



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **HICKSVILLE UNION FREE SCHOOL
DISTRICT**

District ID **280517030000**

Superintendent **MAUREEN BRIGHT**

Telephone **(516) 733-6600**

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 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	100	98	97
Kindergarten	371	340	365
Grade 1	382	375	377
Grade 2	391	373	388
Grade 3	396	393	378
Grade 4	391	420	401
Grade 5	416	398	435
Grade 6	408	413	407
Ungraded Elementary	90	52	0
Grade 7	401	420	408
Grade 8	415	380	464
Grade 9	419	491	454
Grade 10	353	403	457
Grade 11	369	360	364
Grade 12	311	342	364
Ungraded Secondary	53	51	0
Total K-12	5166	5211	5262

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	22	22
Grade 8			
English	24	24	26
Mathematics	26	24	26
Science	23	22	25
Social Studies	26	25	27
Grade 10			
English	23	24	24
Mathematics	23	24	23
Science	22	22	22
Social Studies	27	27	27

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.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	410	8%	446	9%	555	11%
Reduced-Price Lunch	234	5%	224	4%	265	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	422	8%	369	7%	452	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	4	0%	4	0%
Black or African American	120	2%	133	3%	145	3%
Hispanic or Latino	807	16%	900	17%	972	18%
Asian or Native Hawaiian/Other Pacific Islander	916	18%	985	19%	1072	20%
White	3321	64%	3189	61%	3069	58%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	143	N/A	164	3%	182	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 **HICKSVILLE 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	1119	1080	1452
Percent Not Taught by Highly Qualified Teachers	0%	0%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	1	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	1	1	2
Percentage of Total	0%	0%	0%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	22%	22%	22%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	400	409	420
Total Other Professional Staff	57	53	52
Total Paraprofessionals*	75	81	83
Assistant Principals	5	5	5
Principals	7	9	9

* 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.

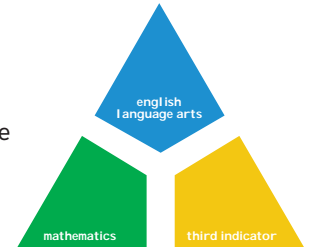
Staff Counts Information

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:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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:

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

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 **HICKSVILLE 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

YES

2005–06

YES

2006–07

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	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 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

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

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) 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 (2556:2459)	✓	✓	98%	✓	176	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (73:71)	✓	✓	100%	✓	162	111	
Hispanic or Latino (473:431)	✓	✓	96%	✓	158	117	
Asian or Native Hawaiian/Other Pacific Islander (510:482)	✓	✓	99%	✓	184	117	
White (1500:1475)	✓	✓	99%	✓	179	119	
Other Groups							
Students with Disabilities ⁴ (381:357)	✓	✓	95%	✓	120	116	
Limited English Proficient (207:129)	✓	✓	96%	✓	145	113	
Economically Disadvantaged (448:415)	✓	✓	98%	✓	163	117	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	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 (2557:2461)	✓	✓	99%	✓	172	84	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (75:71)	✓	✓	100%	✓	161	75	
Hispanic or Latino (470:440)	✓	✓	99%	✓	144	81	
Asian or Native Hawaiian/Other Pacific Islander (511:479)	✓	✓	99%	✓	186	81	
White (1501:1471)	✓	✓	99%	✓	177	83	
Other Groups							
Students with Disabilities ⁴ (384:363)	✓	✓	96%	✓	117	80	
Limited English Proficient (153:137)	✓	✓	99%	✓	120	77	
Economically Disadvantaged (454:422)	✓	✓	99%	✓	155	81	
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status for This Subject (2006–07)



Good Standing

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 (882:833)	✓	Qualified	✓	97%	✓	184	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (22:20)		–	–	–	–	–	–	–
Hispanic or Latino (157:141)		Qualified	✓	96%	✓	165	100	
Asian or Native Hawaiian/Other Pacific Islander (168:161)		Qualified	✓	99%	✓	184	100	
White (535:511)		Qualified	✓	97%	✓	189	100	
Other Groups								
Students with Disabilities (138:122)		Qualified	✓	91%	✓	162	100	
Limited English Proficient (49:42)		Qualified	✓	96%	✓	131	100	
Economically Disadvantaged (153:140)		Qualified	✓	97%	✓	164	100	
Final AYP Determination	✓ 1 of 1							

NOTES

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

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

6 of 6

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 (399:393)	✓	✓	100%	✓	186	148		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:9)	–	–	–	–	–	–	–	–
Hispanic or Latino (53:58)	✓	✓	100%	✓	164	141		
Asian or Native Hawaiian/Other Pacific Islander (91:80)	✓	✓	100%	✓	194	143		
White (246:246)	✓	✓	100%	✓	189	147		
Other Groups								
Students with Disabilities (66:57)	✓	✓	100%	✓	179	141		
Limited English Proficient (17:22)	–	–	–	–	–	–	–	–
Economically Disadvantaged (33:36)	✓	–	–	✓	175	138		
Final AYP Determination	✓ 6 of 6							

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

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (399:393)	✓	✓	98%	✓	183	140		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:9)	–	–	–	–	–	–	–	–
Hispanic or Latino (53:58)	✓	✓	100%	✓	159	133		
Asian or Native Hawaiian/Other Pacific Islander (91:80)	✓	✓	98%	✓	184	135		
White (246:246)	✓	✓	98%	✓	189	139		
Other Groups								
Students with Disabilities (66:57)	✓	✓	95%	✓	168	133		
Limited English Proficient (17:22)	–	–	–	–	–	–	–	–
Economically Disadvantaged (33:36)	✓	–	–	✓	178	130		
Final AYP Determination	✓ 6 of 6							

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








Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (347)			82%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (8)		–	–	–	–
Hispanic or Latino (42)			57%	55%	
Asian or Native Hawaiian/Other Pacific Islander (53)			87%	55%	
White (244)			85%	55%	
Other Groups					
Students with Disabilities (55)			49%	55%	55% 50%
Limited English Proficient (12)		–	–	–	–
Economically Disadvantaged (13)		–	–	–	–
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 **HICKSVILLE 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
<div><div></div> Good Standing</div>	
9 schools identified 100% of total	
FORK LANE SCHOOL	
BURNS AVENUE SCHOOL	
DUTCH LANE SCHOOL	
EAST STREET SCHOOL	
HICKSVILLE HIGH SCHOOL	
HICKSVILLE MIDDLE SCHOOL	
LEE AVENUE SCHOOL	
OLD COUNTRY ROAD SCHOOL	
WOODLAND AVENUE SCHOOL	




District **HICKSVILLE 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	84%			358
Grade 4	89%			368
Grade 5	83%			420
Grade 6	82%			389
Grade 7	74%			396
Grade 8	69%			446


Mathematics

Grade 3	91%		390
Grade 4	88%		396
Grade 5	84%		441
Grade 6	73%		411
Grade 7	67%		422
Grade 8	61%		461

Science

Grade 4	97%		399
Grade 8	75%		456

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	89%			428
Mathematics	86%			428

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	85%			428

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.

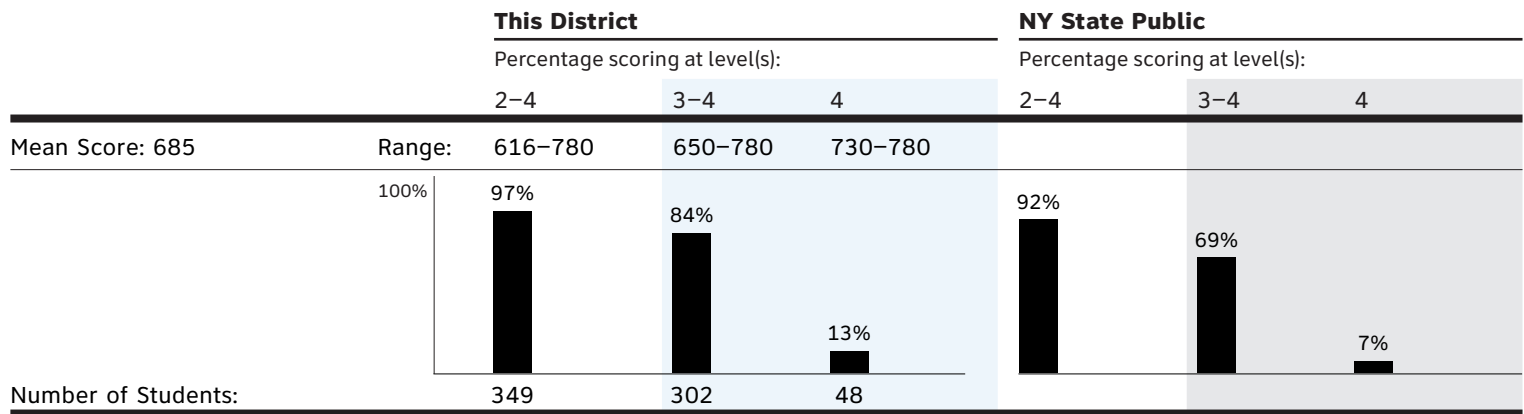
This District's N/RC Category:

Low Need Districts

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

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	358	97%	84%	13%				
Female	180	97%	86%	16%				
Male	178	98%	83%	11%				
American Indian or Alaska Native								
Black or African American	16	100%	81%	19%				
Hispanic or Latino	51	92%	73%	12%				
Asian or Native Hawaiian/Other Pacific Islander	67	97%	90%	16%				
White	224	99%	86%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	319	99%	89%	14%				
Students with Disabilities	39	85%	49%	5%				
English Proficient	357	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	50	96%	84%	12%				
Not Disadvantaged	308	98%	84%	14%				
Migrant								
Not Migrant	358	97%	84%	13%				

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.

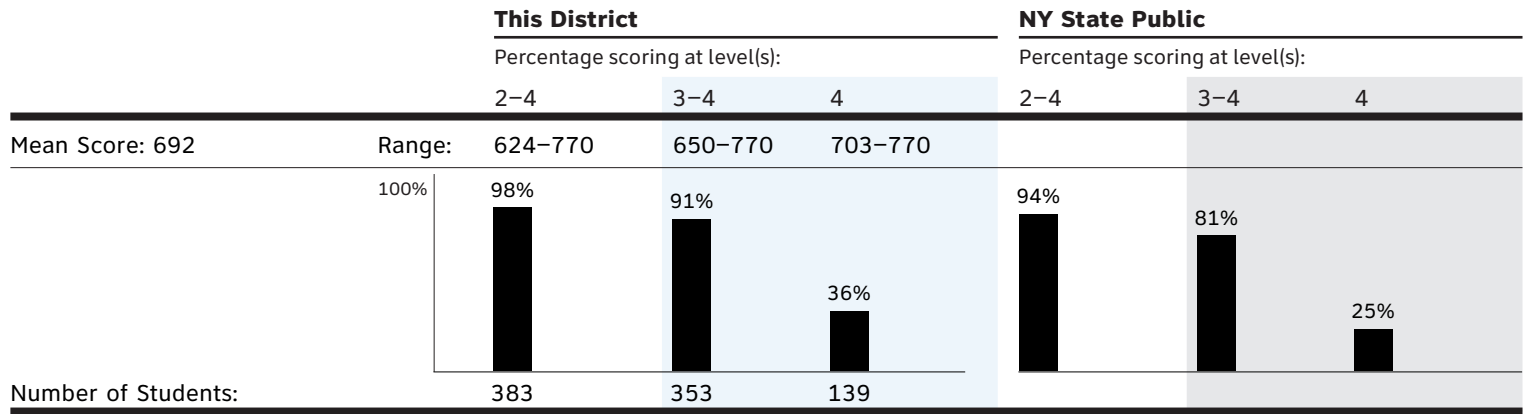
Other Assessments

	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	2	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	23	16	14	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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	390	98%	91%	36%				
Female	192	97%	89%	33%				
Male	198	99%	92%	38%				
American Indian or Alaska Native								
Black or African American	16	94%	94%	56%				
Hispanic or Latino	70	94%	76%	17%				
Asian or Native Hawaiian/Other Pacific Islander	78	100%	94%	47%				
White	226	99%	94%	36%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	342	100%	95%	39%				
Students with Disabilities	48	88%	58%	10%				
English Proficient	366	99%	92%	37%				
Limited English Proficient	24	92%	67%	8%				
Economically Disadvantaged	67	96%	85%	24%				
Not Disadvantaged	323	99%	92%	38%				
Migrant								
Not Migrant	390	98%	91%	36%				

NOTES

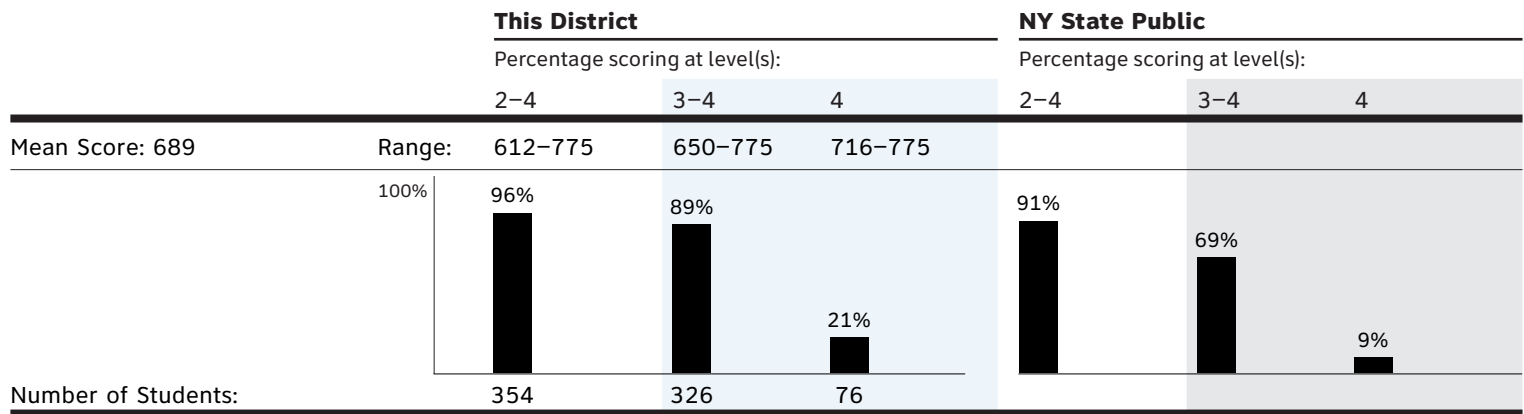
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	368	96%	89%	21%				
Female	173	98%	92%	27%				
Male	195	94%	86%	15%				
American Indian or Alaska Native								
Black or African American	11	100%	73%	9%				
Hispanic or Latino	48	94%	83%	8%				
Asian or Native Hawaiian/Other Pacific Islander	63	98%	94%	25%				
White	246	96%	89%	22%				
Small Group Totals								
General-Education Students	326	99%	94%	23%				
Students with Disabilities	42	74%	45%	5%				
English Proficient	367	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	43	95%	77%	7%				
Not Disadvantaged	325	96%	90%	22%				
Migrant								
Not Migrant	368	96%	89%	21%				

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.

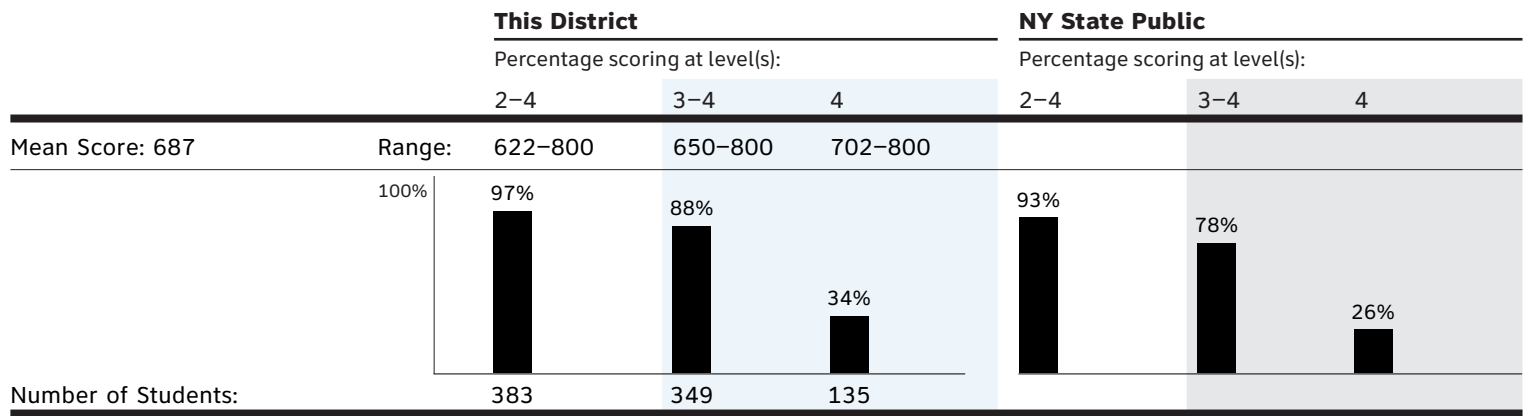
Other Assessments

	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	—	—	—	5	5	5	1
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	25	24	23	N/A	36	26	21	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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	396	97%	88%	34%				
Female	183	96%	87%	33%				
Male	213	97%	89%	35%				
American Indian or Alaska Native								
Black or African American	11	91%	82%	18%				
Hispanic or Latino	70	89%	70%	10%				
Asian or Native Hawaiian/Other Pacific Islander	67	100%	97%	52%				
White	248	98%	91%	37%				
Small Group Totals								
General-Education Students	345	99%	93%	38%				
Students with Disabilities	51	80%	55%	8%				
English Proficient	368	98%	90%	36%				
Limited English Proficient	28	86%	61%	4%				
Economically Disadvantaged	54	91%	80%	22%				
Not Disadvantaged	342	98%	89%	36%				
Migrant								
Not Migrant	396	97%	88%	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

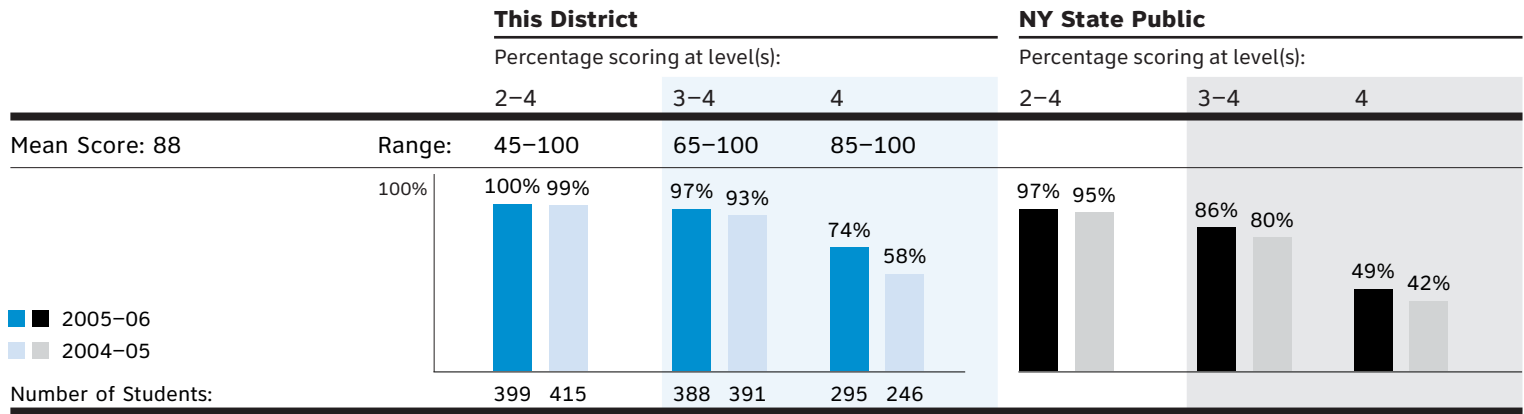
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Other Assessments

	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	–	–	–	5	5	4	2

District **HICKSVILLE 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	399	100%	97%	74%	421	99%	93%	58%
Female	186	100%	96%	74%	221	97%	91%	60%
Male	213	100%	98%	74%	200	100%	95%	57%
American Indian or Alaska Native								
Black or African American	11	100%	100%	73%	12	100%	83%	67%
Hispanic or Latino	69	100%	93%	57%	88	97%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	69	100%	97%	78%	90	99%	97%	67%
White	250	100%	98%	78%	231	99%	94%	61%
Small Group Totals								
General-Education Students	345	100%	99%	77%	366	99%	95%	63%
Students with Disabilities	54	100%	89%	54%	55	98%	78%	27%
English Proficient	372	100%	97%	77%	385	99%	95%	61%
Limited English Proficient	27	100%	96%	26%	36	89%	69%	28%
Economically Disadvantaged	53	100%	96%	57%	82	95%	85%	37%
Not Disadvantaged	346	100%	97%	77%	339	99%	95%	64%
Migrant								
Not Migrant	399	100%	97%	74%	421	99%	93%	58%

NOTES

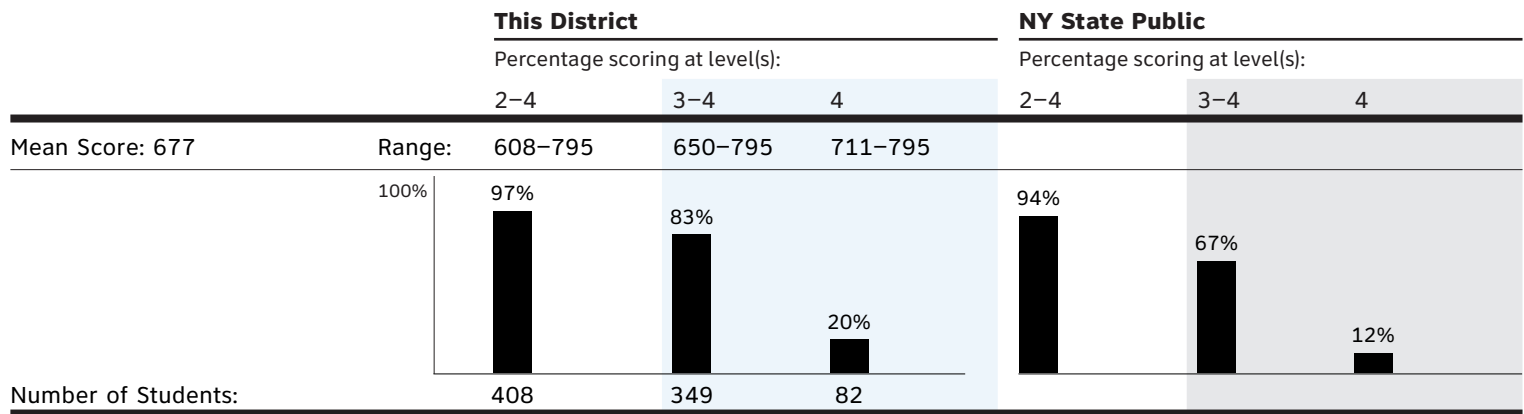
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Other Assessments

	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	–	–	–	5	5	5	2

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	420	97%	83%	20%				
Female	212	97%	84%	17%				
Male	208	97%	82%	22%				
American Indian or Alaska Native								
Black or African American	13	92%	62%	0%				
Hispanic or Latino	79	94%	75%	15%				
Asian or Native Hawaiian/Other Pacific Islander	95	100%	89%	23%				
White	233	97%	85%	21%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	357	100%	91%	22%				
Students with Disabilities	63	81%	37%	6%				
English Proficient	410	97%	84%	20%				
Limited English Proficient	10	90%	50%	0%				
Economically Disadvantaged	75	93%	73%	7%				
Not Disadvantaged	345	98%	85%	22%				
Migrant								
Not Migrant	420	97%	83%	20%				

NOTES

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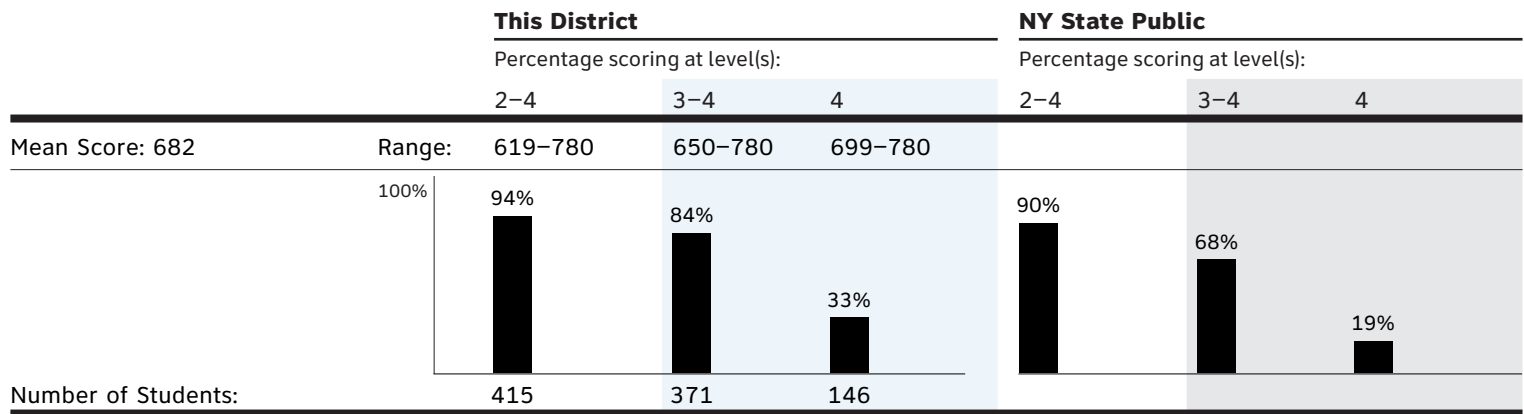
Other Assessments

	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 5 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	24	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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	441	94%	84%	33%				
Female	226	95%	84%	28%				
Male	215	93%	85%	39%				
American Indian or Alaska Native								
Black or African American	13	85%	62%	38%				
Hispanic or Latino	96	91%	77%	21%				
Asian or Native Hawaiian/Other Pacific Islander	97	99%	93%	51%				
White	235	94%	85%	31%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	373	98%	91%	38%				
Students with Disabilities	68	71%	47%	9%				
English Proficient	408	95%	86%	36%				
Limited English Proficient	33	85%	61%	0%				
Economically Disadvantaged	91	88%	71%	23%				
Not Disadvantaged	350	96%	87%	36%				
Migrant								
Not Migrant	441	94%	84%	33%				

NOTES

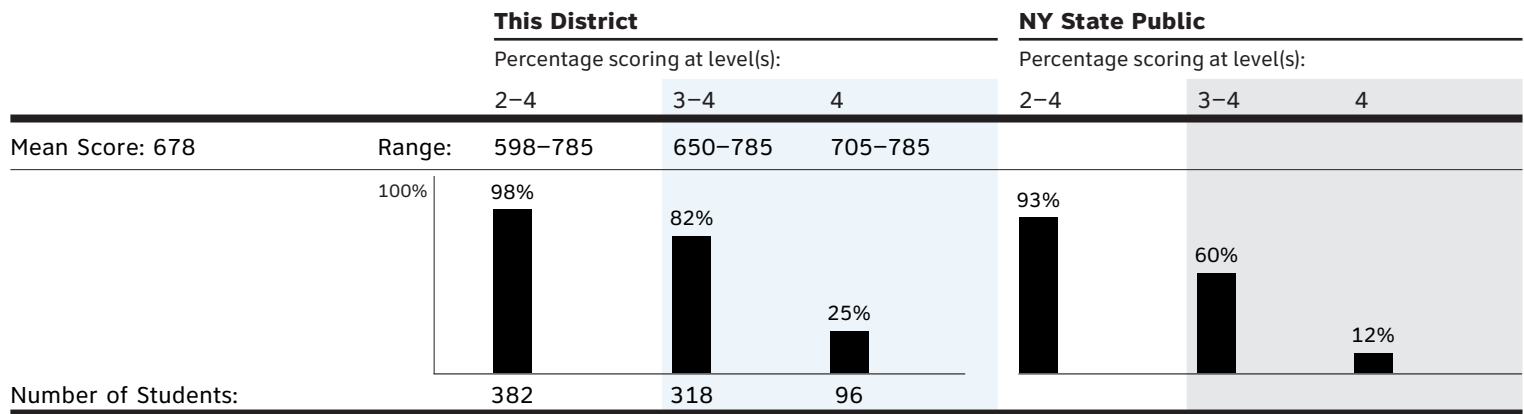
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	389	98%	82%	25%				
Female	202	99%	82%	25%				
Male	187	97%	81%	24%				
American Indian or Alaska Native								
Black or African American	14	86%	79%	29%				
Hispanic or Latino	63	95%	70%	10%				
Asian or Native Hawaiian/Other Pacific Islander	70	100%	80%	29%				
White	242	99%	86%	27%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	339	100%	89%	28%				
Students with Disabilities	50	88%	34%	0%				
English Proficient	384	98%	83%	25%				
Limited English Proficient	5	100%	0%	0%				
Economically Disadvantaged	54	98%	81%	13%				
Not Disadvantaged	335	98%	82%	27%				
Migrant								
Not Migrant	389	98%	82%	25%				

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.

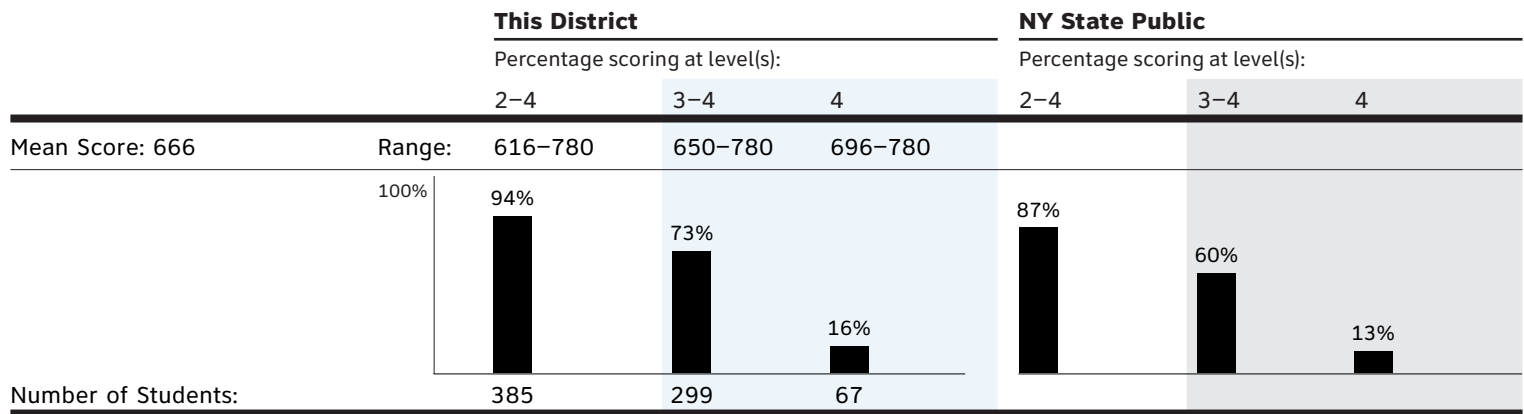
Other Assessments

	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.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	18	17	15	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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	411	94%	73%	16%				
Female	210	94%	73%	14%				
Male	201	93%	73%	19%				
American Indian or Alaska Native								
Black or African American	15	100%	67%	7%				
Hispanic or Latino	76	82%	51%	7%				
Asian or Native Hawaiian/Other Pacific Islander	79	96%	80%	28%				
White	241	96%	78%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	359	96%	79%	19%				
Students with Disabilities	52	75%	27%	0%				
English Proficient	387	96%	76%	17%				
Limited English Proficient	24	50%	17%	0%				
Economically Disadvantaged	65	88%	63%	8%				
Not Disadvantaged	346	95%	75%	18%				
Migrant								
Not Migrant	411	94%	73%	16%				

NOTES

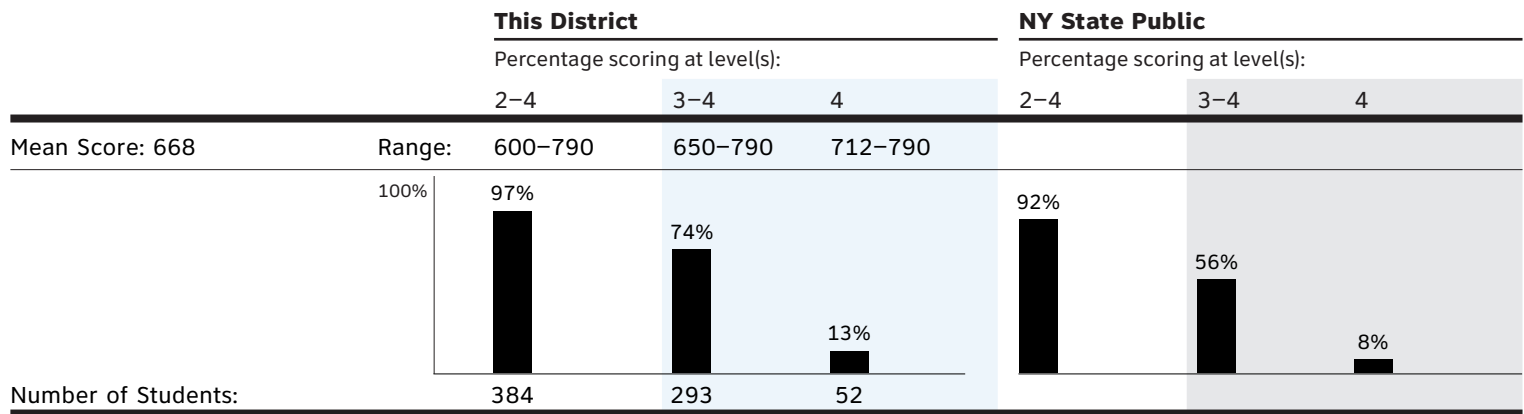
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	396	97%	74%	13%				
Female	202	98%	78%	17%				
Male	194	96%	70%	9%				
American Indian or Alaska Native								
Black or African American	10	90%	50%	10%				
Hispanic or Latino	60	93%	55%	3%				
Asian or Native Hawaiian/Other Pacific Islander	74	96%	80%	18%				
White	252	98%	78%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	335	99%	83%	16%				
Students with Disabilities	61	85%	26%	0%				
English Proficient	389	97%	75%	13%				
Limited English Proficient	7	86%	29%	0%				
Economically Disadvantaged	67	96%	63%	4%				
Not Disadvantaged	329	97%	76%	15%				
Migrant								
Not Migrant	396	97%	74%	13%				

NOTES

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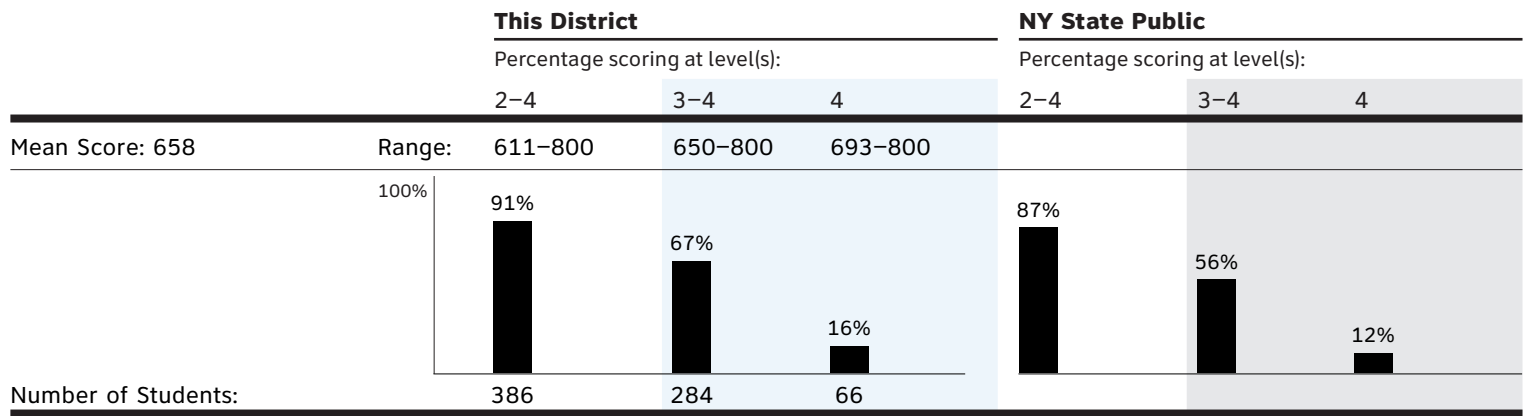
Other Assessments

	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	4	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	16	13	9	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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	422	91%	67%	16%				
Female	215	93%	67%	16%				
Male	207	90%	67%	15%				
American Indian or Alaska Native								
Black or African American	10	80%	40%	0%				
Hispanic or Latino	68	82%	32%	6%				
Asian or Native Hawaiian/Other Pacific Islander	89	91%	74%	27%				
White	255	95%	75%	15%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	355	94%	74%	18%				
Students with Disabilities	67	76%	33%	3%				
English Proficient	400	94%	70%	17%				
Limited English Proficient	22	50%	18%	0%				
Economically Disadvantaged	79	86%	49%	10%				
Not Disadvantaged	343	93%	71%	17%				
Migrant								
Not Migrant	422	91%	67%	16%				

NOTES

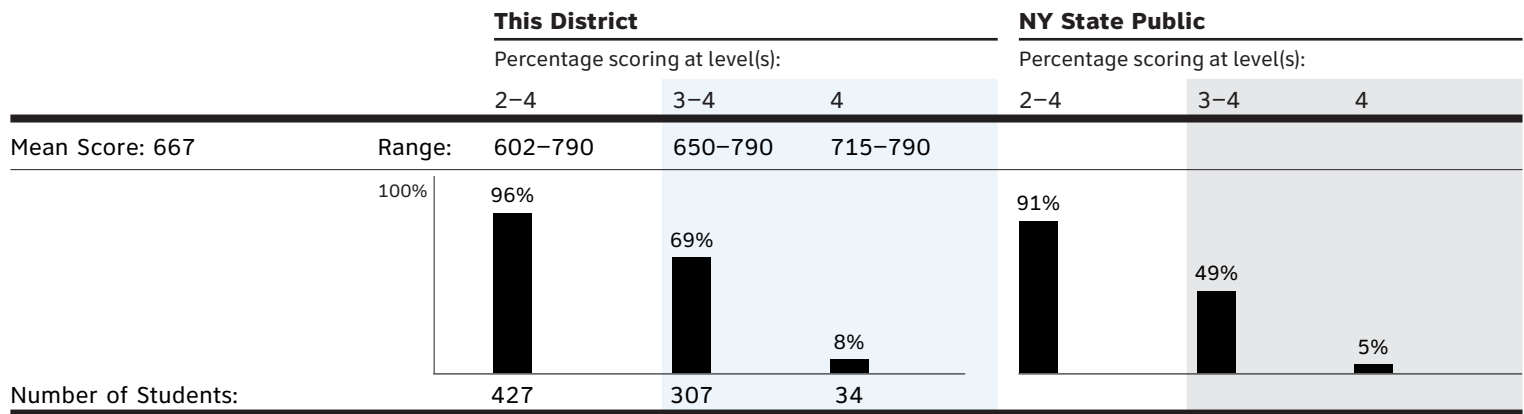
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Other Assessments

	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	4	–	–	–	This test was not given in 2004-05.			

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	446	96%	69%	8%				
Female	227	99%	71%	7%				
Male	219	93%	66%	9%				
American Indian or Alaska Native								
Black or African American	8	100%	25%	0%				
Hispanic or Latino	74	95%	51%	4%				
Asian or Native Hawaiian/Other Pacific Islander	93	98%	86%	9%				
White	271	95%	69%	8%				
Small Group Totals								
General-Education Students	373	99%	77%	9%				
Students with Disabilities	73	78%	29%	0%				
English Proficient	445	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	83	95%	55%	1%				
Not Disadvantaged	363	96%	72%	9%				
Migrant								
Not Migrant	446	96%	69%	8%				

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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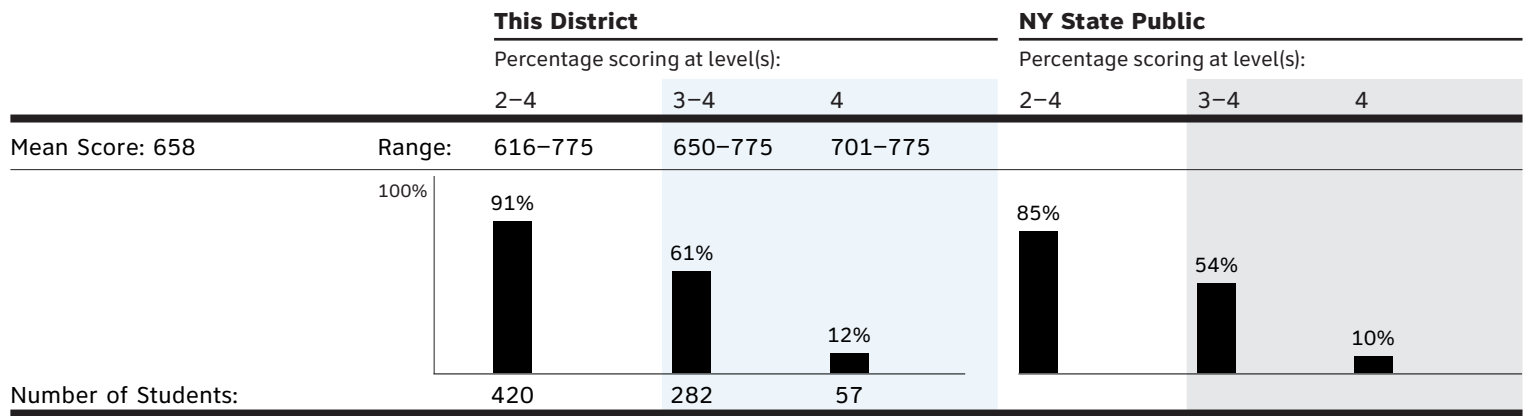
Other Assessments

	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	0				4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 8	18	11	9	N/A	10	8	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 **HICKSVILLE 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	461	91%	61%	12%				
Female	231	94%	62%	13%				
Male	230	89%	60%	12%				
American Indian or Alaska Native								
Black or African American	9	78%	44%	11%				
Hispanic or Latino	81	77%	28%	4%				
Asian or Native Hawaiian/Other Pacific Islander	97	98%	82%	21%				
White	274	93%	64%	12%				
Small Group Totals								
General-Education Students	389	94%	70%	14%				
Students with Disabilities	72	74%	14%	1%				
English Proficient	441	93%	63%	13%				
Limited English Proficient	20	55%	20%	0%				
Economically Disadvantaged	95	86%	49%	9%				
Not Disadvantaged	366	92%	64%	13%				
Migrant								
Not Migrant	461	91%	61%	12%				

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

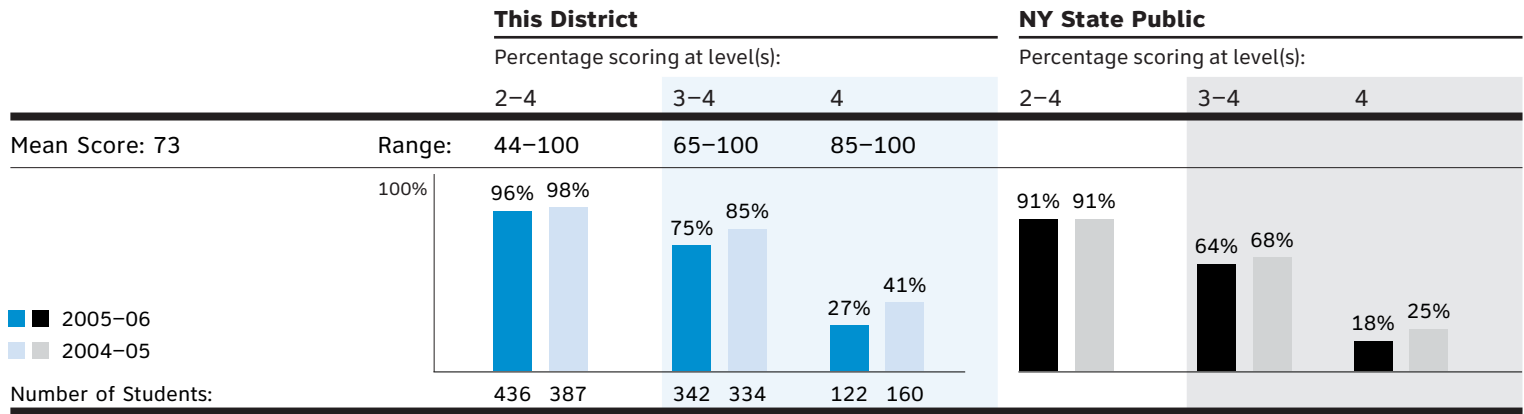
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Other Assessments

	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	0				4	–	–	–

District **HICKSVILLE 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	456	96%	75%	27%	393	98%	85%	41%
Female	229	97%	72%	22%	183	99%	85%	37%
Male	227	95%	78%	31%	210	98%	85%	44%
American Indian or Alaska Native					1	—	—	—
Black or African American	10	90%	50%	0%	9	—	—	—
Hispanic or Latino	80	86%	54%	11%	62	92%	58%	21%
Asian or Native Hawaiian/Other Pacific Islander	98	97%	78%	36%	70	100%	94%	47%
White	268	98%	81%	29%	251	100%	88%	43%
Small Group Totals					10	100%	100%	60%
General-Education Students	388	96%	80%	30%	338	99%	90%	47%
Students with Disabilities	68	93%	47%	7%	55	96%	55%	4%
English Proficient	436	98%	78%	28%	382	99%	87%	42%
Limited English Proficient	20	45%	5%	0%	11	73%	0%	0%
Economically Disadvantaged	96	90%	57%	13%	45	93%	76%	24%
Not Disadvantaged	360	97%	80%	31%	348	99%	86%	43%
Migrant					1	—	—	—
Not Migrant	456	96%	75%	27%	392	—	—	—

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	0				4	—	—	—
Regents Science	0				0			

District **HICKSVILLE 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

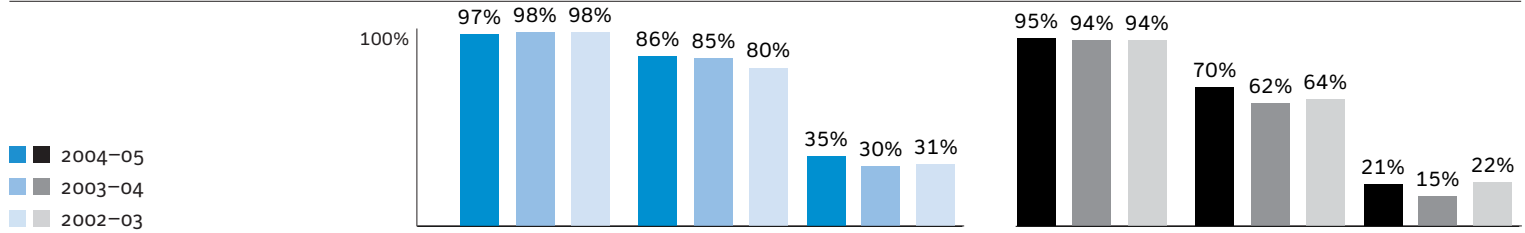
Percentage scoring at level(s):

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	11	41	198	134	384	686
Feb 2004	8	51	210	115	384	677
Feb 2003	7	75	201	126	409	672

Grade 8

This School

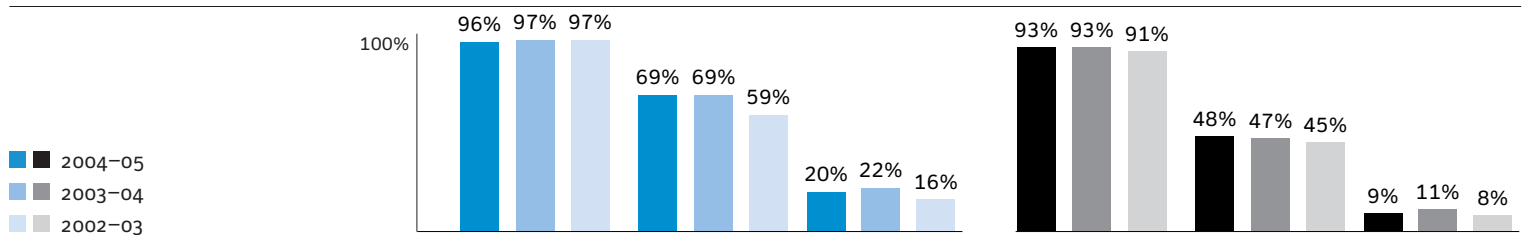
Percentage scoring at level(s):

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	14	107	188	79	388	713
Jan 2004	14	118	198	92	422	714
Jan 2003	13	145	166	63	387	707

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

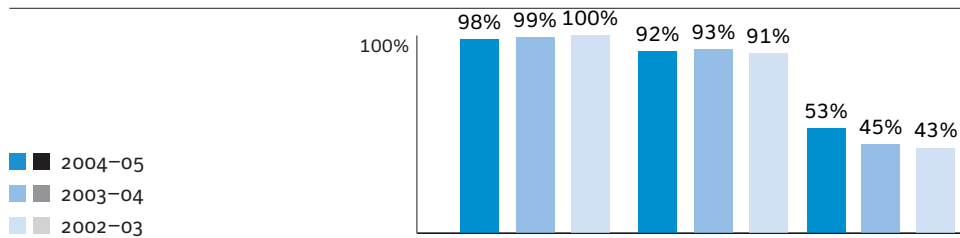
Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

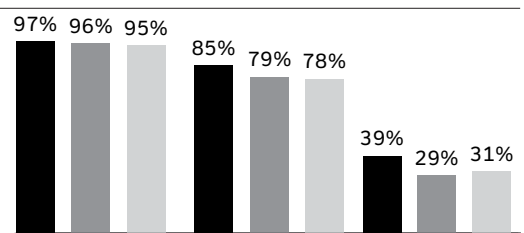
2-4 3-4 4
Range: 602-810 637-810 678-810



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

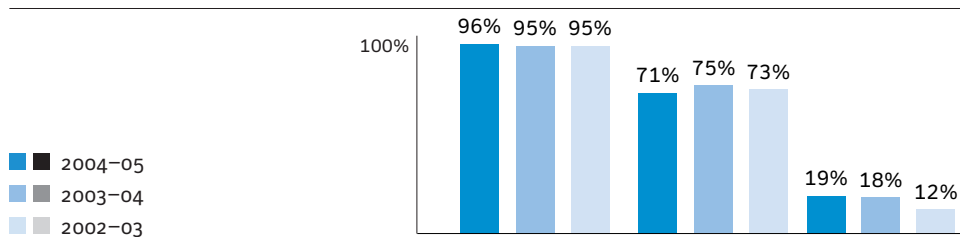
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	10	23	164	226	423	682
May 2004	5	22	201	183	411	676
May 2003	2	36	210	185	433	675

Grade 8

This School

Percentage scoring at level(s):

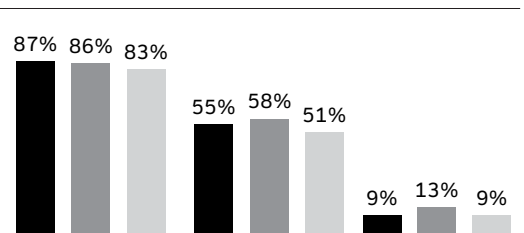
2-4 3-4 4
Range: 681-882 716-882 760-882



NY State Public

Percentage scoring at level(s):

2-4 3-4 4

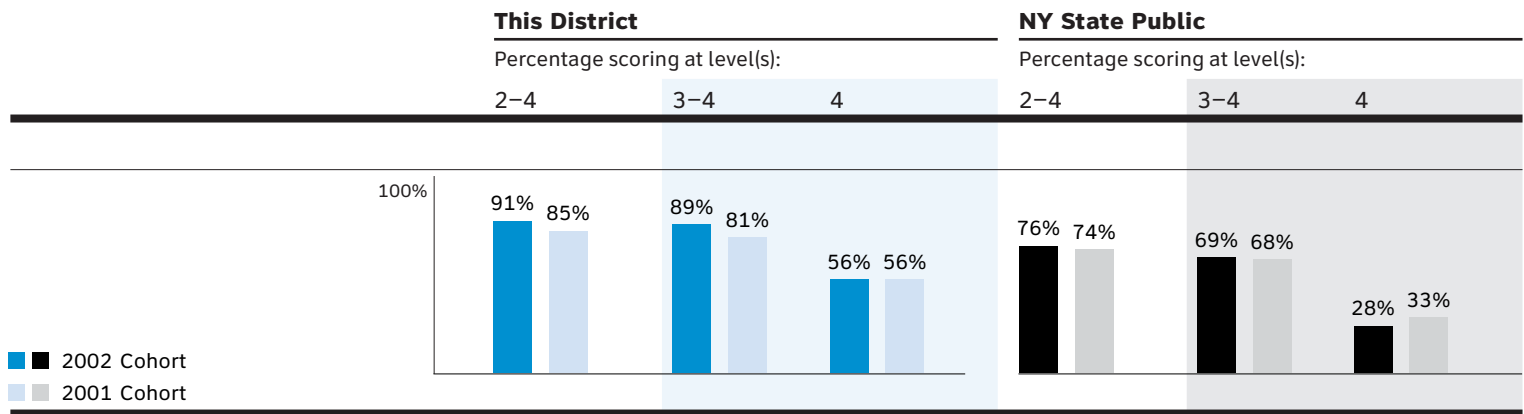


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	17	99	204	77	397	733
May 2004	20	86	249	77	432	732
May 2003	21	89	245	47	402	729

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	428	91%	89%	56%	365	85%	81%	56%
Female	206	93%	91%	59%	177	87%	83%	60%
Male	222	89%	87%	52%	188	82%	80%	52%
American Indian or Alaska Native								
Black or African American	10	90%	90%	30%	7	100%	86%	57%
Hispanic or Latino	70	79%	73%	29%	43	74%	63%	37%
Asian or Native Hawaiian/Other Pacific Islander	91	96%	95%	59%	57	91%	89%	65%
White	257	93%	91%	63%	258	84%	83%	57%
Small Group Totals								
General-Education Students	367	93%	90%	61%	307	90%	90%	65%
Students with Disabilities	61	82%	80%	25%	58	55%	38%	7%
English Proficient	395	93%	91%	59%	355	85%	82%	57%
Limited English Proficient	33	73%	64%	15%	10	70%	70%	10%
Economically Disadvantaged	39	92%	85%	36%				
Not Disadvantaged	389	91%	89%	58%				
Migrant								
Not Migrant	428	91%	89%	56%				

NOTES

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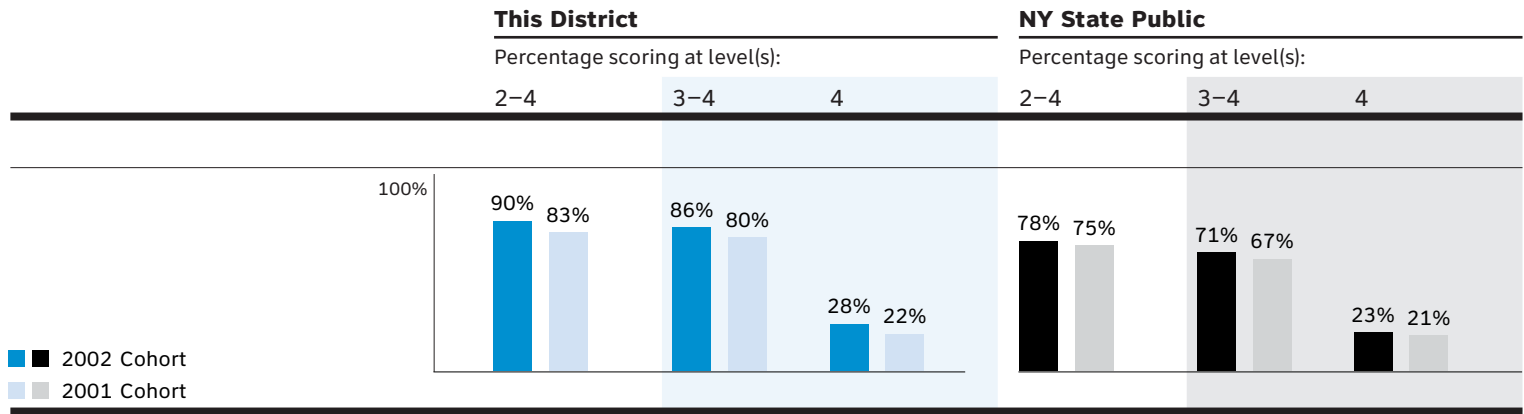
Other Assessments

	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	1	–	–	–	1	–	–	–

* 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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	428	90%	86%	28%	365	83%	80%	22%
Female	206	93%	89%	25%	177	85%	82%	23%
Male	222	87%	83%	30%	188	81%	79%	22%
American Indian or Alaska Native								
Black or African American	10	80%	80%	20%	7	86%	86%	29%
Hispanic or Latino	70	79%	69%	10%	43	72%	60%	12%
Asian or Native Hawaiian/Other Pacific Islander	91	92%	88%	41%	57	93%	91%	35%
White	257	93%	90%	28%	258	83%	81%	21%
Small Group Totals								
General-Education Students	367	92%	88%	31%	307	92%	90%	26%
Students with Disabilities	61	80%	72%	7%	58	36%	29%	2%
English Proficient	395	92%	88%	27%	355	83%	81%	23%
Limited English Proficient	33	70%	61%	30%	10	80%	70%	10%
Economically Disadvantaged	39	95%	85%	36%				
Not Disadvantaged	389	90%	86%	27%				
Migrant								
Not Migrant	428	90%	86%	28%				

NOTES

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

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	–	–	–	1	–	–	–

* 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.

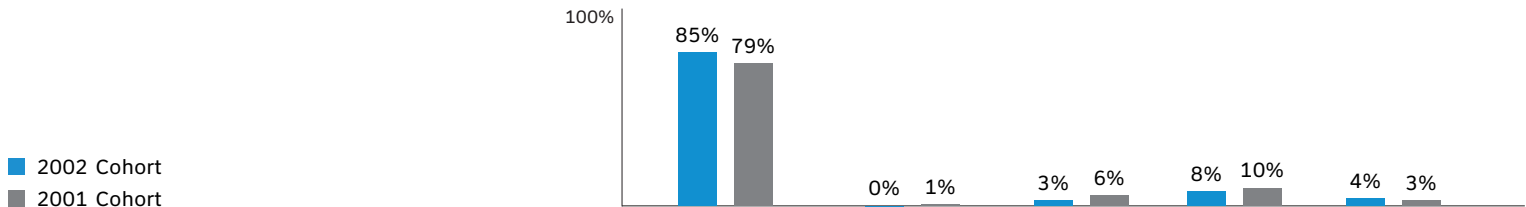
District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

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	428	85%	0%	3%	8%	4%
	2001	365	79%	1%	6%	10%	3%
Female	2002	206	87%	0%	3%	8%	2%
	2001	177	83%	1%	4%	8%	4%
Male	2002	222	83%	0%	4%	8%	5%
	2001	188	75%	1%	9%	13%	3%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	10	80%	0%	10%	10%	0%
	2001	7	86%	0%	0%	14%	0%
Hispanic or Latino	2002	70	66%	1%	6%	17%	10%
	2001	43	53%	0%	16%	21%	9%
Asian or Native Hawaiian/Other Pacific Islander	2002	91	95%	0%	0%	3%	2%
	2001	57	82%	4%	4%	11%	0%
White	2002	257	87%	0%	4%	7%	2%
	2001	258	82%	1%	5%	9%	3%
Small Group Totals							
General-Education Students	2002	367	86%	0%	3%	7%	3%
	2001	307	85%	0%	6%	6%	4%
Students with Disabilities	2002	61	77%	2%	5%	11%	5%
	2001	58	48%	7%	7%	36%	2%
English Proficient	2002	395	88%	0%	3%	6%	3%
	2001	355	80%	1%	6%	10%	3%
Limited English Proficient	2002	33	55%	0%	9%	27%	9%
	2001	10	50%	0%	10%	30%	10%
Economically Disadvantaged	2002	39	85%	0%	0%	15%	0%
Not Disadvantaged	2002	389	85%	0%	4%	7%	4%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	428	85%	0%	3%	8%	4%

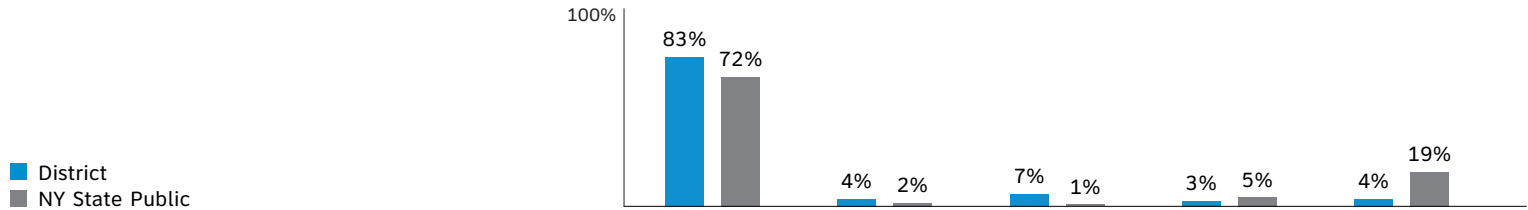
NOTES

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District **HICKSVILLE 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	375	83%	4%	7%	3%	4%
Female	180	87%	3%	4%	2%	3%
Male	195	78%	4%	10%	4%	4%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	7	86%	0%	0%	14%	0%
Hispanic or Latino	48	60%	4%	17%	13%	6%
Asian or Native Hawaiian/Other Pacific Islander	59	88%	5%	3%	2%	2%
White	261	85%	3%	7%	1%	4%
Small Group Totals						
General-Education Students	316	87%	0%	7%	2%	4%
Students with Disabilities	59	59%	22%	7%	8%	3%
English Proficient	362	84%	4%	7%	2%	4%
Limited English Proficient	13	54%	0%	15%	23%	8%
Economically Disadvantaged	13	85%	0%	0%	15%	0%
Not Disadvantaged	362	83%	4%	7%	2%	4%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	375	83%	4%	7%	3%	4%

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.