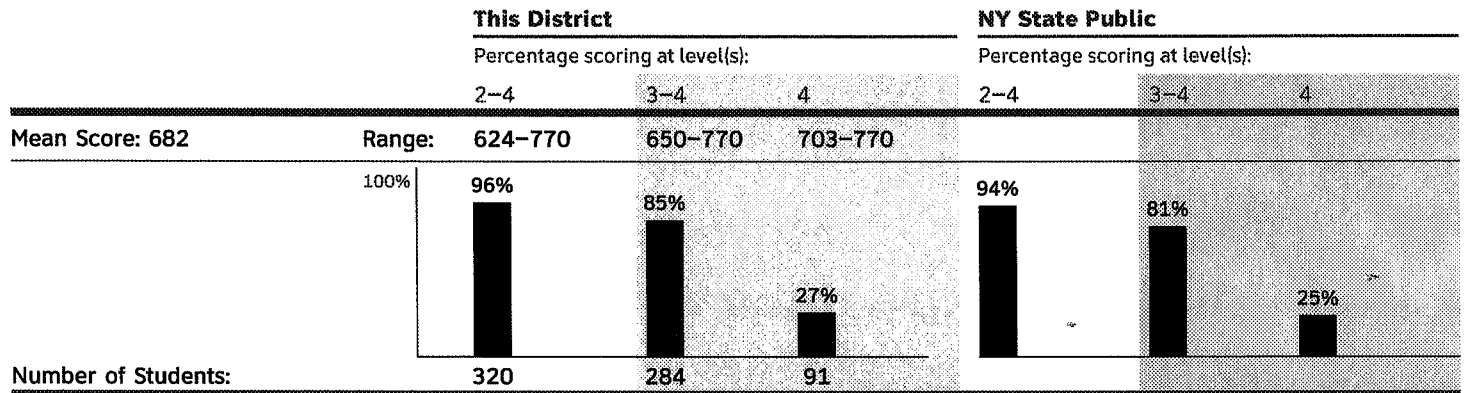
This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	335	96%	85%	27%				
Female	161	97%	87%	27%				
Male	174	94%	83%	28%				
American Indian or Alaska Native								
Black or African American	42	88%	40%	17%				
Hispanic or Latino	76	93%	79%	14%				
Asian or Native Hawaiian/Other Pacific Islander	6	83%	83%	33%				
White	211	98%	96%	34%				
Small Group Totals								
General-Education Students	300	98%	89%	29%				
Students with Disabilities	35	77%	51%	11%				
English Proficient*	296	96%	88%	30%				
Limited English Proficient	39	90%	59%	5%				
Economically Disadvantaged	113	91%	65%	12%				
Not Disadvantaged	222	98%	95%	35%				
Migrant								
Not Migrant	335	96%	85%	27%				

This test was not given in 2004-05.

NOTES

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Other Assessments

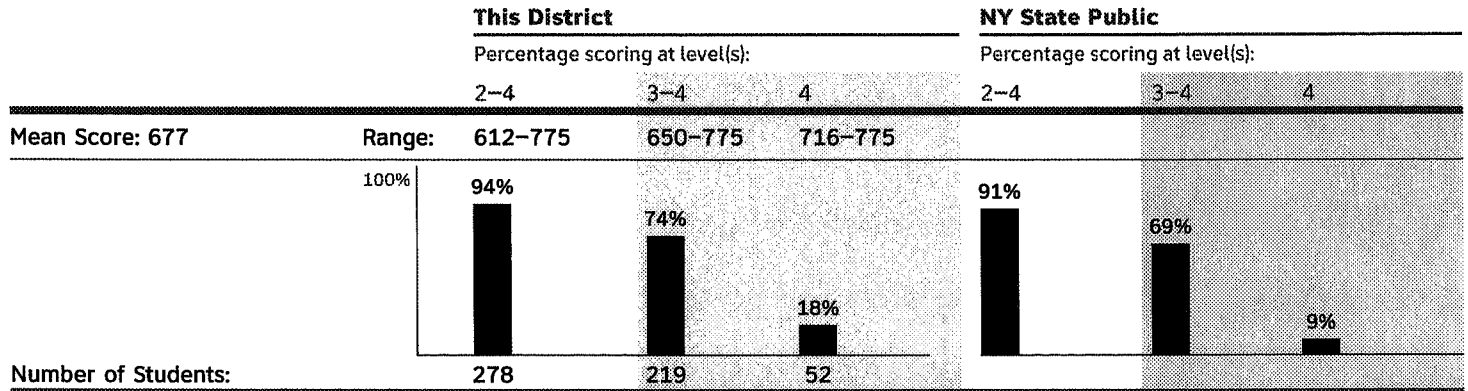
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-				

This test was not given in 2004-05.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	295	94%	74%	18%				
Female	138	94%	75%	21%				
Male	157	94%	73%	15%				
American Indian or Alaska Native								
Black or African American	40	90%	48%	5%				
Hispanic or Latino	65	94%	63%	5%				
Asian or Native Hawaiian/Other Pacific Islander	6	83%	83%	0%				
White	184	96%	84%	26%				
Small Group Totals								
General-Education Students	269	98%	80%	19%				
Students with Disabilities	26	58%	19%	0%				
English Proficient	279	95%	77%	19%				
Limited English Proficient	16	88%	25%	0%				
Economically Disadvantaged	89	92%	57%	4%				
Not Disadvantaged	206	95%	82%	23%				
Migrant								
Not Migrant	295	94%	74%	18%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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

Other Assessments

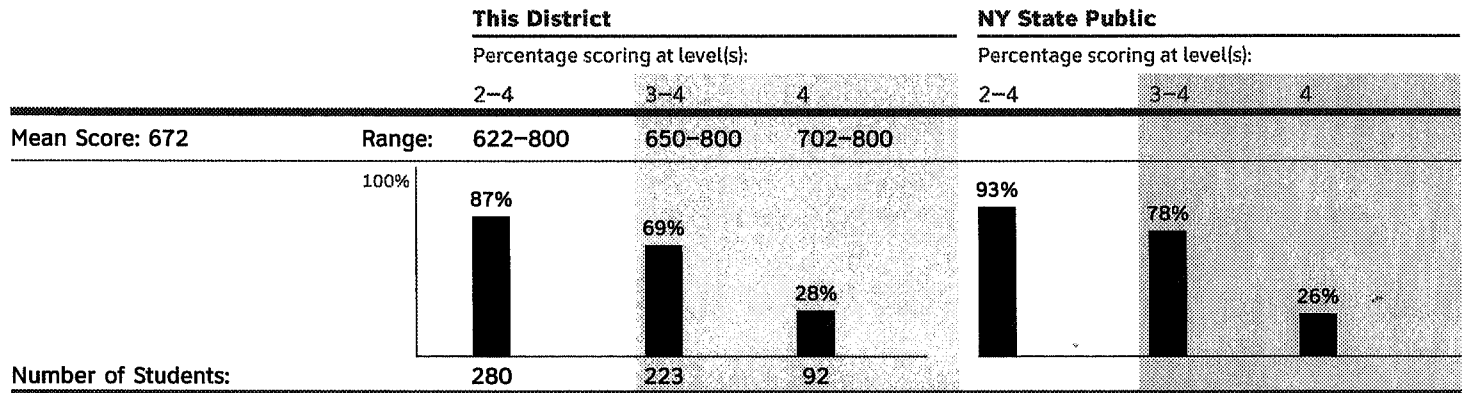
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	28	12	9	N/A	52	26	17	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	323	87%	69%	28%				
Female	154	83%	67%	25%				
Male	169	90%	71%	32%				
American Indian or Alaska Native								
Black or African American	43	79%	40%	7%				
Hispanic or Latino	90	71%	43%	12%				
Asian or Native Hawaiian/Other Pacific Islander	7	86%	86%	57%				
White	183	96%	88%	40%				
Small Group Totals								
General-Education Students	289	92%	74%	32%				
Students with Disabilities	34	41%	24%	0%				
English Proficient	279	92%	78%	33%				
Limited English Proficient	44	52%	14%	2%				
Economically Disadvantaged	114	71%	41%	8%				
Not Disadvantaged	209	95%	84%	40%				
Migrant								
Not Migrant	323	87%	69%	28%				

New assessments for elementary and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

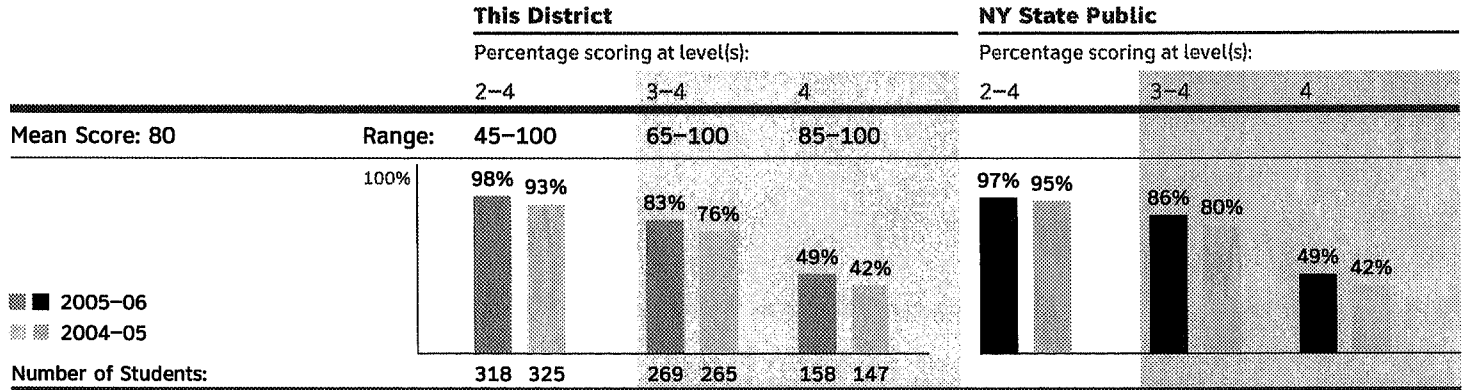
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	5	5	5	4

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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	324	98%	83%	49%	348	93%	76%	42%
Female	155	97%	81%	48%	194	93%	75%	42%
Male	169	99%	85%	49%	154	94%	78%	42%
American Indian or Alaska Native								
Black or African American	44	93%	66%	18%	50	86%	60%	16%
Hispanic or Latino	90	98%	70%	26%	80	85%	41%	10%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	86%	71%	12	100%	83%	75%
White	183	100%	93%	67%	206	98%	93%	59%
Small Group Totals								
General-Education Students	290	99%	87%	53%	299	95%	81%	47%
Students with Disabilities	34	91%	50%	9%	49	82%	45%	14%
English Proficient	280	99%	88%	56%	296	96%	85%	49%
Limited English Proficient	44	93%	50%	2%	52	77%	27%	2%
Economically Disadvantaged	115	97%	68%	21%	123	85%	49%	14%
Not Disadvantaged	209	99%	91%	64%	225	98%	91%	58%
Migrant								
Not Migrant	324	98%	83%	49%	348	93%	76%	42%

NOTES

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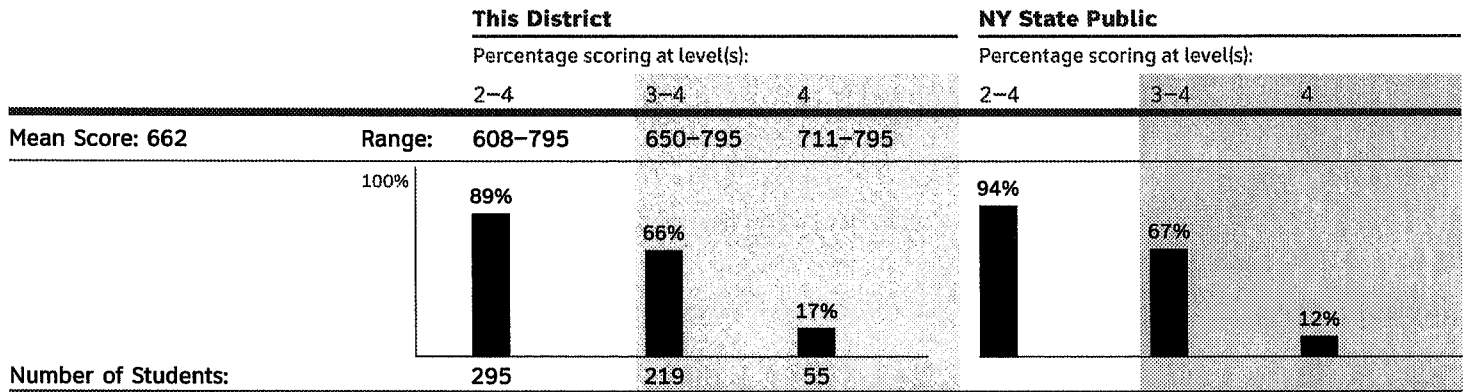
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	6	5	4	4

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	330	89%	66%	17%				
Female	186	90%	68%	19%				
Male	144	88%	64%	14%				
American Indian or Alaska Native								
Black or African American	45	69%	31%	2%				
Hispanic or Latino	78	77%	36%	1%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	14%				
White	193	98%	85%	26%				
Small Group Totals								
General-Education Students	281	96%	74%	19%				
Students with Disabilities	49	51%	20%	2%				
English Proficient	292	93%	73%	19%				
Limited English Proficient	38	61%	16%	0%				
Economically Disadvantaged	118	74%	31%	1%				
Not Disadvantaged	212	98%	86%	25%				
Migrant								
Not Migrant	330	89%	66%	17%				

This test was not given in 2004-05.

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	5				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	15	12	12	N/A	N/A	N/A	N/A	N/A

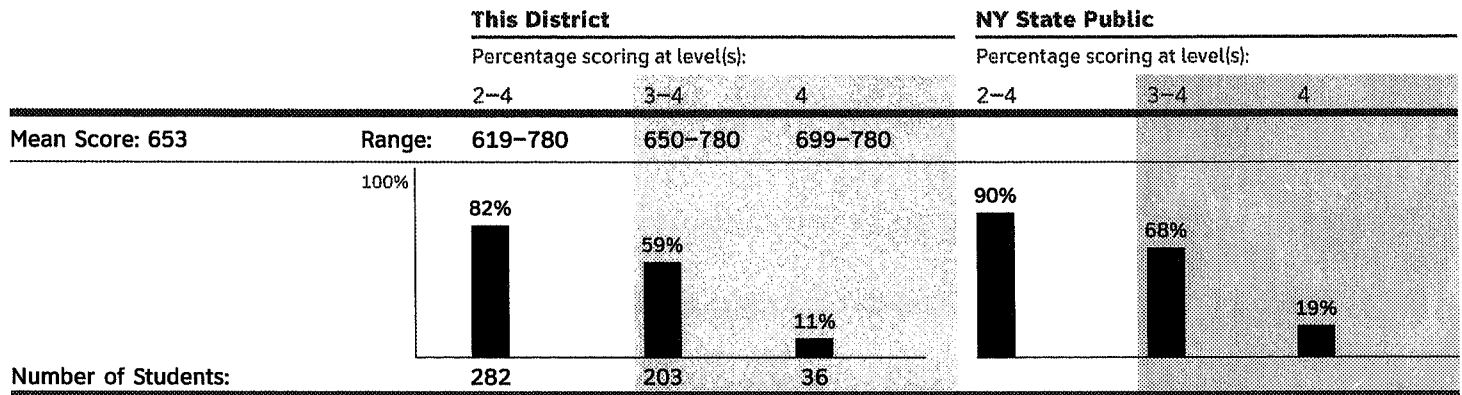
This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	342	82%	59%	11%				
Female	188	81%	61%	10%				
Male	154	84%	58%	12%				
American Indian or Alaska Native								
Black or African American	47	60%	23%	0%				
Hispanic or Latino	86	65%	35%	0%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	36%				
White	195	94%	76%	16%				
Small Group Totals								
General-Education Students	289	89%	67%	12%				
Students with Disabilities	53	45%	15%	2%				
English Proficient	291	89%	66%	12%				
Limited English Proficient	51	47%	24%	0%				
Economically Disadvantaged	127	64%	28%	0%				
Not Disadvantaged	215	93%	78%	17%				
Migrant								
Not Migrant	342	82%	59%	11%				

This test was not given in 2004-05.

NOTES

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Other Assessments

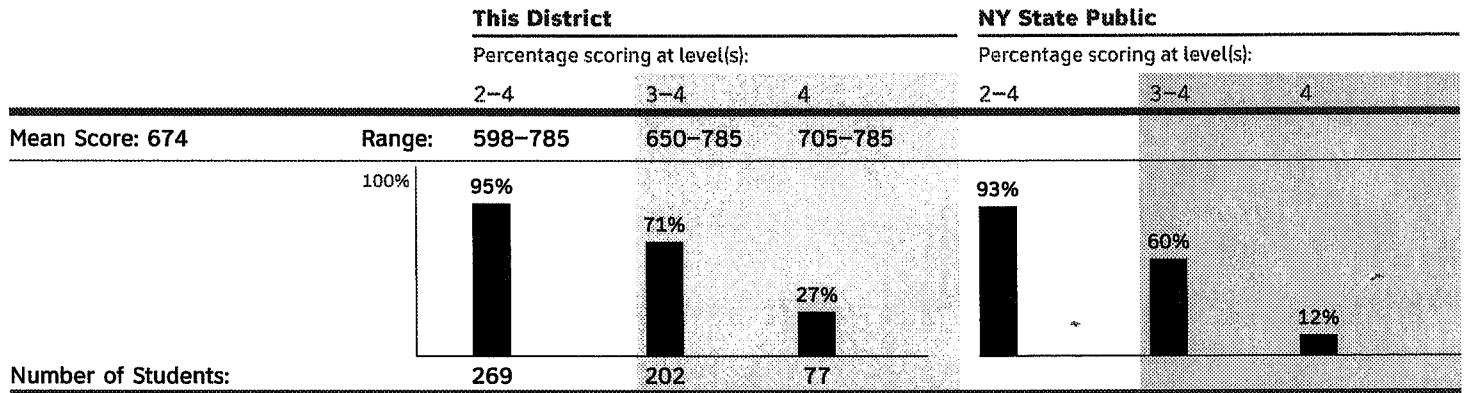
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	5				

This test was not given in 2004-05.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	284	95%	71%	27%				
Female	128	97%	75%	29%				
Male	156	93%	68%	26%				
American Indian or Alaska Native								
Black or African American	48	81%	40%	6%				
Hispanic or Latino	60	95%	50%	10%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	40%				
White	171	98%	87%	39%				
Small Group Totals								
General-Education Students	239	99%	80%	31%				
Students with Disabilities	45	71%	24%	4%				
English Proficient	261	95%	77%	30%				
Limited English Proficient	23	91%	9%	0%				
Economically Disadvantaged	102	90%	45%	8%				
Not Disadvantaged	182	97%	86%	38%				
Migrant								
Not Migrant	284	95%	71%	27%				

This test was not given in 2004-05.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	0							
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	20	17	11	N/A	N/A	N/A	N/A	N/A

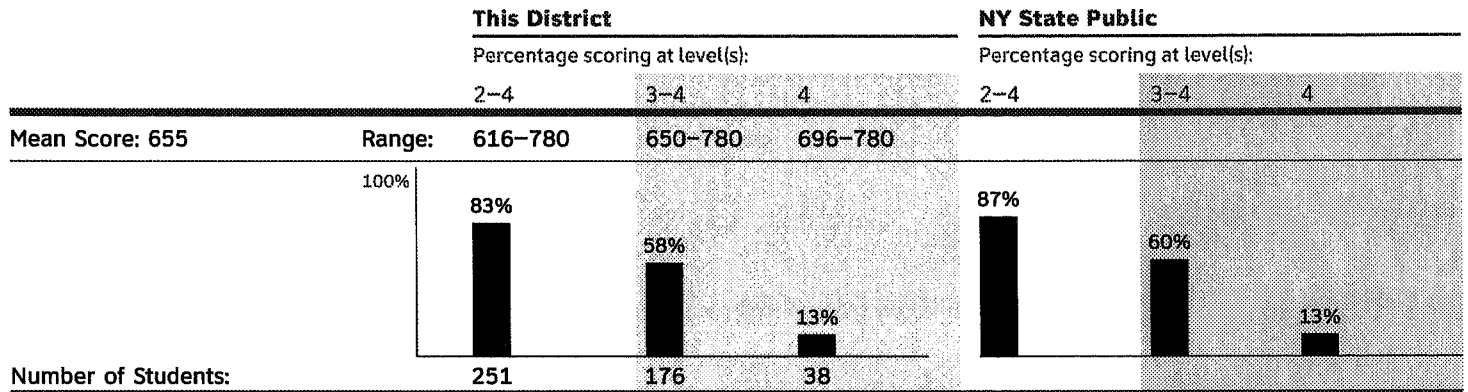
This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	303	83%	58%	13%				
Female	138	86%	59%	10%				
Male	165	80%	57%	15%				
American Indian or Alaska Native								
Black or African American	50	64%	28%	2%				
Hispanic or Latino	76	67%	32%	1%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	40%				
White	172	95%	78%	20%				
Small Group Totals								
General-Education Students	258	88%	64%	14%				
Students with Disabilities	45	53%	22%	4%				
English Proficient	262	88%	65%	15%				
Limited English Proficient	41	49%	17%	0%				
Economically Disadvantaged	122	67%	30%	1%				
Not Disadvantaged	181	93%	77%	20%				
Migrant								
Not Migrant	303	83%	58%	13%				

This test was not given in 2004-05.

NOTES

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Other Assessments

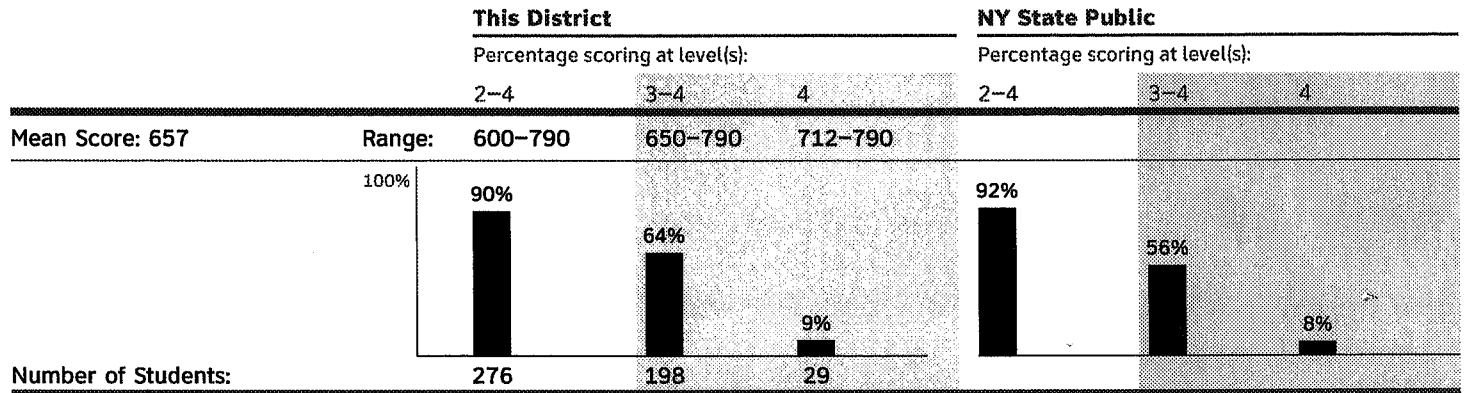
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0							

This test was not given in 2004-05.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	308	90%	64%	9%				
Female	127	91%	67%	11%				
Male	181	89%	62%	8%				
American Indian or Alaska Native								
Black or African American	51	-	-	-				
Hispanic or Latino	51	76%	41%	2%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	203	96%	79%	13%				
Small Group Totals	54	80%	31%	2%				
General-Education Students	261	96%	73%	11%				
Students with Disabilities	47	53%	17%	0%				
English Proficient	296	92%	67%	10%				
Limited English Proficient	12	42%	8%	0%				
Economically Disadvantaged	88	76%	31%	2%				
Not Disadvantaged	220	95%	78%	12%				
Migrant								
Not Migrant	308	90%	64%	9%				

This test was not given in 2004-05.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	5	5	4	4				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	18	15	9	N/A	N/A	N/A	N/A	N/A

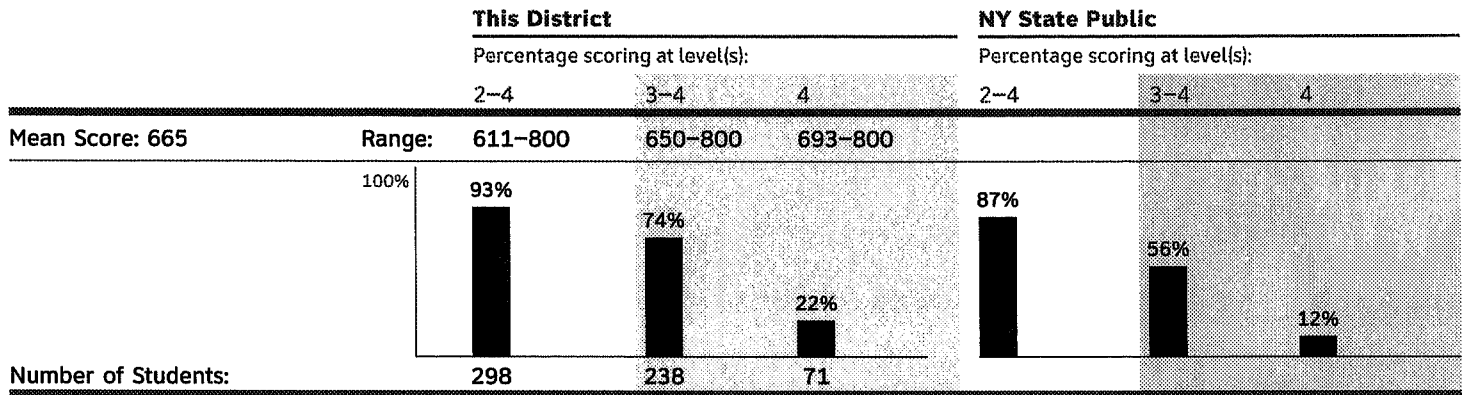
This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	322	93%	74%	22%				
Female	135	93%	73%	17%				
Male	187	92%	74%	26%				
American Indian or Alaska Native								
Black or African American	51	-	-	-				
Hispanic or Latino	66	83%	50%	8%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	202	97%	87%	32%				
Small Group Totals	54	89%	56%	4%				
General-Education Students	273	96%	81%	26%				
Students with Disabilities	49	71%	35%	0%				
English Proficient	295	95%	80%	24%				
Limited English Proficient	27	67%	11%	0%				
Economically Disadvantaged	102	83%	49%	4%				
Not Disadvantaged	220	97%	85%	30%				
Migrant								
Not Migrant	322	93%	74%	22%				

This test was not given in 2004-05.

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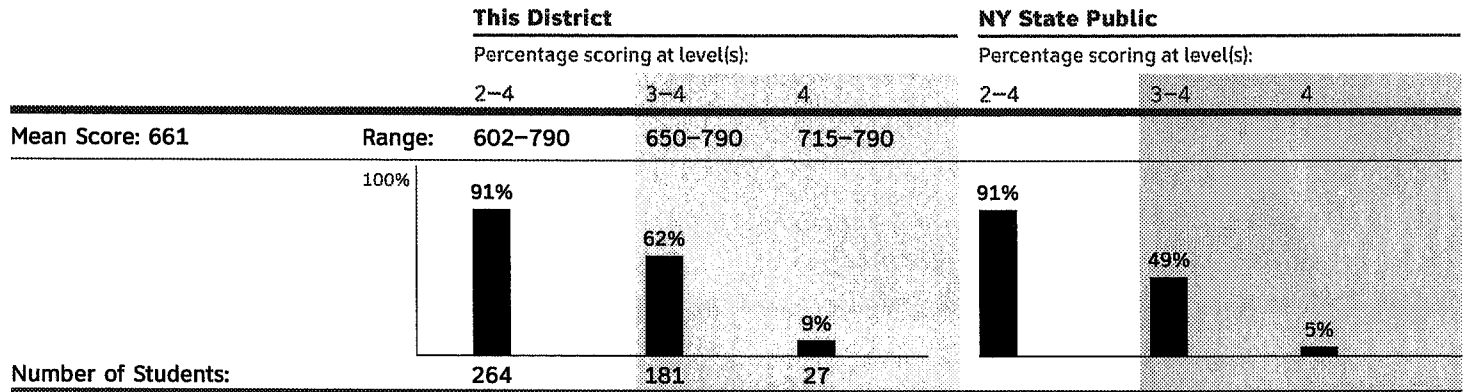
Other Assessments

	2005-06 School Year				2004-05 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	5	4	4	4				

This test was not given in 2004-05.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	291	91%	62%	9%				
Female	139	93%	64%	13%				
Male	152	89%	61%	6%				
American Indian or Alaska Native								
Black or African American	47	-	-	-				
Hispanic or Latino	57	89%	28%	2%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	185	99%	83%	12%				
Small Group Totals	49	61%	22%	6%				
General-Education Students	251	96%	69%	10%				
Students with Disabilities	40	58%	18%	3%				
English Proficient	283	91%	64%	10%				
Limited English Proficient	8	75%	13%	0%				
Economically Disadvantaged	90	78%	28%	2%				
Not Disadvantaged	201	97%	78%	12%				
Migrant								
Not Migrant	291	91%	62%	9%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

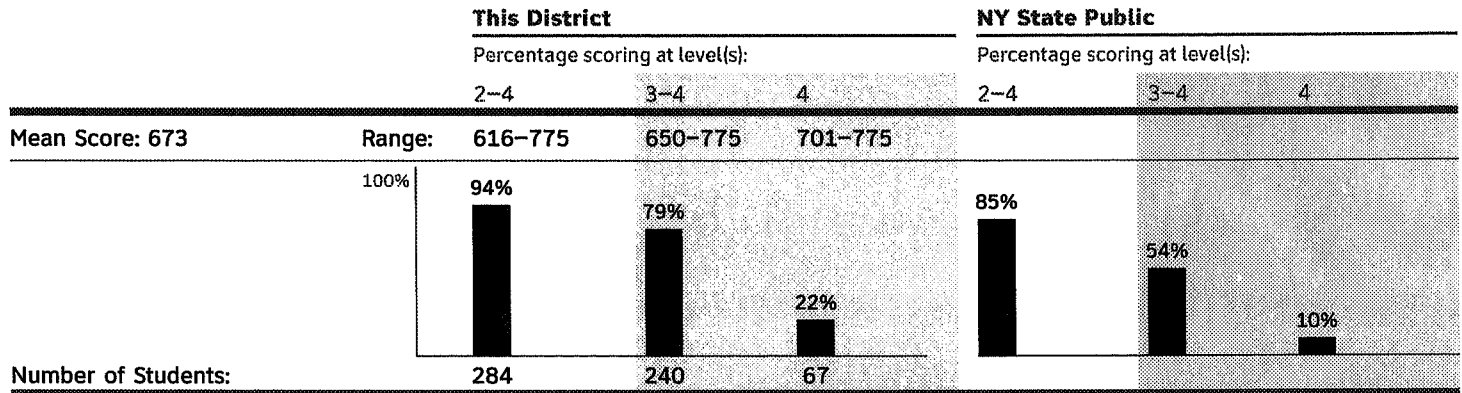
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	19	11	11	N/A	18	18	16	N/A

¹ Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	302	94%	79%	22%				
Female	146	96%	85%	23%				
Male	156	92%	74%	22%				
American Indian or Alaska Native								
Black or African American	47	-	-	-				
Hispanic or Latino	70	84%	64%	1%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	182	99%	92%	33%				
Small Group Totals	50	88%	56%	12%				
General-Education Students	263	95%	83%	25%				
Students with Disabilities	39	87%	54%	5%				
English Proficient	277	96%	83%	24%				
Limited English Proficient	25	68%	44%	4%				
Economically Disadvantaged	102	87%	61%	3%				
Not Disadvantaged	200	98%	89%	32%				
Migrant								
Not Migrant	302	94%	79%	22%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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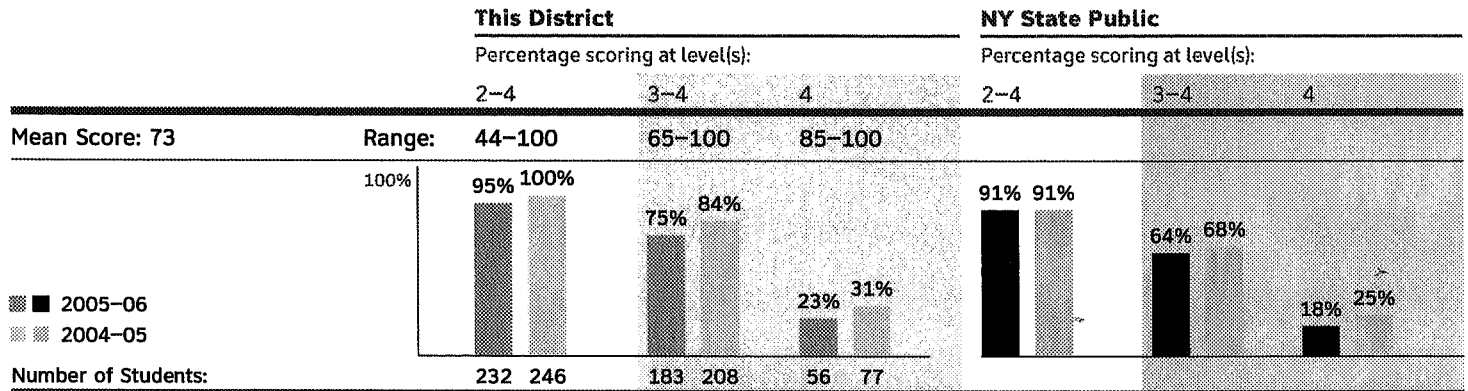
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	3	-	-	-

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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	245	95%	75%	23%	247	100%	84%	31%
Female	119	99%	78%	17%	126	99%	82%	24%
Male	126	90%	71%	29%	121	100%	87%	39%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	45	-	-	-	48	-	-	-
Hispanic or Latino	67	91%	58%	7%	53	98%	62%	11%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	130	99%	92%	35%	144	100%	94%	44%
Small Group Totals	48	88%	50%	13%	50	100%	80%	14%
General-Education Students	206	97%	81%	26%	218	100%	85%	33%
Students with Disabilities	39	85%	41%	8%	29	100%	79%	17%
English Proficient	220	97%	79%	25%	226	100%	88%	34%
Limited English Proficient	25	76%	36%	4%	21	100%	43%	0%
Economically Disadvantaged	98	90%	56%	10%	80	99%	68%	9%
Not Disadvantaged	147	98%	87%	31%	167	100%	92%	42%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	245	95%	75%	23%	247	100%	84%	31%

NOTES

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Other Assessments

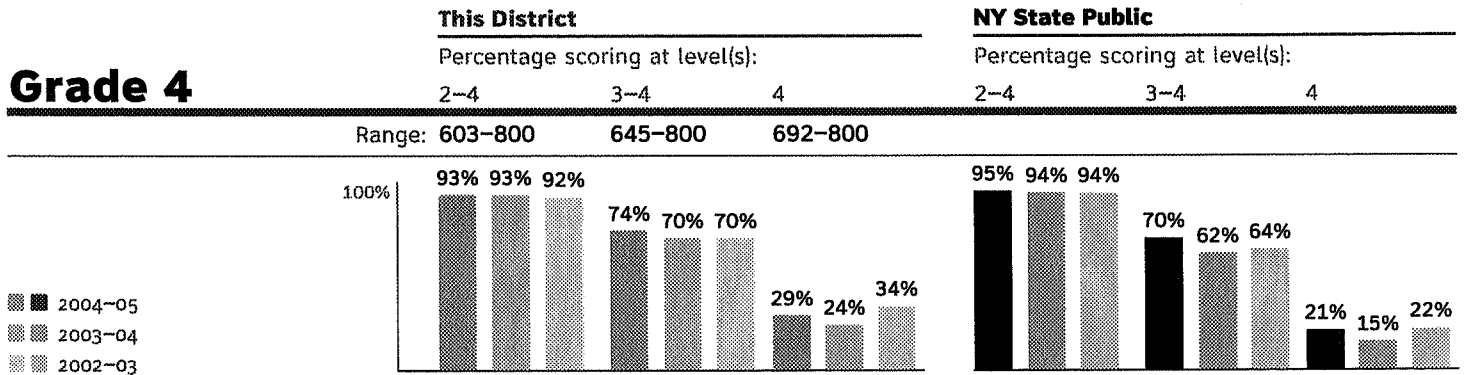
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	3	-	-	-
Regents Science	55	55	55	53	57	57	57	55

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

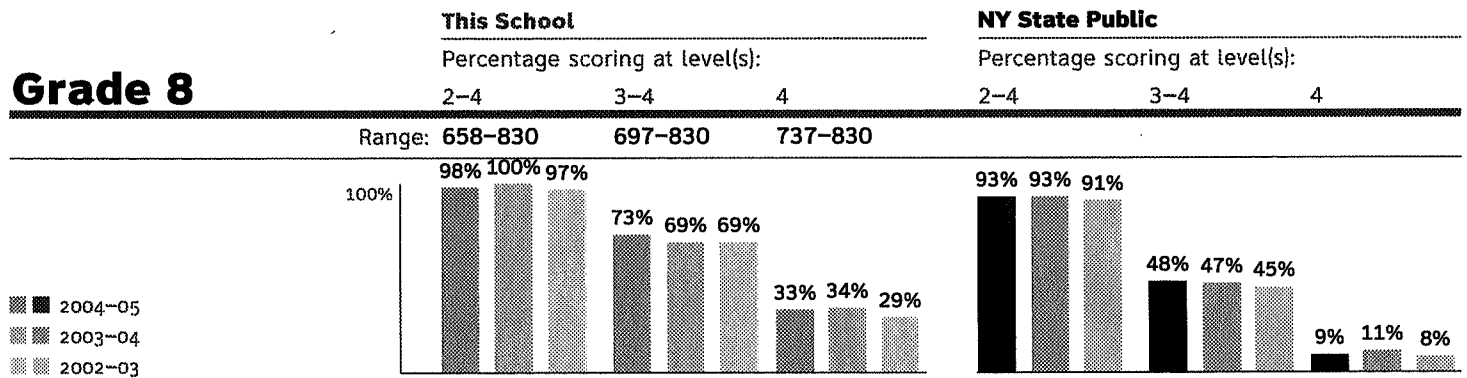
Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	20	57	136	88	301	673
Feb 2004	19	58	116	62	255	664
Feb 2003	24	61	103	97	285	668



Number of students scoring at each performance level:

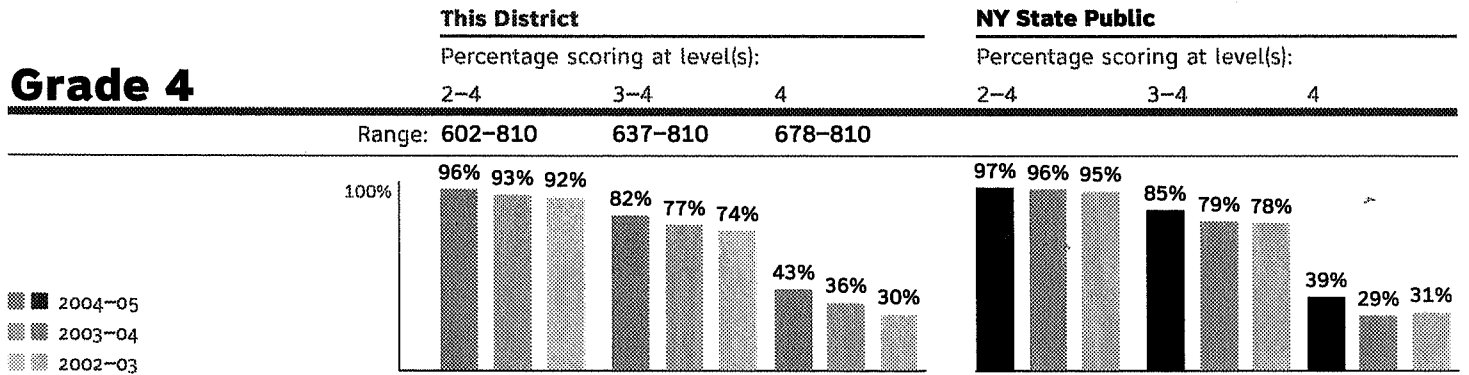
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	6	76	118	99	299	724
Jan 2004	1	94	107	105	307	724
Jan 2003	10	85	125	89	309	717

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

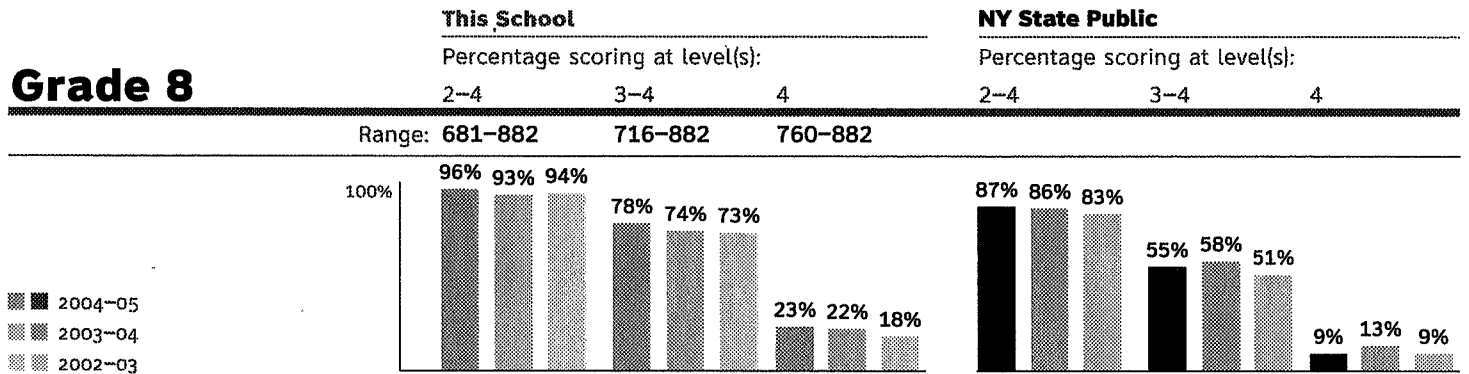
Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	13	51	134	151	349	671
May 2004	21	47	120	108	296	663
May 2003	27	58	144	97	326	656



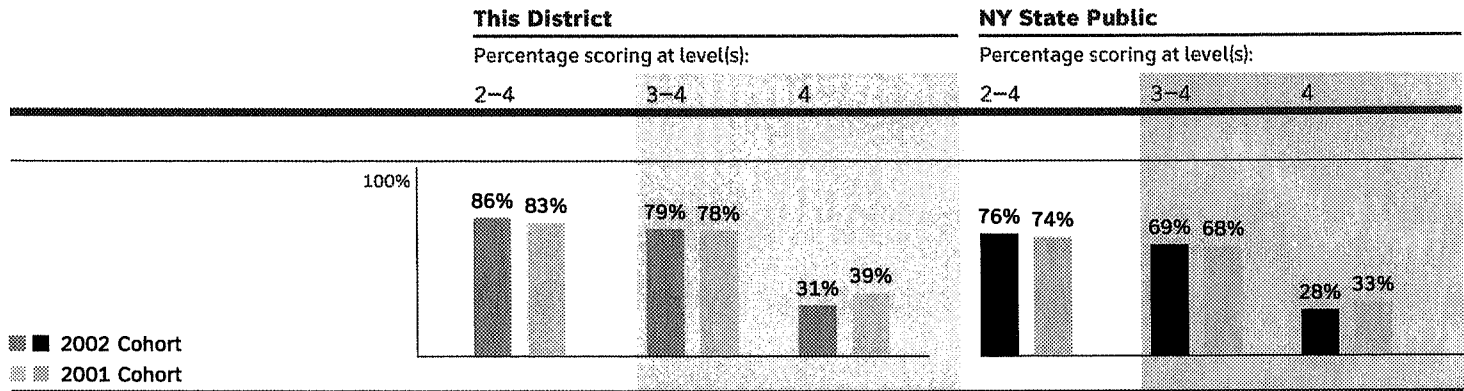
Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	12	57	174	71	314	736
May 2004	23	61	166	69	319	734
May 2003	19	69	176	57	321	732

Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 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	285	86%	79%	31%	252	83%	78%	39%
Female	136	83%	78%	37%	121	88%	86%	45%
Male	149	88%	81%	25%	131	78%	70%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	33	55%	33%	6%	32	69%	59%	3%
Hispanic or Latino	53	70%	62%	8%	54	63%	54%	13%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	100%	100%	60%
White	194	95%	92%	41%	161	91%	89%	54%
Small Group Totals	5	100%	60%	20%				
General-Education Students	262	90%	83%	33%	213	88%	85%	45%
Students with Disabilities	23	39%	35%	4%	39	51%	41%	5%
English Proficient	274	88%	82%	32%	239	86%	82%	41%
Limited English Proficient	11	27%	18%	0%	13	15%	8%	0%
Economically Disadvantaged	53	64%	55%	8%				
Not Disadvantaged	232	91%	85%	36%				
Migrant								
Not Migrant	285	86%	79%	31%				

NOTES

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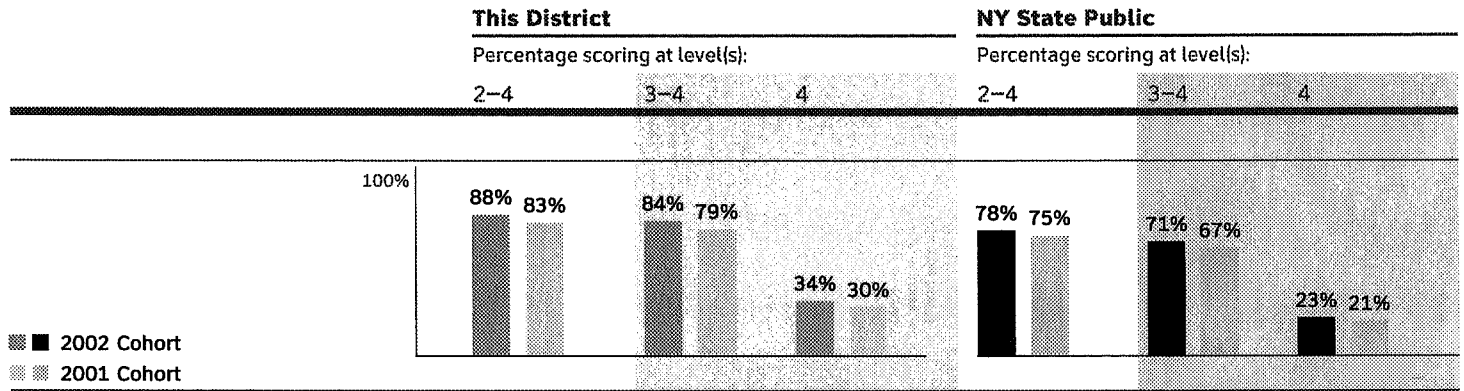
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	4	-	-	-	2	-	-	-

* 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.

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 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	285	88%	84%	34%	252	83%	79%	30%
Female	136	85%	80%	32%	121	88%	83%	26%
Male	149	91%	87%	36%	131	79%	76%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	33	67%	52%	6%	32	75%	63%	3%
Hispanic or Latino	53	79%	70%	9%	54	61%	56%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	100%	100%	60%
White	194	94%	92%	44%	161	92%	90%	41%
Small Group Totals	5	100%	100%	80%				
General-Education Students	262	94%	89%	37%	213	88%	85%	35%
Students with Disabilities	23	30%	26%	4%	39	59%	49%	5%
English Proficient	274	91%	86%	35%	239	87%	83%	31%
Limited English Proficient	11	27%	18%	0%	13	15%	15%	8%
Economically Disadvantaged	53	77%	70%	9%				
Not Disadvantaged	232	91%	87%	40%				
Migrant								
Not Migrant	285	88%	84%	34%				

NOTES

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

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	4	-	-	-	2	-	-	-

* 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.

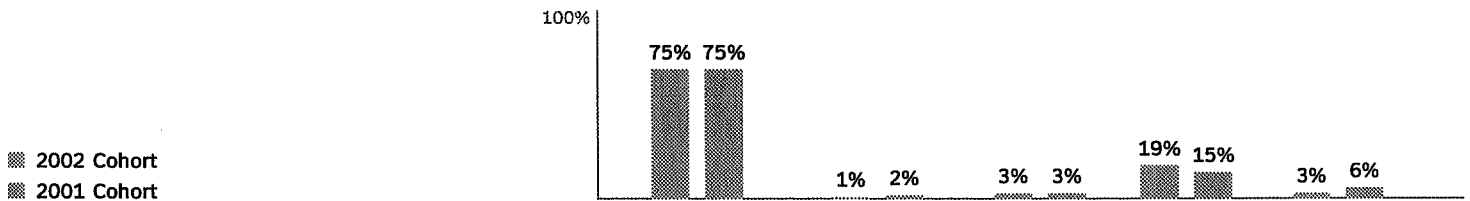
District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	285	75%	1%	3%	19%	3%
	2001	252	75%	2%	3%	15%	6%
Female	2002	136	75%	0%	1%	21%	3%
	2001	121	79%	0%	2%	14%	4%
Male	2002	149	74%	2%	4%	17%	3%
	2001	131	71%	3%	4%	15%	7%
American Indian or Alaska Native	2002	1	--	--	--	--	--
Black or African American	2002	33	45%	9%	3%	39%	3%
	2001	32	63%	6%	6%	25%	0%
Hispanic or Latino	2002	53	53%	0%	6%	34%	6%
	2001	54	46%	0%	4%	28%	22%
Asian or Native Hawaiian/Other Pacific Islander	2002	4	--	--	--	--	--
	2001	5	100%	0%	0%	0%	0%
White	2002	194	86%	0%	2%	11%	2%
	2001	161	86%	1%	2%	9%	1%
Small Group Totals	2002	5	80%	0%	0%	20%	0%
General-Education Students	2002	262	79%	0%	3%	15%	3%
	2001	213	77%	0%	3%	14%	6%
Students with Disabilities	2002	23	22%	13%	4%	61%	0%
	2001	39	62%	10%	3%	21%	5%
English Proficient	2002	274	77%	1%	2%	18%	1%
	2001	239	78%	2%	3%	15%	3%
Limited English Proficient	2002	11	9%	0%	18%	36%	36%
	2001	13	15%	0%	15%	8%	62%
Economically Disadvantaged	2002	53	53%	4%	4%	36%	4%
Not Disadvantaged	2002	232	80%	0%	3%	15%	3%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	285	75%	1%	3%	19%	3%

NOTES

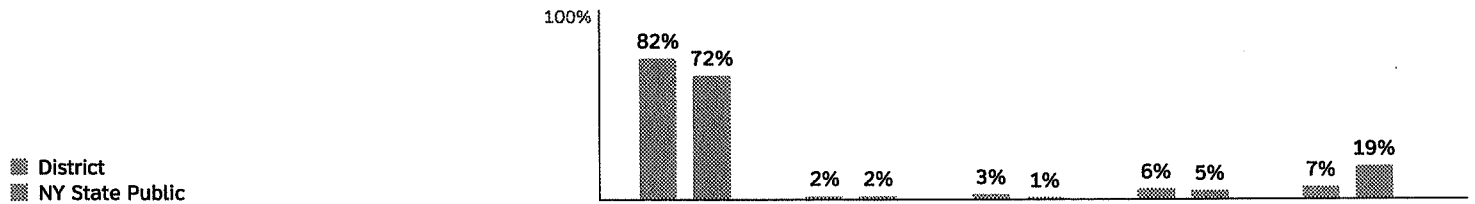
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Overview of District Performance

District **HUNTINGTON UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	246	82%	2%	3%	6%	7%
Female	121	85%	1%	2%	6%	6%
Male	125	78%	2%	4%	6%	9%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	37	62%	3%	5%	27%	3%
Hispanic or Latino	48	60%	0%	4%	6%	23%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	0%	0%	0%	0%
White	156	92%	2%	3%	1%	2%
Small Group Totals						
General-Education Students	209	84%	0%	3%	4%	8%
Students with Disabilities	37	68%	11%	3%	16%	3%
English Proficient	235	85%	2%	3%	6%	5%
Limited English Proficient	11	18%	0%	18%	0%	64%
Economically Disadvantaged	36	72%	0%	6%	17%	6%
Not Disadvantaged	210	83%	2%	3%	4%	8%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	246	82%	2%	3%	6%	7%

NOTES

The – symbol indicates that data for a group of students has 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.