



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **WYANDANCH UNION FREE SCHOOL
DISTRICT**

District ID **580109020000**

Superintendent **SHERMAN ROBERTS**

Telephone **(631) 491-1013**

Grades **PK-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 **WYANDANCH 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	68	63	66
Kindergarten	191	169	180
Grade 1	194	206	189
Grade 2	179	184	181
Grade 3	193	165	158
Grade 4	186	188	134
Grade 5	192	187	115
Grade 6	178	176	152
Ungraded Elementary	0	0	59
Grade 7	181	185	156
Grade 8	159	169	172
Grade 9	163	189	185
Grade 10	189	128	102
Grade 11	118	156	84
Grade 12	89	89	84
Ungraded Secondary	0	0	85
Total K-12	2212	2191	2036

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	23	23
Grade 8			
English	20	16	25
Mathematics	26	24	22
Science	22	23	23
Social Studies		23	22
Grade 10			
English	17	15	26
Mathematics	25	12	19
Science	11	22	
Social Studies	30	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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1100	50%	964	44%	1213	60%
Reduced-Price Lunch	130	6%	117	5%	133	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	211	10%	221	10%	246	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	0	0%	1	0%
Black or African American	1846	83%	1782	81%	1639	81%
Hispanic or Latino	358	16%	408	19%	391	19%
Asian or Native Hawaiian/Other Pacific Islander	1	0%	0	0%	0	0%
White	5	0%	1	0%	5	0%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		94%		94%
Student Suspensions	350	N/A	423	19%	350	16%

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 **WYANDANCH 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	337	435	619
Percent Not Taught by Highly Qualified Teachers	11%	18%	13%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	5	6	4
Percent with No Valid Teaching Certificate	3%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	10	14	17
Percentage of Total	6%	8%	9%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	29%	27%	31%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	177	165	186
Total Other Professional Staff	4	44	35
Total Paraprofessionals*	46	45	54
Assistant Principals	4	4	3
Principals	4	5	4

* 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.

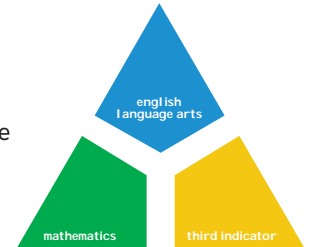
Staff Counts Information

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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 4)

Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 4)

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	 2 of 6	 5 of 6	 1 of 1	 0 of 3	 0 of 3	 0 of 1

AYP Status

-  Made AYP
-  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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Improvement (Year 4)

Accountability Measures 2 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

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 (1002:913)			98%		109	118	118	118
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (793:729)			98%		106	118	117	115
Hispanic or Latino (207:183)			99%		121	114		
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (1:1)	–	–	–	–	–	–		
Other Groups								
Students with Disabilities ⁴ (239:159)			94%		54	114	68	69
Limited English Proficient (112:93)			98%		111	112	20	120
Economically Disadvantaged (904:823)			98%		106	118	118	115
Final AYP Determination	 2 of 6							

NOTES

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




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

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

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

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


AYP Status

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

District **WYANDANCH UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics




















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

Accountability Measures 5 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1014:894)			98%		98	82	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (806:714)			98%		95	82	
Hispanic or Latino (206:179)			99%		111	78	
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (244:152)			92%		62	78	58 76
Limited English Proficient (106:91)			98%		85	76	
Economically Disadvantaged (919:806)			98%		95	82	
Final AYP Determination		5 of 6					

NOTES

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




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

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

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

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


AYP Status

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

District **WYANDANCH 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 (369:305)		Qualified		95%		154	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (296:245)		Qualified		95%		155	100	
Hispanic or Latino (72:59)		Qualified		96%		151	100	
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (1:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (86:56)		Qualified		84%		132	100	
Limited English Proficient (35:29)		–	–	–	–	–	–	–
Economically Disadvantaged (335:275)		Qualified		95%		153	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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts











Accountability Status for This Subject (2006–07)  Improvement (Year 4)

Accountability Measures 0 of 3 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]




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 (175:103)			90%		89	144	96†	100
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (155:93)			90%		92	144	110†	103
Hispanic or Latino (8:10)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (0:0)	–	–	–	–	–	–	–	–
White (1:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (20:21)	–	–	–	–	–	–	–	–
Limited English Proficient (4:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (161:94)			90%		91	144	100†	102
Final AYP Determination	 0 of 3							

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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics











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

Accountability Measures 0 of 3 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 (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 (175:103)			89%		105	136	122 [†]	115
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (155:93)			88%		109	136	133 [†]	118
Hispanic or Latino (8:10)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (0:0)	–	–	–	–	–	–	–	–
White (1:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (20:21)	–	–	–	–	–	–	–	–
Limited English Proficient (4:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (161:94)			89%		104	136	128 [†]	114
Final AYP Determination	 0 of 3							

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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

Graduation Rate






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

Accountability Measures 0 of 1 Student groups making AYP in Graduation Rate
 Did not make AYP

Prospective Status

A district that fails to make AYP in Graduation Rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP in 2006-07, the district will be in good standing in 2007-08. [203]

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 (87)			44%	55%	55% 45%
Ethnicity					
American Indian or Alaska Native (1)	–	–	–	–	–
Black or African American (72)		–	50%	55%	55% 51%
Hispanic or Latino (14)	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (0)	–	–	–	–	–
White (0)	–	–	–	–	–
Other Groups					
Students with Disabilities (22)	–	–	–	–	–
Limited English Proficient (10)	–	–	–	–	–
Economically Disadvantaged (78)		–	49%	55%	55% 50%
Final AYP Determination	 0 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 **WYANDANCH 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

2 schools identified 50% of total

LA FRANCIS HARDIMAN ELEMENTARY SCHOOL

MARTIN LUTHER KING ELEMENTARY SCHOOL

Restructuring (Year 2)

1 school identified 25% of total

MILTON L. OLIVE MIDDLE SCHOOL

Restructuring (Year 3)

1 school identified 25% of total

WYANDANCH MEMORIAL HIGH SCHOOL

District **WYANDANCH UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	33%			147
Grade 4	55%			148
Grade 5	38%			138
Grade 6	27%			144
Grade 7	17%			148
Grade 8	16%			159
Mathematics				
Grade 3	37%			172
Grade 4	43%			165
Grade 5	27%			144
Grade 6	19%			154
Grade 7	10%			155
Grade 8	25%			185
Science				
Grade 4	69%			162
Grade 8	51%			179

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	30%			127
Mathematics	34%			127

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	46%			127

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:

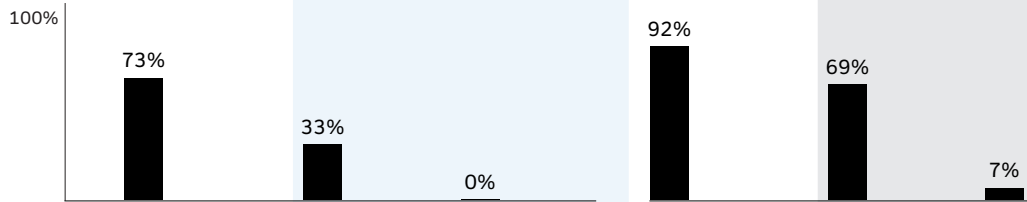
High Need/Resource Urban-Suburban Districts

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

District **WYANDANCH 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: 635	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	107	49	0	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	147	73%	33%	0%				
Female	78	76%	40%	0%				
Male	69	70%	26%	0%				
American Indian or Alaska Native								
Black or African American	127	71%	32%	0%				
Hispanic or Latino	20	85%	40%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	136	76%	36%	0%				
Students with Disabilities	11	36%	0%	0%				
English Proficient	144	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	139	73%	34%	0%				
Not Disadvantaged	8	75%	25%	0%				
Migrant								
Not Migrant	147	73%	33%	0%				

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.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	30	14	10	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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 636	Range: 624-770	650-770	703-770			
Number of Students:	123	63	4			

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	172	72%	37%	2%				
Female	89	70%	35%	1%				
Male	83	73%	39%	4%				
American Indian or Alaska Native								
Black or African American	129	68%	38%	1%				
Hispanic or Latino	43	81%	33%	7%				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	156	74%	40%	3%				
Students with Disabilities	16	50%	6%	0%				
English Proficient	142	72%	40%	2%				
Limited English Proficient	30	70%	20%	3%				
Economically Disadvantaged	159	70%	38%	2%				
Not Disadvantaged	13	85%	23%	8%				
Migrant								
Not Migrant	172	72%	37%	2%				

NOTES

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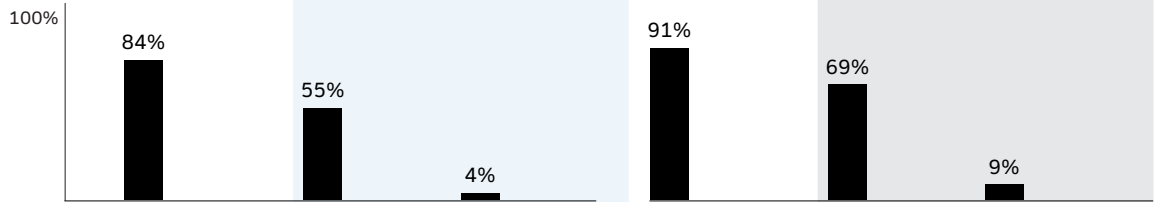
Other Assessments

	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 3 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **WYANDANCH 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: 650	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	124	81	6	91%	69%	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	148	84%	55%	4%				
Female	76	87%	62%	5%				
Male	72	81%	47%	3%				
American Indian or Alaska Native								
Black or African American	116	85%	55%	5%				
Hispanic or Latino	32	78%	53%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Small Group Totals								
General-Education Students	122	90%	61%	5%				
Students with Disabilities	26	54%	23%	0%				
English Proficient	135	85%	55%	4%				
Limited English Proficient	13	69%	54%	8%				
Economically Disadvantaged	129	81%	52%	4%				
Not Disadvantaged	19	100%	74%	5%				
Migrant								
Not Migrant	148	84%	55%	4%				

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

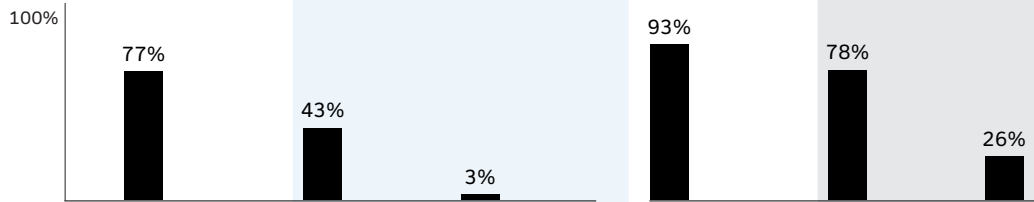
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	10	6	6	N/A	13	10	4	N/A

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

District **WYANDANCH 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: 642	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
	77%	43%	3%	93%	78%	26%
Number of Students:	127	71	5			



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	165	77%	43%	3%				
Female	87	77%	37%	1%				
Male	78	77%	50%	5%				
American Indian or Alaska Native								
Black or African American	124	78%	44%	4%				
Hispanic or Latino	41	73%	41%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Small Group Totals								
General-Education Students	140	79%	45%	4%				
Students with Disabilities	25	68%	32%	0%				
English Proficient	142	80%	45%	4%				
Limited English Proficient	23	61%	30%	0%				
Economically Disadvantaged	143	76%	43%	3%				
Not Disadvantaged	22	86%	45%	0%				
Migrant								
Not Migrant	165	77%	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

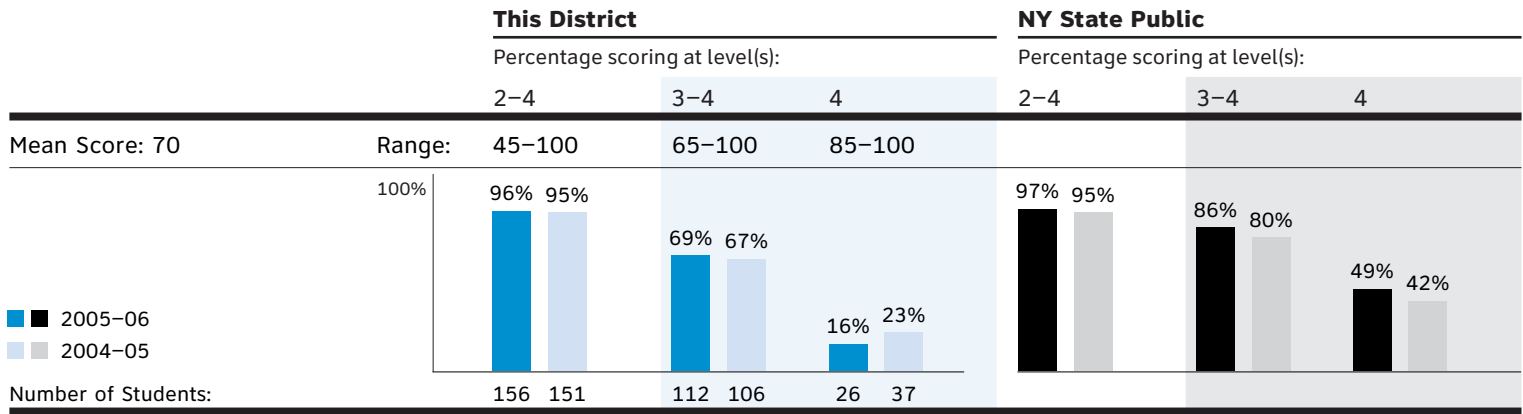
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Other Assessments

	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 4 Equivalent	3	–	–	–	0			

District **WYANDANCH 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	162	96%	69%	16%	159	95%	67%	23%
Female	85	95%	61%	14%	73	96%	67%	26%
Male	77	97%	78%	18%	86	94%	66%	21%
American Indian or Alaska Native								
Black or African American	123	97%	74%	17%	134	95%	69%	25%
Hispanic or Latino	39	95%	54%	13%	24	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White					1	-	-	-
Small Group Totals					25	96%	52%	16%
General-Education Students	137	96%	68%	15%	143	98%	71%	25%
Students with Disabilities	25	100%	76%	20%	16	69%	31%	6%
English Proficient	141	99%	73%	18%	139	95%	68%	24%
Limited English Proficient	21	81%	43%	5%	20	95%	55%	15%
Economically Disadvantaged	140	96%	69%	14%	155	-	-	-
Not Disadvantaged	22	100%	73%	27%	4	-	-	-
Migrant								
Not Migrant	162	96%	69%	16%	159	95%	67%	23%

NOTES

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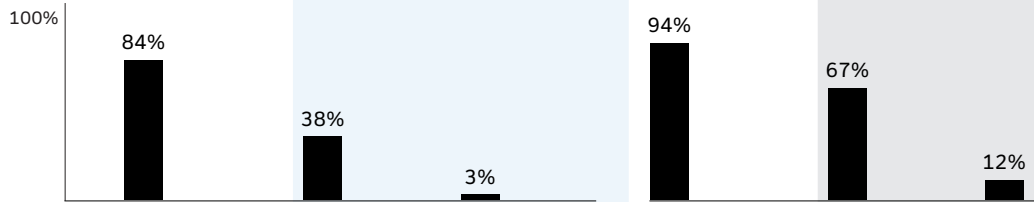
Other Assessments

	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	-	-	-	0			

District **WYANDANCH 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: 635	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	116	52	4	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	138	84%	38%	3%				
Female	63	86%	43%	3%				
Male	75	83%	33%	3%				
American Indian or Alaska Native								
Black or African American	118	82%	40%	3%				
Hispanic or Latino	20	95%	25%	5%				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	116	92%	42%	3%				
Students with Disabilities	22	41%	14%	0%				
English Proficient	128	83%	40%	3%				
Limited English Proficient	10	100%	10%	0%				
Economically Disadvantaged	122	82%	37%	3%				
Not Disadvantaged	16	100%	44%	0%				
Migrant								
Not Migrant	138	84%	38%	3%				

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	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	3	–	–	N/A	N/A	N/A	N/A	N/A

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

District **WYANDANCH UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 633	619-780	650-780	699-780			
Range:						
	76%	27%	1%	90%	68%	19%
Number of Students:	110	39	1			

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	144	76%	27%	1%				
Female	69	77%	26%	0%				
Male	75	76%	28%	1%				
American Indian or Alaska Native								
Black or African American	121	75%	27%	1%				
Hispanic or Latino	23	83%	26%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	125	80%	30%	1%				
Students with Disabilities	19	53%	11%	0%				
English Proficient	133	77%	28%	1%				
Limited English Proficient	11	73%	18%	0%				
Economically Disadvantaged	128	73%	24%	1%				
Not Disadvantaged	16	100%	50%	0%				
Migrant								
Not Migrant	144	76%	27%	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 5 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **WYANDANCH 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: 625	598-785	650-785	705-785			
Number of Students:	111	39	0			

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	144	77%	27%	0%				
Female	81	78%	28%	0%				
Male	63	76%	25%	0%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	119	75%	22%	0%				
Hispanic or Latino	24	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals	25	88%	52%	0%				
General-Education Students	112	87%	34%	0%				
Students with Disabilities	32	44%	3%	0%				
English Proficient	140	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	129	75%	27%	0%				
Not Disadvantaged	15	93%	27%	0%				
Migrant								
Not Migrant	144	77%	27%	0%				

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	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	11	9	6	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 **WYANDANCH 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: 624	Range: 616-780	650-780	696-780			
Number of Students:	110	29	0			

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	154	71%	19%	0%				
Female	84	73%	21%	0%				
Male	70	70%	16%	0%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	120	71%	14%	0%				
Hispanic or Latino	33	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals	34	74%	35%	0%				
General-Education Students	120	78%	23%	0%				
Students with Disabilities	34	47%	3%	0%				
English Proficient	139	75%	19%	0%				
Limited English Proficient	15	40%	20%	0%				
Economically Disadvantaged	139	71%	18%	0%				
Not Disadvantaged	15	73%	27%	0%				
Migrant								
Not Migrant	154	71%	19%	0%				

NOTES

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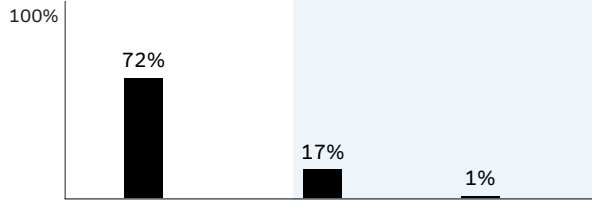
Other Assessments

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

District **WYANDANCH 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: 616	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
	72%	17%	1%	92%	56%	8%
Number of Students:	107	25	2			



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	148	72%	17%	1%				
Female	72	71%	24%	1%				
Male	76	74%	11%	1%				
American Indian or Alaska Native								
Black or African American	125	70%	16%	2%				
Hispanic or Latino	23	83%	22%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	116	85%	22%	2%				
Students with Disabilities	32	25%	0%	0%				
English Proficient	145	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	132	71%	14%	2%				
Not Disadvantaged	16	81%	44%	0%				
Migrant								
Not Migrant	148	72%	17%	1%				

NOTES

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Other Assessments

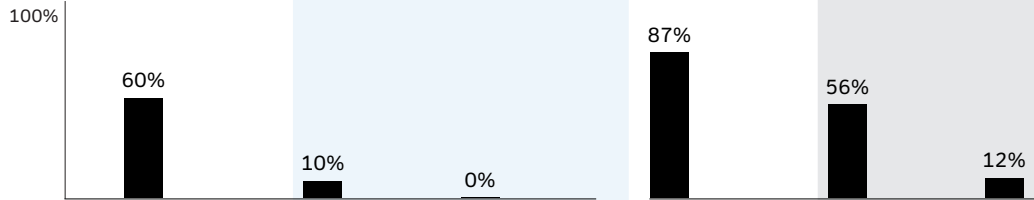
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	11	7	6	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 **WYANDANCH 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: 611	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	60%	10%	0%	87%	56%	12%
Number of Students:	93	15	0			



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	155	60%	10%	0%				
Female	75	59%	5%	0%				
Male	80	61%	14%	0%				
American Indian or Alaska Native								
Black or African American	126	56%	10%	0%				
Hispanic or Latino	29	76%	7%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White					This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	123	63%	12%	0%				
Students with Disabilities	32	47%	0%	0%				
English Proficient	142	61%	11%	0%				
Limited English Proficient	13	54%	0%	0%				
Economically Disadvantaged	139	58%	7%	0%				
Not Disadvantaged	16	75%	31%	0%				
Migrant								
Not Migrant	155	60%	10%	0%				

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 **WYANDANCH 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: 621	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
	75%	16%	0%	91%	49%	5%
Number of Students:	119	25	0			

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	159	75%	16%	0%				
Female	71	77%	21%	0%				
Male	88	73%	11%	0%				
American Indian or Alaska Native								
Black or African American	140	73%	15%	0%				
Hispanic or Latino	19	89%	21%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Small Group Totals								
General-Education Students	128	85%	20%	0%				
Students with Disabilities	31	32%	0%	0%				
English Proficient	159	75%	16%	0%				
Limited English Proficient								
Economically Disadvantaged	146	75%	16%	0%				
Not Disadvantaged	13	77%	15%	0%				
Migrant								
Not Migrant	159	75%	16%	0%				

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

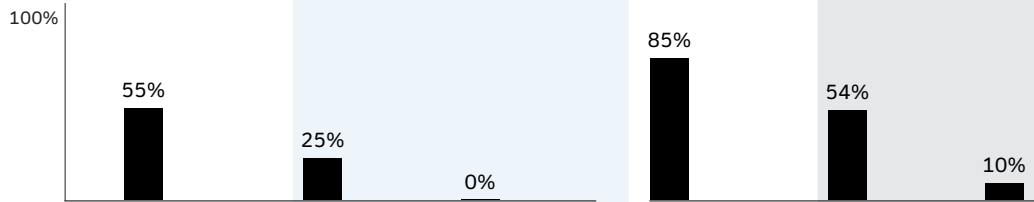
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	12	8	1	N/A	18	13	8	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 **WYANDANCH UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 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: 613	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	102	46	0	85%	54%	10%



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	185	55%	25%	0%				
Female	81	56%	27%	0%				
Male	104	55%	23%	0%				
American Indian or Alaska Native								
Black or African American	154	53%	22%	0%				
Hispanic or Latino	31	68%	39%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White								
Small Group Totals								
General-Education Students	146	64%	32%	0%				
Students with Disabilities	39	21%	0%	0%				
English Proficient	173	55%	25%	0%				
Limited English Proficient	12	58%	25%	0%				
Economically Disadvantaged	173	54%	24%	0%				
Not Disadvantaged	12	67%	33%	0%				
Migrant								
Not Migrant	185	55%	25%	0%				

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

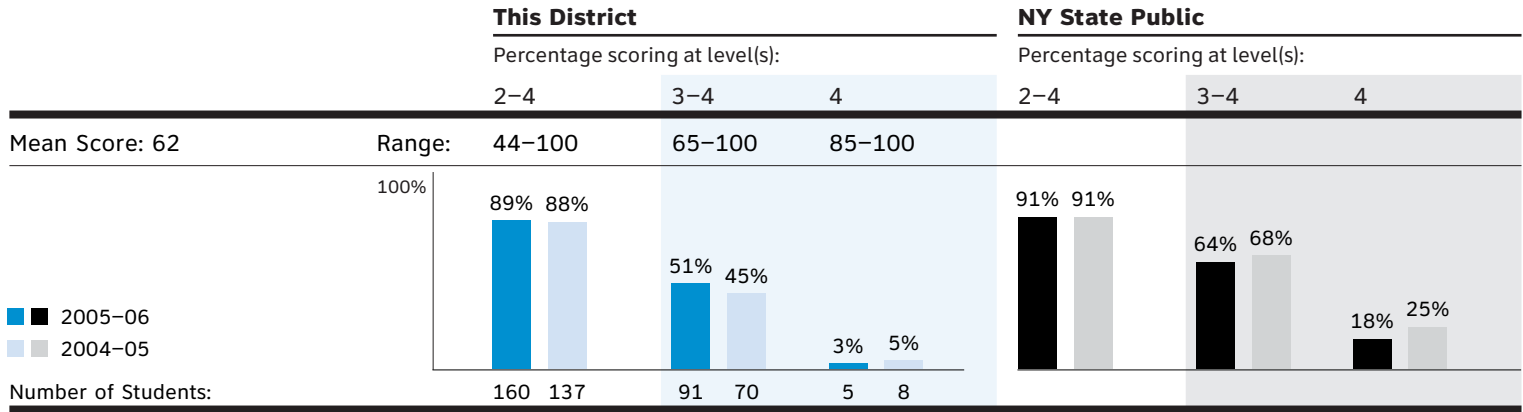
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Other Assessments

	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	6	6	5	5	2	–	–	–

District **WYANDANCH 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	179	89%	51%	3%	156	88%	45%	5%
Female	82	87%	48%	2%	65	91%	48%	3%
Male	97	92%	54%	3%	91	86%	43%	7%
American Indian or Alaska Native								
Black or African American	149	88%	50%	3%	119	88%	41%	5%
Hispanic or Latino	30	97%	57%	3%	36	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White					1	-	-	-
Small Group Totals					37	86%	57%	5%
General-Education Students	141	94%	59%	4%	131	90%	48%	5%
Students with Disabilities	38	71%	21%	0%	25	76%	28%	4%
English Proficient	167	89%	51%	3%	137	89%	45%	6%
Limited English Proficient	12	92%	42%	0%	19	79%	42%	0%
Economically Disadvantaged	168	89%	51%	3%	152	-	-	-
Not Disadvantaged	11	91%	45%	0%	4	-	-	-
Migrant								
Not Migrant	179	89%	51%	3%	156	88%	45%	5%

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	6	6	6	4	2	-	-	-
Regents Science	0				0			

District **WYANDANCH 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):

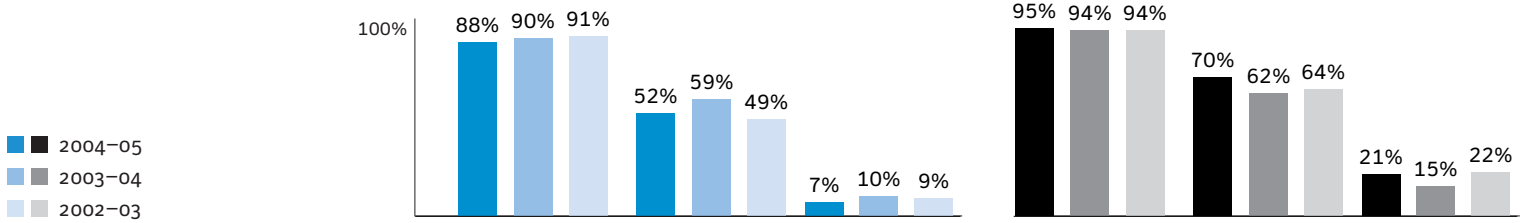
2-4 3-4 4

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	17	53	66	10	146	642
Feb 2004	18	53	84	18	173	648
Feb 2003	17	77	76	16	186	643

Grade 8

This School

Percentage scoring at level(s):

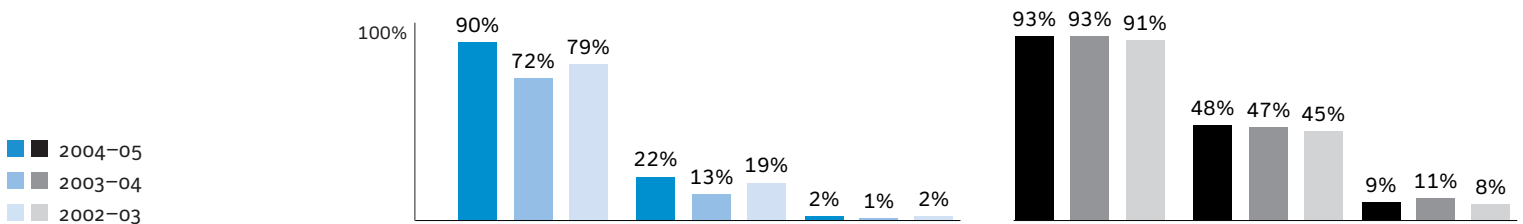
2-4 3-4 4

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	15	99	30	3	147	682
Jan 2004	41	88	19	1	149	671
Jan 2003	34	94	28	3	159	676

District **WYANDANCH 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

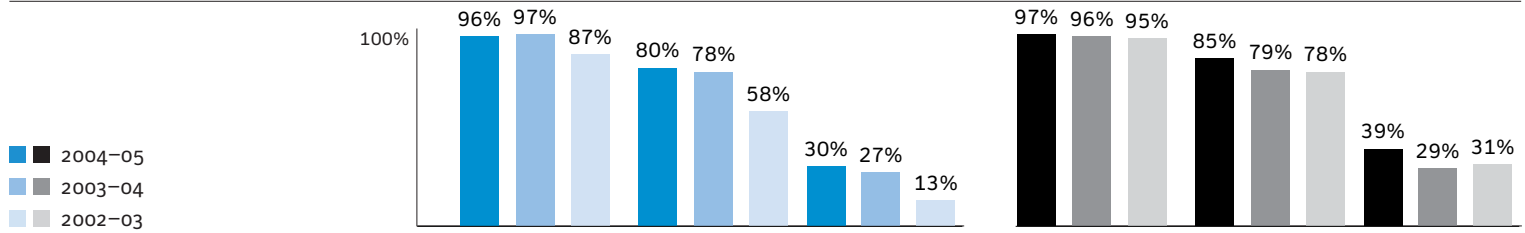
Percentage scoring at level(s):

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	7	25	79	48	159	660
May 2004	5	34	91	49	179	658
May 2003	26	58	89	26	199	641

Grade 8

This School

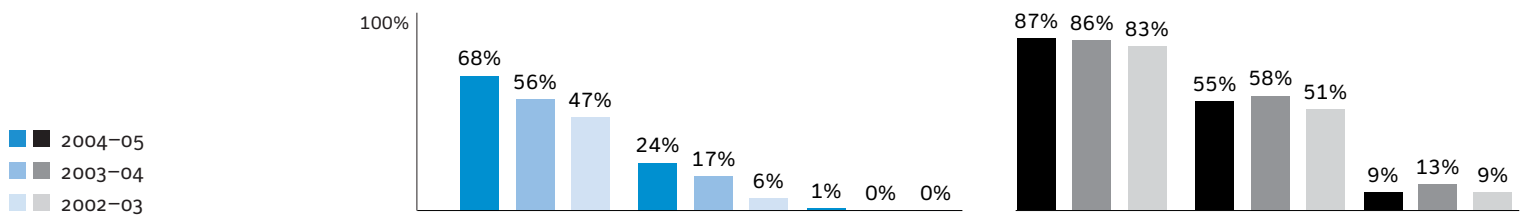
Percentage scoring at level(s):

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
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	52	70	37	2	161	691
May 2004	68	60	27	0	155	677
May 2003	87	67	9	0	163	673

District **WYANDANCH 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

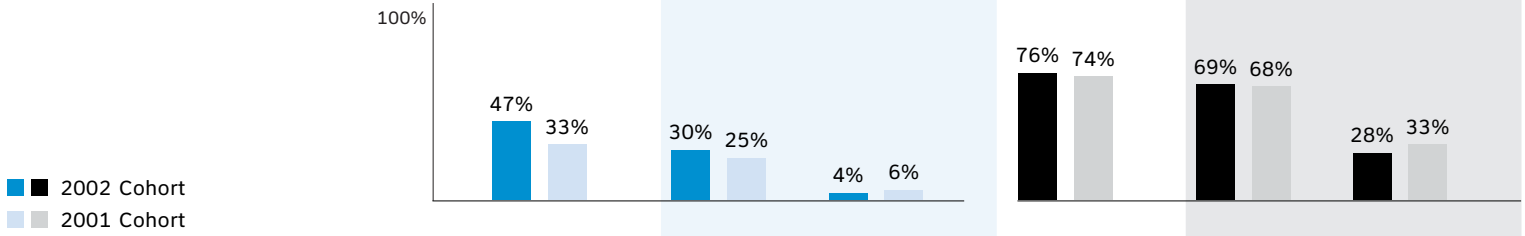
NY State Public

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	127	47%	30%	4%	126	33%	25%	6%
Female	70	49%	27%	4%	64	42%	31%	11%
Male	57	46%	33%	4%	62	24%	18%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	110	49%	32%	5%	107	37%	27%	7%
Hispanic or Latino	17	35%	18%	0%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Small Group Totals					19	11%	11%	0%
General-Education Students	99	57%	36%	5%	93	41%	32%	8%
Students with Disabilities	28	14%	7%	0%	33	12%	3%	0%
English Proficient	116	47%	31%	3%	113	35%	26%	5%
Limited English Proficient	11	45%	18%	9%	13	15%	15%	8%
Economically Disadvantaged	117	48%	31%	4%				
Not Disadvantaged	10	40%	20%	0%				
Migrant								
Not Migrant	127	47%	30%	4%				

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	0

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **WYANDANCH 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

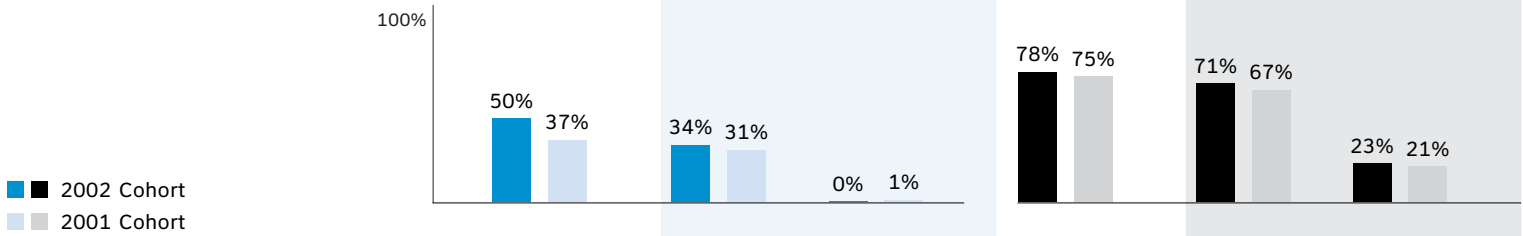
NY State Public

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	127	50%	34%	0%	126	37%	31%	1%
Female	70	50%	33%	0%	64	44%	36%	0%
Male	57	51%	35%	0%	62	29%	26%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	110	54%	35%	0%	107	39%	34%	1%
Hispanic or Latino	17	29%	24%	0%	18	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White								
Small Group Totals					19	21%	16%	0%
General-Education Students	99	59%	37%	0%	93	45%	39%	1%
Students with Disabilities	28	21%	21%	0%	33	12%	9%	0%
English Proficient	116	52%	34%	0%	113	37%	31%	1%
Limited English Proficient	11	36%	27%	0%	13	31%	31%	0%
Economically Disadvantaged	117	50%	35%	0%				
Not Disadvantaged	10	60%	20%	0%				
Migrant								
Not Migrant	127	50%	34%	0%				

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	0

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

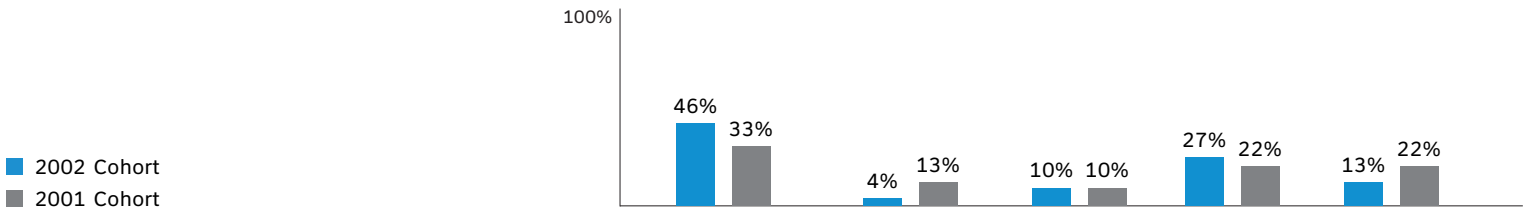
District **WYANDANCH UNION FREE SCHOOL DISTRICT**

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	127	46%	4%	10%	27%	13%
	2001	126	33%	13%	10%	22%	22%
Female	2002	70	40%	6%	9%	31%	14%
	2001	64	39%	8%	13%	27%	14%
Male	2002	57	53%	2%	12%	21%	12%
	2001	62	26%	18%	8%	18%	31%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	1	-	-	-	-	-
Black or African American	2002	110	48%	4%	10%	27%	11%
	2001	107	36%	10%	10%	21%	23%
Hispanic or Latino	2002	17	29%	6%	12%	24%	29%
	2001	18	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2002	0	N/A	N/A	N/A	N/A	N/A
White	2002	0	N/A	N/A	N/A	N/A	N/A
Small Group Totals							
	2001	19	16%	26%	11%	32%	16%
General-Education Students	2002	99	47%	0%	12%	25%	15%
	2001	93	35%	0%	14%	25%	26%
Students with Disabilities	2002	28	39%	18%	4%	32%	7%
	2001	33	24%	48%	0%	15%	12%
English Proficient	2002	116	47%	4%	9%	28%	12%
	2001	113	35%	14%	11%	19%	22%
Limited English Proficient	2002	11	36%	0%	18%	18%	27%
	2001	13	15%	0%	8%	54%	23%
Economically Disadvantaged	2002	117	44%	4%	10%	26%	15%
	2001	117	35%	14%	11%	19%	22%
Not Disadvantaged	2002	10	60%	0%	10%	30%	0%
	2001	10	60%	0%	10%	30%	0%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	127	46%	4%	10%	27%	13%
	2001	126	33%	13%	10%	22%	22%

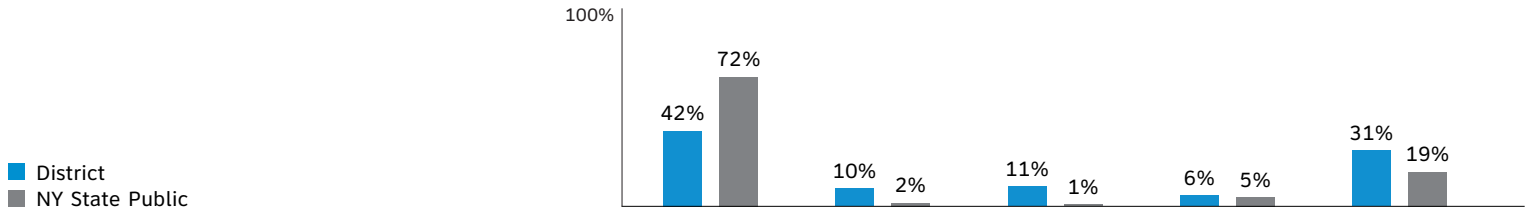
NOTES

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

District **WYANDANCH 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	123	42%	10%	11%	6%	31%
Female	66	47%	8%	14%	6%	26%
Male	57	37%	12%	9%	5%	37%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	105	46%	8%	10%	6%	30%
Hispanic or Latino	17	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	N/A	N/A	N/A	N/A	N/A
White	0	N/A	N/A	N/A	N/A	N/A
Small Group Totals	18	22%	22%	17%	6%	33%
General-Education Students	92	45%	0%	14%	5%	36%
Students with Disabilities	31	35%	39%	3%	6%	16%
English Proficient	110	45%	11%	11%	5%	29%
Limited English Proficient	13	23%	0%	15%	15%	46%
Economically Disadvantaged	110	46%	8%	13%	5%	27%
Not Disadvantaged	13	8%	23%	0%	8%	62%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	123	42%	10%	11%	6%	31%

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.