



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **COPIAGUE UNION FREE SCHOOL
DISTRICT**

District ID **580105030000**

Superintendent **WILLIAM BOLTON**

Telephone **(631) 842-4015**

Grades **K-12, UE, US**

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 **COPIAGUE UNION FREE SCHOOL DISTRICT**

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	382	364	331
Grade 1	355	377	336
Grade 2	355	346	360
Grade 3	381	359	322
Grade 4	346	368	360
Grade 5	338	348	355
Grade 6	397	353	344
Ungraded Elementary	105	97	90
Grade 7	373	389	334
Grade 8	342	384	376
Grade 9	400	435	453
Grade 10	351	352	369
Grade 11	257	315	302
Grade 12	251	249	273
Ungraded Secondary	188	175	154
Total K-12	4821	4911	4759

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	24	23
Grade 8			
English	18	24	24
Mathematics	23	25	25
Science	23	25	25
Social Studies	23	25	26
Grade 10			
English	24	20	22
Mathematics	22	28	21
Science	20	19	20
Social Studies	23	22	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 **COPIAGUE UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1678	35%	1596	32%	1836	39%
Reduced-Price Lunch	528	11%	535	11%	608	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	366	8%	520	11%	595	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	5	0%	3	0%
Black or African American	1691	35%	1702	35%	1606	34%
Hispanic or Latino	1462	30%	1646	34%	1709	36%
Asian or Native Hawaiian/Other Pacific Islander	106	2%	93	2%	94	2%
White	1561	32%	1465	30%	1347	28%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		93%
Student Suspensions	403	N/A	446	9%	373	8%

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 **COPIAGUE 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	906	867	1318
Percent Not Taught by Highly Qualified Teachers	2%	1%	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	2	4
Percentage of Total	0%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	44%	46%	41%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	318	328	338
Total Other Professional Staff	40	44	46
Total Paraprofessionals*	42	42	44
Assistant Principals	7	8	7
Principals	5	5	5

* 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:

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

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 **COPIAGUE 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	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 2 of 6	✗ 1 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 | 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 **COPIAGUE UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts


























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

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2274:2168)			99%		145	120	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (788:766)			99%		133	118	
Hispanic or Latino (847:779)			98%		144	118	
Asian or Native Hawaiian/Other Pacific Islander (49:48)			100%		165	108	
White (587:572)			99%		161	117	
Other Groups							
Students with Disabilities ⁴ (331:306)			95%		79	116	95 91
Limited English Proficient (304:262)			98%		153	115	
Economically Disadvantaged (996:942)			99%		134	118	
Final AYP Determination	 7 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 **COPIAGUE UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	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 (2257:2145)			99%		147	84	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (789:755)			99%		135	82	
Hispanic or Latino (840:780)			99%		138	82	
Asian or Native Hawaiian/Other Pacific Islander (50:48)			100%		194	72	
White (575:559)			99%		171	81	
Other Groups							
Students with Disabilities ⁴ (326:305)			97%		104	80	
Limited English Proficient (296:261)			98%		107	79	
Economically Disadvantaged (1002:942)			99%		135	82	
Final AYP Determination	 8 of 8						

NOTES

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




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

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

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

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

AYP Status

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

District **COPIAGUE 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 (786:738)		Qualified		98%		175	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (267:251)		Qualified		99%		170	100	
Hispanic or Latino (280:259)		Qualified		99%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (16:15)		–	–	–	–	–	–	–
White (222:213)		Qualified		98%		191	100	
Other Groups								
Students with Disabilities (108:100)		Qualified		96%		156	100	
Limited English Proficient (102:91)		Qualified		98%		146	100	
Economically Disadvantaged (343:317)		Qualified		99%		169	100	
Final AYP Determination		1 of 1						

NOTES

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


AYP Status

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

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts




















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

Accountability Measures 2 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 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 (697:324)			92%		163	148	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (126:115)			97%		157	144	
Hispanic or Latino (177:87)			85%		146	143	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–	–
White (271:115)			94%		178	144	
Other Groups							
Students with Disabilities (102:50)			84%		116	141	119 124
Limited English Proficient (38:29)	–	–	–	–	–	–	–
Economically Disadvantaged (71:73)			97%		168	143	
Final AYP Determination	 2 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

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics




















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

Accountability Measures 1 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 secondary-level Mathematics accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (697:324)			91%		162	140	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (236:115)			92%		150	136	
Hispanic or Latino (177:87)			86%		153	135	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–	–
White (271:115)			93%		180	136	
Other Groups							
Students with Disabilities (102:50)			78%		110	133	113 119
Limited English Proficient (38:29)	–	–	–	–	–	–	–
Economically Disadvantaged (71:73)			97%		166	135	
Final AYP Determination		1 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

District **COPIAGUE 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	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (288)			78%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (93)			82%	55%	
Hispanic or Latino (66)			62%	55%	
Asian or Native Hawaiian/Other Pacific Islander (5)	–		–	–	–
White (124)			83%	55%	
Other Groups					
Students with Disabilities (42)			69%	55%	
Limited English Proficient (17)	–		–	–	–
Economically Disadvantaged (19)	–		–	–	–
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 **COPIAGUE 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

4 schools identified 80% of total

DEAUVILLE GARDENS ELEMENTARY SCHOOL

GREAT NECK ROAD ELEMENTARY SCHOOL

SUSAN E. WILEY SCHOOL

WALTER G. O'CONNELL COPIAGUE HIGH SCHOOL

Requiring Academic Progress (Year 3)

1 school identified 20% of total

COPIAGUE MIDDLE SCHOOL

District **COPIAGUE 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	62%			282
Grade 4	66%			332
Grade 5	66%			362
Grade 6	53%			317
Grade 7	37%			325
Grade 8	42%			358

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	74%			336
Grade 4	78%			365
Grade 5	64%			384
Grade 6	54%			362
Grade 7	37%			363
Grade 8	43%			399

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	90%			369
Grade 8	60%			346

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	70%			373
Mathematics	70%			373

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	66%			373

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:

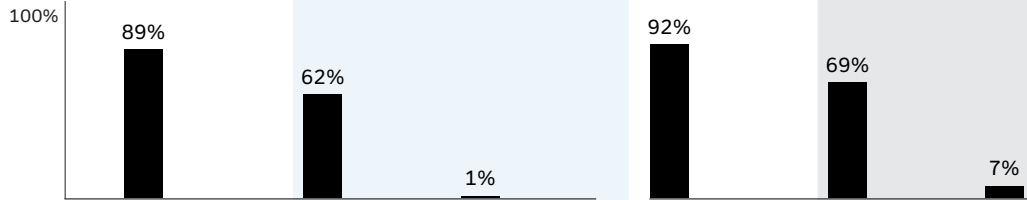
High Need/Resource Urban-Suburban Districts

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

District **COPIAGUE 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: 656	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	250	174	4	92%	69%	7%



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	282	89%	62%	1%				
Female	144	93%	67%	2%				
Male	138	84%	57%	1%				
American Indian or Alaska Native								
Black or African American	100	81%	53%	1%				
Hispanic or Latino	82	98%	62%	0%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	0%				
White	91	88%	69%	3%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	257	93%	67%	2%				
Students with Disabilities	25	44%	12%	0%				
English Proficient	272	88%	62%	1%				
Limited English Proficient	10	100%	60%	0%				
Economically Disadvantaged	103	87%	50%	0%				
Not Disadvantaged	179	89%	69%	2%				
Migrant								
Not Migrant	282	89%	62%	1%				

NOTES

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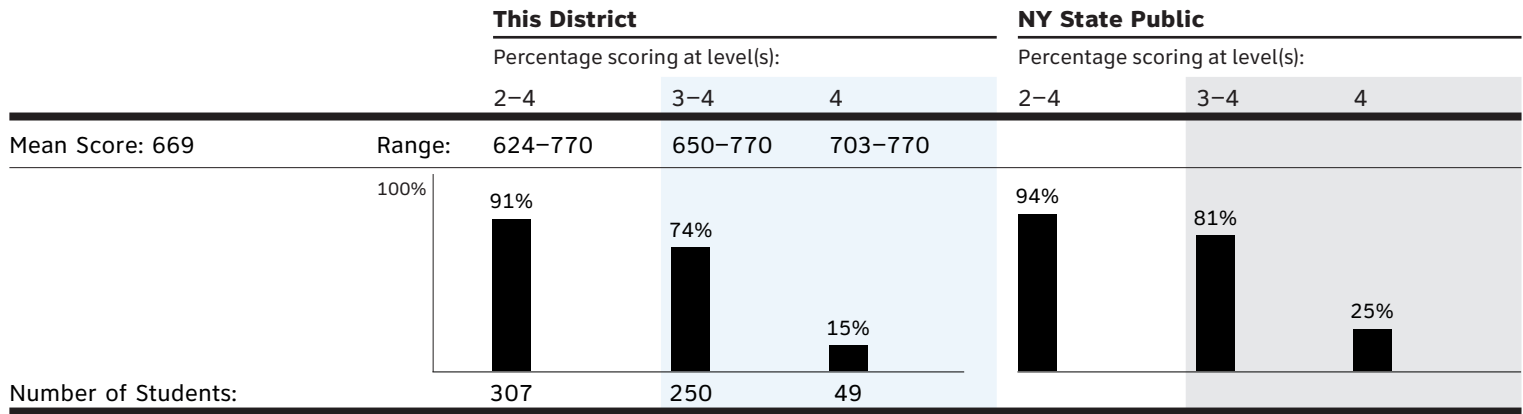
Other Assessments

	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	7	7	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	52	45	40	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 **COPIAGUE 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	336	91%	74%	15%				
Female	172	91%	74%	14%				
Male	164	92%	75%	15%				
American Indian or Alaska Native								
Black or African American	106	90%	69%	10%				
Hispanic or Latino	131	90%	73%	11%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	22%				
White	90	94%	81%	23%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	306	93%	77%	15%				
Students with Disabilities	30	70%	43%	7%				
English Proficient	275	94%	80%	17%				
Limited English Proficient	61	80%	49%	3%				
Economically Disadvantaged	144	88%	67%	8%				
Not Disadvantaged	192	94%	80%	20%				
Migrant								
Not Migrant	336	91%	74%	15%				

NOTES

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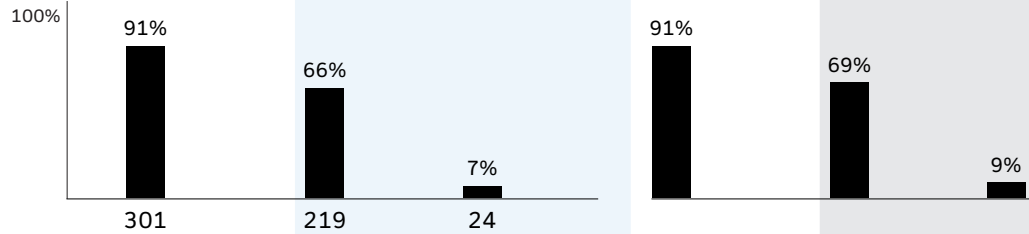
Other Assessments

	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	7	7	7	5	This test was not given in 2004-05.			

District **COPIAGUE 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: 662	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	301	219	24	301	219	24



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	332	91%	66%	7%				
Female	169	94%	75%	12%				
Male	163	87%	56%	2%				
American Indian or Alaska Native								
Black or African American	106	86%	56%	6%				
Hispanic or Latino	108	91%	63%	3%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	29%				
White	111	95%	78%	12%				
Small Group Totals								
General-Education Students	296	95%	71%	8%				
Students with Disabilities	36	53%	22%	0%				
English Proficient	323	91%	66%	7%				
Limited English Proficient	9	78%	67%	11%				
Economically Disadvantaged	139	89%	50%	4%				
Not Disadvantaged	193	92%	78%	10%				
Migrant								
Not Migrant	332	91%	66%	7%				

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

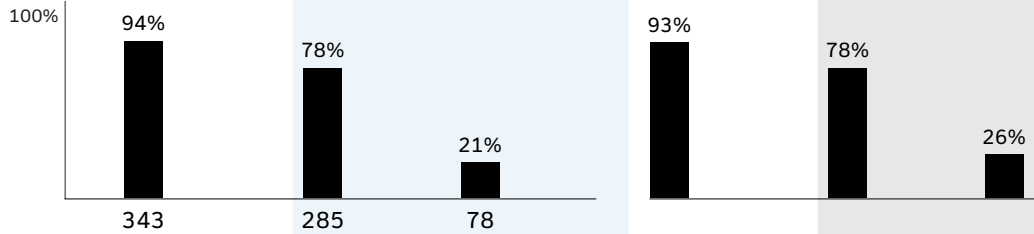
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	44	34	30	N/A	41	29	23	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 **COPIAGUE 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: 673	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	343	285	78	93%	78%	26%



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	365	94%	78%	21%				
Female	186	94%	78%	23%				
Male	179	94%	78%	20%				
American Indian or Alaska Native								
Black or African American	107	93%	65%	10%				
Hispanic or Latino	143	90%	71%	14%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%				
White	107	100%	98%	41%				
Small Group Totals								
General-Education Students	323	94%	81%	23%				
Students with Disabilities	42	90%	55%	7%				
English Proficient	314	96%	82%	25%				
Limited English Proficient	51	78%	51%	2%				
Economically Disadvantaged	171	90%	68%	11%				
Not Disadvantaged	194	97%	87%	31%				
Migrant								
Not Migrant	365	94%	78%	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

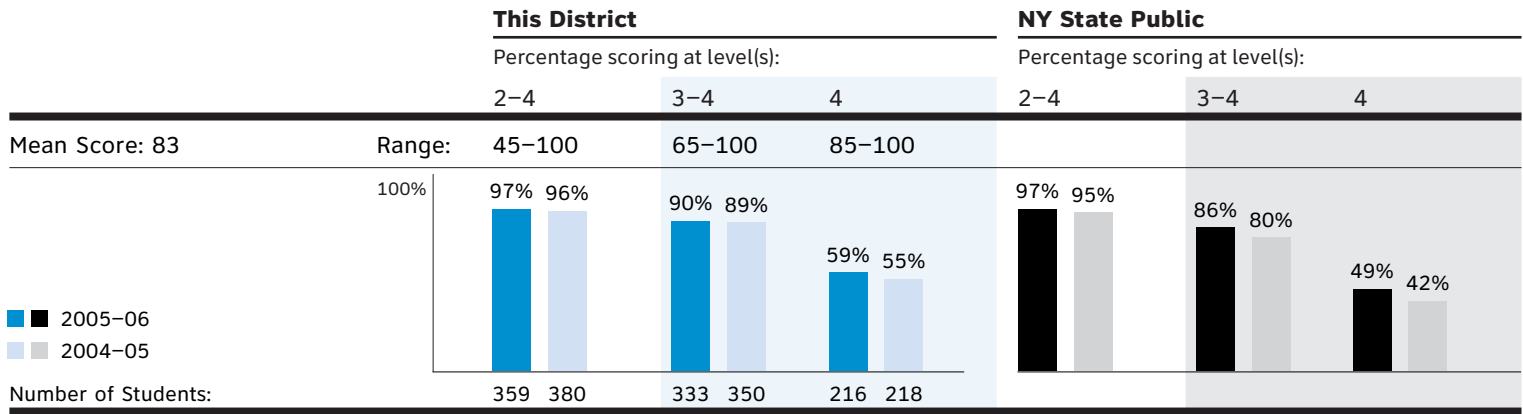
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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	–	–	–	1	–	–	–

District **COPIAGUE 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	369	97%	90%	59%	394	96%	89%	55%
Female	188	99%	93%	64%	181	96%	87%	52%
Male	181	95%	88%	52%	213	97%	90%	58%
American Indian or Alaska Native					1	-	-	-
Black or African American	109	97%	89%	52%	144	97%	87%	47%
Hispanic or Latino	145	96%	84%	46%	146	95%	84%	49%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	86%	6	-	-	-
White	108	99%	99%	81%	97	100%	99%	76%
Small Group Totals					7	86%	86%	71%
General-Education Students	326	98%	92%	62%	338	98%	93%	61%
Students with Disabilities	43	91%	77%	33%	56	88%	63%	21%
English Proficient	316	98%	94%	66%	350	98%	92%	60%
Limited English Proficient	53	92%	70%	13%	44	86%	64%	16%
Economically Disadvantaged	175	96%	84%	43%	162	94%	83%	44%
Not Disadvantaged	194	98%	96%	73%	232	98%	93%	63%
Migrant								
Not Migrant	369	97%	90%	59%	394	96%	89%	55%

NOTES

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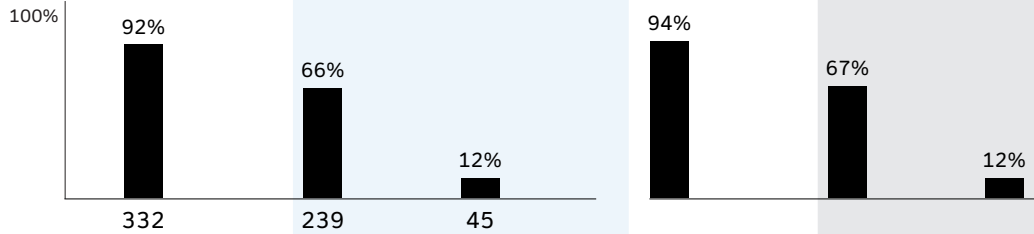
Other Assessments

	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 **COPIAGUE 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: 659	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	332	239	45	94%	67%	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	362	92%	66%	12%				
Female	160	94%	73%	13%				
Male	202	90%	60%	12%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	138	87%	57%	5%				
Hispanic or Latino	127	93%	62%	10%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	90	98%	86%	24%	This test was not given in 2004-05.			
Small Group Totals	7	86%	71%	43%				
General-Education Students	305	97%	74%	15%				
Students with Disabilities	57	61%	25%	0%				
English Proficient	344	92%	67%	13%				
Limited English Proficient	18	89%	44%	6%				
Economically Disadvantaged	129	89%	54%	7%				
Not Disadvantaged	233	93%	73%	15%				
Migrant								
Not Migrant	362	92%	66%	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.

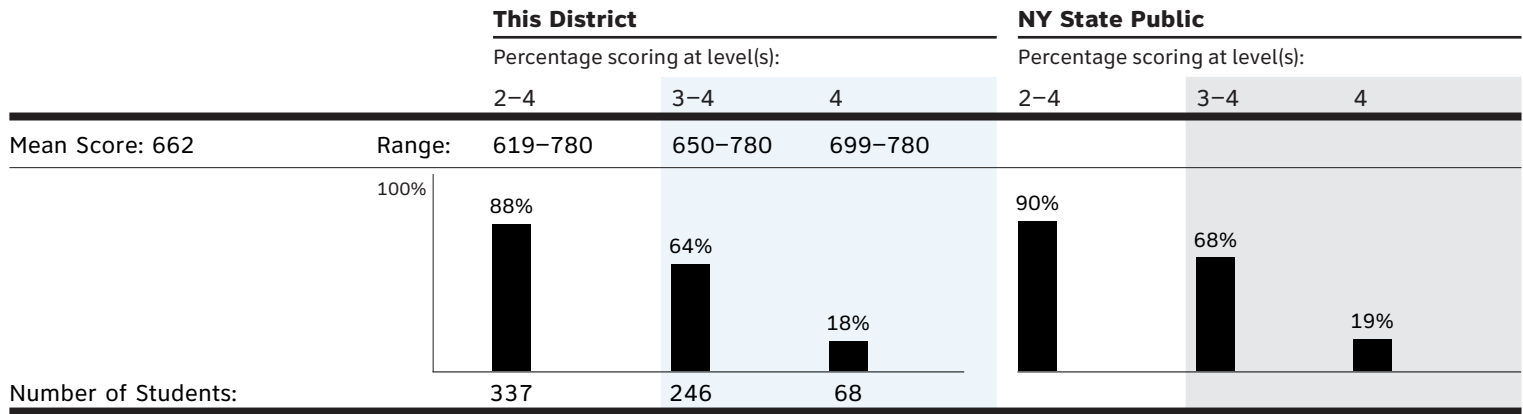
Other Assessments

	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	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	27	21	20	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 **COPIAGUE 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	384	88%	64%	18%				
Female	173	87%	62%	17%				
Male	211	89%	66%	18%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	140	83%	56%	12%				
Hispanic or Latino	148	88%	61%	13%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	89	96%	81%	33%	This test was not given in 2004-05.			
Small Group Totals	7	86%	86%	43%				
General-Education Students	327	93%	70%	20%				
Students with Disabilities	57	56%	32%	2%				
English Proficient	343	90%	69%	20%				
Limited English Proficient	41	71%	27%	2%				
Economically Disadvantaged	147	84%	58%	9%				
Not Disadvantaged	237	90%	68%	23%				
Migrant								
Not Migrant	384	88%	64%	18%				

NOTES

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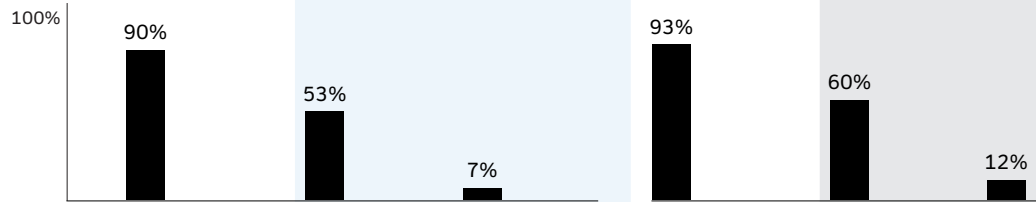
Other Assessments

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

District **COPIAGUE 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: 648	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	286	169	22	286	169	22



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	317	90%	53%	7%				
Female	160	93%	58%	9%				
Male	157	88%	48%	4%				
American Indian or Alaska Native								
Black or African American	127	87%	50%	5%				
Hispanic or Latino	97	94%	47%	2%				
Asian or Native Hawaiian/Other Pacific Islander	10	100%	60%	20%				
White	83	89%	64%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	276	97%	59%	8%				
Students with Disabilities	41	46%	15%	0%				
English Proficient	317	90%	53%	7%				
Limited English Proficient								
Economically Disadvantaged	152	89%	46%	3%				
Not Disadvantaged	165	91%	60%	10%				
Migrant								
Not Migrant	317	90%	53%	7%				

NOTES

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Other Assessments

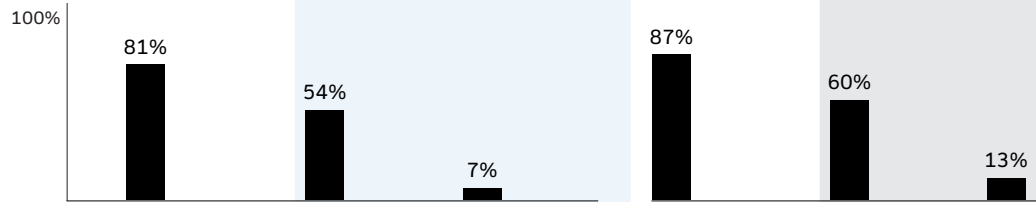
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	44	37	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 **COPIAGUE 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: 646	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	295	196	24	295	196	24



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	362	81%	54%	7%				
Female	177	86%	58%	9%				
Male	185	77%	50%	4%				
American Indian or Alaska Native								
Black or African American	128	80%	48%	5%				
Hispanic or Latino	135	76%	47%	4%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	15%				
White	86	90%	67%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	314	87%	61%	8%				
Students with Disabilities	48	44%	10%	0%				
English Proficient	319	86%	58%	7%				
Limited English Proficient	43	49%	23%	2%				
Economically Disadvantaged	194	77%	46%	4%				
Not Disadvantaged	168	86%	63%	10%				
Migrant								
Not Migrant	362	81%	54%	7%				

NOTES

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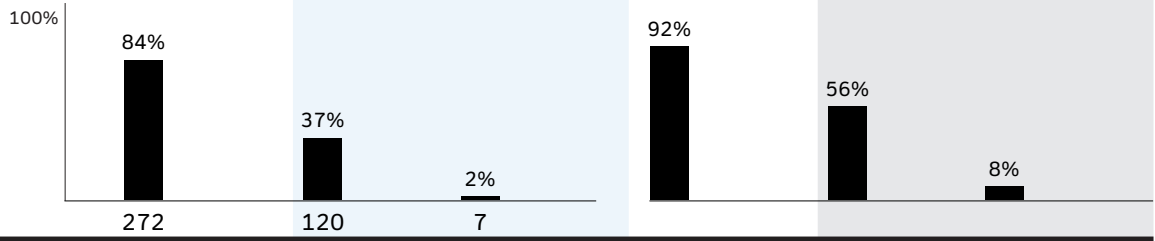
Other Assessments

	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 6 Equivalent	6	6	5	4	This test was not given in 2004-05.			

District **COPIAGUE 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: 633	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	272	120	7	92%	56%	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	325	84%	37%	2%				
Female	152	92%	44%	2%				
Male	173	76%	31%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	140	83%	29%	0%				
Hispanic or Latino	96	79%	32%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	82	89%	54%	5%	This test was not given in 2004-05.			
Small Group Totals	7	100%	71%	29%				
General-Education Students	275	93%	43%	3%				
Students with Disabilities	50	34%	2%	0%				
English Proficient	322	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	141	79%	28%	1%				
Not Disadvantaged	184	88%	43%	3%				
Migrant								
Not Migrant	325	84%	37%	2%				

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	7	7	7	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	38	32	24	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 **COPIAGUE 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			
	82%	37%	4%	87%	56%	12%
Number of Students:	298	133	16			

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	363	82%	37%	4%				
Female	168	90%	37%	6%				
Male	195	75%	36%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	140	80%	31%	2%				
Hispanic or Latino	134	74%	26%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	82	98%	60%	11%	This test was not given in 2004-05.			
Small Group Totals	7	100%	86%	29%				
General-Education Students	307	86%	42%	5%				
Students with Disabilities	56	63%	9%	0%				
English Proficient	321	87%	41%	5%				
Limited English Proficient	42	48%	5%	0%				
Economically Disadvantaged	171	75%	28%	1%				
Not Disadvantaged	192	89%	44%	7%				
Migrant								
Not Migrant	363	82%	37%	4%				

NOTES

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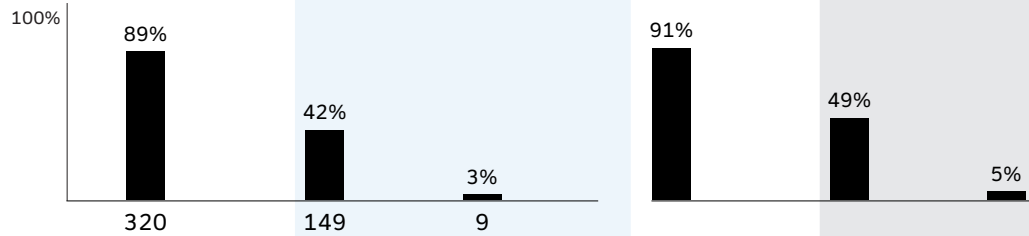
Other Assessments

	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	7	7	7	7	This test was not given in 2004-05.			

District **COPIAGUE 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: 644	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	320	149	9	320	149	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	358	89%	42%	3%				
Female	180	92%	46%	2%				
Male	178	87%	37%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	147	85%	38%	3%				
Hispanic or Latino	96	91%	33%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	107	93%	53%	3%				
Small Group Totals	8	100%	50%	13%				
General-Education Students	309	93%	47%	3%				
Students with Disabilities	49	69%	10%	0%				
English Proficient	350	89%	42%	3%				
Limited English Proficient	8	88%	13%	0%				
Economically Disadvantaged	134	87%	35%	4%				
Not Disadvantaged	224	91%	46%	2%				
Migrant								
Not Migrant	358	89%	42%	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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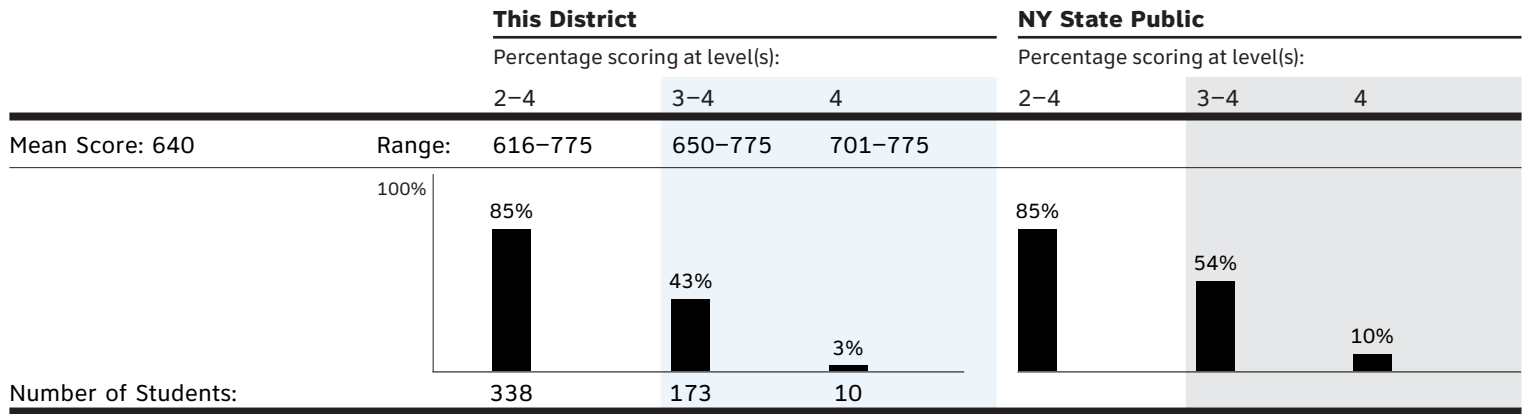
Other Assessments

	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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	38	30	27	N/A	27	21	18	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 **COPIAGUE 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	399	85%	43%	3%				
Female	205	85%	43%	2%				
Male	194	84%	43%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	151	81%	34%	1%				
Hispanic or Latino	129	82%	36%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	110	92%	60%	7%				
Small Group Totals	9	100%	100%	0%				
General-Education Students	344	86%	45%	3%				
Students with Disabilities	55	76%	35%	0%				
English Proficient	354	87%	45%	3%				
Limited English Proficient	45	69%	29%	0%				
Economically Disadvantaged	163	80%	37%	1%				
Not Disadvantaged	236	88%	48%	3%				
Migrant								
Not Migrant	399	85%	43%	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

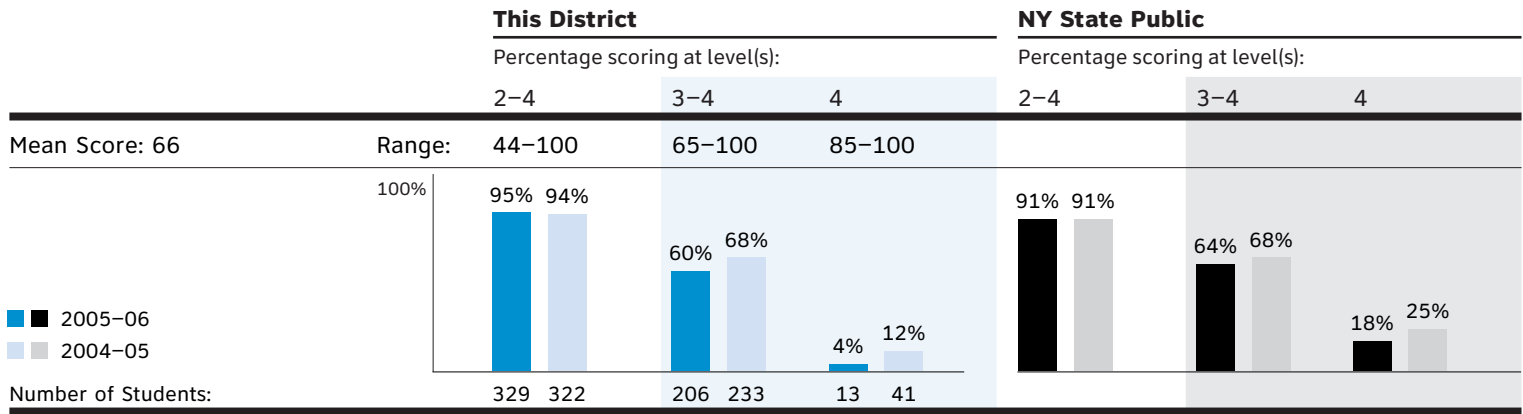
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Other Assessments

	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	3	-	-	-	1	-	-	-

District **COPIAGUE 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	346	95%	60%	4%	342	94%	68%	12%
Female	174	93%	56%	1%	158	91%	68%	10%
Male	172	97%	63%	6%	184	97%	68%	14%
American Indian or Alaska Native					1	-	-	-
Black or African American	138	96%	54%	2%	130	92%	61%	7%
Hispanic or Latino	124	92%	54%	2%	108	93%	66%	10%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	0%	1	-	-	-
White	79	97%	77%	9%	102	-	-	-
Small Group Totals					104	99%	80%	20%
General-Education Students	292	96%	62%	4%	283	95%	73%	14%
Students with Disabilities	54	91%	44%	0%	59	90%	46%	3%
English Proficient	302	97%	63%	4%	318	96%	72%	13%
Limited English Proficient	44	84%	34%	2%	24	67%	17%	0%
Economically Disadvantaged	150	94%	53%	2%	107	91%	55%	7%
Not Disadvantaged	196	96%	64%	5%	235	96%	74%	14%
Migrant								
Not Migrant	346	95%	60%	4%	342	94%	68%	12%

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	3	-	-	-	2	-	-	-
Regents Science	50	50	50	36	51	51	51	31

District **COPIAGUE 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):

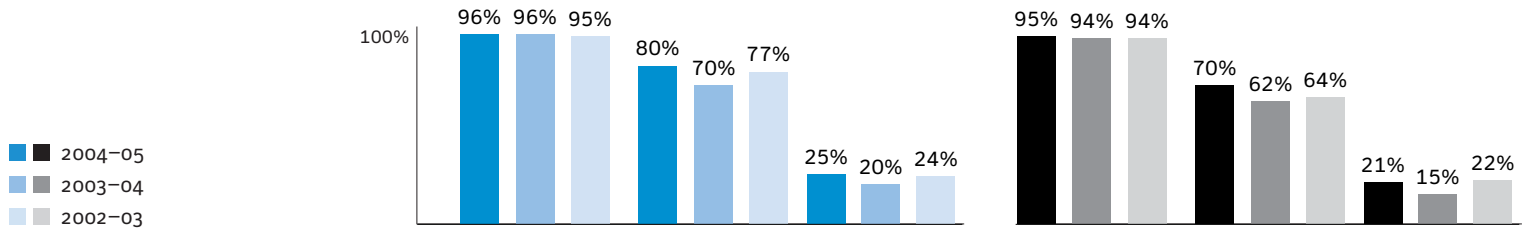
2-4 3-4 4

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	15	57	196	87	355	670
Feb 2004	14	84	167	66	331	663
Feb 2003	18	58	177	81	334	667

Grade 8

This School

Percentage scoring at level(s):

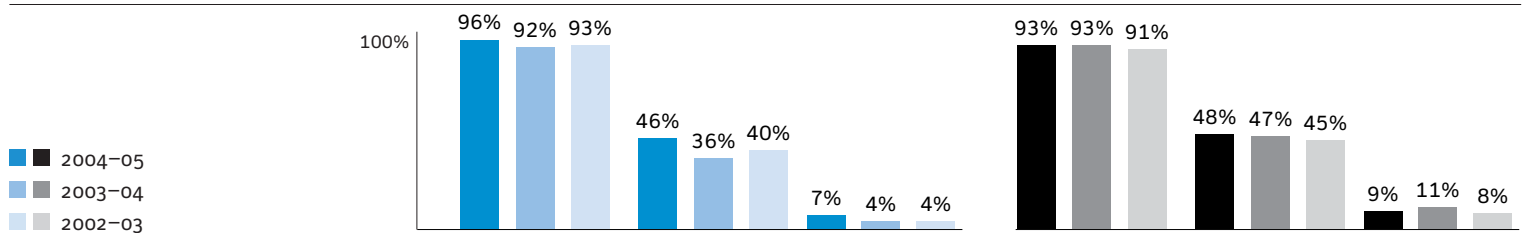
2-4 3-4 4

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	189	148	27	378	696
Jan 2004	31	207	119	16	373	691
Jan 2003	25	179	122	15	341	693

District **COPIAGUE 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

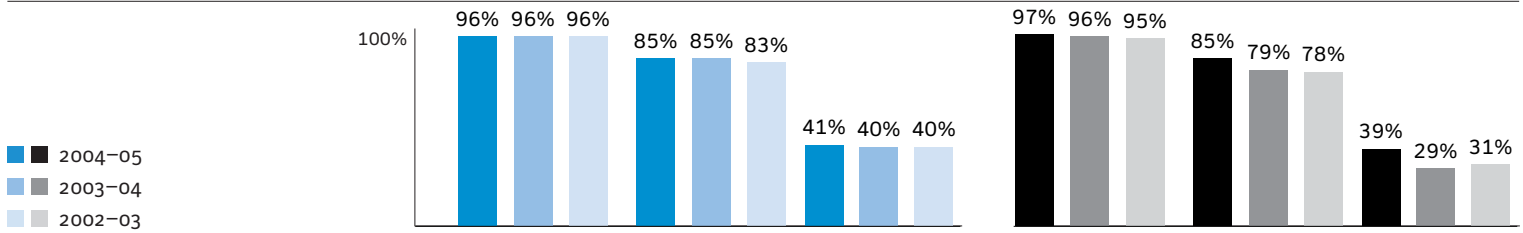
Percentage scoring at level(s):

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	15	42	174	162	393	675
May 2004	14	42	164	147	367	670
May 2003	16	46	153	143	358	668

Grade 8

This School

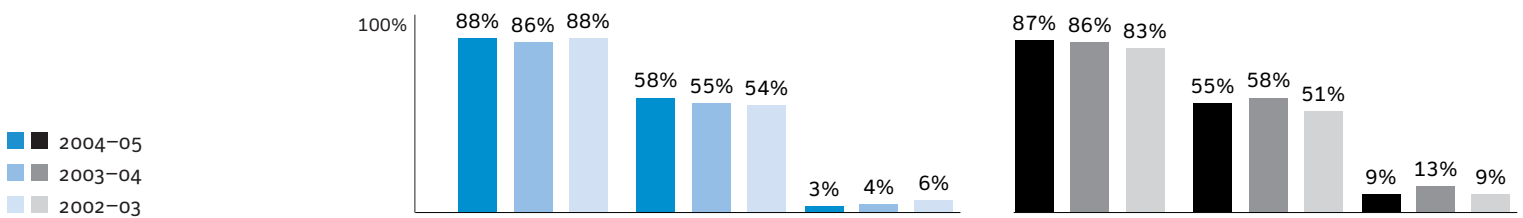
Percentage scoring at level(s):

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	49	121	217	13	400	715
May 2004	54	121	197	14	386	710
May 2003	41	122	168	22	353	715

District **COPIAGUE 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

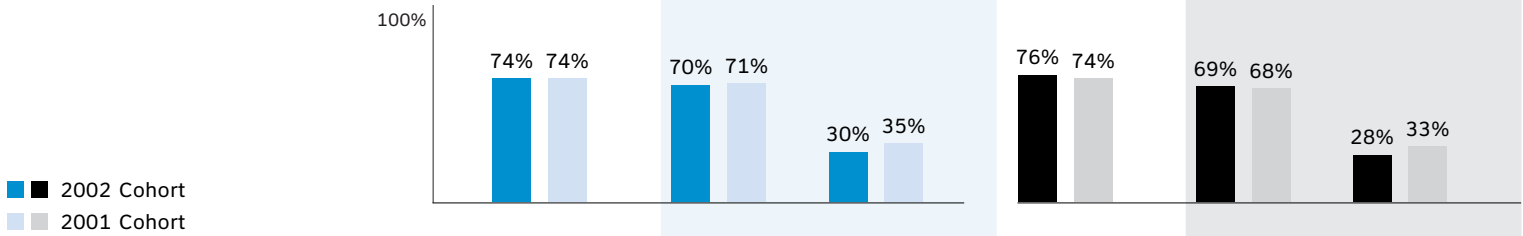
NY State Public

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	373	74%	70%	30%	317	74%	71%	35%
Female	185	80%	76%	39%	166	79%	75%	36%
Male	188	69%	64%	21%	151	70%	67%	33%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	132	71%	66%	17%	107	74%	67%	22%
Hispanic or Latino	110	65%	57%	20%	75	60%	56%	20%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	57%	5	80%	80%	80%
White	124	85%	83%	50%	130	83%	82%	52%
Small Group Totals								
General-Education Students	314	79%	75%	34%	275	79%	75%	39%
Students with Disabilities	59	47%	42%	8%	42	48%	45%	10%
English Proficient	341	77%	72%	31%	296	77%	74%	37%
Limited English Proficient	32	50%	47%	13%	21	33%	29%	0%
Economically Disadvantaged	79	80%	73%	24%	-	-	-	-
Not Disadvantaged	294	73%	69%	31%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	373	74%	70%	30%	-	-	-	-

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	0	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 **COPIAGUE 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

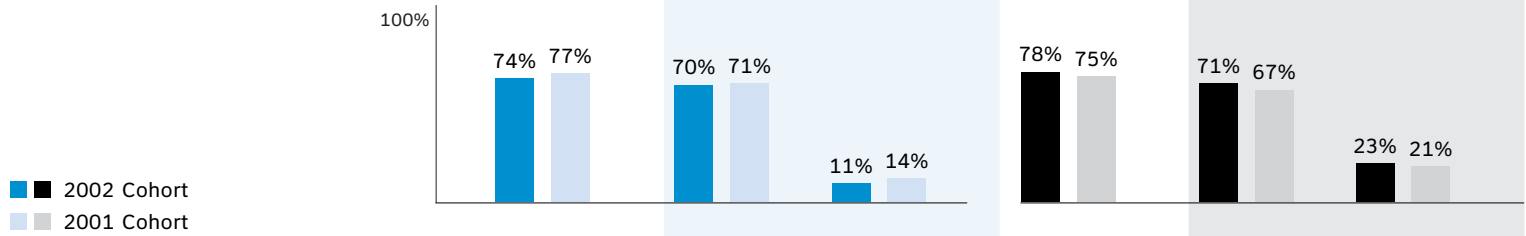
NY State Public

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	373	74%	70%	11%	317	77%	71%	14%
Female	185	81%	77%	13%	166	81%	74%	16%
Male	188	68%	63%	9%	151	72%	68%	13%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	132	69%	64%	5%	107	78%	69%	6%
Hispanic or Latino	110	66%	59%	7%	75	60%	56%	7%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	14%	5	80%	80%	40%
White	124	85%	85%	20%	130	86%	81%	25%
Small Group Totals								
General-Education Students	314	79%	75%	12%	275	82%	76%	15%
Students with Disabilities	59	51%	42%	5%	42	43%	40%	10%
English Proficient	341	76%	71%	12%	296	80%	73%	15%
Limited English Proficient	32	59%	56%	3%	21	38%	38%	10%
Economically Disadvantaged	79	78%	75%	6%	-	-	-	-
Not Disadvantaged	294	73%	69%	12%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	373	74%	70%	11%	-	-	-	-

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	0	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.

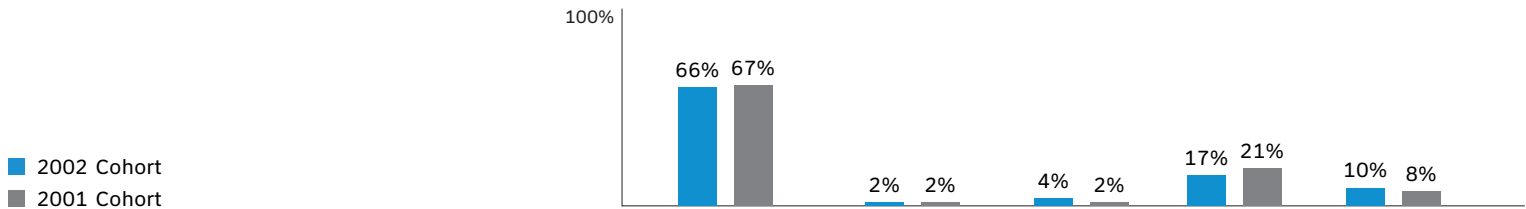
District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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	373	66%	2%	4%	17%	10%
	2001	317	67%	2%	2%	21%	8%
Female	2002	185	75%	2%	4%	14%	5%
	2001	166	73%	2%	1%	17%	7%
Male	2002	188	59%	3%	4%	19%	16%
	2001	151	60%	2%	3%	26%	10%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	132	61%	6%	3%	19%	11%
	2001	107	64%	1%	2%	25%	7%
Hispanic or Latino	2002	110	55%	1%	8%	21%	15%
	2001	75	52%	3%	1%	24%	20%
Asian or Native Hawaiian/Other Pacific Islander	2002	7	100%	0%	0%	0%	0%
White	2002	124	81%	0%	2%	11%	6%
	2001	130	76%	2%	2%	18%	2%
Small Group Totals							
General-Education Students	2002	314	68%	0%	4%	16%	11%
	2001	275	67%	0%	2%	22%	8%
Students with Disabilities	2002	59	56%	14%	2%	22%	7%
	2001	42	62%	14%	0%	17%	7%
English Proficient	2002	341	69%	3%	4%	14%	11%
	2001	296	70%	2%	2%	18%	7%
Limited English Proficient	2002	32	38%	0%	6%	47%	9%
	2001	21	14%	0%	0%	67%	19%
Economically Disadvantaged	2002	79	65%	3%	1%	27%	5%
	2001	79	65%	3%	1%	27%	5%
Not Disadvantaged	2002	294	67%	2%	5%	14%	12%
	2001	294	67%	2%	5%	14%	12%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	373	66%	2%	4%	17%	10%

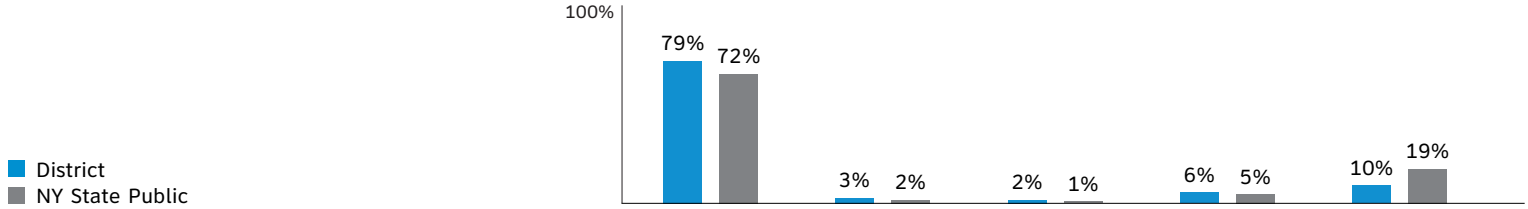
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District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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	311	79%	3%	2%	6%	10%
Female	162	85%	2%	1%	5%	7%
Male	149	73%	3%	2%	8%	13%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	104	84%	2%	1%	5%	9%
Hispanic or Latino	76	59%	5%	1%	11%	24%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	20%	0%	0%	0%
White	126	87%	2%	2%	6%	3%
Small Group Totals						
General-Education Students	265	81%	0%	2%	6%	11%
Students with Disabilities	46	67%	20%	0%	7%	7%
English Proficient	292	82%	3%	2%	4%	9%
Limited English Proficient	19	37%	0%	0%	42%	21%
Economically Disadvantaged	23	65%	9%	0%	9%	17%
Not Disadvantaged	288	80%	2%	2%	6%	9%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	311	79%	3%	2%	6%	10%

NOTES

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