



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW HYDE PARK-GARDEN CITY  
PARK UNION FREE SCHOOL  
DISTRICT**

District ID **28-04-05-02-0000**

Superintendent **ROBERT KATULAK**

Telephone **(516) 352-6257**

Grades **K-6, UE**

## 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](mailto: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 2007–08 accountability status.

### **4 Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	99	0	0
Kindergarten	201	213	185
Grade 1	223	214	219
Grade 2	237	231	219
Grade 3	235	244	235
Grade 4	262	240	240
Grade 5	283	269	241
Grade 6	246	290	286
Ungraded Elementary	12	12	12
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>1699</b>	<b>1713</b>	<b>1637</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	<b>23</b>	<b>22</b>	<b>21</b>
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English			
Mathematics			
Science			
Social Studies			

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	0	0%	0	0%	86	5%
Reduced-Price Lunch	0	0%	0	0%	58	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	97	6%	90	5%	106	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	0	0%	9	1%
Black or African American	14	1%	7	0%	12	1%
Hispanic or Latino	175	10%	194	11%	201	12%
Asian or Native Hawaiian/Other Pacific Islander	596	35%	606	35%	562	34%
White	910	54%	906	53%	824	50%
Multiracial**	N/A	N/A	N/A	N/A	29	2%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	97%		97%		97%	
Student Suspensions	6	0%	3	0%	0	0%

## 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.

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	126	131	108
Percent with No Valid Teaching Certificate	1%	2%	0%
Percent Teaching Out of Certification	1%	2%	0%
Percent with Fewer Than Three Years of Experience	3%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	40%	39%
<b>Total Number of Core Classes*</b>	N/A	449	137
Percent Not Taught by Highly Qualified Teachers	N/A	2%	0%
<b>Total Number of Classes</b>	287	300	306
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

\* Data for 2004-05 were not weighted, so are not shown.

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	7%	15%	22%
Turnover Rate of All Teachers	10%	11%	14%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	13	13	13
Total Paraprofessionals*	43	48	41
Assistant Principals	0	0	0
Principals	4	4	4

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

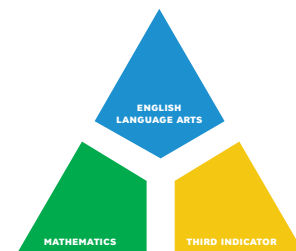
## Staff Counts Information

*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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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](http://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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

### 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### 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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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 2006–07 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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](http://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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007–08)

#### Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–				
Black or African American	–	–				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	✓	✓				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓				
Limited English Proficient	–	✓				
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	✓ 6 of 6	✓ 7 of 7	✓ 1 of 1			

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

##### State

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2007-08)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in English Language Arts



Made AYP

### Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (1017:1002)	✓	✓	100%	✓	186	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (6:6)	—	—	—	—	—	—	—
Hispanic or Latino (130:126)	✓	✓	100%	✓	171	113	
Asian or Native Hawaiian/Other Pacific Islander (384:375)	✓	✓	100%	✓	190	116	
White (497:495)	✓	✓	100%	✓	187	117	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (143:143)	✓	✓	100%	✓	138	113	
Limited English Proficient <sup>5</sup> (39:28)	—	—	—	—	—	—	—
Economically Disadvantaged (103:100)	✓	✓	100%	✓	171	112	
<b>Final AYP Determination</b>	✓ 6 of 6						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

7 of 7

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (1021:1004)	✓	✓	100%	✓	193	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (7:6)	—	—	—	—	—	—	—
Hispanic or Latino (131:128)	✓	✓	100%	✓	181	77	
Asian or Native Hawaiian/Other Pacific Islander (384:374)	✓	✓	100%	✓	197	80	
White (499:496)	✓	✓	100%	✓	194	81	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (143:142)	✓	✓	99%	✓	160	77	
Limited English Proficient <sup>5</sup> (37:44)	✓	—	—	✓	193	71	
Economically Disadvantaged (103:100)	✓	✓	100%	✓	190	76	
<b>Final AYP Determination</b>	✓ 7 of 7						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target




Did Not Make AYP



Insufficient Number of Students to Determine AYP Status











## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (244:240)		Qualified		100%		195	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)		–	–	–	–	–	–	–
Hispanic or Latino (36:34)		–	–	–		182	100	
Asian or Native Hawaiian/Other Pacific Islander (96:94)		Qualified		100%		199	100	
White (108:108)		Qualified		100%		198	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (35:35)		–	–	–		177	100	
Limited English Proficient <sup>4</sup> (9:7)		–	–	–	–	–	–	–
Economically Disadvantaged (21:21)		–	–	–	–	–	–	–
<b>Final AYP Determination</b>		1 of 1						

#### NOTES




<sup>1</sup> 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.

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

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

# 3 School Accountability Status

District **NEW HYDE PARK-GARDEN CITY PARK UNION FREE SCHOOL DISTRICT** District ID **28-04-05-02-0000**

## 2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

### Federal Title I Status

#### Good Standing

3 schools identified 75% of total

GARDEN CITY PARK SCHOOL

HILLSIDE GRADE SCHOOL

NEW HYDE PARK ROAD SCHOOL

### New York State Status










#### Good Standing

1 school identified 25% of total

MANOR OAKS WILLIAM BOWIE SCHOOL

## Summary of 2006–07 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%	
<b>English Language Arts</b>				
Grade 3	83%			231
Grade 4	90%			240
Grade 5	87%			242
Grade 6	89%			284
<b>Mathematics</b>				
Grade 3	95%			238
Grade 4	95%			242
Grade 5	96%			243
Grade 6	92%			287
<b>Science</b>				
Grade 4	96%			242

### 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](http://www.emsc.nysed.gov/irts).

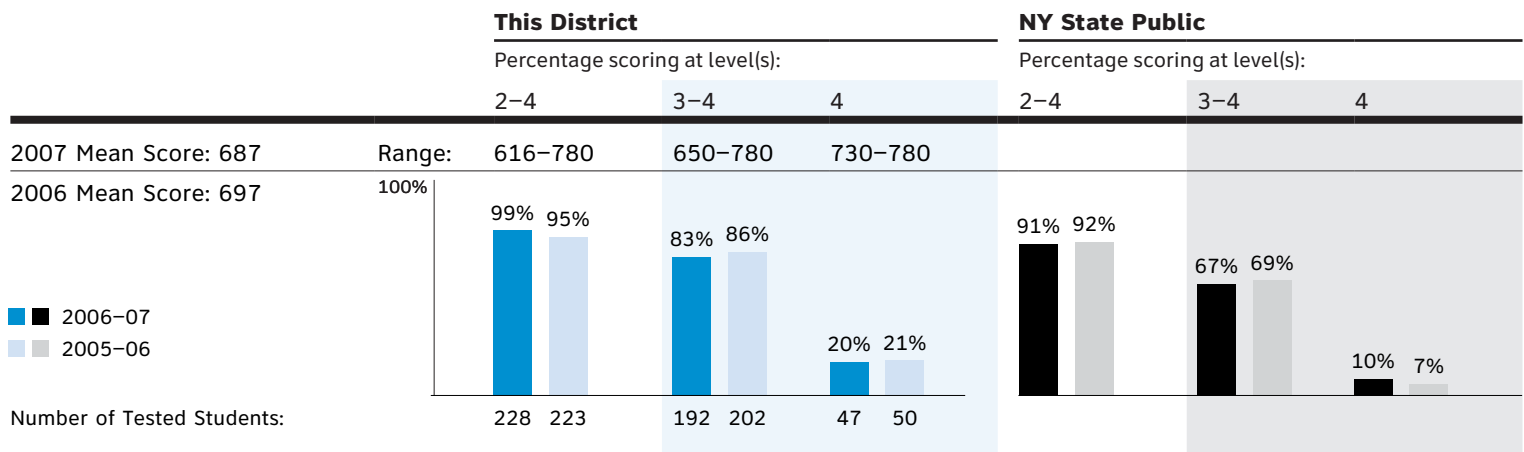
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Low Need Districts

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>231</b>	<b>99%</b>	<b>83%</b>	<b>20%</b>	<b>234</b>	<b>95%</b>	<b>86%</b>	<b>21%</b>
Female	109	99%	86%	23%	124	98%	90%	21%
Male	122	98%	80%	18%	110	93%	82%	22%
American Indian or Alaska Native								
Black or African American	1	—	—	—	4	—	—	—
Hispanic or Latino	31	—	—	—	32	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	90	99%	83%	17%	91	97%	92%	22%
White	109	99%	84%	23%	107	96%	86%	22%
Multiracial								
Small Group Totals	32	97%	78%	22%	36	89%	72%	17%
General-Education Students	203	100%	90%	23%	206	100%	93%	24%
Students with Disabilities	28	93%	36%	4%	28	64%	36%	0%
English Proficient	220	99%	85%	21%	233	—	—	—
Limited English Proficient	11	91%	55%	0%	1	—	—	—
Economically Disadvantaged	22	100%	77%	9%	5	100%	60%	0%
Not Disadvantaged	209	99%	84%	22%	229	95%	87%	22%
Migrant								
Not Migrant	231	99%	83%	20%	234	95%	86%	21%

#### NOTES

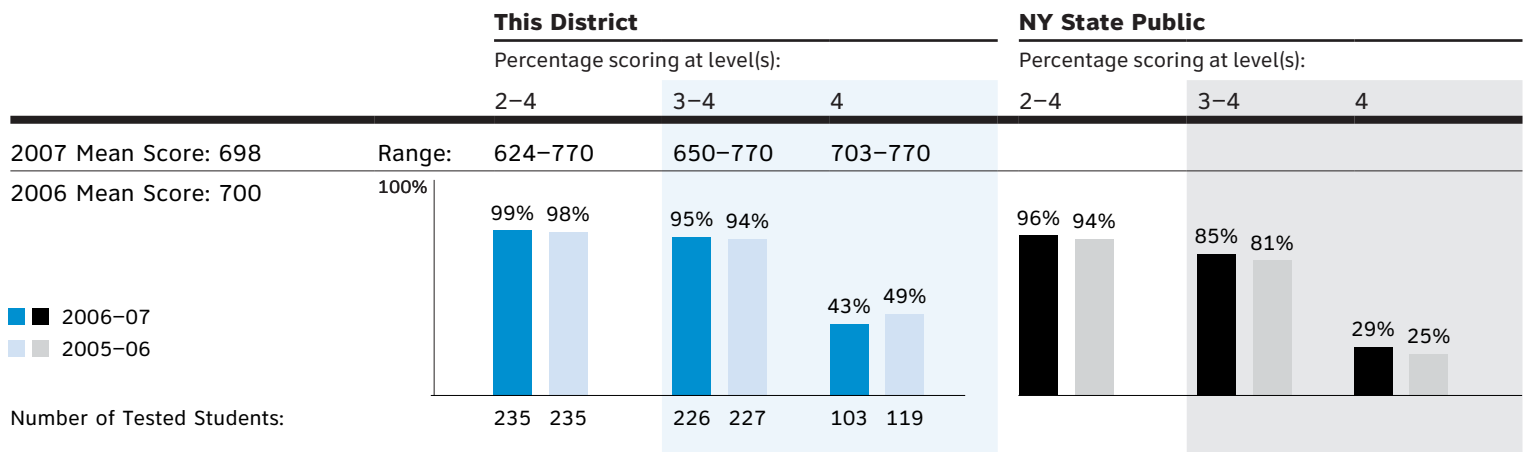
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>238</b>	<b>99%</b>	<b>95%</b>	<b>43%</b>	<b>241</b>	<b>98%</b>	<b>94%</b>	<b>49%</b>
Female	112	100%	96%	43%	127	98%	94%	50%
Male	126	98%	94%	44%	114	96%	94%	49%
American Indian or Alaska Native								
Black or African American	2	—	—	—	4	—	—	—
Hispanic or Latino	32	—	—	—	34	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	92	99%	95%	53%	95	99%	97%	59%
White	112	99%	97%	39%	108	99%	95%	47%
Multiracial								
Small Group Totals	34	97%	88%	29%	38	89%	84%	32%
General-Education Students	210	100%	98%	48%	213	100%	98%	54%
Students with Disabilities	28	93%	71%	11%	28	79%	64%	11%
English Proficient	224	99%	96%	45%	233	97%	94%	50%
Limited English Proficient	14	100%	86%	14%	8	100%	88%	25%
Economically Disadvantaged	22	100%	100%	36%	5	100%	100%	40%
Not Disadvantaged	216	99%	94%	44%	236	97%	94%	50%
Migrant								
Not Migrant	238	99%	95%	43%	241	98%	94%	49%

### NOTES

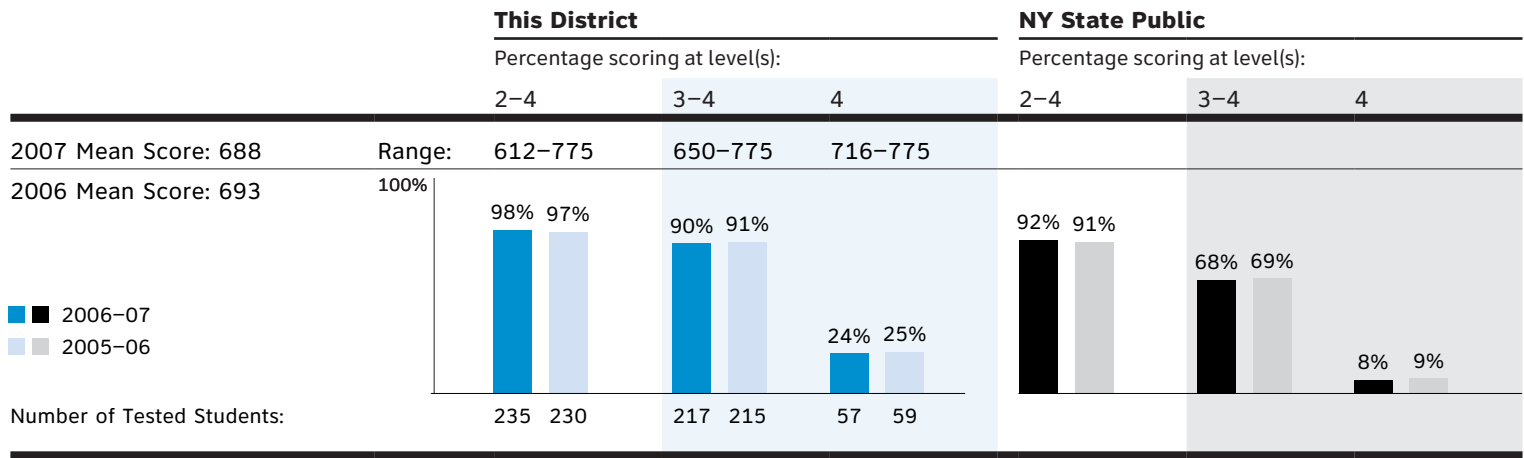
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## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>240</b>	<b>98%</b>	<b>90%</b>	<b>24%</b>	<b>236</b>	<b>97%</b>	<b>91%</b>	<b>25%</b>
Female	125	100%	94%	29%	120	98%	90%	31%
Male	115	96%	86%	18%	116	97%	92%	19%
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	33	—	—	—	22	91%	77%	18%
Asian or Native Hawaiian/Other Pacific Islander	96	100%	94%	27%	79	99%	94%	25%
White	107	98%	91%	23%	135	98%	92%	26%
Multiracial								
Small Group Totals	37	92%	81%	16%				
General-Education Students	207	100%	98%	28%	202	100%	96%	29%
Students with Disabilities	33	85%	45%	0%	34	85%	65%	3%
English Proficient	233	98%	91%	24%	233	—	—	—
Limited English Proficient	7	100%	86%	0%	3	—	—	—
Economically Disadvantaged	21	86%	71%	14%	5	100%	100%	20%
Not Disadvantaged	219	99%	92%	25%	231	97%	91%	25%
Migrant								
Not Migrant	240	98%	90%	24%	236	97%	91%	25%

#### NOTES

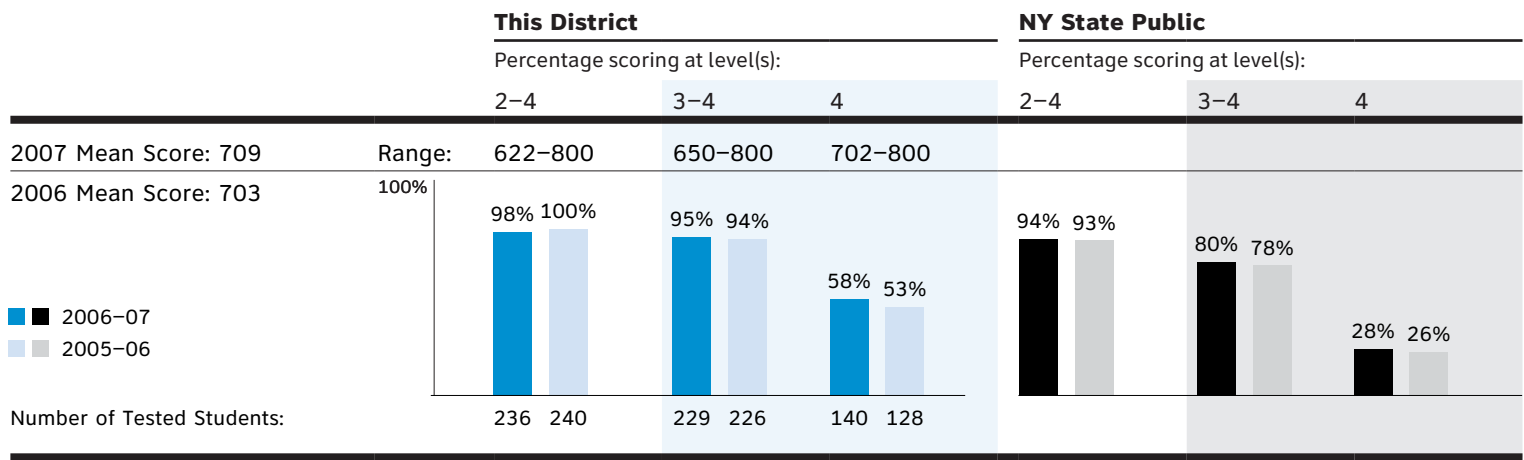
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### Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>242</b>	<b>98%</b>	<b>95%</b>	<b>58%</b>	<b>240</b>	<b>100%</b>	<b>94%</b>	<b>53%</b>
Female	126	98%	96%	56%	124	100%	93%	54%
Male	116	97%	93%	60%	116	100%	96%	53%
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	35	—	—	—	23	100%	96%	26%
Asian or Native Hawaiian/Other Pacific Islander	96	100%	97%	68%	82	100%	96%	70%
White	107	98%	96%	57%	135	100%	93%	48%
Multiracial								
Small Group Totals	39	90%	85%	36%				
General-Education Students	209	100%	99%	65%	206	100%	97%	59%
Students with Disabilities	33	85%	67%	15%	34	100%	76%	18%
English Proficient	233	98%	95%	59%	232	100%	94%	54%
Limited English Proficient	9	89%	89%	22%	8	100%	88%	25%
Economically Disadvantaged	21	90%	86%	48%	6	100%	100%	33%
Not Disadvantaged	221	98%	95%	59%	234	100%	94%	54%
Migrant								
Not Migrant	242	98%	95%	58%	240	100%	94%	53%

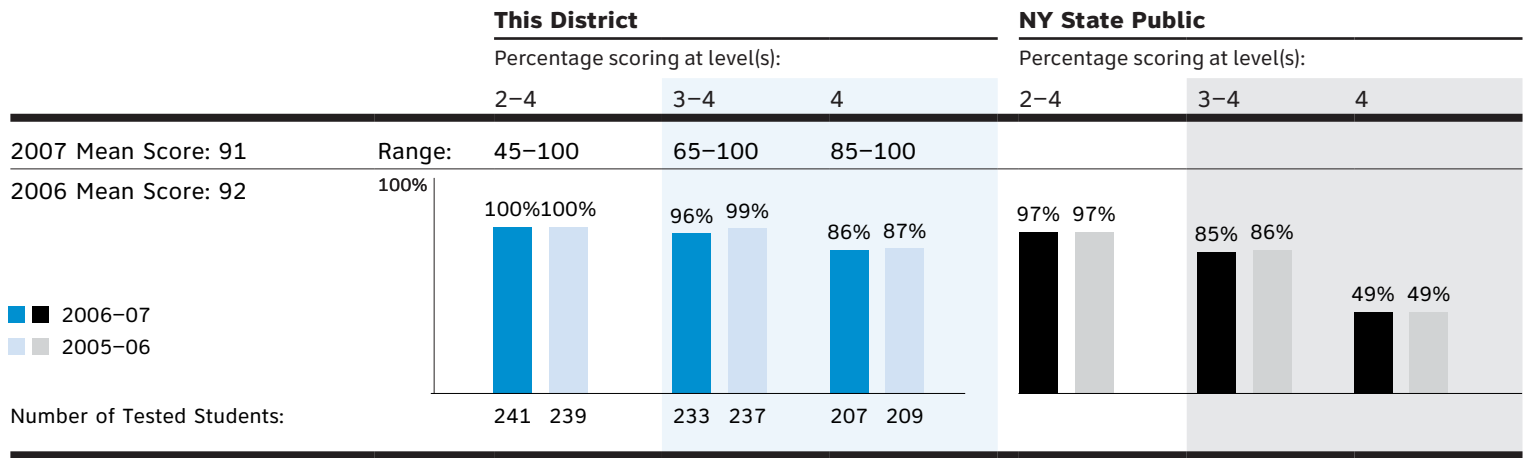
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>242</b>	<b>100%</b>	<b>96%</b>	<b>86%</b>	<b>239</b>	<b>100%</b>	<b>99%</b>	<b>87%</b>
Female	126	100%	98%	87%	123	100%	99%	86%
Male	116	99%	95%	84%	116	100%	99%	89%
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	35	—	—	—	23	100%	100%	70%
Asian or Native Hawaiian/Other Pacific Islander	96	100%	99%	89%	82	100%	100%	89%
White	107	100%	98%	88%	134	100%	99%	90%
Multiracial								
Small Group Totals	39	97%	85%	72%				
General-Education Students	209	100%	99%	91%	206	100%	100%	90%
Students with Disabilities	33	97%	82%	48%	33	100%	94%	73%
English Proficient	233	100%	96%	87%	231	100%	99%	89%
Limited English Proficient	9	100%	100%	56%	8	100%	100%	50%
Economically Disadvantaged	21	100%	81%	76%	6	100%	100%	67%
Not Disadvantaged	221	100%	98%	86%	233	100%	99%	88%
Migrant								
Not Migrant	242	100%	96%	86%	239	100%	99%	87%

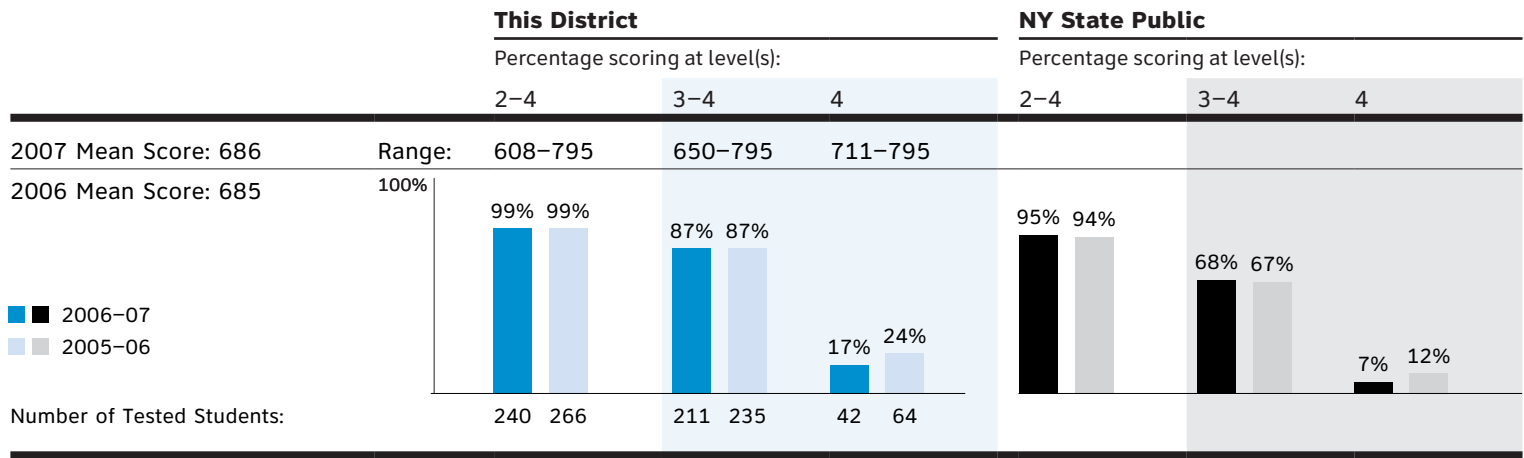
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>242</b>	<b>99%</b>	<b>87%</b>	<b>17%</b>	<b>269</b>	<b>99%</b>	<b>87%</b>	<b>24%</b>
Female	125	99%	87%	22%	122	98%	89%	26%
Male	117	99%	87%	12%	147	99%	86%	22%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	25	100%	72%	0%	30	93%	70%	23%
Asian or Native Hawaiian/Other Pacific Islander	82	100%	90%	23%	102	99%	89%	24%
White	135	99%	88%	17%	137	100%	90%	24%
Multiracial								
Small Group Totals								
General-Education Students	207	100%	94%	20%	235	100%	94%	26%
Students with Disabilities	35	94%	46%	0%	34	91%	41%	6%
English Proficient	234	99%	89%	18%	268	—	—	—
Limited English Proficient	8	100%	38%	0%	1	—	—	—
Economically Disadvantaged	29	100%	69%	14%	3	—	—	—
Not Disadvantaged	213	99%	90%	18%	266	—	—	—
Migrant								
Not Migrant	242	99%	87%	17%	269	99%	87%	24%

#### NOTES

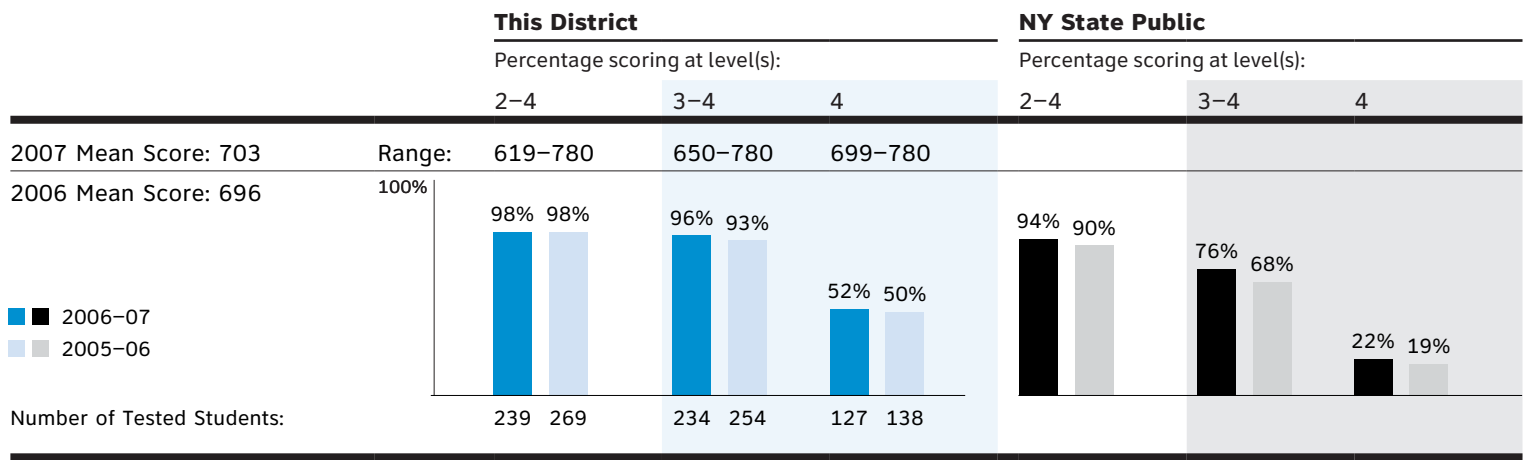
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 5 Mathematics



Results by Student Group	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>243</b>	<b>98%</b>	<b>96%</b>	<b>52%</b>	<b>274</b>	<b>98%</b>	<b>93%</b>	<b>50%</b>
Female	125	98%	97%	50%	125	98%	91%	47%
Male	118	99%	96%	55%	149	99%	94%	53%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	25	100%	88%	32%	32	97%	81%	25%
Asian or Native Hawaiian/Other Pacific Islander	83	100%	99%	71%	104	100%	99%	60%
White	135	97%	96%	44%	138	97%	91%	49%
Multiracial								
Small Group Totals								
General-Education Students	209	100%	100%	58%	240	99%	96%	57%
Students with Disabilities	34	88%	76%	15%	34	91%	71%	6%
English Proficient	234	98%	97%	53%	269	99%	93%	51%
Limited English Proficient	9	100%	89%	33%	5	80%	80%	40%
Economically Disadvantaged	29	100%	93%	34%	3	-	-	-
Not Disadvantaged	214	98%	97%	55%	271	-	-	-
Migrant								
Not Migrant	243	98%	96%	52%	274	98%	93%	50%

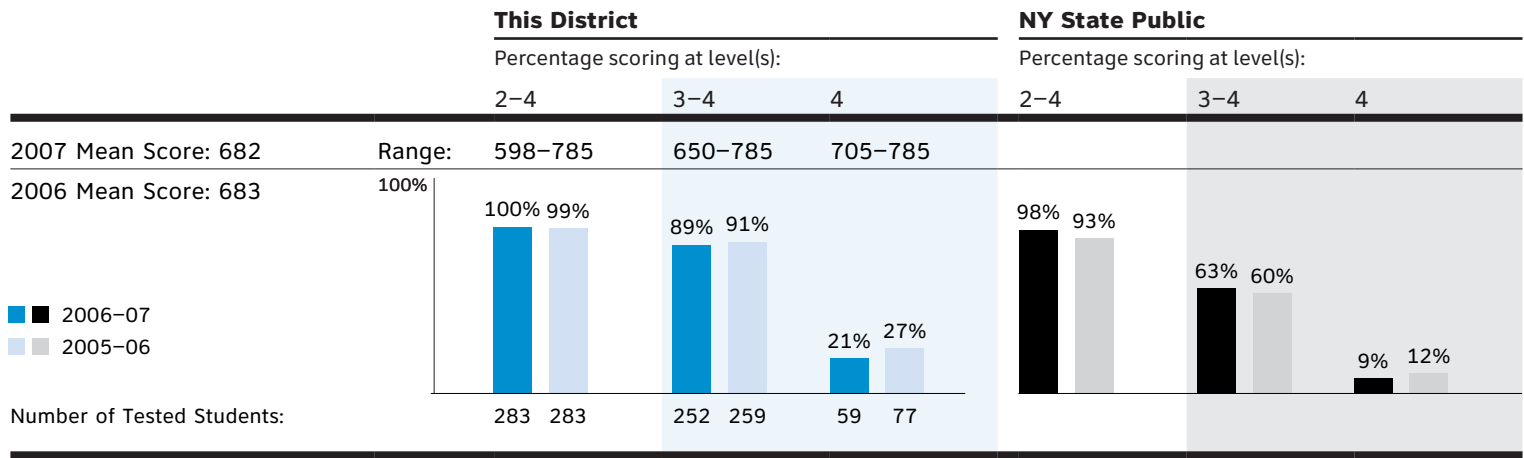
### NOTES

The - symbol indicates that data for a group of students have 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

Other Assessments	2006-07 School Year				2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>284</b>	<b>100%</b>	<b>89%</b>	<b>21%</b>	<b>285</b>	<b>99%</b>	<b>91%</b>	<b>27%</b>
Female	128	100%	90%	23%	137	100%	94%	29%
Male	156	99%	88%	19%	148	99%	88%	25%
American Indian or Alaska Native								
Black or African American	1	-	-	-				
Hispanic or Latino	36	-	-	-	25	100%	84%	12%
Asian or Native Hawaiian/Other Pacific Islander	107	100%	93%	24%	104	99%	96%	30%
White	140	99%	91%	21%	156	99%	88%	28%
Multiracial								
Small Group Totals	37	100%	65%	8%				
General-Education Students	247	100%	96%	23%	251	100%	96%	30%
Students with Disabilities	37	97%	43%	3%	34	94%	50%	6%
English Proficient	281	-	-	-	283	-	-	-
Limited English Proficient	3	-	-	-	2	-	-	-
Economically Disadvantaged	30	100%	80%	3%	4	-	-	-
Not Disadvantaged	254	100%	90%	23%	281	-	-	-
Migrant								
Not Migrant	284	100%	89%	21%	285	99%	91%	27%

#### NOTES

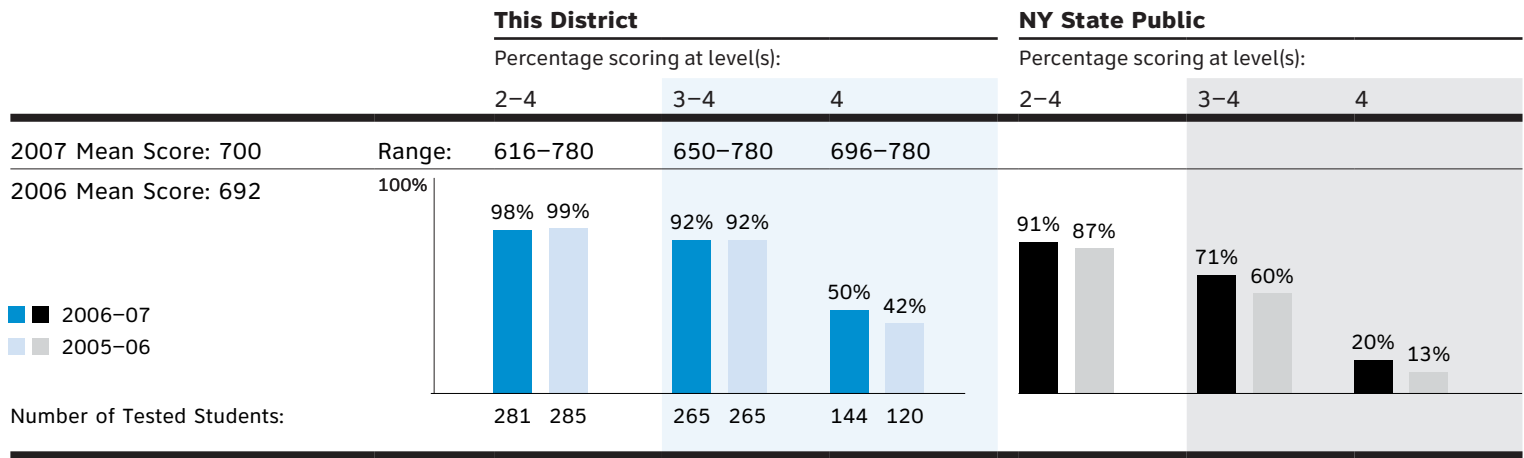
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### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>287</b>	<b>98%</b>	<b>92%</b>	<b>50%</b>	<b>289</b>	<b>99%</b>	<b>92%</b>	<b>42%</b>
Female	129	98%	91%	48%	139	100%	93%	45%
Male	158	97%	94%	52%	150	97%	91%	38%
American Indian or Alaska Native								
Black or African American	1	—	—	—				
Hispanic or Latino	37	—	—	—	26	100%	73%	15%
Asian or Native Hawaiian/Other Pacific Islander	109	100%	96%	60%	106	99%	97%	55%
White	140	99%	93%	49%	157	98%	91%	37%
Multiracial								
Small Group Totals	38	89%	79%	29%				
General-Education Students	250	100%	96%	56%	254	100%	96%	44%
Students with Disabilities	37	86%	65%	8%	35	89%	63%	20%
English Proficient	282	98%	93%	51%	285	—	—	—
Limited English Proficient	5	80%	40%	20%	4	—	—	—
Economically Disadvantaged	31	97%	84%	39%	4	—	—	—
Not Disadvantaged	256	98%	93%	52%	285	—	—	—
Migrant								
Not Migrant	287	98%	92%	50%	289	99%	92%	42%

### NOTES

The — symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			