



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **WESTBURY UNION FREE SCHOOL
DISTRICT**

District ID **280401030000**

Superintendent **CONSTANCE CLARK**

Telephone **(516) 876-5016**

Grades **PK-12**

This District's Report Card

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

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

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 **WESTBURY 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	213	197	229
Kindergarten	306	325	351
Grade 1	286	344	332
Grade 2	293	285	304
Grade 3	318	307	283
Grade 4	314	292	286
Grade 5	267	312	296
Grade 6	317	271	310
Ungraded Elementary	101	40	0
Grade 7	300	303	265
Grade 8	267	285	274
Grade 9	278	275	280
Grade 10	270	309	285
Grade 11	198	271	290
Grade 12	202	197	274
Ungraded Secondary	106	0	0
Total K-12	3823	3816	3830

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	21	20
Grade 8			
English	26	18	18
Mathematics	26	20	17
Science	22	18	18
Social Studies	26	19	18
Grade 10			
English	22	16	19
Mathematics			16
Science	26	21	21
Social Studies	23	21	21

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 **WESTBURY UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2481	65%	2542	67%	2417	63%
Reduced-Price Lunch	418	11%	484	13%	558	15%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1255	33%	1297	34%	1117	29%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	5	0%	1	0%
Black or African American	1808	47%	1762	46%	1700	44%
Hispanic or Latino	1890	49%	1937	51%	2018	53%
Asian or Native Hawaiian/Other Pacific Islander	63	2%	56	1%	53	1%
White	61	2%	56	1%	58	2%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		93%		93%
Student Suspensions	187	N/A	95	2%	98	3%

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 **WESTBURY 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	769	816	1088
Percent Not Taught by Highly Qualified Teachers	4%	4%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	8	4	2
Percent with No Valid Teaching Certificate	3%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	14	15	7
Percentage of Total	5%	5%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	46%	45%	47%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	300	324	332
Total Other Professional Staff	52	48	56
Total Paraprofessionals*	107	113	117
Assistant Principals	5	5	5
Principals	6	6	6

* 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.



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.

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 **WESTBURY 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	✓	✓		–	–	
Economically Disadvantaged				✓	✓	
Student groups making AYP in each subject	✗ 5 of 6	✗ 4 of 6	✓ 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 **WESTBURY UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts



















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

Accountability Measures 5 of 6 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 (1780:1647)			96%		146	119	
Ethnicity							
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–
Black or African American (764:727)			97%		155	118	
Hispanic or Latino (945:862)			96%		137	118	
Asian or Native Hawaiian/Other Pacific Islander (30:26)	–	–	–	–	–	–	–
White (39:31)		–	–		135	105	
Other Groups							
Students with Disabilities ⁴ (290:215)			93%		95	114	93 106
Limited English Proficient (412:367)			98%		119	116	
Economically Disadvantaged (0:0)							
Final AYP Determination		5 of 6					

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 **WESTBURY UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics




















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

Accountability Measures 4 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 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 Mathematics 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 (1751:1637)			98%		152	83	
Ethnicity							
American Indian or Alaska Native (4:1)	–	–	–	–	–	–	–
Black or African American (755:720)			98%		155	82	
Hispanic or Latino (921:858)			98%		149	82	
Asian or Native Hawaiian/Other Pacific Islander (30:27)	–	–	–	–	–	–	–
White (53:31)			85%		158	69	
Other Groups							
Students with Disabilities ⁴ (288:214)			94%		125	78	
Limited English Proficient (409:377)			99%		136	80	
Economically Disadvantaged (0:0)							
Final AYP Determination		4 of 6					

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 **WESTBURY 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 (593:521)		Qualified		92%		175	100	
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	–
Black or African American (271:244)		Qualified		93%		177	100	
Hispanic or Latino (300:260)		Qualified		92%		173	100	
Asian or Native Hawaiian/Other Pacific Islander (5:4)	–	–	–	–	–	–	–	–
White (15:12)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (102:73)		Qualified		74%		181	100	
Limited English Proficient (123:106)		Qualified		94%		163	100	
Economically Disadvantaged (0:0)		–	–	–	–	–	–	–
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 **WESTBURY 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 (251:249)			98%		158	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (159:155)			98%		164	146	
Hispanic or Latino (84:88)			99%		145	143	
Asian or Native Hawaiian/Other Pacific Islander (2:1)	–	–	–	–	–	–	–
White (6:5)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (23:22)	–	–	–	–	–	–	–
Limited English Proficient (17:27)	–	–	–	–	–	–	–
Economically Disadvantaged (57:58)			100%		169	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 **WESTBURY 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	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
(12th Graders: 2002 Cohort) ¹							
All Students (251:249)			98%		175	139	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (159:155)			98%		180	138	
Hispanic or Latino (84:88)			99%		165	135	
Asian or Native Hawaiian/Other Pacific Islander (2:1)	–	–	–	–	–	–	–
White (6:5)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (23:22)	–	–	–	–	–	–	–
Limited English Proficient (17:27)	–	–	–	–	–	–	–
Economically Disadvantaged (57:58)			100%		181	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
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WESTBURY 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		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2005–06	2006–07
All Students (174)			83%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (110)			90%	55%		
Hispanic or Latino (61)			70%	55%		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–	–	–
White (0)						
Other Groups						
Students with Disabilities (16)		–	–	–	–	–
Limited English Proficient (23)		–	–	–	–	–
Economically Disadvantaged (88)			98%	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.

3 School Accountability Status

District **WESTBURY 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

5 schools identified 83% of total

DREXEL AVENUE SCHOOL

DRYDEN STREET SCHOOL

POWELLS LANE SCHOOL

WESTBURY HIGH SCHOOL

WESTBURY MIDDLE SCHOOL

Improvement (Year1)















1 school identified 17% of total



PARK AVENUE SCHOOL


District **WESTBURY 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	76%			176
Grade 4	77%			216
Grade 5	70%			254
Grade 6	42%			252
Grade 7	43%			236
Grade 8	56%			245
Mathematics				
Grade 3	86%			273
Grade 4	82%			291
Grade 5	76%			301
Grade 6	41%			284
Grade 7	39%			262
Grade 8	50%			284
Science				
Grade 4	92%			283
Grade 8	53%			208

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	62%			285
Mathematics	72%			285

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	77%			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:

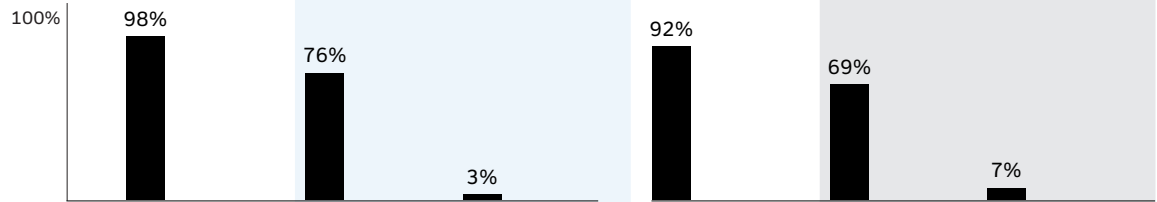
High Need/Resource Urban-Suburban Districts

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

District **WESTBURY UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 670	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	172	134	6	172	134	6



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	176	98%	76%	3%				
Female	90	100%	87%	4%				
Male	86	95%	65%	2%				
American Indian or Alaska Native								
Black or African American	102	99%	73%	5%				
Hispanic or Latino	64	98%	83%	2%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	6	-	-	-				
Small Group Totals	10	80%	70%	0%				
General-Education Students	159	100%	82%	4%				
Students with Disabilities	17	76%	24%	0%				
English Proficient	166	98%	75%	4%				
Limited English Proficient	10	100%	100%	0%				
Economically Disadvantaged								
Not Disadvantaged	176	98%	76%	3%				
Migrant								
Not Migrant	176	98%	76%	3%				

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 3 Equivalent	3	-	-	-				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	100	46	33	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.

District **WESTBURY 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: 677	Range: 624-770	650-770	703-770			
Number of Students:	258	234	59			

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	273	95%	86%	22%				
Female	143	97%	88%	16%				
Male	130	92%	83%	28%				
American Indian or Alaska Native								
Black or African American	112	94%	90%	21%				
Hispanic or Latino	149	95%	82%	21%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	8	-	-	-	This test was not given in 2004-05.			
Small Group Totals	12	92%	92%	33%				
General-Education Students	238	97%	90%	25%				
Students with Disabilities	35	77%	57%	0%				
English Proficient	164	98%	93%	28%				
Limited English Proficient	109	90%	74%	12%				
Economically Disadvantaged								
Not Disadvantaged	273	95%	86%	22%				
Migrant								
Not Migrant	273	95%	86%	22%				

NOTES

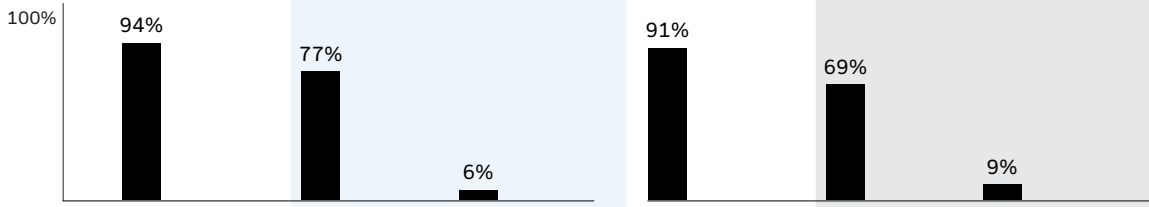
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Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			

District **WESTBURY 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: 665	Range: 612-775			650-775 716-775		
						
Number of Students:	202	167	12			

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	216	94%	77%	6%				
Female	111	96%	80%	8%				
Male	105	90%	74%	3%				
American Indian or Alaska Native								
Black or African American	117	97%	74%	7%				
Hispanic or Latino	88	91%	82%	5%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	8	-	-	-				
Small Group Totals	11	82%	73%	0%				
General-Education Students	182	99%	86%	7%				
Students with Disabilities	34	62%	32%	0%				
English Proficient	203	93%	78%	6%				
Limited English Proficient	13	100%	69%	0%				
Economically Disadvantaged								
Not Disadvantaged	216	94%	77%	6%				
Migrant								
Not Migrant	216	94%	77%	6%				

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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	72	54	40	N/A	126	93	67	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 **WESTBURY UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 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: 680	Range: 622-800			650-800 702-800		
	96%	82%	24%	93%	78%	26%
Number of Students:	279	239	70			

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	96%	82%	24%				
Female	151	95%	77%	20%				
Male	140	96%	87%	29%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	123	95%	83%	27%				
Hispanic or Latino	155	97%	81%	22%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	9	-	-	-				
Small Group Totals	13	85%	85%	23%				
General-Education Students	249	98%	86%	27%				
Students with Disabilities	42	86%	62%	10%				
English Proficient	203	96%	87%	30%				
Limited English Proficient	88	95%	70%	10%				
Economically Disadvantaged								
Not Disadvantaged	291	96%	82%	24%				
Migrant								
Not Migrant	291	96%	82%	24%				

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

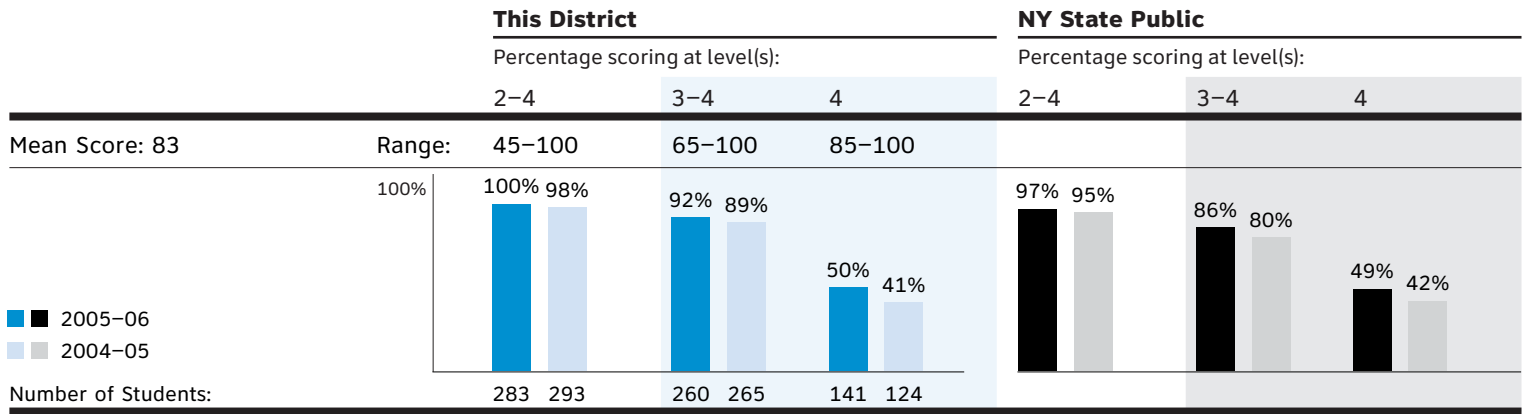
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Other Assessments

	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	4	-	-	-	1	-	-	-

District **WESTBURY 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	283	100%	92%	50%	299	98%	89%	41%
Female	146	100%	91%	45%	159	98%	89%	40%
Male	137	100%	93%	55%	140	98%	89%	44%
American Indian or Alaska Native	1	-	-	-				
Black or African American	115	100%	93%	52%	124	98%	87%	43%
Hispanic or Latino	155	100%	91%	46%	160	98%	89%	39%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	9	100%	100%	78%
White	9	-	-	-	6	100%	100%	33%
Small Group Totals	13	100%	92%	77%				
General-Education Students	250	100%	93%	52%	272	99%	93%	44%
Students with Disabilities	33	100%	85%	36%	27	93%	44%	19%
English Proficient	194	100%	94%	58%	170	99%	92%	48%
Limited English Proficient	89	100%	87%	33%	129	96%	84%	33%
Economically Disadvantaged					238	98%	89%	39%
Not Disadvantaged	283	100%	92%	50%	61	97%	89%	49%
Migrant								
Not Migrant	283	100%	92%	50%	299	98%	89%	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 4 Equivalent	4	-	-	-	1	-	-	-

District **WESTBURY 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: 662	608-795	650-795	711-795			
	97%	70%	7%	94%	67%	12%
Number of Students:	246	179	17			

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	254	97%	70%	7%				
Female	140	98%	75%	6%				
Male	114	96%	65%	7%				
American Indian or Alaska Native								
Black or African American	113	97%	73%	8%				
Hispanic or Latino	127	96%	69%	6%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	0%				
White	6	100%	50%	0%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	228	99%	75%	7%				
Students with Disabilities	26	81%	35%	4%				
English Proficient	212	97%	73%	8%				
Limited English Proficient	42	98%	60%	2%				
Economically Disadvantaged								
Not Disadvantaged	254	97%	70%	7%				
Migrant								
Not Migrant	254	97%	70%	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.

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	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	56	36	30	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 **WESTBURY 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: 665	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	275	230	42			

Level	This District (%)	NY State Public (%)
2-4	91%	90%
3-4	76%	68%
4	14%	19%

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	301	91%	76%	14%				
Female	157	92%	80%	13%				
Male	144	90%	73%	15%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	123	92%	81%	11%				
Hispanic or Latino	163	91%	72%	13%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	50%				
White	6	-	-	-	This test was not given in 2004-05.			
Small Group Totals	7	86%	57%	43%				
General-Education Students	267	94%	79%	15%				
Students with Disabilities	34	68%	56%	6%				
English Proficient	205	96%	83%	20%				
Limited English Proficient	96	82%	63%	2%				
Economically Disadvantaged								
Not Disadvantaged	301	91%	76%	14%				
Migrant								
Not Migrant	301	91%	76%	14%				

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.

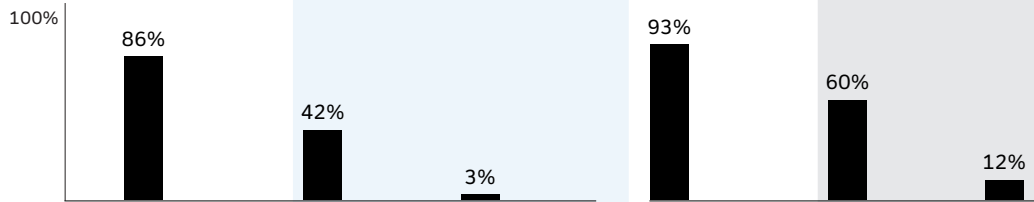
Other Assessments

	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	3	-	-	-	This test was not given in 2004-05.			

District **WESTBURY 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: 639	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	217	106	7	93%	60%	12%



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	252	86%	42%	3%				
Female	122	87%	44%	2%				
Male	130	85%	40%	4%				
American Indian or Alaska Native								
Black or African American	109	85%	49%	4%				
Hispanic or Latino	137	87%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	2	-	-	-	This test was not given in 2004-05.			
Small Group Totals	6	83%	67%	0%				
General-Education Students	232	90%	45%	3%				
Students with Disabilities	20	45%	5%	0%				
English Proficient	245	87%	43%	3%				
Limited English Proficient	7	71%	14%	0%				
Economically Disadvantaged								
Not Disadvantaged	252	86%	42%	3%				
Migrant								
Not Migrant	252	86%	42%	3%				

NOTES

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Other Assessments

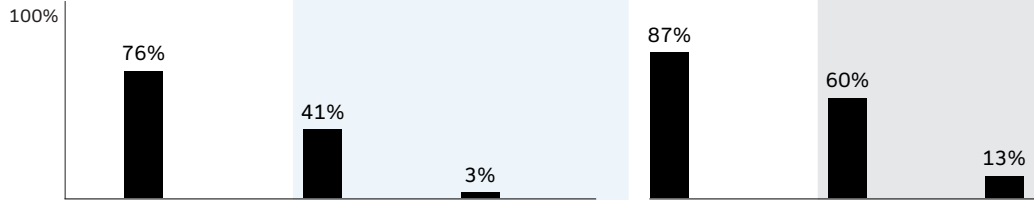
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	34	19	13	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 **WESTBURY UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 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: 637	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
	76%	41%	3%	87%	60%	13%
Number of Students:	216	117	9			



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	76%	41%	3%				
Female	137	81%	44%	2%				
Male	147	71%	39%	4%				
American Indian or Alaska Native								
Black or African American	115	77%	50%	5%				
Hispanic or Latino	161	76%	35%	2%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	4	-	-	-				
Small Group Totals	8	63%	38%	0%				
General-Education Students	262	79%	43%	3%				
Students with Disabilities	22	41%	23%	0%				
English Proficient	245	81%	46%	4%				
Limited English Proficient	39	44%	13%	0%				
Economically Disadvantaged								
Not Disadvantaged	284	76%	41%	3%				
Migrant								
Not Migrant	284	76%	41%	3%				

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	3	-	-	-				

This test was not given in 2004-05.

District **WESTBURY 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: 643	Range: 600-790	650-790	712-790			
Number of Students:	214	102	9			

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	236	91%	43%	4%				
Female	116	93%	48%	4%				
Male	120	88%	38%	3%				
American Indian or Alaska Native								
Black or African American	114	93%	46%	4%				
Hispanic or Latino	113	88%	39%	4%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	3	-	-	-	This test was not given in 2004-05.			
Small Group Totals	9	100%	67%	11%				
General-Education Students	211	98%	47%	4%				
Students with Disabilities	25	32%	8%	0%				
English Proficient	227	90%	44%	4%				
Limited English Proficient	9	100%	33%	0%				
Economically Disadvantaged								
Not Disadvantaged	236	91%	43%	4%				
Migrant								
Not Migrant	236	91%	43%	4%				

NOTES

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Other Assessments

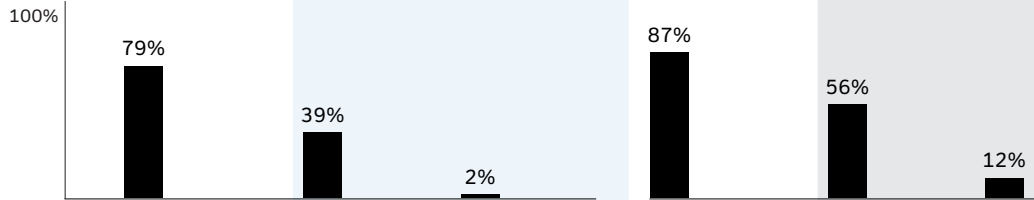
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	28	17	11	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 **WESTBURY UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 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: 636	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	207	103	6	87%	56%	12%



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	262	79%	39%	2%				
Female	137	77%	39%	1%				
Male	125	82%	40%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	118	83%	39%	3%				
Hispanic or Latino	132	74%	39%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	3	-	-	-				
Small Group Totals	12	92%	50%	0%				
General-Education Students	236	82%	42%	3%				
Students with Disabilities	26	54%	19%	0%				
English Proficient	224	84%	44%	3%				
Limited English Proficient	38	47%	11%	0%				
Economically Disadvantaged								
Not Disadvantaged	262	79%	39%	2%				
Migrant								
Not Migrant	262	79%	39%	2%				

This test was not given in 2004-05.

NOTES

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Other Assessments

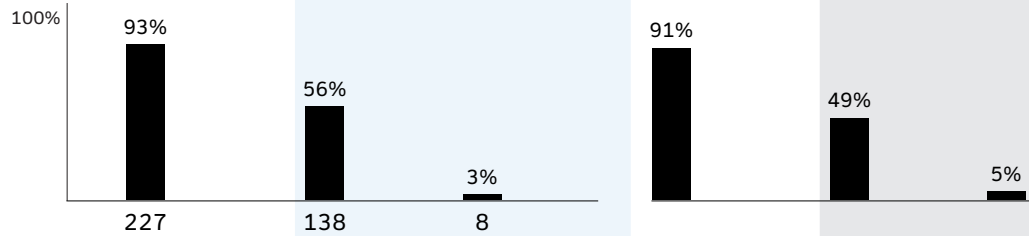
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-				

This test was not given in 2004-05.

District **WESTBURY 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: 654	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	227	138	8	227	138	8



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	93%	56%	3%				
Female	117	95%	60%	3%				
Male	128	91%	53%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	133	93%	58%	4%				
Hispanic or Latino	106	92%	54%	3%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	3	-	-	-				
Small Group Totals	6	100%	67%	0%				
General-Education Students	199	94%	59%	4%				
Students with Disabilities	46	87%	46%	0%				
English Proficient	243	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged								
Not Disadvantaged	245	93%	56%	3%				
Migrant								
Not Migrant	245	93%	56%	3%				

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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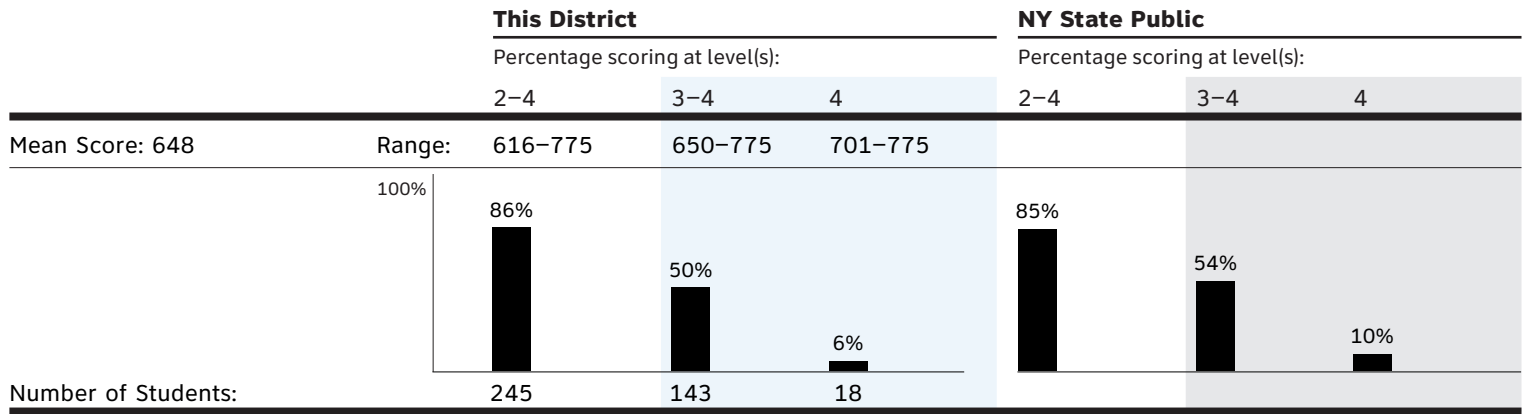
Other Assessments

	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	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	30	21	19	N/A	43	4	3	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 **WESTBURY 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	284	86%	50%	6%				
Female	137	85%	49%	7%				
Male	147	88%	52%	6%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	141	87%	52%	9%				
Hispanic or Latino	137	85%	47%	4%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	3	-	-	-				
Small Group Totals	6	83%	67%	17%				
General-Education Students	237	86%	50%	7%				
Students with Disabilities	47	85%	51%	4%				
English Proficient	249	90%	56%	7%				
Limited English Proficient	35	57%	9%	0%				
Economically Disadvantaged								
Not Disadvantaged	284	86%	50%	6%				
Migrant								
Not Migrant	284	86%	50%	6%				

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

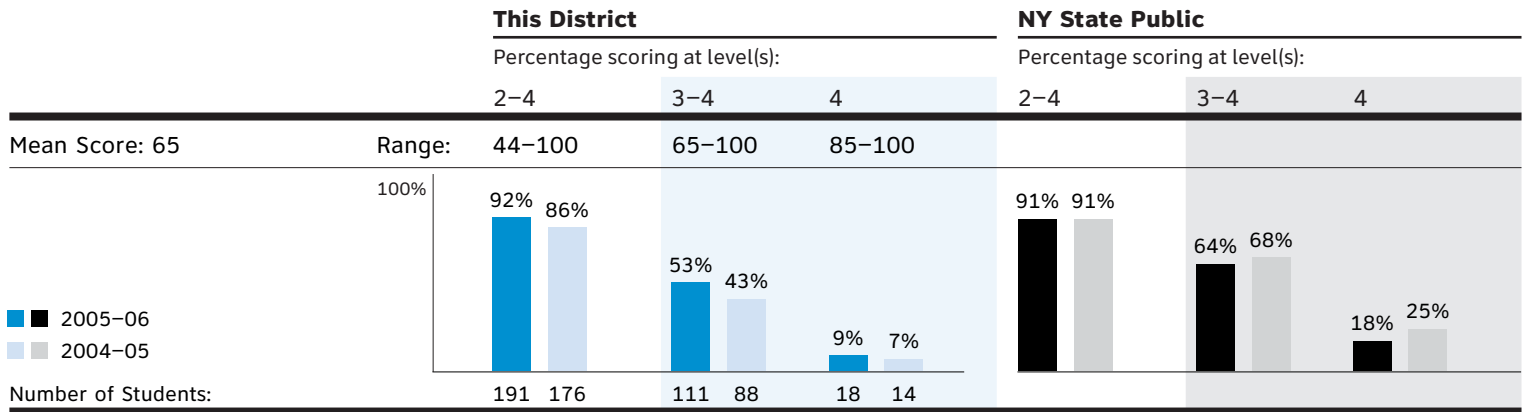
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Other Assessments

	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	-	-	-	0			

District **WESTBURY 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	208	92%	53%	9%	204	86%	43%	7%
Female	105	93%	54%	5%	95	85%	41%	5%
Male	103	90%	52%	13%	109	87%	45%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	101	-	-	-	94	90%	45%	5%
Hispanic or Latino	103	87%	49%	12%	105	82%	41%	9%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	2	-	-	-	3	-	-	-
Small Group Totals	105	96%	58%	6%	5	100%	60%	0%
General-Education Students	172	91%	48%	4%	186	85%	42%	6%
Students with Disabilities	36	94%	81%	31%	18	100%	50%	17%
English Proficient	182	96%	60%	10%	160	94%	49%	8%
Limited English Proficient	26	65%	4%	0%	44	59%	20%	2%
Economically Disadvantaged					146	83%	38%	7%
Not Disadvantaged	208	92%	53%	9%	58	95%	55%	7%
Migrant								
Not Migrant	208	92%	53%	9%	204	86%	43%	7%

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	50	50	47	18	56	54	52	23

District **WESTBURY 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

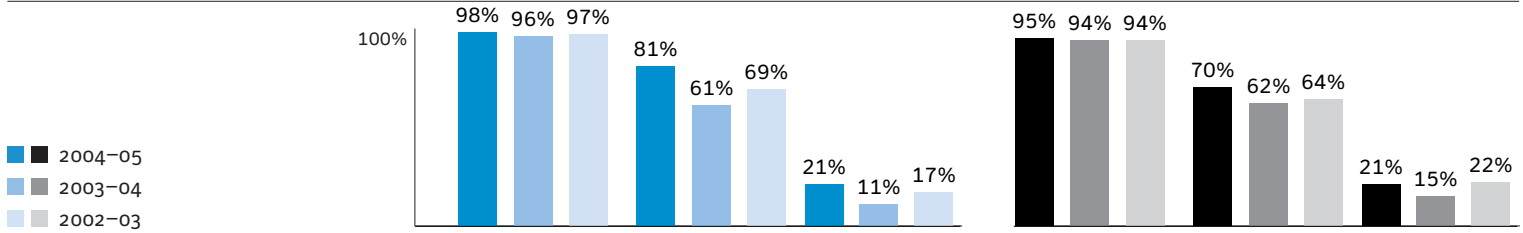
Percentage scoring at level(s):

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	4	28	104	36	172	671
Feb 2004	12	99	143	32	286	652
Feb 2003	8	68	128	43	247	662

Grade 8

This School

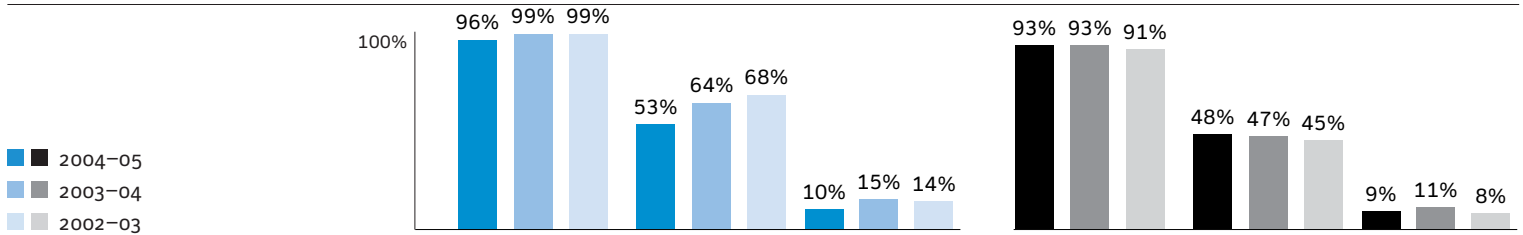
Percentage scoring at level(s):

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	8	98	98	22	226	702
Jan 2004	3	82	119	35	239	710
Jan 2003	2	75	126	34	237	709

District **WESTBURY 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

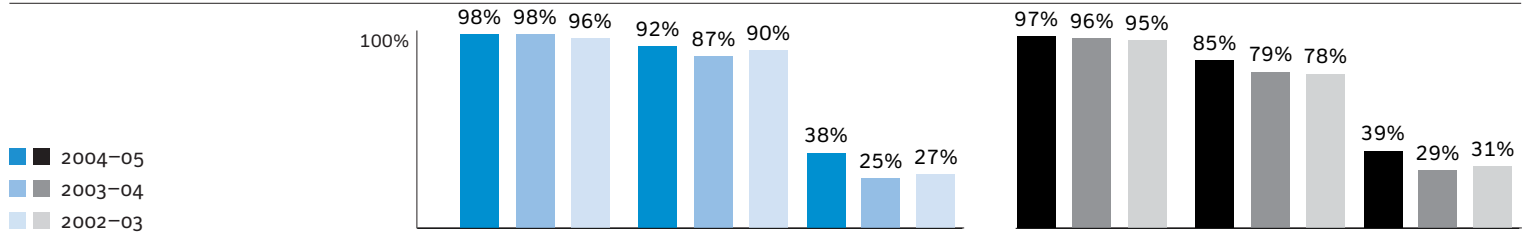
Percentage scoring at level(s):

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	5	19	161	114	299	671
May 2004	8	34	208	83	333	662
May 2003	11	18	188	82	299	664

Grade 8

This School

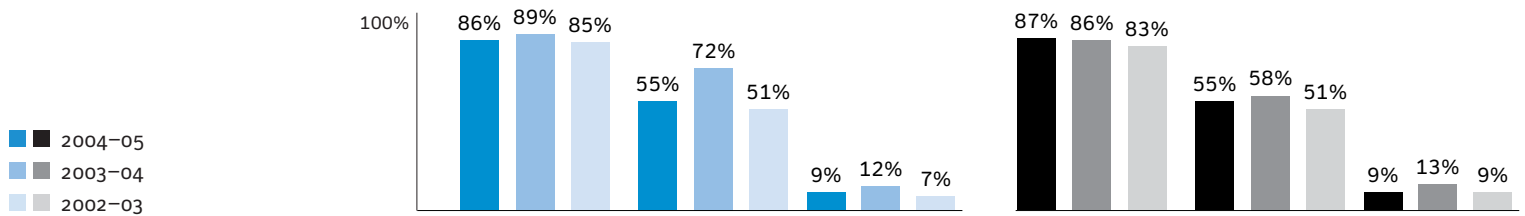
Percentage scoring at level(s):

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	37	82	124	23	266	714
May 2004	28	46	154	32	260	726
May 2003	41	92	121	19	273	713

District **WESTBURY 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

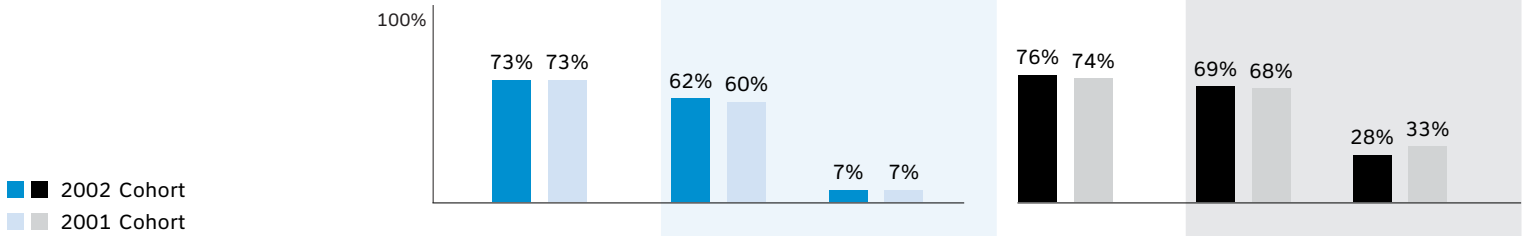
NY State Public

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
All Students	285	73%	62%	7%	206	73%	60%	7%
Female	142	77%	68%	8%	112	77%	68%	11%
Male	143	69%	57%	6%	94	69%	51%	3%
American Indian or Alaska Native								
Black or African American	161	80%	71%	8%	127	83%	68%	6%
Hispanic or Latino	117	62%	49%	3%	76	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	6	-	-	-				
Small Group Totals	7	100%	100%	57%	79	58%	48%	9%
General-Education Students	260	77%	66%	8%	186	79%	66%	8%
Students with Disabilities	25	28%	24%	4%	20	20%	10%	0%
English Proficient	240	83%	71%	9%	169	78%	66%	9%
Limited English Proficient	45	22%	16%	0%	37	51%	35%	0%
Economically Disadvantaged	72	75%	63%	7%				
Not Disadvantaged	213	72%	62%	8%				
Migrant	3	-	-	-				
Not Migrant	282	-	-	-				

NOTES

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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	3	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 **WESTBURY 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

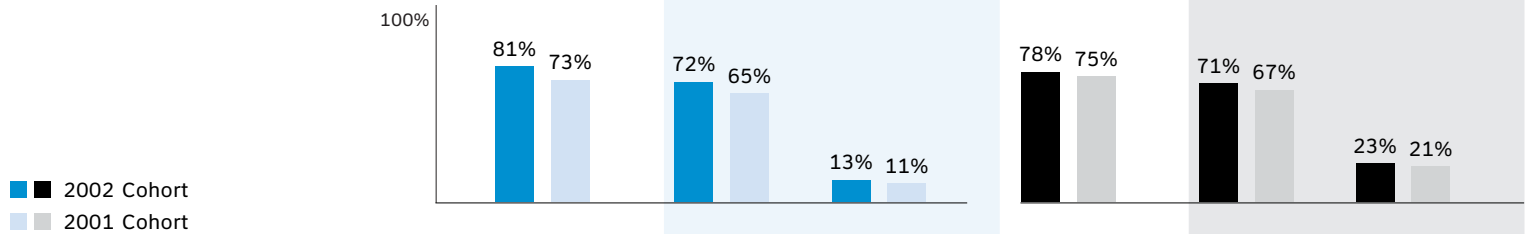
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

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
All Students	285	81%	72%	13%	206	73%	65%	11%
Female	142	84%	74%	15%	112	76%	69%	13%
Male	143	78%	69%	10%	94	69%	60%	7%
American Indian or Alaska Native								
Black or African American	161	89%	81%	16%	127	79%	70%	10%
Hispanic or Latino	117	69%	57%	7%	76	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	6	-	-	-				
Small Group Totals	7	100%	100%	43%	79	63%	56%	11%
General-Education Students	260	85%	75%	14%	186	78%	70%	12%
Students with Disabilities	25	44%	36%	4%	20	20%	10%	0%
English Proficient	240	87%	77%	15%	169	78%	71%	12%
Limited English Proficient	45	51%	42%	0%	37	51%	35%	3%
Economically Disadvantaged	72	76%	69%	14%				
Not Disadvantaged	213	83%	72%	13%				
Migrant	3	-	-	-				
Not Migrant	282	-	-	-				

NOTES

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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	3	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.

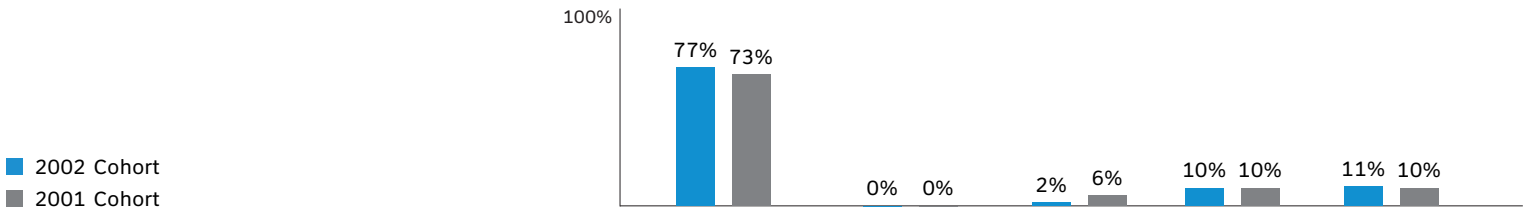
District **WESTBURY UNION FREE SCHOOL DISTRICT**

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	77%	0%	2%	10%	11%
	2001	206	73%	0%	6%	10%	10%
Female	2002	142	80%	1%	1%	9%	9%
	2001	112	77%	0%	5%	8%	10%
Male	2002	143	74%	0%	3%	11%	12%
	2001	94	68%	1%	7%	13%	11%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	161	88%	1%	1%	8%	3%
	2001	127	80%	0%	7%	9%	4%
Hispanic or Latino	2002	117	61%	0%	4%	14%	21%
	2001	76	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	1	–	–	–	–	–
	2001	3	–	–	–	–	–
White	2002	6	–	–	–	–	–
Small Group Totals	2002	7	100%	0%	0%	0%	0%
	2001	79	61%	1%	5%	13%	20%
General-Education Students	2002	260	78%	0%	2%	10%	10%
	2001	186	74%	0%	6%	9%	11%
Students with Disabilities	2002	25	68%	4%	4%	12%	12%
	2001	20	65%	5%	5%	20%	5%
English Proficient	2002	240	88%	0%	1%	5%	6%
	2001	169	78%	1%	7%	8%	8%
Limited English Proficient	2002	45	20%	0%	7%	40%	33%
	2001	37	51%	0%	5%	22%	22%
Economically Disadvantaged	2002	72	75%	0%	3%	3%	19%
	2001	–	–	–	–	–	–
Not Disadvantaged	2002	213	77%	0%	2%	13%	8%
	2001	–	–	–	–	–	–
Migrant	2002	3	–	–	–	–	–
Not Migrant	2002	282	–	–	–	–	–

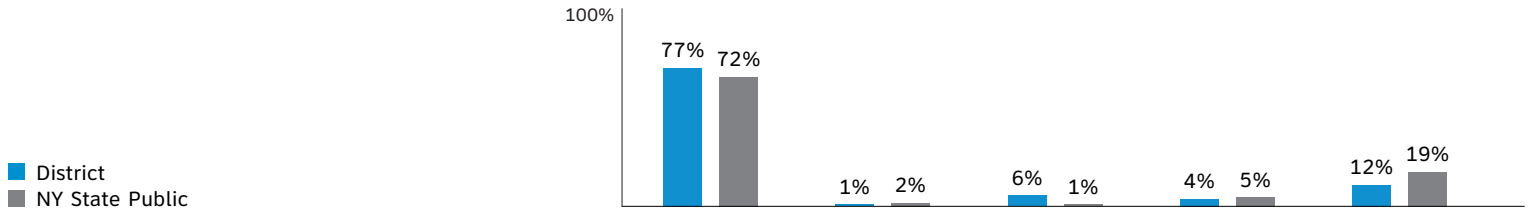
NOTES

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.

District **WESTBURY 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	210	77%	1%	6%	4%	12%
Female	113	81%	0%	4%	4%	12%
Male	97	71%	3%	8%	4%	13%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	131	84%	1%	5%	4%	6%
Hispanic or Latino	76	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-
White	0	N/A	N/A	N/A	N/A	N/A
Small Group Totals	79	65%	3%	6%	4%	23%
General-Education Students	190	77%	1%	6%	3%	13%
Students with Disabilities	20	70%	10%	5%	10%	5%
English Proficient	178	80%	2%	6%	3%	10%
Limited English Proficient	32	59%	0%	6%	9%	25%
Economically Disadvantaged	92	97%	1%	0%	1%	1%
Not Disadvantaged	118	61%	2%	10%	6%	21%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	210	77%	1%	6%	4%	12%

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.