

The New York State School Report Card

School DUTCH BROADWAY SCHOOL District ELMONT UNION FREE SCHOOL DISTRICT School ID 280216020004 Principal WALTER AKSIONOFF Telephone (516) 326-5550 Grades PK-6, UE

Comprehensive Information Report 2005 – 06

Regents Exams

| | | All St | All Students | | | | General-Education Student | | | | Students with Disabilities | | | |
|----------------------------|---------|-----------------|-------------------------|----|----|-----------------|---------------------------|----|----|--------------------------------------------------|----------------------------|----|----|--|
| | | Total Tested | Percentag scoring at | - | | Total Tested | Percentag scoring at | | | Total Percentage of s Tested scoring at or ab | | - | | |
| | | | 55 | 65 | 85 | | 55 | 65 | 85 | | 55 | 65 | 85 | |
| Comprehensive English | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Mathematics A | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Mathematics B | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Global History | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| and Geography | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| U.S. History | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| and Government | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Living Environment | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Physical Setting/ | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| Earth Science | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Physical Setting/Chemistry | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Physical Setting/Physics | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Exams

| | | All St | All Students | | | | General-Education Student | | | | s Students with Disabilities | | | |
|-----------------------|---------|-----------------|-------------------------|----|----|-----------------|---------------------------|--------------------------|----|-----------------|---------------------------------------------|----|----|--|
| | | Total Tested | Percentag scoring at | - | | Total Tested | Percenta scoring a | ge of stud t or above | | Total Tested | Percentage of students scoring at or above: | | | |
| | | | 55 | 65 | 85 | | 55 | 65 | 85 | | 55 | 65 | 85 | |
| Comprehensive French | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Comprehensive German | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Comprehensive Hebrew | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Comprehensive Italian | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Comprehensive Latin | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |
| Comprehensive Spanish | 2005–06 | 0 | | | | 0 | | | | 0 | | | | |
| | 2004–05 | 0 | | | | 0 | | | | 0 | | | | |
| | 2003-04 | 0 | | | | 0 | | | | 0 | | | | |

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Regents Competency Tests

| | | All Students | | General-Education Studer | | nts Students with Disabili | |
|----------------|---------|--------------|-----------------|--------------------------|-----------------|----------------------------|-----------------|
| | | Total Tested | Percent Passing | Total Tested | Percent Passing | Total Tested | Percent Passing |
| Mathematics | 2005–06 | 0 | | 0 | | 0 | |
| | 2004-05 | 0 | | 0 | | 0 | |
| | 2003-04 | 0 | | 0 | | 0 | |
| Science | 2005–06 | 0 | | 0 | | 0 | |
| | 2004-05 | 0 | | 0 | | 0 | |
| | 2003-04 | 0 | | 0 | | 0 | |
| Reading | 2005–06 | 0 | | 0 | | 0 | |
| | 2004-05 | 0 | | 0 | | 0 | |
| | 2003-04 | 0 | | 0 | | 0 | |
| Writing | 2005–06 | 0 | | 0 | | 0 | |
| | 2004-05 | 0 | | 0 | | 0 | |
| | 2003-04 | 0 | | 0 | | 0 | |
| Global Studies | 2005–06 | 0 | | 0 | | 0 | |
| | 2004-05 | 0 | | 0 | | 0 | |
| | 2003-04 | 0 | | 0 | | 0 | |
| U.S. History | 2005–06 | 0 | | 0 | | 0 | |
| and Government | 2004-05 | 0 | | 0 | | 0 | |
| | 2003-04 | 0 | | 0 | | 0 | |

ΝΟΤΕ

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Second Language Proficiency Examinations

| | | All Students | 5 | General-Education Studen | | Students wi | h Disabilities | |
|---------|---------|--------------|------------------|--------------------------|------------------|--------------|------------------|--|
| | | Total Tested | Percent Passing: | Total Tested | Percent Passing: | Total Tested | Percent Passing: | |
| French | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| German | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Italian | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Latin | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Spanish | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Bistroid toutch BROADWAY SCHOOL District ELMONT UNION FREE SCHOOL DISTRICT

New York State English as a Second Language Achievement Test (NYSESLAT)

| | All Students | | | | | General-Education Students | | | | nts | Students with Disabilities | | | | |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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| | Total Tested | | | | 5 | Total Tested | | | | 5 | Total Tested | | | | 5 |
| | | Begin. | Interm. | Adv. | Prof. | | Begin. | Interm. | Adv. | Prof. | | Begin | . Inter | rm. Adv. | Prof. |
| 2005–06 | 13 | 0% | 8% | 54% | 38% | 13 | 0% | 8% | 54% | 38% | 0 | | | | |
| 2004-05 | 7 | 14% | 14% | 43% | 29% | 7 | 14% | 14% | 43% | 29% | 0 | | | | |
| 2003-04 | 9 | 0% | 0% | 56% | 44% | 9 | 0% | 0% | 56% | 44% | 0 | | | | |
| 2005–06 | 13 | 54% | 15% | 23% | 8% | 13 | 54% | 15% | 23% | 8% | 0 | | | | |
| 2004-05 | 7 | 43% | 29% | 14% | 14% | 7 | 43% | 29% | 14% | 14% | 0 | | | | |
| 2003-04 | 9 | 11% | 56% | 22% | 11% | 9 | 11% | 56% | 22% | 11% | 0 | | | | |
| 2005–06 | 19 | 0% | 11% | 32% | 58% | 19 | 0% | 11% | 32% | 58% | 0 | | | | |
| 2004-05 | 12 | 8% | 0% | 75% | 17% | 12 | 8% | 0% | 75% | 17% | 0 | | | | |
| 2003-04 | 12 | 8% | 0% | 25% | 67% | 12 | 8% | 0% | 25% | 67% | 0 | | | | |
| 2005–06 | 19 | 5% | 42% | 26% | 26% | 19 | 5% | 42% | 26% | 26% | 0 | | | | |
| 2004-05 | 12 | 8% | 33% | 50% | 8% | 12 | 8% | 33% | 50% | 8% | 0 | | | | |
| 2003-04 | 12 | 42% | 42% | 17% | 0% | 12 | 42% | 42% | 17% | 0% | 0 | | | | |
| 2005–06 | 8 | 13% | 0% | 50% | 38% | 8 | 13% | 0% | 50% | 38% | 0 | | | | |
| 2004-05 | 10 | 20% | 0% | 60% | 20% | 10 | 20% | 0% | 60% | 20% | 0 | | | | |
| 2003-04 | 12 | 0% | 8% | 17% | 75% | 12 | 0% | 8% | 17% | 75% | 0 | | | | |
| 2005–06 | 8 | 13% | 13% | 38% | 38% | 8 | 13% | 13% | 38% | 38% | 0 | | | | |
| 2004-05 | 10 | 20% | 10% | 50% | 20% | 10 | 20% | 10% | 50% | 20% | 0 | | | | |
| 2003-04 | 12 | 8% | 33% | 58% | 0% | 12 | 8% | 33% | 58% | 0% | 0 | | | | |
| 2005–06 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2004-05 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2003-04 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2005–06 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2004-05 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2003-04 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2005-06 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2004-05 | 0 | | | | | 0 | | | | | 0 | | | | |
| 2003-04 | 0 | | | | | 0 | | | | | 0 | | | | |
| | 0 | | | | | 0 | | | | | 0 | | | | |
| - | 0 | | | | | 0 | | | | | 0 | | | | |
| | | | | | | | | | | | | | | | |
| | 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2004-05 2003-04 2005-06 2003-04 | Total Tested 2005-06 13 2003-04 9 2005-06 13 2005-06 13 2005-06 19 2005-06 19 2005-06 19 2005-06 19 2005-06 19 2005-06 19 2005-06 19 2005-06 10 2005-06 10 2005-06 8 2005-06 10 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06 0 2005-06< | Total Percent Tested 2005-06 13 Bagin. 2003-04 07 14% 2003-04 9 0% 2005-06 13 54% 2003-04 9 0% 2003-04 0 14% 2003-04 13 54% 2003-04 19 0% 2003-04 12 8% 2003-04 12 8% 2003-04 12 8% 2003-04 12 8% 2003-04 12 8% 2003-04 12 2% 2003-04 12 2% 2003-04 12 2% 2003-04 12 3% 2003-04 12 8% 2003-04 12 8% 2003-04 10 2% 2003-04 0 2% 2003-04 0 2% 2003-04 0 2% 2003-04 | Total TestedPercent study in each study | Total TestedPercent students students is each students is each students is each students2005-06130%8%54%2003-0490%14%43%2003-0490%16%23%2005-061354%20%24%2003-04911%56%22%2003-04190%11%32%2003-04128%0%25%2003-04128%0%26%2003-04128%33%50%2003-04128%33%50%2003-041220%3%50%2003-041220%3%50%2003-04128%33%50%2003-04128%33%50%2003-04128%33%50%2003-040125%5%2003-04014%5%2003-04014%5%2003-04014%5%2003-04014%5%2003-04014%14%2003-04014%14%2003-04014%14%2003-04014%14%2003-04014%14%2003-04014%14%2003-04014%14%2003-04014%14%2003-04014%14%2003-04 | IndiaPercent substructure indicationPercent indication2005-061330%54%38%2003-04014%43%29%2003-0400%16%24%2003-04011%20%14%14%2003-04011%26%14%14%2003-04011%56%23%16%2003-04190%11%32%58%2003-04128%0%25%67%2003-04128%0%25%67%2003-04128%33%50%38%2003-041020%42%17%75%2003-041020%36%36%36%2003-041020%36%36%36%2003-04010%56%36%36%2003-04010%56%36%36%2003-04010%56%56%36%2003-04010%56%56%36%2003-04010%56%56%56%2003-04010%56%56%56%2003-04010%10%56%56%2003-04010%10%56%10%2003-04010%10%10%10%2003-04010%10%10%10%2003-04010%10%10% | Total TestedPercent of students successTotal Tested2005-06130%8%54%38%132004-057714%14%43%29%72003-0490%0%56%44%92005-061354%15%23%8%132004-05743%29%14%14%72003-04911%56%22%11%92004-05128%0%75%17%122003-04128%0%25%67%122003-04128%0%25%67%122004-05128%0%26%12122005-061813%0%50%38%882004-051020%0%60%20%102005-06813%13%38%38%882004-051020%10%50%20%102003-04128%33%58%0%11%2005-060111112005-060111112004-050111112005-060111112004-050111112005-060111112004-050 <td< td=""><td>Index TestedPercent restedFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFuncti</td><td>Total TestedPercent Future Future Future Future FutureTestedPercent Future FutureState InscriptionPercentState InscriptionReginIntermation2005-06130%8%54%38%1330%8%2003-0400%15%23%8%1354%15%2003-051354%15%23%8%1354%29%2003-04011%56%22%11%14%43%29%2003-04190%11%32%58%190%11%2004-05128%0%75%17%128%0%2003-04128%0%25%67%128%3%2004-05128%0%25%67%128%3%2004-05128%0%26%1095%42%2003-04128%33%50%38%128%3%2004-051020%10%50%20%1020%3%2004-051020%10%50%20%10%20%3%2004-051020%10%50%20%10%20%3%2004-051020%10%50%20%10%20%3%2004-051020%10%50%20%10%20%10%2004-050020%20%<</td><td>Total rescal Percent students survivol Total rescal Percent students survivol Total rescal Percent students survivol 2005-06 13 0% 8% 54% 38% 13 0% 8% 54% 2003-06 13 0% 8% 54% 38% 13 0% 8% 54% 2003-04 9 0% 0% 56% 44% 9 0% 0% 56% 2005-06 13 54% 15% 23% 8% 133 54% 14% 2004-05 7 43% 29% 14% 14% 9 14% 20% 2004-05 19 0% 15% 22% 11% 12 8% 0% 26% 2004-05 12 8% 33% 50% 38% 12 8% 36% 2004-05 12 42% 42% 17% 26% 26% 26% 26% 26% 26% 26% <</td><td>Total Percent of sub-order total s</td><td>Total Tested Percent of students scoring in each performance level. Total in each performance level. Percent of students scoring in each performance level. Total in each performance level. <t< td=""><td>Indial Percent students scoring Indial Percent students scoring 2003-04 9 138 54% 15% 23% 13% 13% 56% 24% 10% 11% 32% 56% 14% 13% 26% 10% 11% 32% 56% 10% 11% 26% 10% 10% 10%</td><td>Total Tested Percent J students scoring in each performance levels Total Tested Tested <t< td=""><td>Total Tested Percent of students screenes Total Tested Percent of students screenes Total Tested Percent of students screenes 2005-06 13 0% 8% 54% 8% 13 0% 8% 20% 14% 14% 43% 29% 0 80% 38% 13 0% 8% 38% 0 80% 14% 43% 29% 0 80% 14% 43% 29% 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 <</td></t<></td></t<></td></td<> | Index TestedPercent restedFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFunctionFuncti | Total TestedPercent Future Future Future Future FutureTestedPercent Future FutureState InscriptionPercentState InscriptionReginIntermation2005-06130%8%54%38%1330%8%2003-0400%15%23%8%1354%15%2003-051354%15%23%8%1354%29%2003-04011%56%22%11%14%43%29%2003-04190%11%32%58%190%11%2004-05128%0%75%17%128%0%2003-04128%0%25%67%128%3%2004-05128%0%25%67%128%3%2004-05128%0%26%1095%42%2003-04128%33%50%38%128%3%2004-051020%10%50%20%1020%3%2004-051020%10%50%20%10%20%3%2004-051020%10%50%20%10%20%3%2004-051020%10%50%20%10%20%3%2004-051020%10%50%20%10%20%10%2004-050020%20%< | Total rescal Percent students survivol Total rescal Percent students survivol Total rescal Percent students survivol 2005-06 13 0% 8% 54% 38% 13 0% 8% 54% 2003-06 13 0% 8% 54% 38% 13 0% 8% 54% 2003-04 9 0% 0% 56% 44% 9 0% 0% 56% 2005-06 13 54% 15% 23% 8% 133 54% 14% 2004-05 7 43% 29% 14% 14% 9 14% 20% 2004-05 19 0% 15% 22% 11% 12 8% 0% 26% 2004-05 12 8% 33% 50% 38% 12 8% 36% 2004-05 12 42% 42% 17% 26% 26% 26% 26% 26% 26% 26% < | Total Percent of sub-order total s | Total Tested Percent of students scoring in each performance level. Total in each performance level. Percent of students scoring in each performance level. Total in each performance level. <t< td=""><td>Indial Percent students scoring Indial Percent students scoring 2003-04 9 138 54% 15% 23% 13% 13% 56% 24% 10% 11% 32% 56% 14% 13% 26% 10% 11% 32% 56% 10% 11% 26% 10% 10% 10%</td><td>Total Tested Percent J students scoring in each performance levels Total Tested Tested <t< td=""><td>Total Tested Percent of students screenes Total Tested Percent of students screenes Total Tested Percent of students screenes 2005-06 13 0% 8% 54% 8% 13 0% 8% 20% 14% 14% 43% 29% 0 80% 38% 13 0% 8% 38% 0 80% 14% 43% 29% 0 80% 14% 43% 29% 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 <</td></t<></td></t<> | Indial Percent students scoring 2003-04 9 138 54% 15% 23% 13% 13% 56% 24% 10% 11% 32% 56% 14% 13% 26% 10% 11% 32% 56% 10% 11% 26% 10% 10% 10% | Total Tested Percent J students scoring in each performance levels Total Tested Tested <t< td=""><td>Total Tested Percent of students screenes Total Tested Percent of students screenes Total Tested Percent of students screenes 2005-06 13 0% 8% 54% 8% 13 0% 8% 20% 14% 14% 43% 29% 0 80% 38% 13 0% 8% 38% 0 80% 14% 43% 29% 0 80% 14% 43% 29% 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 <</td></t<> | Total Tested Percent of students screenes Total Tested Percent of students screenes Total Tested Percent of students screenes 2005-06 13 0% 8% 54% 8% 13 0% 8% 20% 14% 14% 43% 29% 0 80% 38% 13 0% 8% 38% 0 80% 14% 43% 29% 0 80% 14% 43% 29% 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 < |

NOTE

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students,

Elementary/Middle-Level Social Studies 2005–06

| | All St | All Students | | | | Gener | General-Education Students | | | | | Students with Disabilities | | | | |
|---------------------|--------|---------------------------------------------|----|-----|-----|------------------------------------------|----------------------------|----|-----|----------------------------------------------------------|----|----------------------------|----|-----|-----|--|
| | | Percentage of students scoring at level: | | | | Percentage of students scoring at level: | | | | Total Percentage of students Tested scoring at level: | | | | | | |
| | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | |
| Elementary Level | 143 | 1% | 1% | 43% | 55% | 124 | 1% | 2% | 40% | 58% | 19 | 0% | 0% | 63% | 37% | |
| Middle Level | 0 | | | | | 0 | | | | | 0 | | | | | |

2002 Total Cohort Performance on Regents Exams After Four Years

| | All Students | | | | General-Education Students | | | | | Students with Disabilities | | | | | |
|---------------------------------|----------------------|------------------------------------|---------|--------|----------------------------|----------------------|----------------------------------|---------|--------|----------------------------|----------------------|----------------------------------|---------|--------|--------------------------|
| | Cohort Enrollment | Percentage students so 55–64 | coring: | 85-100 | Approved Alternatives | Cohort Enrollment | Percentag students s 55–64 | coring: | 85-100 | Approved Alternatives | Cohort Enrollment | Percentag students s 55–64 | coring: | 85-100 | Approved Alternatives |
| Global History and Geography | 0 | | | | | 0 | | | | | 0 | | | | |
| U.S. History and Government | 0 | | | | | 0 | | | | | 0 | | | | |
| Science | 0 | | | | | 0 | | | | | 0 | | | | |

New York State Alternate Assessments (NYSAA) 2005–06

| All Students | | | | | | | | | |
|-----------------|---------------------------|---------------------------------------------------|-------------------------------------------------------------|------------------------------------------|--|--|--|--|--|
| Total Tested | - | | | | | | | | |
| | 1 | 2 | 3 | 4 | | | | | |
| | | | | | | | | | |
| 0 | | | | | | | | | |
| | | | | | | | | | |
| 0 | | | | | | | | | |
| | | | | | | | | | |
| 0 | | | | | | | | | |
| 0 | | | | | | | | | |
| | Total Tested 0 0 | Total Number o Tested at Level: 1 0 0 | Total Number of studen Tested at Level: 1 2 0 0 | Tested at Level: 1 2 3 0 0 0 | | | | | |

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels and in the English and mathematics at the secondary level are available in the Accountability and Overview Report part of The New York State Report Card.

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.

NOTE

High School Completers

| | | All Students | | General-Edu | cation Students | Students with Disabilities | | |
|-----------------------------|---------|-----------------------|----------------------------|-----------------------|----------------------------|-----------------------------------|----------------------------|--|
| | | Number of Students | Percentage of Graduates | Number of Students | Percentage of Graduates | Number of Students | Percentage of Graduates | |
| Total Graduates | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Receiving a Regents Diploma | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Receiving a Regents Diploma | 2005–06 | 0 | | 0 | | 0 | | |
| with Advanced Designation | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Receiving an | 2005–06 | 0 | | 0 | | 0 | | |
| Individualized Education | 2004-05 | 0 | | 0 | | 0 | | |
| Program (IEP) Diploma | 2003-04 | 0 | | 0 | | 0 | | |

NOTE An NA indicates that the diploma was not available in that year.

High School Noncompleters

| | | All Students | | General-Edu | cation Students | Students with Disabilities | | |
|-----------------------|---------|-----------------------|------------------------|-----------------------|---------------------------|----------------------------|------------------------|--|
| | | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | |
| Dropped Out | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004–05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |
| Entered Approved High | 2005–06 | 0 | | 0 | | 0 | | |
| School Equivalency | 2004-05 | 0 | | 0 | | 0 | | |
| Preparation Program | 2003-04 | 0 | | 0 | | 0 | | |
| Total Noncompleters | 2005–06 | 0 | | 0 | | 0 | | |
| | 2004-05 | 0 | | 0 | | 0 | | |
| | 2003-04 | 0 | | 0 | | 0 | | |

Post-secondary Plans of 2005-06 Graduates

| | All Students | | General-Edu | cation Students | Students with Disabilities | | |
|-------------------------|-----------------------|------------------------|-----------------------|------------------------|----------------------------|---------------------------|--|
| | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | |
| To 4-year College | 0 | | 0 | | 0 | | |
| To 2-year College | 0 | | 0 | | 0 | | |
| To Other Post-secondary | 0 | | 0 | | 0 | | |
| To the Military | 0 | | 0 | | 0 | | |
| To Employment | 0 | | 0 | | 0 | | |
| To Adult Services | 0 | | 0 | | 0 | | |
| To Other Known Plans | 0 | | 0 | | 0 | | |
| Plan Unknown | 0 | | 0 | | 0 | | |

7 More Information about the School

School DUTCH BROADWAY SCHOOL District ELMONT UNION FREE SCHOOL DISTRICT

Financial Information

| 2004–05 School District-wide Total Expenditures per Pupil | \$13,782 | |
|---------------------------------------------------------------------------------------|----------|--|
| 2004–05 NYS Public School Total Expenditures per Pupil | \$15,035 | |
| 2005–06 Estimated Percentage of Students from Families Receiving Public Assistance | 21-30% | |

NOTE

Expenditure data is available only at the district level.

Public Assistance information is available only at the school level.