



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **LYNBROOK UNION FREE SCHOOL  
DISTRICT**

District ID **280220030000**

Superintendent **PHILIP CICERO**

Telephone **(516) 887-0253**

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 **LYNBROOK 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	222	192	217
Grade 1	214	217	201
Grade 2	234	216	214
Grade 3	236	238	224
Grade 4	253	231	247
Grade 5	232	255	228
Grade 6	251	246	259
Ungraded Elementary	19	22	9
Grade 7	258	252	251
Grade 8	294	262	254
Grade 9	232	288	259
Grade 10	255	235	293
Grade 11	239	255	232
Grade 12	202	231	246
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>3141</b>	<b>3140</b>	<b>3134</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	19	18	19
<b>Grade 8</b>			
English	23	21	21
Mathematics	22	19	19
Science	20	20	19
Social Studies	22	20	22
<b>Grade 10</b>			
English	20	24	20
Mathematics	17	19	23
Science	17	18	20
Social Studies	25	23	23

### 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 LYNBROOK UNION FREE SCHOOL DISTRICT

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	27	1%	43	1%	52	2%
Reduced-Price Lunch	10	0%	14	0%	24	1%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	97	3%	75	2%	71	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	12	0%	1	0%
Black or African American	36	1%	39	1%	35	1%
Hispanic or Latino	242	8%	253	8%	253	8%
Asian or Native Hawaiian/Other Pacific Islander	102	3%	120	4%	155	5%
White	2758	88%	2716	86%	2690	86%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate	96%		94%		95%	
Student Suspensions	13	N/A	28	1%	57	2%

## 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 **LYNBROOK UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	771	808	1099
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	0	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	0	0	0
Percentage of Total	0%	0%	0%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	36%	37%	36%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	265	268	266
Total Other Professional Staff	35	36	39
Total Paraprofessionals*	22	25	26
Assistant Principals	2	2	2
Principals	7	7	7

\* 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.

## 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](http://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](http://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](http://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.

## 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](http://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 **LYNBROOK 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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–				
Black or African American	–	–		–	–	
Hispanic or Latino	✓	✓		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
<b>Other Groups</b>						
Students with Disabilities	✓	✓		–	–	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged				–	–	
<b>Student groups making AYP in each subject</b>	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 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 **LYNBROOK UNION FREE SCHOOL DISTRICT**

















## Elementary/Middle-Level English Language Arts

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

**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 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1492:1468)			99%		189	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:1)	–	–	–	–	–	–	–
Black or African American (19:18)	–	–	–	–	–	–	–
Hispanic or Latino (100:95)			98%		175	112	
Asian or Native Hawaiian/Other Pacific Islander (60:57)			95%		193	109	
White (1310:1297)			100%		190	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (150:146)			97%		155	113	
Limited English Proficient (19:17)	–	–	–	–	–	–	–
Economically Disadvantaged (0:0)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 5 of 5						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 **LYNBROOK UNION FREE SCHOOL DISTRICT**

















## Elementary/Middle-Level Mathematics

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

**Accountability Measures** 5 of 5  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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07	
<b>All Students</b> (1494:1471)			99%		190	83		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:1)	–	–	–	–	–	–	–	
Black or African American (19:17)	–	–	–	–	–	–	–	
Hispanic or Latino (102:96)			98%		175	76		
Asian or Native Hawaiian/Other Pacific Islander (59:58)			98%		191	73		
White (1311:1299)			100%		192	83		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (151:145)			97%		159	77		
Limited English Proficient (18:18)	–	–	–	–	–	–	–	
Economically Disadvantaged (0:0)	–	–	–	–	–	–	–	
<b>Final AYP Determination</b>		5 of 5						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 **LYNBROOK 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) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (515:502)		Qualified		98%		197	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (8:7)		–	–	–	–	–	–	–
Hispanic or Latino (37:35)		–	–	–		191	100	
Asian or Native Hawaiian/Other Pacific Islander (25:24)		–	–	–	–	–	–	–
White (445:436)		Qualified		99%		198	100	
<b>Other Groups</b>								
Students with Disabilities (50:45)		Qualified		90%		182	100	
Limited English Proficient (7:7)		–	–	–	–	–	–	–
Economically Disadvantaged (0:0)								
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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 **LYNBROOK UNION FREE SCHOOL DISTRICT**








## Secondary-Level English Language Arts

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

**Accountability Measures** 2 of 2 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>							
<b>All Students (237:232)</b>			99%		191	147	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	–	–	–	–	–	–	–
Hispanic or Latino (18:19)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:6)	–	–	–	–	–	–	–
White (210:204)			99%		195	146	
<b>Other Groups</b>							
Students with Disabilities (3:2)	–	–	–	–	–	–	–
Limited English Proficient (2:4)	–	–	–	–	–	–	–
Economically Disadvantaged (1:1)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 2 of 2						

#### NOTES


- <sup>1</sup> 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).
  - <sup>2</sup> 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.
  - <sup>3</sup> 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 **LYNBROOK UNION FREE SCHOOL DISTRICT**








## Secondary-Level Mathematics

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

**Accountability Measures** 2 of 2 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	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>							
<b>All Students (237:232)</b>			99%		191	139	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	–	–	–	–	–	–	–
Hispanic or Latino (18:19)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:6)	–	–	–	–	–	–	–
White (210:204)			100%		194	138	
<b>Other Groups</b>							
Students with Disabilities (3:2)	–	–	–	–	–	–	–
Limited English Proficient (2:4)	–	–	–	–	–	–	–
Economically Disadvantaged (1:1)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 2 of 2						

#### NOTES

- <sup>1</sup> 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).
- <sup>2</sup> 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.
- <sup>3</sup> 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 **LYNBROOK 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) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
<b>All Students</b> (242)			95%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (3)	–	–	–	–	–
Hispanic or Latino (22)	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (7)	–	–	–	–	–
White (210)			98%	55%	
<b>Other Groups</b>					
Students with Disabilities (33)			91%	55%	
Limited English Proficient (5)	–	–	–	–	–
Economically Disadvantaged (0)					
<b>Final AYP Determination</b>	 1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

# 3 School Accountability Status

District **LYNBROOK 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

7 schools identified 100% of total

KINDERGARTEN CENTER AT ATLANTIC AVENUE

LYNBROOK NORTH MIDDLE SCHOOL

LYNBROOK SENIOR HIGH SCHOOL

LYNBROOK SOUTH MIDDLE SCHOOL

MARION STREET SCHOOL

WAVERLY PARK SCHOOL

WEST END SCHOOL

District **LYNBROOK 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%	
<b>English Language Arts</b>				
Grade 3	89%			226
Grade 4	96%			241
Grade 5	94%			231
Grade 6	89%			260
Grade 7	83%			243
Grade 8	88%			255
<b>Mathematics</b>				
Grade 3	95%			229
Grade 4	100%			249
Grade 5	94%			234
Grade 6	88%			262
Grade 7	88%			249
Grade 8	89%			256
<b>Science</b>				
Grade 4	100%			248
Grade 8	91%			141

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	92%			238
Mathematics	91%			238

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	93%			238

### 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](http://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:

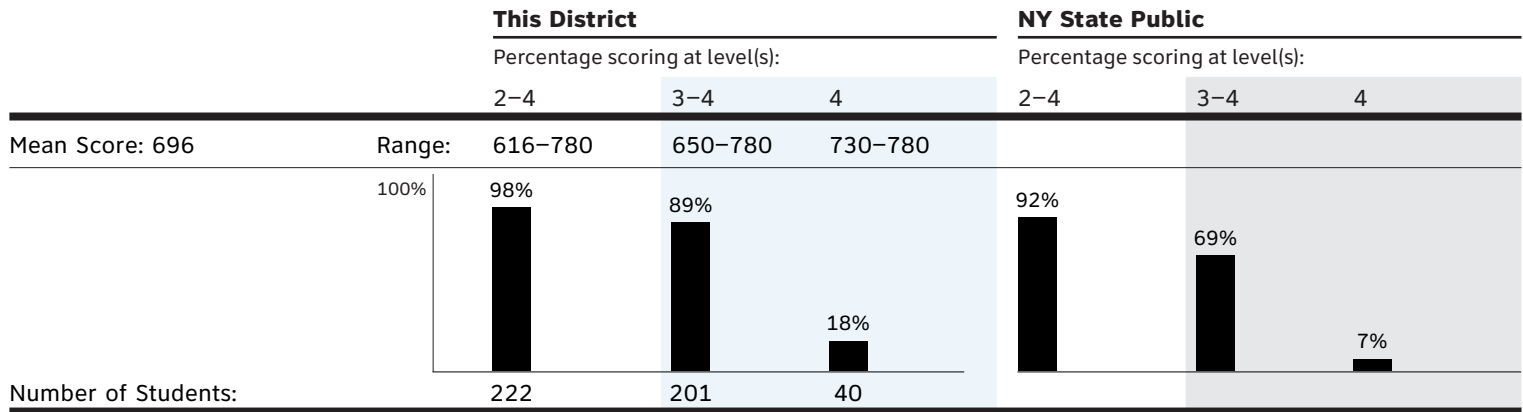
#### Low Need Districts

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



District **LYNBROOK 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
<b>All Students</b>	<b>226</b>	<b>98%</b>	<b>89%</b>	<b>18%</b>				
Female	116	100%	91%	20%				
Male	110	96%	87%	15%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	5	-	-	-				
Hispanic or Latino	11	91%	73%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	43%				
White	202	99%	90%	18%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	0%				
General-Education Students	203	99%	92%	17%				
Students with Disabilities	23	91%	65%	26%				
English Proficient	226	98%	89%	18%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	226	98%	89%	18%				
Migrant								
Not Migrant	226	98%	89%	18%				

### 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 3 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	3	-	-	N/A	N/A	N/A	N/A	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.

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics

	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
Mean Score: 698	Range: 624-770			650-770 703-770		
	99%	95%	45%	94%	81%	25%
Number of Students:	226	217	102			

## 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
<b>All Students</b>	<b>229</b>	<b>99%</b>	<b>95%</b>	<b>45%</b>				
Female	117	99%	96%	40%				
Male	112	98%	94%	49%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	5	-	-	-				
Hispanic or Latino	14	93%	86%	7%				
Asian or Native Hawaiian/Other Pacific Islander	7	86%	86%	71%				
White	202	100%	96%	47%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	33%				
General-Education Students	206	99%	95%	47%				
Students with Disabilities	23	96%	91%	22%				
English Proficient	226	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged								
Not Disadvantaged	229	99%	95%	45%				
Migrant								
Not Migrant	229	99%	95%	45%				

### 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 3 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## 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
Mean Score: 700	Range: 612-775	650-775	716-775			
	100%	96%	27%	91%	69%	9%
Number of Students:	240	232	66			

## 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
<b>All Students</b>	<b>241</b>	<b>100%</b>	<b>96%</b>	<b>27%</b>				
Female	119	100%	99%	34%				
Male	122	99%	93%	21%				
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	15	100%	87%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	217	100%	97%	28%				
Small Group Totals	9	100%	89%	56%				
General-Education Students	222	100%	97%	28%				
Students with Disabilities	19	100%	84%	21%				
English Proficient	241	100%	96%	27%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	241	100%	96%	27%				
Migrant								
Not Migrant	241	100%	96%	27%				

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.

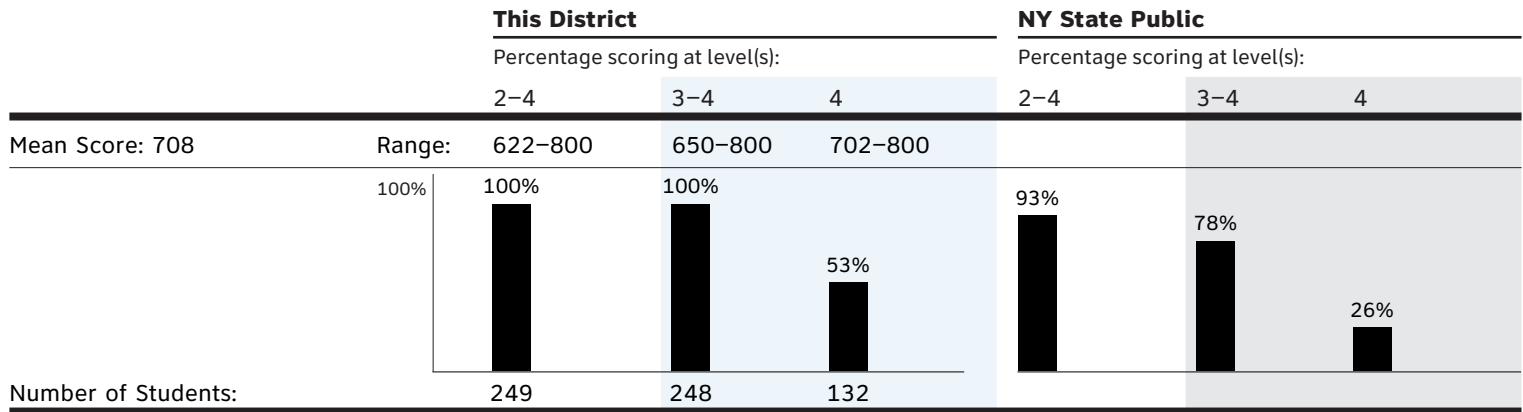
## Other Assessments

	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	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	5	5	5	N/A	6	6	6	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.

District **LYNBROOK 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
<b>All Students</b>	<b>249</b>	<b>100%</b>	<b>100%</b>	<b>53%</b>				
Female	124	100%	99%	52%				
Male	125	100%	100%	54%				
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	18	100%	100%	33%				
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-				
White	219	100%	100%	53%				
Small Group Totals	12	100%	100%	75%				
General-Education Students	230	100%	100%	55%				
Students with Disabilities	19	100%	95%	26%				
English Proficient	244	100%	100%	53%				
Limited English Proficient	5	100%	100%	60%				
Economically Disadvantaged								
Not Disadvantaged	249	100%	100%	53%				
Migrant								
Not Migrant	249	100%	100%	53%				

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

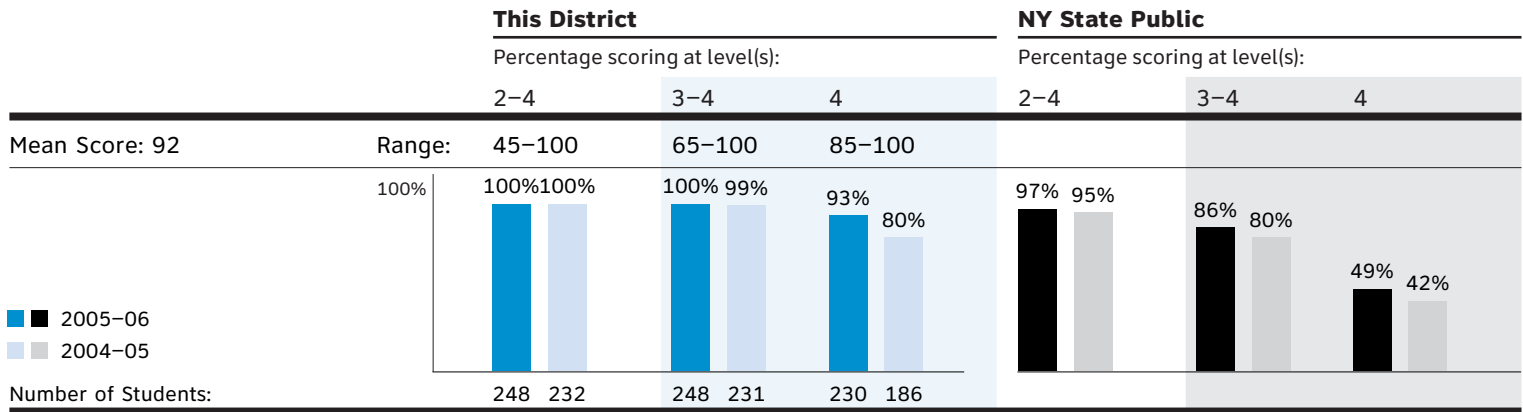
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	3	-	-	-	0			

District **LYNBROOK 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
<b>All Students</b>	<b>248</b>	<b>100%</b>	<b>100%</b>	<b>93%</b>	<b>233</b>	<b>100%</b>	<b>99%</b>	<b>80%</b>
Female	123	100%	100%	93%	115	100%	100%	76%
Male	125	100%	100%	93%	118	99%	98%	84%
American Indian or Alaska Native								
Black or African American	2	-	-	-				
Hispanic or Latino	18	100%	100%	78%	13	100%	100%	85%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	8	100%	100%	75%
White	218	100%	100%	94%	212	100%	99%	80%
Small Group Totals	12	100%	100%	100%				
General-Education Students	229	100%	100%	93%	211	100%	100%	80%
Students with Disabilities	19	100%	100%	89%	22	95%	91%	82%
English Proficient	243	100%	100%	93%	227	100%	99%	80%
Limited English Proficient	5	100%	100%	80%	6	100%	100%	83%
Economically Disadvantaged					6	100%	100%	50%
Not Disadvantaged	248	100%	100%	93%	227	100%	99%	81%
Migrant								
Not Migrant	248	100%	100%	93%	233	100%	99%	80%

### 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	3	-	-	-	0			

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 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
Mean Score: 698	Range: 608-795	650-795	711-795			
	100%	94%	41%	94%	67%	12%
Number of Students:	231	217	94			

## 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
<b>All Students</b>	<b>231</b>	<b>100%</b>	<b>94%</b>	<b>41%</b>				
Female	115	100%	97%	43%				
Male	116	100%	91%	39%				
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	13	100%	85%	8%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%				
White	211	100%	94%	43%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	209	100%	95%	43%				
Students with Disabilities	22	100%	82%	23%				
English Proficient	231	100%	94%	41%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	231	100%	94%	41%				
Migrant								
Not Migrant	231	100%	94%	41%				

### 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	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	2	–	–	N/A	N/A	N/A	N/A	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.

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics

	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			
Mean Score: 699	Range: 619-780			650-780			699-780		
Number of Students:	234	220	116						

## 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
<b>All Students</b>	<b>234</b>	<b>100%</b>	<b>94%</b>	<b>50%</b>				
Female	115	100%	92%	49%				
Male	119	100%	96%	50%				
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	14	100%	93%	29%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%				
White	213	100%	94%	51%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	211	100%	95%	51%				
Students with Disabilities	23	100%	87%	35%				
English Proficient	232	-	-	-				
Limited English Proficient	2	-	-	-				
<b>Economically Disadvantaged</b>								
Not Disadvantaged	234	100%	94%	50%				
<b>Migrant</b>								
Not Migrant	234	100%	94%	50%				

### 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	0				This test was not given in 2004-05.			

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## 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
Mean Score: 687	598-785	650-785	705-785			
	98%	89%	34%	93%	60%	12%
Number of Students:	256	231	88			

## 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
<b>All Students</b>	<b>260</b>	<b>98%</b>	<b>89%</b>	<b>34%</b>				
Female	147	99%	95%	41%				
Male	113	97%	81%	24%				
American Indian or Alaska Native								
Black or African American	5	100%	80%	20%				
Hispanic or Latino	14	100%	79%	14%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	38%				
White	233	98%	90%	35%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	232	100%	93%	38%				
Students with Disabilities	28	86%	57%	4%				
English Proficient	260	98%	89%	34%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	260	98%	89%	34%				
Migrant								
Not Migrant	260	98%	89%	34%				

### NOTES

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## Other Assessments

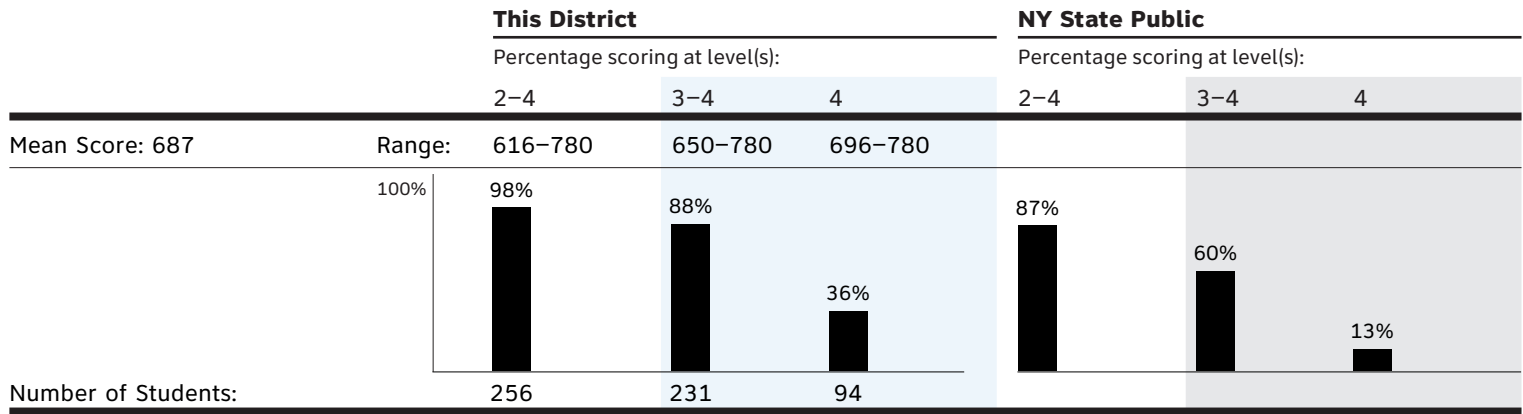
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	–	–	N/A	N/A	N/A	N/A	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.



District **LYNBROOK 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
<b>All Students</b>	<b>262</b>	<b>98%</b>	<b>88%</b>	<b>36%</b>				
Female	148	99%	90%	41%				
Male	114	96%	86%	30%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	15	87%	67%	7%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	235	98%	89%	37%				
Small Group Totals	12	100%	92%	50%				
General-Education Students	234	99%	91%	40%				
Students with Disabilities	28	86%	64%	4%				
English Proficient	261	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged								
Not Disadvantaged	262	98%	88%	36%				
Migrant								
Not Migrant	262	98%	88%	36%				

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 6 Equivalent	1	-	-	-				

This test was not given in 2004-05.

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 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
Mean Score: 679	Range: 600-790	650-790	712-790			
	99%	83%	20%	92%	56%	8%
Number of Students:	240	201	48			

## 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
<b>All Students</b>	<b>243</b>	<b>99%</b>	<b>83%</b>	<b>20%</b>				
Female	106	99%	85%	23%				
Male	137	99%	81%	18%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	1	-	-	-				
Hispanic or Latino	18	89%	72%	0%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	211	100%	83%	22%	This test was not given in 2004-05.			
Small Group Totals	14	100%	86%	7%				
General-Education Students	218	100%	89%	22%				
Students with Disabilities	25	92%	28%	0%				
English Proficient	243	99%	83%	20%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	243	99%	83%	20%				
Migrant								
Not Migrant	243	99%	83%	20%				

### NOTES

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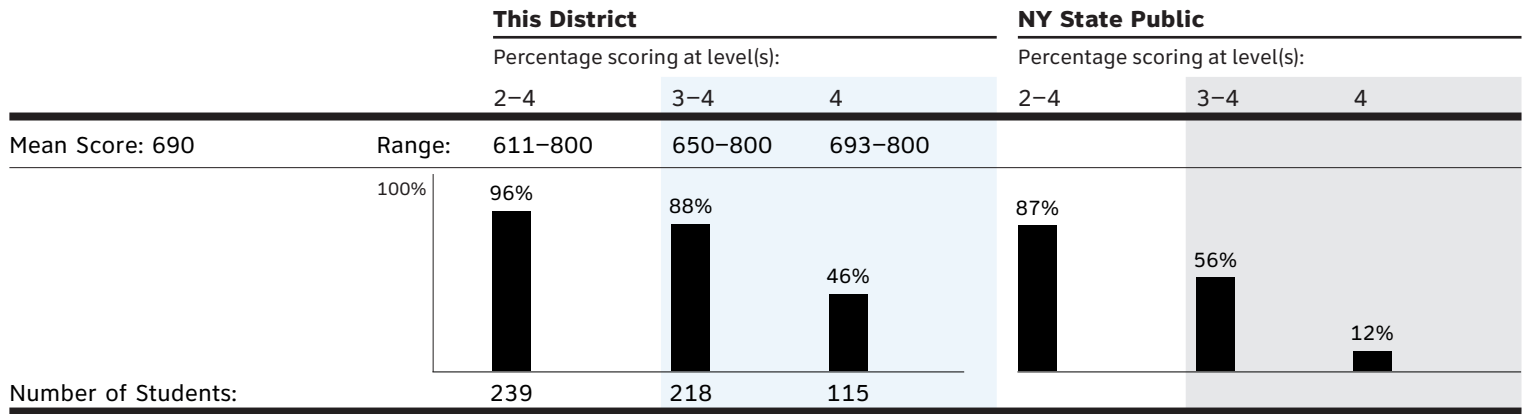
## Other Assessments

	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	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	5	5	5	N/A	N/A	N/A	N/A	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.

District **LYNBROOK 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
<b>All Students</b>	<b>249</b>	<b>96%</b>	<b>88%</b>	<b>46%</b>				
Female	111	95%	88%	43%				
Male	138	96%	87%	49%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	1	-	-	-				
Hispanic or Latino	21	81%	67%	19%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	214	98%	89%	47%	This test was not given in 2004-05.			
Small Group Totals	14	93%	93%	79%				
General-Education Students	224	98%	93%	50%				
Students with Disabilities	25	76%	36%	8%				
English Proficient	244	97%	88%	46%				
Limited English Proficient	5	60%	60%	40%				
Economically Disadvantaged								
Not Disadvantaged	249	96%	88%	46%				
Migrant								
Not Migrant	249	96%	88%	46%				

### 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 7 Equivalent	0				This test was not given in 2004-05.			

District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 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
Mean Score: 690	602-790	650-790	715-790			
	100%	88%	17%	91%	49%	5%
Number of Students:	254	225	43			

## 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
<b>All Students</b>	<b>255</b>	<b>100%</b>	<b>88%</b>	<b>17%</b>				
Female	128	100%	90%	18%				
Male	127	99%	87%	16%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	18	100%	67%	0%				
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-				
White	220	100%	90%	17%				
Small Group Totals	17	100%	94%	29%				
General-Education Students	232	100%	92%	19%				
Students with Disabilities	23	96%	48%	0%				
English Proficient	255	100%	88%	17%				
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	255	100%	88%	17%				
Migrant								
Not Migrant	255	100%	88%	17%				

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.

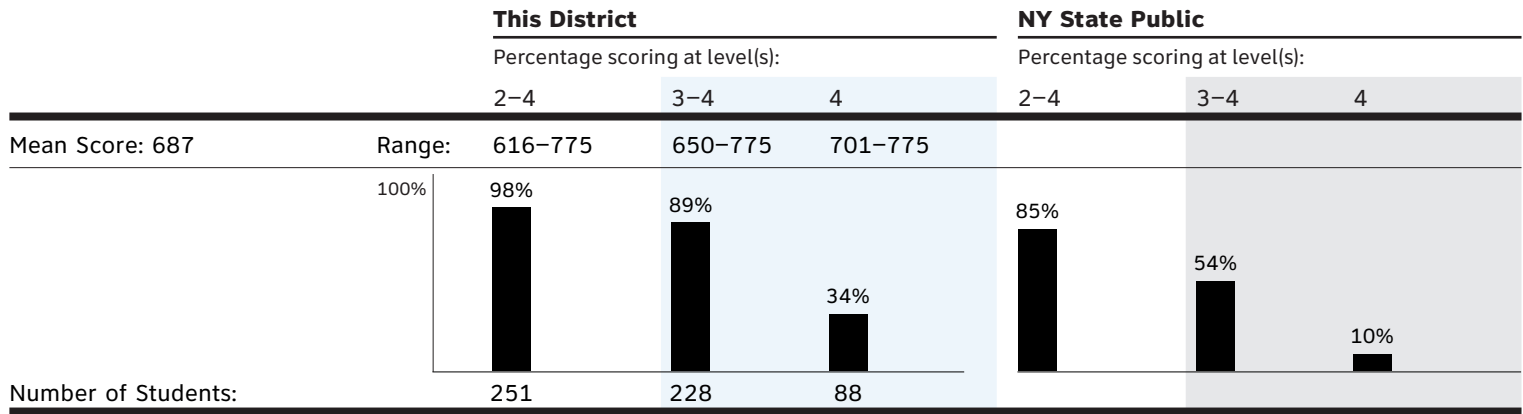
## Other Assessments

	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 8 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	-	-	N/A	4	-	-	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.

District **LYNBROOK 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
<b>All Students</b>	<b>256</b>	<b>98%</b>	<b>89%</b>	<b>34%</b>				
Female	127	100%	87%	31%				
Male	129	96%	91%	38%				
American Indian or Alaska Native								
Black or African American	4	-	-	-				
Hispanic or Latino	18	100%	83%	17%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	220	98%	90%	35%				
Small Group Totals	18	100%	83%	39%				
General-Education Students	234	100%	93%	38%				
Students with Disabilities	22	82%	45%	0%				
English Proficient	254	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged								
Not Disadvantaged	256	98%	89%	34%				
Migrant								
Not Migrant	256	98%	89%	34%				

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

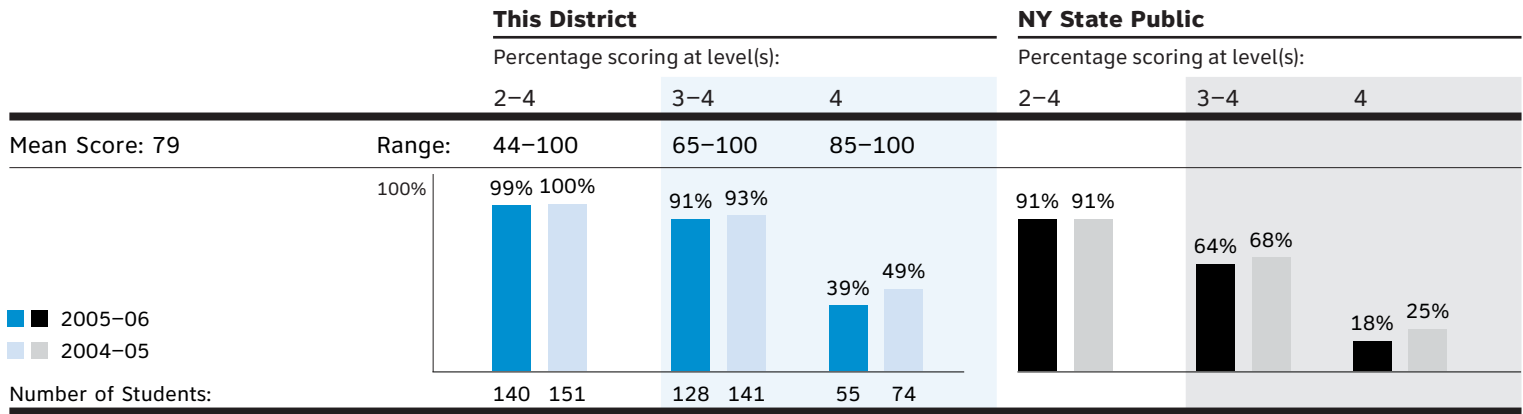
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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 8 Equivalent	1	-	-	-	0			

District **LYNBROOK 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
<b>All Students</b>	<b>141</b>	<b>99%</b>	<b>91%</b>	<b>39%</b>	<b>151</b>	<b>100%</b>	<b>93%</b>	<b>49%</b>
Female	70	100%	93%	33%	78	100%	94%	45%
Male	71	99%	89%	45%	73	100%	93%	53%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	13	100%	77%	46%	16	100%	75%	31%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	9	-	-	-
White	118	99%	92%	39%	124	100%	96%	52%
Small Group Totals	10	100%	90%	30%	11	100%	91%	36%
General-Education Students	120	100%	95%	43%	127	100%	96%	54%
Students with Disabilities	21	95%	67%	19%	24	100%	79%	25%
English Proficient	139	-	-	-	146	100%	95%	51%
Limited English Proficient	2	-	-	-	5	100%	60%	0%
Economically Disadvantaged					10	100%	70%	20%
Not Disadvantaged	141	99%	91%	39%	141	100%	95%	51%
Migrant								
Not Migrant	141	99%	91%	39%	151	100%	93%	49%

### 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	-	-	-	0			
Regents Science	114	114	114	101	109	109	109	97

District **LYNBROOK 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.

### Grade 4

#### This District

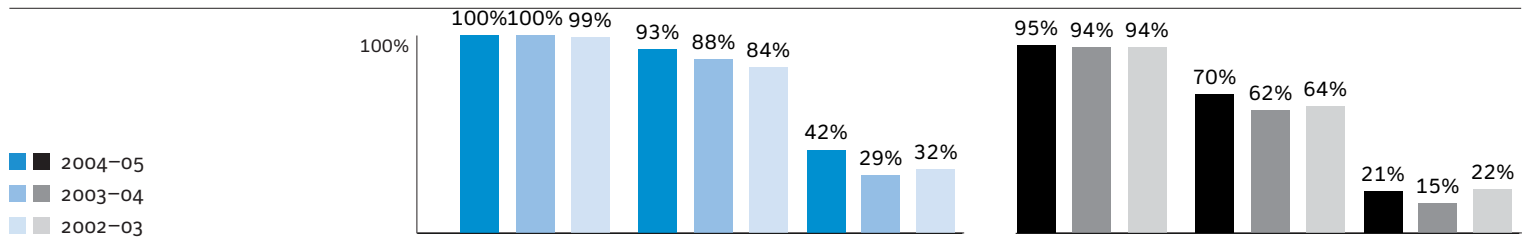
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 603-800      645-800      692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	0	15	118	96	229	690
Feb 2004	1	29	144	72	246	680
Feb 2003	2	35	121	73	231	678

### Grade 8

#### This School

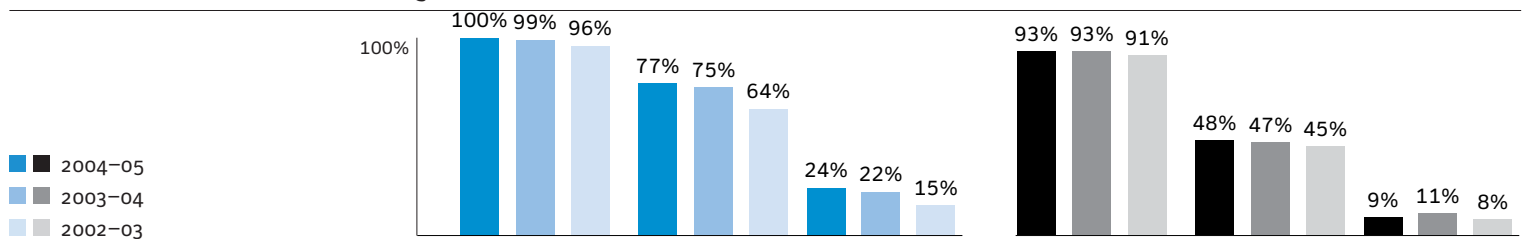
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 658-830      697-830      737-830

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	1	59	134	62	256	720
Jan 2004	3	68	153	62	286	718
Jan 2003	10	72	111	33	226	707

District **LYNBROOK 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.

### Grade 4

#### This District

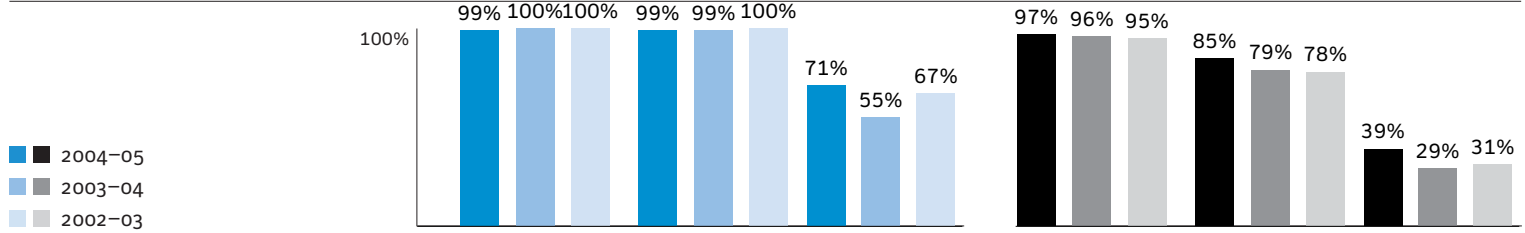
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	2	0	67	165	234	698
May 2004	0	3	112	138	253	685
May 2003	0	1	76	156	233	688

### Grade 8

#### This School

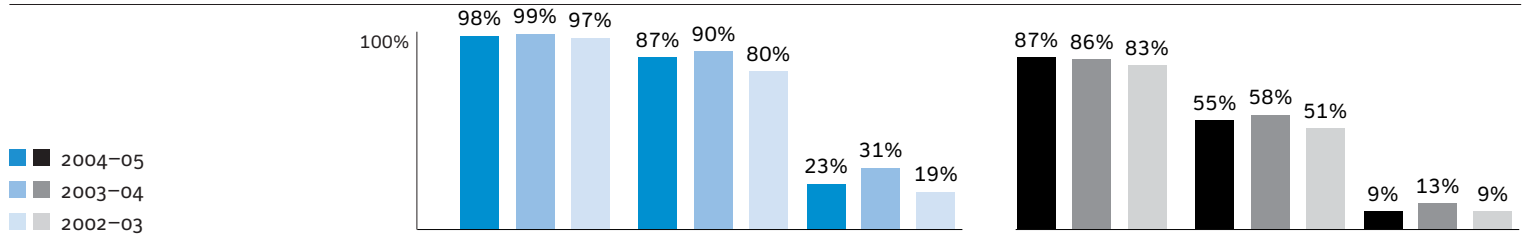
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	5	28	167	61	261	742
May 2004	2	27	171	91	291	747
May 2003	7	40	142	44	233	736



District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## 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

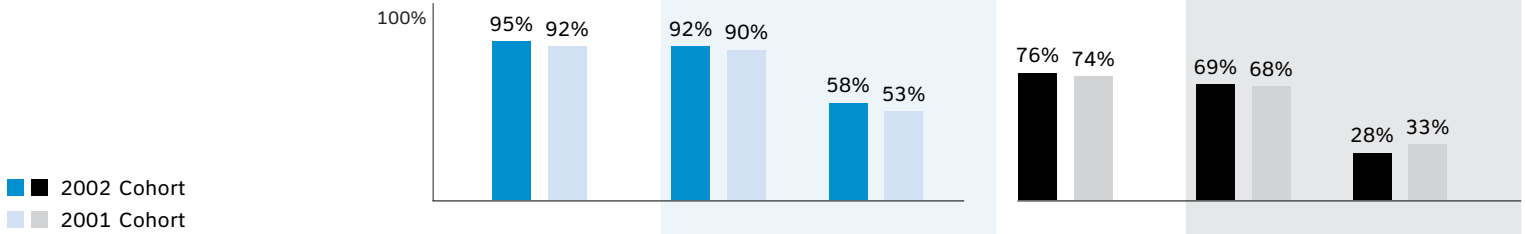
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>238</b>	<b>95%</b>	<b>92%</b>	<b>58%</b>	<b>251</b>	<b>92%</b>	<b>90%</b>	<b>53%</b>
Female	112	96%	94%	71%	118	95%	93%	59%
Male	126	94%	91%	46%	133	90%	88%	47%
American Indian or Alaska Native								
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	22	68%	64%	36%	23	74%	70%	26%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	8	-	-	-
White	206	98%	96%	61%	217	95%	93%	56%
Small Group Totals	10	80%	80%	40%	11	82%	82%	45%
General-Education Students	236	-	-	-	214	97%	96%	60%
Students with Disabilities	2	-	-	-	37	65%	57%	14%
English Proficient	233	96%	94%	59%	246	93%	91%	54%
Limited English Proficient	5	40%	40%	0%	5	60%	40%	0%
Economically Disadvantaged	1	-	-	-				
Not Disadvantaged	237	-	-	-				
Migrant								
Not Migrant	238	95%	92%	58%				

### 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\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	0

\* 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 **LYNBROOK UNION FREE SCHOOL DISTRICT**

## 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

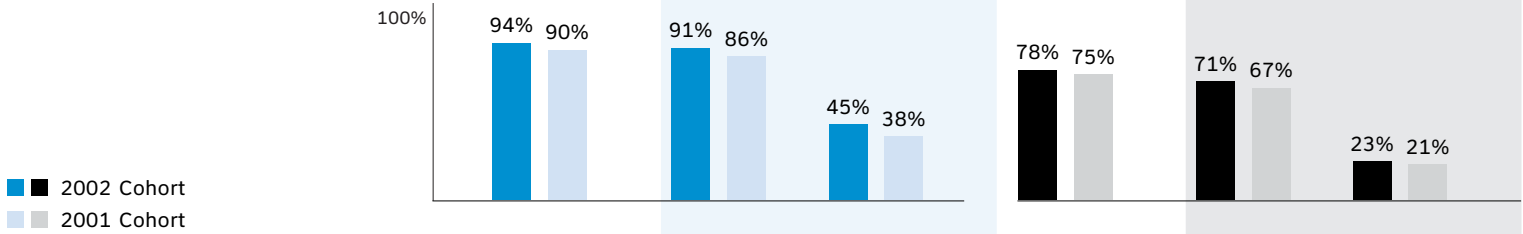
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## 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
<b>All Students</b>	<b>238</b>	<b>94%</b>	<b>91%</b>	<b>45%</b>	<b>251</b>	<b>90%</b>	<b>86%</b>	<b>38%</b>
Female	112	93%	90%	52%	118	91%	88%	37%
Male	126	94%	92%	40%	133	89%	83%	38%
American Indian or Alaska Native								
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	22	73%	73%	27%	23	74%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	8	-	-	-
White	206	97%	94%	48%	217	93%	89%	41%
Small Group Totals	10	70%	70%	40%	11	64%	64%	27%
General-Education Students	236	-	-	-	214	94%	93%	44%
Students with Disabilities	2	-	-	-	37	62%	46%	3%
English Proficient	233	95%	92%	46%	246	90%	87%	38%
Limited English Proficient	5	40%	40%	20%	5	60%	40%	20%
Economically Disadvantaged	1	-	-	-				
Not Disadvantaged	237	-	-	-				
Migrant								
Not Migrant	238	94%	91%	45%				

### 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	0				0			

\* 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.

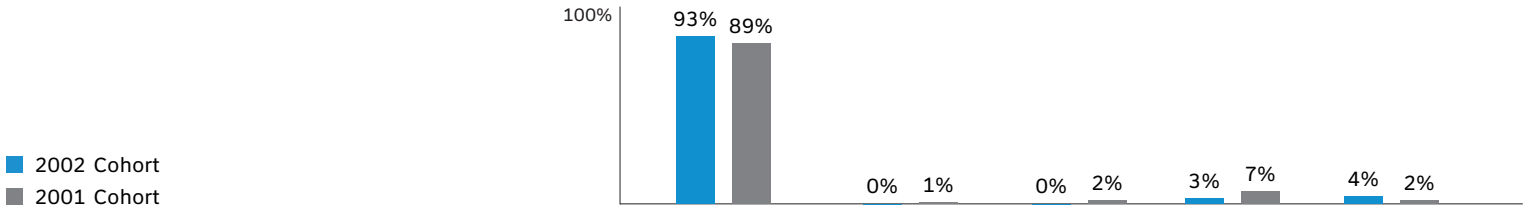
District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## 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
<b>All Students</b>	<b>2002</b>	<b>238</b>	<b>93%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>4%</b>
	<b>2001</b>	<b>251</b>	<b>89%</b>	<b>1%</b>	<b>2%</b>	<b>7%</b>	<b>2%</b>
Female	2002	112	93%	0%	0%	4%	4%
	2001	118	91%	2%	1%	7%	0%
Male	2002	126	93%	1%	1%	2%	4%
	2001	133	88%	0%	2%	7%	3%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	3	–	–	–	–	–
	2001	3	–	–	–	–	–
Hispanic or Latino	2002	22	68%	0%	5%	0%	27%
	2001	23	65%	0%	9%	17%	9%
Asian or Native Hawaiian/Other Pacific Islander	2002	7	–	–	–	–	–
	2001	8	–	–	–	–	–
White	2002	206	97%	0%	0%	2%	1%
	2001	217	92%	0%	1%	6%	1%
Small Group Totals	2002	10	70%	0%	0%	20%	10%
	2001	11	82%	9%	0%	9%	0%
General-Education Students	2002	236	–	–	–	–	–
	2001	214	90%	0%	2%	7%	1%
Students with Disabilities	2002	2	–	–	–	–	–
	2001	37	84%	5%	0%	5%	5%
English Proficient	2002	233	94%	0%	0%	3%	3%
	2001	246	89%	1%	1%	7%	2%
Limited English Proficient	2002	5	40%	0%	20%	0%	40%
	2001	5	80%	0%	20%	0%	0%
Economically Disadvantaged	2002	1	–	–	–	–	–
	2002	237	–	–	–	–	–
Not Disadvantaged	2002	237	–	–	–	–	–
	2002	0	N/A	N/A	N/A	N/A	N/A
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2002	238	93%	0%	0%	3%	4%

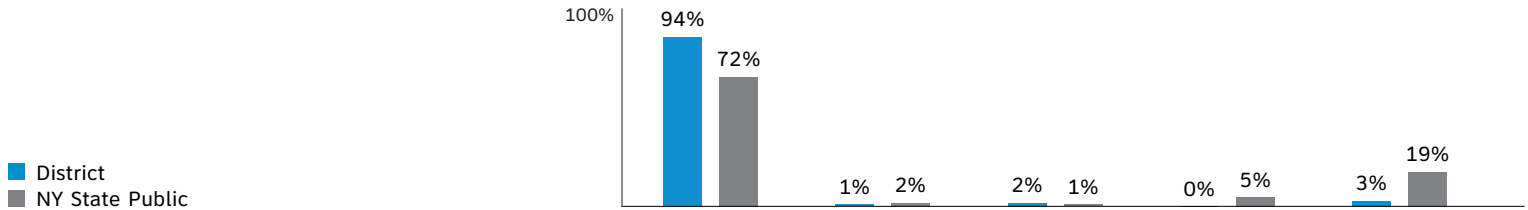
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District **LYNBROOK UNION FREE SCHOOL DISTRICT**

## 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
<b>All Students</b>	<b>245</b>	<b>94%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>	<b>3%</b>
Female	113	96%	2%	1%	0%	1%
Male	132	92%	0%	2%	0%	5%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	3	-	-	-	-	-
Hispanic or Latino	22	73%	0%	9%	0%	18%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-
White	213	97%	0%	1%	0%	2%
Small Group Totals	10	90%	10%	0%	0%	0%
General-Education Students	211	95%	0%	1%	0%	3%
Students with Disabilities	34	88%	6%	3%	0%	3%
English Proficient	240	95%	1%	1%	0%	3%
Limited English Proficient	5	80%	0%	20%	0%	0%
Economically Disadvantaged	0	N/A	N/A	N/A	N/A	N/A
Not Disadvantaged	245	94%	1%	2%	0%	3%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	245	94%	1%	2%	0%	3%

### NOTES

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