



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **HICKSVILLE UNION FREE SCHOOL  
DISTRICT**

District ID **28-05-17-03-0000**

Superintendent **MAUREEN BRIGHT**

Telephone **(516) 733-6600**

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

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](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	98	97	89
Kindergarten	340	365	368
Grade 1	375	377	381
Grade 2	373	388	378
Grade 3	393	378	377
Grade 4	420	401	389
Grade 5	398	435	404
Grade 6	413	407	439
Ungraded Elementary	52	0	0
Grade 7	420	408	423
Grade 8	380	464	426
Grade 9	491	454	487
Grade 10	403	457	426
Grade 11	360	364	419
Grade 12	342	364	351
Ungraded Secondary	51	0	6
<b>Total K-12</b>	<b>5211</b>	<b>5262</b>	<b>5274</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	24	26	23
Mathematics	24	26	24
Science	22	25	24
Social Studies	25	27	25
<b>Grade 10</b>			
English	24	24	24
Mathematics	24	23	20
Science	22	22	23
Social Studies	27	27	26

### 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 **HICKSVILLE UNION FREE SCHOOL DISTRICT**District ID **28-05-17-03-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	446	9%	555	11%	641	12%
Reduced-Price Lunch	224	4%	265	5%	261	5%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	369	7%	452	9%	460	9%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	4	0%	6	0%
Black or African American	133	3%	145	3%	134	3%
Hispanic or Latino	900	17%	972	18%	1007	19%
Asian or Native Hawaiian/Other Pacific Islander	985	19%	1072	20%	1151	22%
White	3189	61%	3069	58%	2965	56%
Multiracial**	N/A	N/A	N/A	N/A	11	0%

\* 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	95%		95%		94%	
Student Suspensions	164	3%	182	3%	213	4%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**District ID **28-05-17-03-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	410	419	386
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	10%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	22%	22%
<b>Total Number of Core Classes*</b>	N/A	1452	931
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
<b>Total Number of Classes</b>	1498	1500	1505
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

\* 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	25%	28%	23%
Turnover Rate of All Teachers	16%	17%	13%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	53	52	57
Total Paraprofessionals*	81	83	82
Assistant Principals	5	5	5
Principals	9	9	9

\* 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:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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](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:

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

### 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 Good Standing

### 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>	7 of 8	8 of 8	1 of 1	5 of 6	5 of 6	1 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

- 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

7 of 8

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

### 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> (2494:2424)	✓	✓	99%	✓	172	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—		
Black or African American (69:67)	✓	✓	99%	✓	149	110		
Hispanic or Latino (477:445)	✓	✓	98%	✓	149	117		
Asian or Native Hawaiian/Other Pacific Islander (534:513)	✓	✓	99%	✓	178	117		
White (1413:1398)	✓	✓	99%	✓	178	119		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (383:368)	✓	✓	97%	✓	117	116		
Limited English Proficient <sup>5</sup> (151:121)	✗	✓	95%	✗	96	113	113	106
Economically Disadvantaged (442:420)	✓	✓	98%	✓	158	117		
<b>Final AYP Determination</b>	✗ 7 of 8							

#### 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

8 of 8

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> (2500:2439)	✓	✓	100%	✓	182	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (69:67)	✓	✓	99%	✓	160	74	
Hispanic or Latino (478:451)	✓	✓	99%	✓	166	81	
Asian or Native Hawaiian/Other Pacific Islander (540:519)	✓	✓	100%	✓	190	81	
White (1412:1401)	✓	✓	100%	✓	185	83	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (383:372)	✓	✓	98%	✓	145	80	
Limited English Proficient <sup>5</sup> (152:133)	✓	✓	99%	✓	140	77	
Economically Disadvantaged (442:428)	✓	✓	99%	✓	174	81	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### 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> (834:809)		Qualified		100%		189	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (26:26)		—	—	—	—	—	—	—
Hispanic or Latino (150:137)		Qualified		99%		170	100	
Asian or Native Hawaiian/Other Pacific Islander (174:166)		Qualified		98%		192	100	
White (484:480)		Qualified		100%		195	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (122:115)		Qualified		97%		167	100	
Limited English Proficient <sup>4</sup> (44:35)		Qualified		98%		143	100	
Economically Disadvantaged (145:138)		Qualified		100%		182	100	
<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

## Secondary-Level English Language Arts

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



Good Standing

### Accountability Measures

5 of 6

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group (12th Graders: 2003 Cohort) <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> (367:386)	✓	✓	99%	✓	178	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (9:9)	–	–	–	–	–	–	–
Hispanic or Latino (52:49)	✓	✓	98%	✓	153	145	
Asian or Native Hawaiian/Other Pacific Islander (74:79)	✓	✓	100%	✓	178	148	
White (232:249)	✓	✓	98%	✓	183	152	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (107:62)	✗	✓	97%	✗	124	147	147      132
Limited English Proficient <sup>4</sup> (9:7)	–	–	–	–	–	–	–
Economically Disadvantaged (30:35)	✓	–	–	✓	171	143	
<b>Final AYP Determination</b>	✗ 5 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 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 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<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.

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status

## Secondary-Level Mathematics

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



Good Standing

### Accountability Measures

5 of 6

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

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

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

Student Group (12th Graders: 2003 Cohort) <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> (367:386)	✓	✓	99%	✓	179	146	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (9:9)	–	–	–	–	–	–	–
Hispanic or Latino (52:49)	✓	✓	96%	✓	151	138	
Asian or Native Hawaiian/Other Pacific Islander (74:79)	✓	✓	100%	✓	184	141	
White (232:249)	✓	✓	99%	✓	184	145	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (107:62)	✗	✗	94%	✗	129	140	140      136
Limited English Proficient <sup>4</sup> (9:7)	–	–	–	–	–	–	–
Economically Disadvantaged (30:35)	✓	–	–	✓	177	136	
<b>Final AYP Determination</b>	✗ 5 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 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 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<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.

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status









## Graduation Rate

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

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

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

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (411)			87%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (9)		–	–	–		
Hispanic or Latino (60)			73%	55%		
Asian or Native Hawaiian/Other Pacific Islander (81)			96%	55%		
White (261)			87%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (73)			73%	55%		
Limited English Proficient <sup>3</sup> (3)		–	–	–		
Economically Disadvantaged (36)			86%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **HICKSVILLE UNION FREE SCHOOL DISTRICT**

District ID **28-05-17-03-0000**

## 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

5 schools identified 56% of total

BURNS AVENUE SCHOOL

EAST STREET SCHOOL

HICKSVILLE MIDDLE SCHOOL

LEE AVENUE SCHOOL

OLD COUNTRY ROAD SCHOOL

### New York State Status

#### Good Standing

4 schools identified 44% of total

FORK LANE SCHOOL

DUTCH LANE SCHOOL

HICKSVILLE HIGH SCHOOL







WOODLAND AVENUE SCHOOL









District **HICKSVILLE UNION FREE SCHOOL DISTRICT**District ID **28-05-17-03-0000**

## 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	82%			373
Grade 4	84%			392
Grade 5	84%			402
Grade 6	65%			424
Grade 7	72%			412
Grade 8	66%			426

### Mathematics

Grade 3	93%		377
Grade 4	94%		398
Grade 5	93%		407
Grade 6	82%		433
Grade 7	81%		422
Grade 8	68%		431

### Science

Grade 4	98%		396
Grade 8	83%		425

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	83%			425
Mathematics	82%			425

## 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).

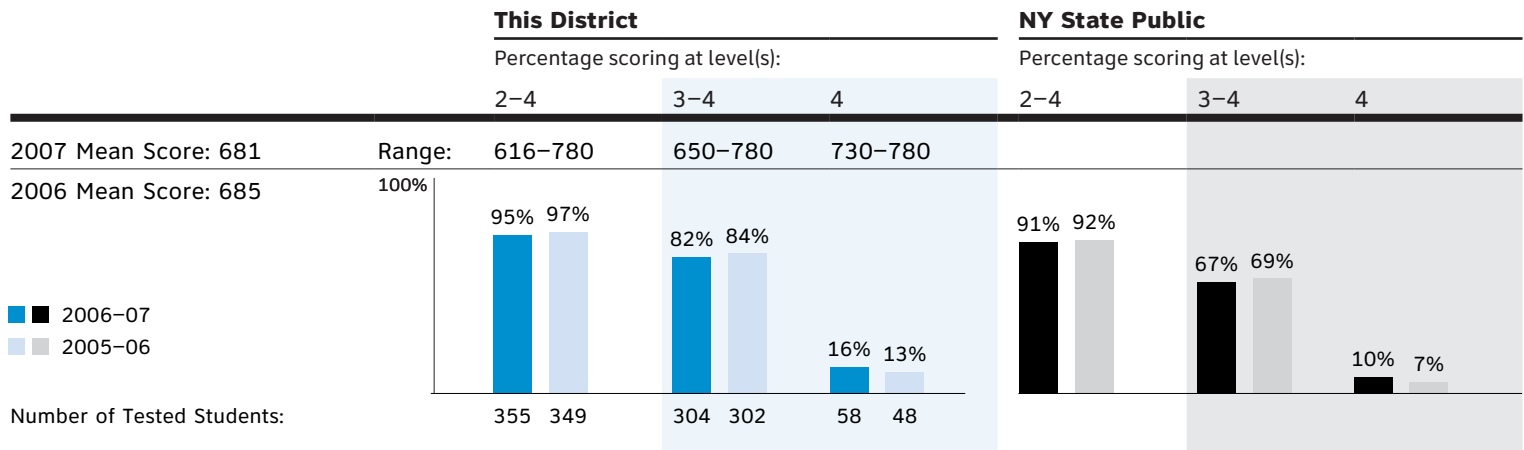
In this section, this district's performance is compared with that of public schools statewide.

## 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>373</b>	<b>95%</b>	<b>82%</b>	<b>16%</b>	<b>358</b>	<b>97%</b>	<b>84%</b>	<b>13%</b>
Female	185	97%	86%	18%	180	97%	86%	16%
Male	188	94%	77%	13%	178	98%	83%	11%
American Indian or Alaska Native	1	—	—	—				
Black or African American	5	—	—	—	16	100%	81%	19%
Hispanic or Latino	83	93%	73%	10%	51	92%	73%	12%
Asian or Native Hawaiian/Other Pacific Islander	85	99%	89%	26%	67	97%	90%	16%
White	199	95%	82%	14%	224	99%	86%	13%
Multiracial								
Small Group Totals	6	83%	50%	0%				
General-Education Students	313	99%	89%	19%	319	99%	89%	14%
Students with Disabilities	60	75%	42%	0%	39	85%	49%	5%
English Proficient	336	97%	85%	17%	357	—	—	—
Limited English Proficient	37	81%	46%	5%	1	—	—	—
Economically Disadvantaged	76	95%	71%	4%	50	96%	84%	12%
Not Disadvantaged	297	95%	84%	19%	308	98%	84%	14%
Migrant								
Not Migrant	373	95%	82%	16%	358	97%	84%	13%

#### NOTES

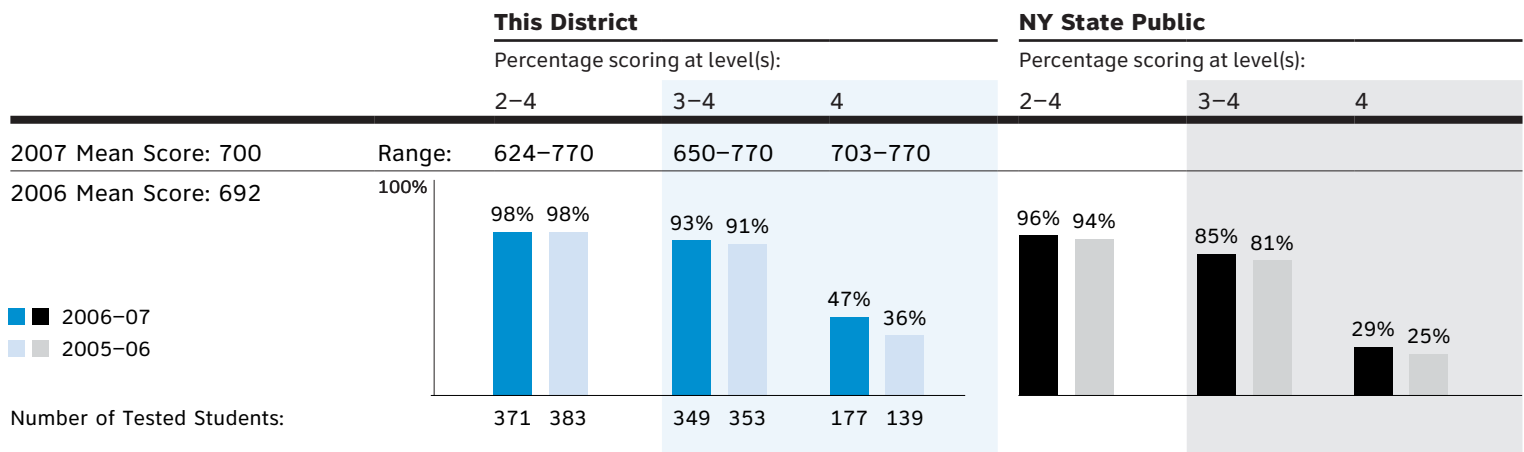
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	5	5	4	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 3	4	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>377</b>	<b>98%</b>	<b>93%</b>	<b>47%</b>	<b>390</b>	<b>98%</b>	<b>91%</b>	<b>36%</b>
Female	187	99%	93%	52%	192	97%	89%	33%
Male	190	98%	93%	42%	198	99%	92%	38%
American Indian or Alaska Native	1	—	—	—				
Black or African American	5	—	—	—	16	94%	94%	56%
Hispanic or Latino	86	98%	87%	30%	70	94%	76%	17%
Asian or Native Hawaiian/Other Pacific Islander	88	100%	99%	66%	78	100%	94%	47%
White	197	98%	92%	47%	226	99%	94%	36%
Multiracial								
Small Group Totals	6	100%	83%	17%				
General-Education Students	316	99%	97%	53%	342	100%	95%	39%
Students with Disabilities	61	93%	70%	15%	48	88%	58%	10%
English Proficient	335	99%	94%	51%	366	99%	92%	37%
Limited English Proficient	42	95%	83%	17%	24	92%	67%	8%
Economically Disadvantaged	78	99%	87%	41%	67	96%	85%	24%
Not Disadvantaged	299	98%	94%	48%	323	99%	92%	38%
Migrant								
Not Migrant	377	98%	93%	47%	390	98%	91%	36%

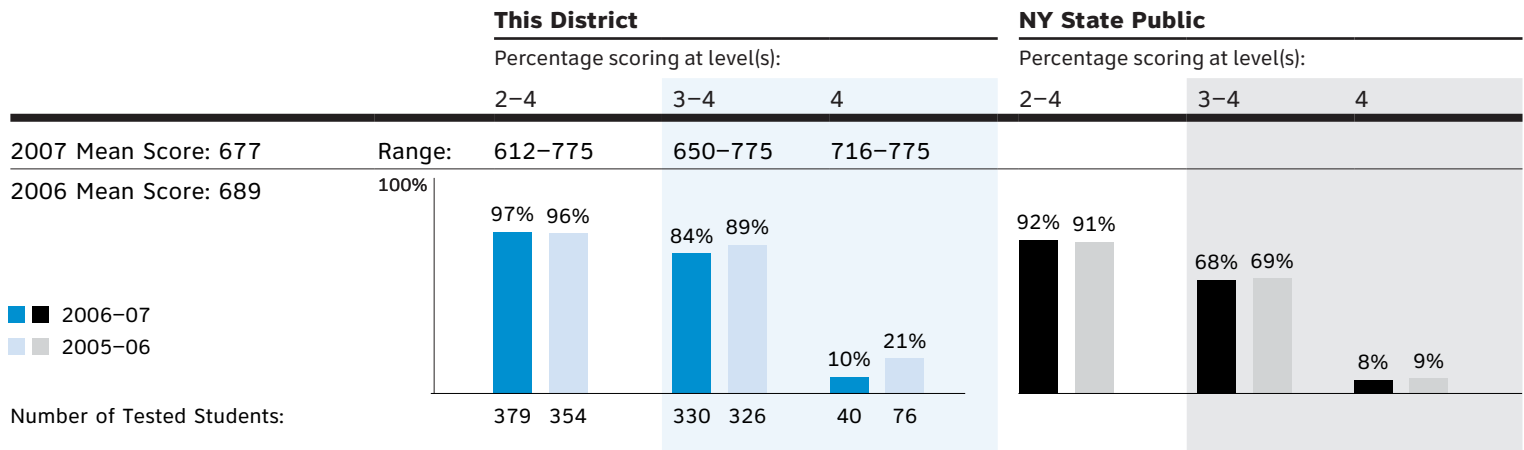
### NOTES

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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	5	5	4	2	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>392</b>	<b>97%</b>	<b>84%</b>	<b>10%</b>	<b>368</b>	<b>96%</b>	<b>89%</b>	<b>21%</b>
Female	197	97%	85%	12%	173	98%	92%	27%
Male	195	96%	84%	8%	195	94%	86%	15%
American Indian or Alaska Native								
Black or African American	15	93%	80%	7%	11	100%	73%	9%
Hispanic or Latino	70	89%	69%	1%	48	94%	83%	8%
Asian or Native Hawaiian/Other Pacific Islander	82	99%	90%	10%	63	98%	94%	25%
White	225	99%	87%	13%	246	96%	89%	22%
Multiracial								
Small Group Totals								
General-Education Students	339	100%	92%	12%	326	99%	94%	23%
Students with Disabilities	53	75%	36%	0%	42	74%	45%	5%
English Proficient	376	98%	86%	11%	367	—	—	—
Limited English Proficient	16	69%	38%	0%	1	—	—	—
Economically Disadvantaged	73	97%	77%	3%	43	95%	77%	7%
Not Disadvantaged	319	97%	86%	12%	325	96%	90%	22%
Migrant								
Not Migrant	392	97%	84%	10%	368	96%	89%	21%

#### NOTES

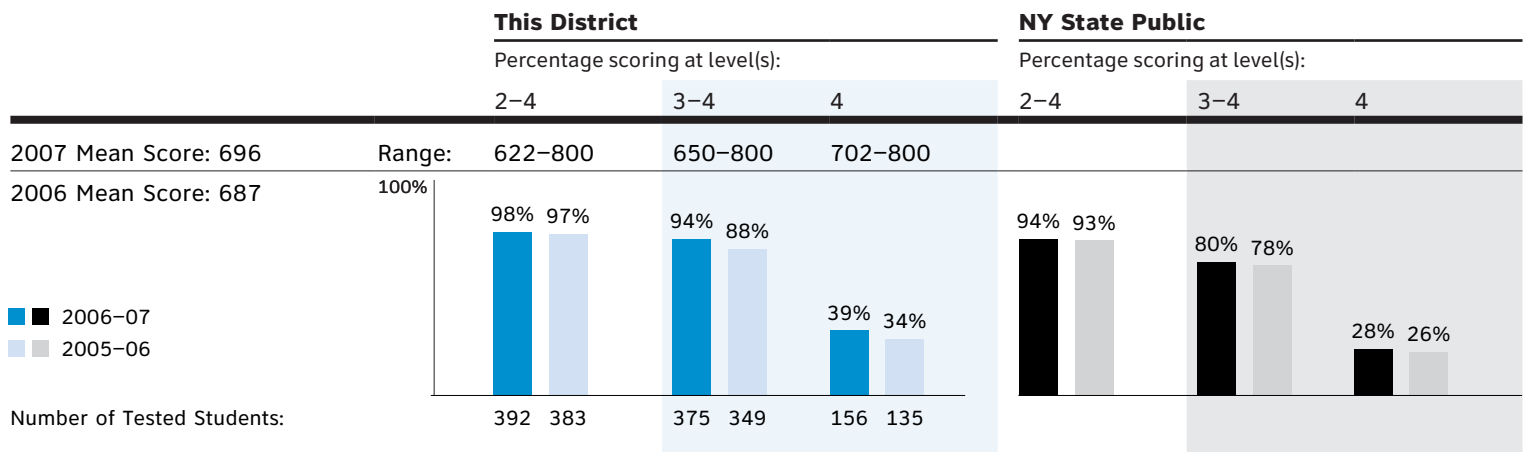
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### Other Assessments

	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	3	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>398</b>	<b>98%</b>	<b>94%</b>	<b>39%</b>	<b>396</b>	<b>97%</b>	<b>88%</b>	<b>34%</b>
Female	196	98%	93%	36%	183	96%	87%	33%
Male	202	99%	96%	43%	213	97%	89%	35%
American Indian or Alaska Native								
Black or African American	15	100%	87%	47%	11	91%	82%	18%
Hispanic or Latino	73	93%	82%	12%	70	89%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	85	100%	98%	53%	67	100%	97%	52%
White	225	100%	97%	42%	248	98%	91%	37%
Multiracial								
Small Group Totals								
General-Education Students	345	100%	98%	43%	345	99%	93%	38%
Students with Disabilities	53	91%	70%	15%	51	80%	55%	8%
English Proficient	377	99%	96%	40%	368	98%	90%	36%
Limited English Proficient	21	86%	62%	19%	28	86%	61%	4%
Economically Disadvantaged	76	99%	89%	29%	54	91%	80%	22%
Not Disadvantaged	322	98%	95%	42%	342	98%	89%	36%
Migrant								
Not Migrant	398	98%	94%	39%	396	97%	88%	34%

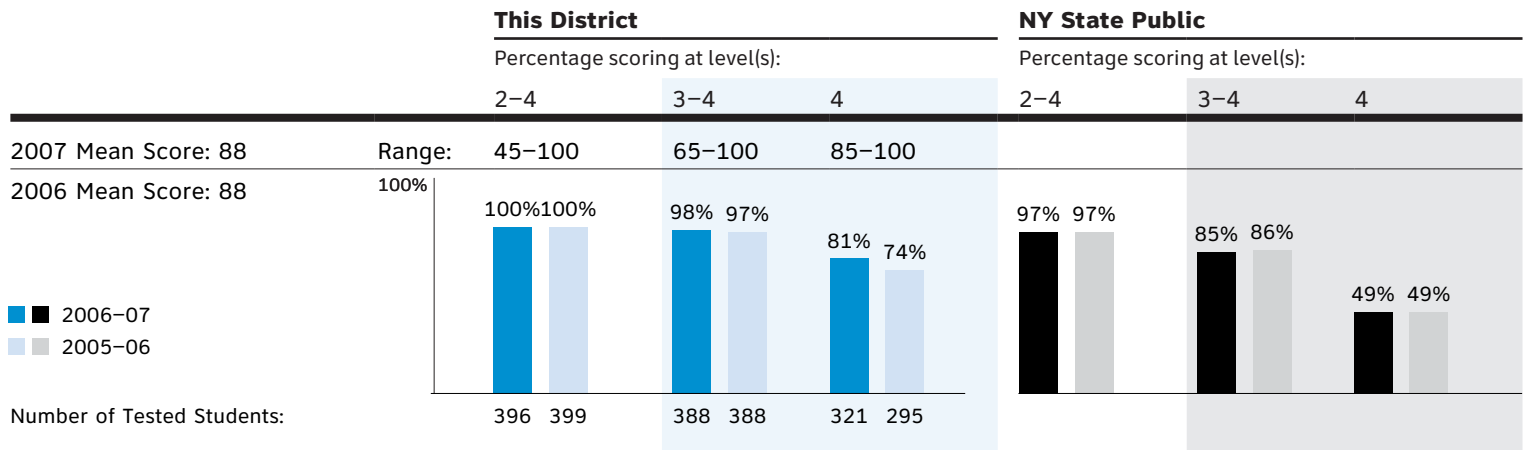
### NOTES

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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>396</b>	<b>100%</b>	<b>98%</b>	<b>81%</b>	<b>399</b>	<b>100%</b>	<b>97%</b>	<b>74%</b>
Female	194	100%	97%	80%	186	100%	96%	74%
Male	202	100%	99%	82%	213	100%	98%	74%
American Indian or Alaska Native								
Black or African American	15	100%	100%	87%	11	100%	100%	73%
Hispanic or Latino	73	100%	90%	63%	69	100%	93%	57%
Asian or Native Hawaiian/Other Pacific Islander	84	100%	100%	86%	69	100%	97%	78%
White	224	100%	100%	85%	250	100%	98%	78%
Multiracial								
Small Group Totals								
General-Education Students	344	100%	99%	86%	345	100%	99%	77%
Students with Disabilities	52	100%	90%	50%	54	100%	89%	54%
English Proficient	374	100%	99%	83%	372	100%	97%	77%
Limited English Proficient	22	100%	82%	50%	27	100%	96%	26%
Economically Disadvantaged	77	100%	97%	73%	53	100%	96%	57%
Not Disadvantaged	319	100%	98%	83%	346	100%	97%	77%
Migrant								
Not Migrant	396	100%	98%	81%	399	100%	97%	74%

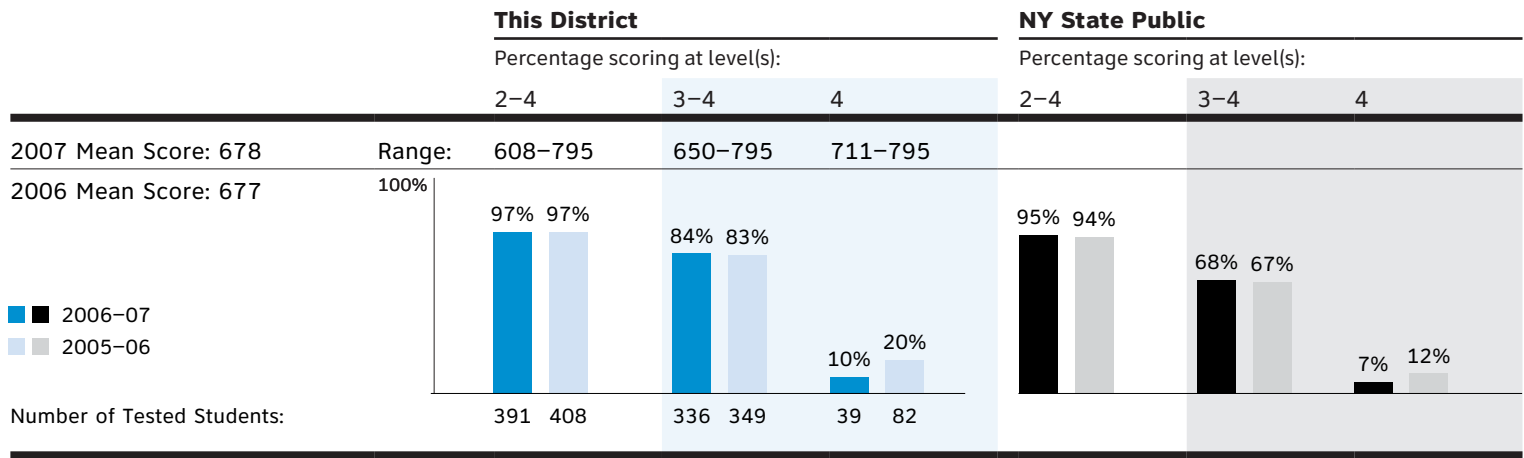
### NOTES

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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>402</b>	<b>97%</b>	<b>84%</b>	<b>10%</b>	<b>420</b>	<b>97%</b>	<b>83%</b>	<b>20%</b>
Female	183	97%	86%	13%	212	97%	84%	17%
Male	219	97%	82%	7%	208	97%	82%	22%
American Indian or Alaska Native								
Black or African American	12	92%	67%	8%	13	92%	62%	0%
Hispanic or Latino	65	91%	60%	3%	79	94%	75%	15%
Asian or Native Hawaiian/Other Pacific Islander	78	99%	83%	12%	95	100%	89%	23%
White	247	99%	91%	11%	233	97%	85%	21%
Multiracial								
Small Group Totals								
General-Education Students	335	99%	91%	11%	357	100%	91%	22%
Students with Disabilities	67	88%	46%	3%	63	81%	37%	6%
English Proficient	389	98%	86%	10%	410	97%	84%	20%
Limited English Proficient	13	77%	23%	8%	10	90%	50%	0%
Economically Disadvantaged	73	95%	68%	7%	75	93%	73%	7%
Not Disadvantaged	329	98%	87%	10%	345	98%	85%	22%
Migrant								
Not Migrant	402	97%	84%	10%	420	97%	83%	20%

#### NOTES

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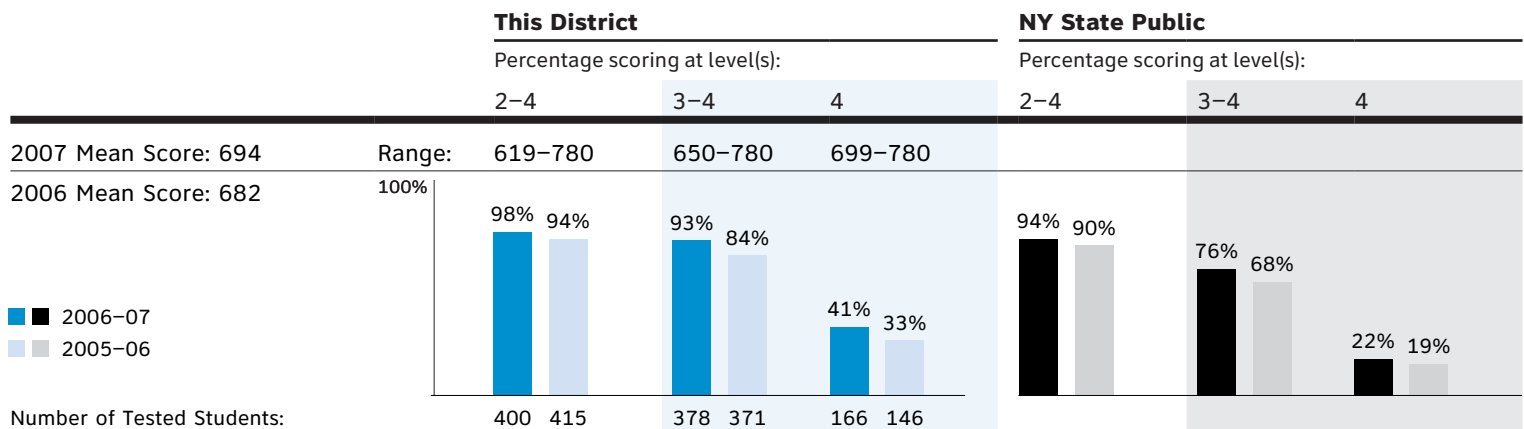
### Other Assessments

	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 5 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 5	1	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>407</b>	<b>98%</b>	<b>93%</b>	<b>41%</b>	<b>441</b>	<b>94%</b>	<b>84%</b>	<b>33%</b>
Female	187	97%	91%	40%	226	95%	84%	28%
Male	220	99%	94%	41%	215	93%	85%	39%
American Indian or Alaska Native								
Black or African American	12	92%	75%	8%	13	85%	62%	38%
Hispanic or Latino	67	96%	76%	18%	96	91%	77%	21%
Asian or Native Hawaiian/Other Pacific Islander	81	100%	98%	47%	97	99%	93%	51%
White	247	99%	97%	47%	235	94%	85%	31%
Multiracial								
Small Group Totals								
General-Education Students	339	100%	96%	47%	373	98%	91%	38%
Students with Disabilities	68	90%	75%	7%	68	71%	47%	9%
English Proficient	391	98%	94%	42%	408	95%	86%	36%
Limited English Proficient	16	94%	69%	0%	33	85%	61%	0%
Economically Disadvantaged	77	97%	83%	25%	91	88%	71%	23%
Not Disadvantaged	330	98%	95%	45%	350	96%	87%	36%
Migrant								
Not Migrant	407	98%	93%	41%	441	94%	84%	33%

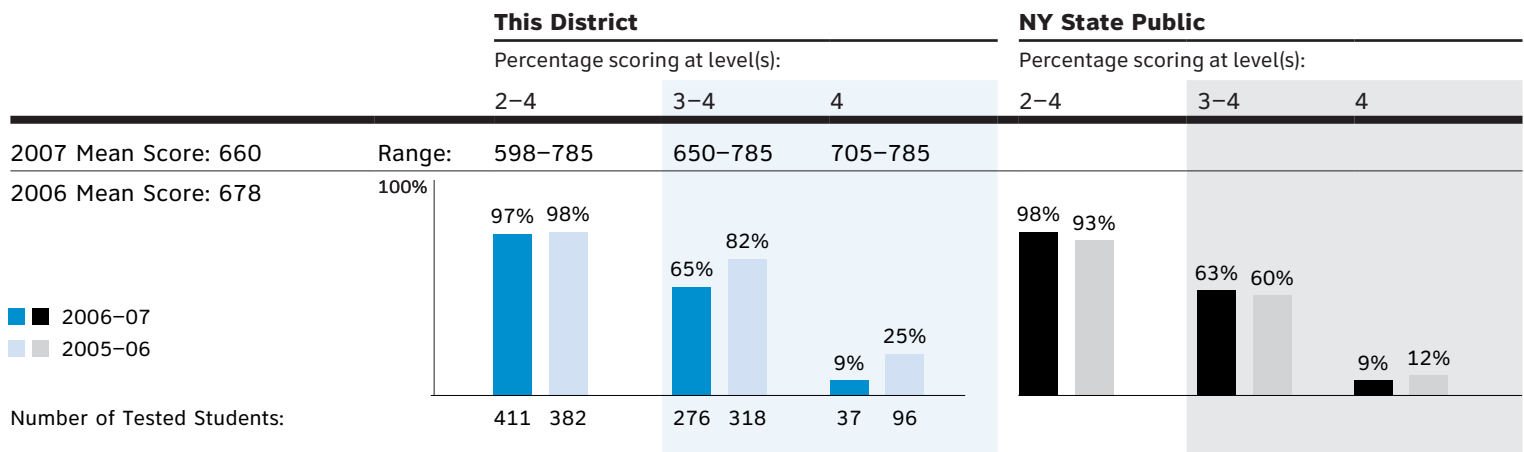
### NOTES

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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 5 Equivalent	2	–	–	–	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>424</b>	<b>97%</b>	<b>65%</b>	<b>9%</b>	<b>389</b>	<b>98%</b>	<b>82%</b>	<b>25%</b>
Female	221	98%	66%	10%	202	99%	82%	25%
Male	203	96%	64%	7%	187	97%	81%	24%
American Indian or Alaska Native								
Black or African American	13	77%	54%	8%	14	86%	79%	29%
Hispanic or Latino	84	93%	45%	5%	63	95%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	100	100%	78%	16%	70	100%	80%	29%
White	227	98%	67%	7%	242	99%	86%	27%
Multiracial								
Small Group Totals								
General-Education Students	356	99%	74%	10%	339	100%	89%	28%
Students with Disabilities	68	85%	18%	0%	50	88%	34%	0%
English Proficient	403	98%	68%	9%	384	98%	83%	25%
Limited English Proficient	21	76%	0%	0%	5	100%	0%	0%
Economically Disadvantaged	74	95%	55%	4%	54	98%	81%	13%
Not Disadvantaged	350	97%	67%	10%	335	98%	82%	27%
Migrant								
Not Migrant	424	97%	65%	9%	389	98%	82%	25%

#### NOTES

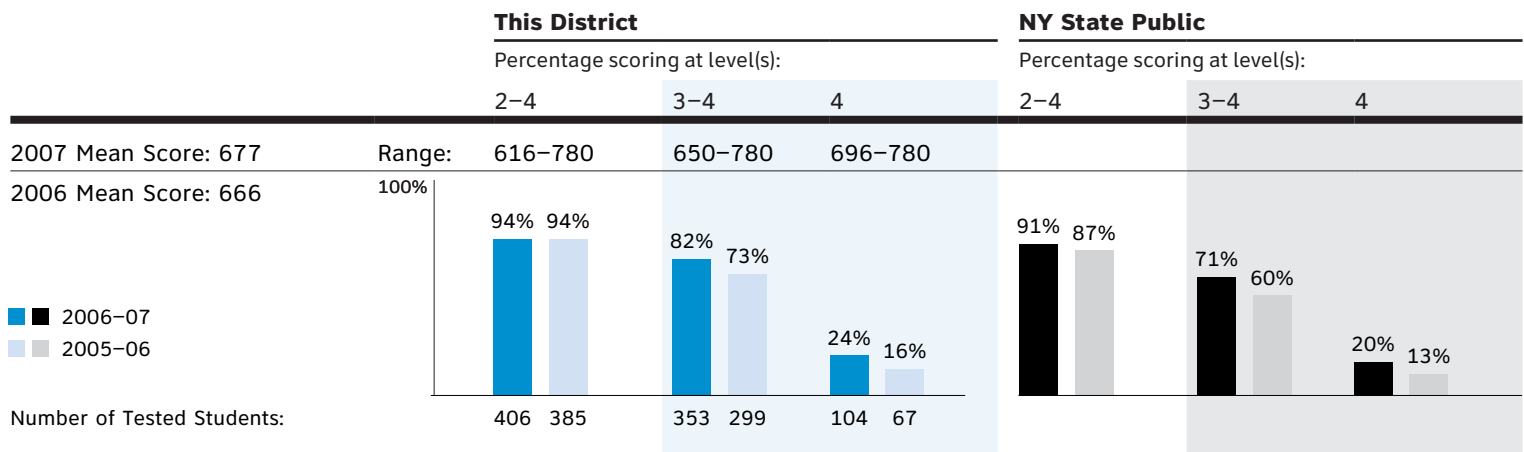
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### Other Assessments

	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 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>433</b>	<b>94%</b>	<b>82%</b>	<b>24%</b>	<b>411</b>	<b>94%</b>	<b>73%</b>	<b>16%</b>
Female	223	96%	80%	22%	210	94%	73%	14%
Male	210	92%	83%	26%	201	93%	73%	19%
American Indian or Alaska Native								
Black or African American	13	77%	69%	23%	15	100%	67%	7%
Hispanic or Latino	85	89%	67%	11%	76	82%	51%	7%
Asian or Native Hawaiian/Other Pacific Islander	101	98%	94%	46%	79	96%	80%	28%
White	234	94%	82%	20%	241	96%	78%	16%
Multiracial								
Small Group Totals								
General-Education Students	364	97%	88%	28%	359	96%	79%	19%
Students with Disabilities	69	78%	46%	1%	52	75%	27%	0%
English Proficient	410	96%	84%	25%	387	96%	76%	17%
Limited English Proficient	23	61%	30%	4%	24	50%	17%	0%
Economically Disadvantaged	76	88%	74%	13%	65	88%	63%	8%
Not Disadvantaged	357	95%	83%	26%	346	95%	75%	18%
Migrant								
Not Migrant	433	94%	82%	24%	411	94%	73%	16%

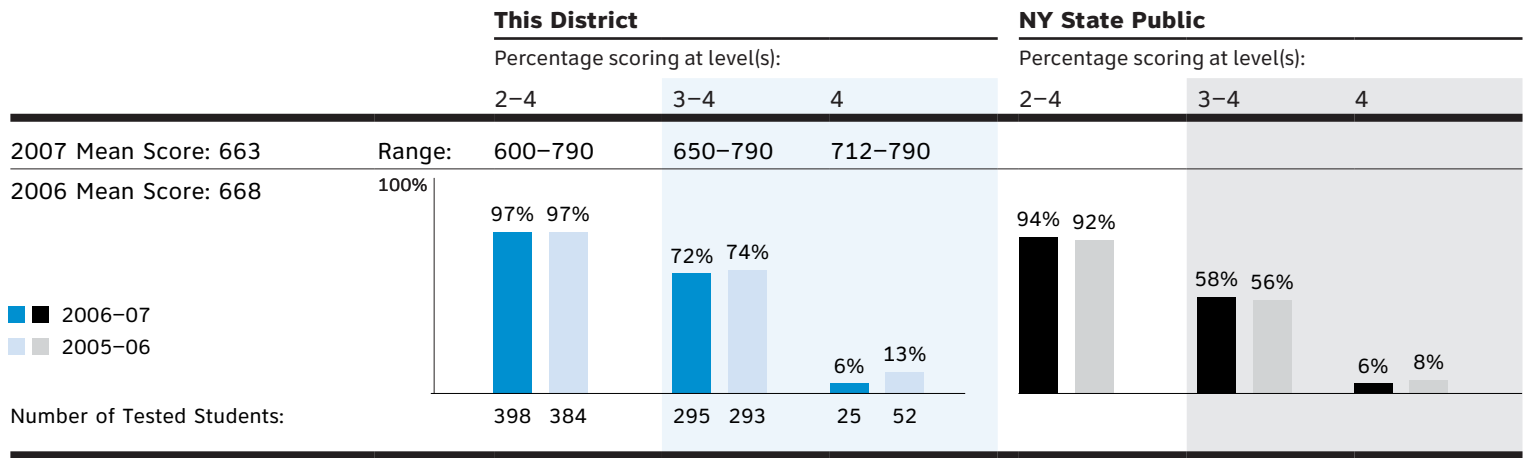
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## Other Assessments

	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.			

## This District's Results in Grade 7 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>412</b>	<b>97%</b>	<b>72%</b>	<b>6%</b>	<b>396</b>	<b>97%</b>	<b>74%</b>	<b>13%</b>
Female	213	98%	80%	7%	202	98%	78%	17%
Male	199	95%	63%	6%	194	96%	70%	9%
American Indian or Alaska Native								
Black or African American	12	92%	67%	0%	10	90%	50%	10%
Hispanic or Latino	77	88%	52%	4%	60	93%	55%	3%
Asian or Native Hawaiian/Other Pacific Islander	88	97%	70%	5%	74	96%	80%	18%
White	235	100%	79%	8%	252	98%	78%	14%
Multiracial								
Small Group Totals								
General-Education Students	373	98%	76%	6%	335	99%	83%	16%
Students with Disabilities	39	82%	26%	3%	61	85%	26%	0%
English Proficient	393	98%	75%	6%	389	97%	75%	13%
Limited English Proficient	19	63%	5%	0%	7	86%	29%	0%
Economically Disadvantaged	63	90%	54%	8%	67	96%	63%	4%
Not Disadvantaged	349	98%	75%	6%	329	97%	76%	15%
Migrant								
Not Migrant	412	97%	72%	6%	396	97%	74%	13%

#### NOTES

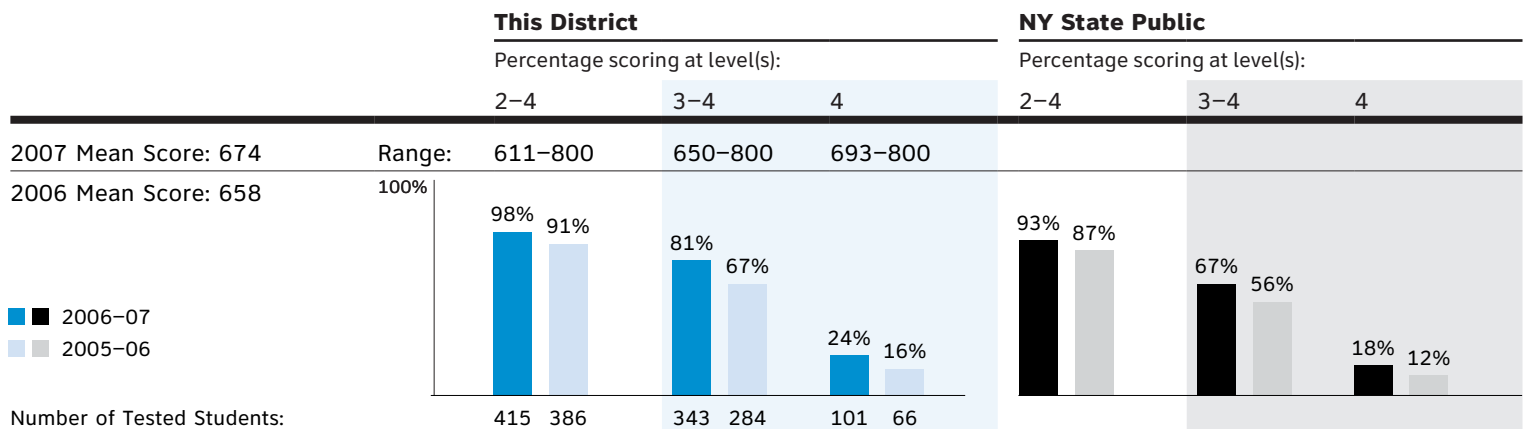
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### Other Assessments

	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 7 Equivalent	9	9	8	6	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 7	5	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 7 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>422</b>	<b>98%</b>	<b>81%</b>	<b>24%</b>	<b>422</b>	<b>91%</b>	<b>67%</b>	<b>16%</b>
Female	216	98%	85%	25%	215	93%	67%	16%
Male	206	99%	77%	23%	207	90%	67%	15%
American Indian or Alaska Native								
Black or African American	12	100%	75%	17%	10	80%	40%	0%
Hispanic or Latino	81	95%	68%	9%	68	82%	32%	6%
Asian or Native Hawaiian/Other Pacific Islander	93	99%	82%	34%	89	91%	74%	27%
White	236	99%	86%	25%	255	95%	75%	15%
Multiracial								
Small Group Totals								
General-Education Students	382	99%	85%	26%	355	94%	74%	18%
Students with Disabilities	40	90%	43%	3%	67	76%	33%	3%
English Proficient	397	99%	84%	25%	400	94%	70%	17%
Limited English Proficient	25	88%	32%	0%	22	50%	18%	0%
Economically Disadvantaged	63	100%	68%	14%	79	86%	49%	10%
Not Disadvantaged	359	98%	84%	26%	343	93%	71%	17%
Migrant								
Not Migrant	422	98%	81%	24%	422	91%	67%	16%

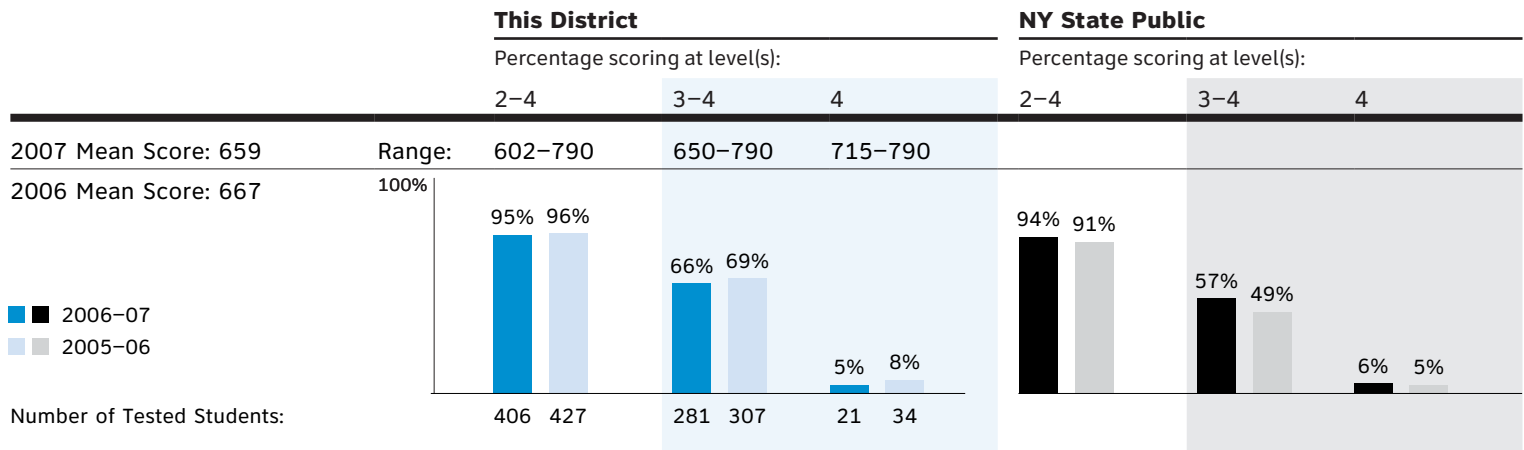
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## Other Assessments

	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 7 Equivalent	9	8	8	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 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>426</b>	<b>95%</b>	<b>66%</b>	<b>5%</b>	<b>446</b>	<b>96%</b>	<b>69%</b>	<b>8%</b>
Female	221	98%	75%	7%	227	99%	71%	7%
Male	205	93%	57%	3%	219	93%	66%	9%
American Indian or Alaska Native								
Black or African American	11	91%	27%	0%	8	100%	25%	0%
Hispanic or Latino	73	89%	48%	1%	74	95%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	88	94%	66%	6%	93	98%	86%	9%
White	254	98%	73%	6%	271	95%	69%	8%
Multiracial								
Small Group Totals								
General-Education Students	367	98%	74%	6%	373	99%	77%	9%
Students with Disabilities	59	78%	17%	0%	73	78%	29%	0%
English Proficient	408	97%	68%	5%	445	—	—	—
Limited English Proficient	18	56%	11%	0%	1	—	—	—
Economically Disadvantaged	64	89%	56%	3%	83	95%	55%	1%
Not Disadvantaged	362	96%	68%	5%	363	96%	72%	9%
Migrant								
Not Migrant	426	95%	66%	5%	446	96%	69%	8%

#### NOTES

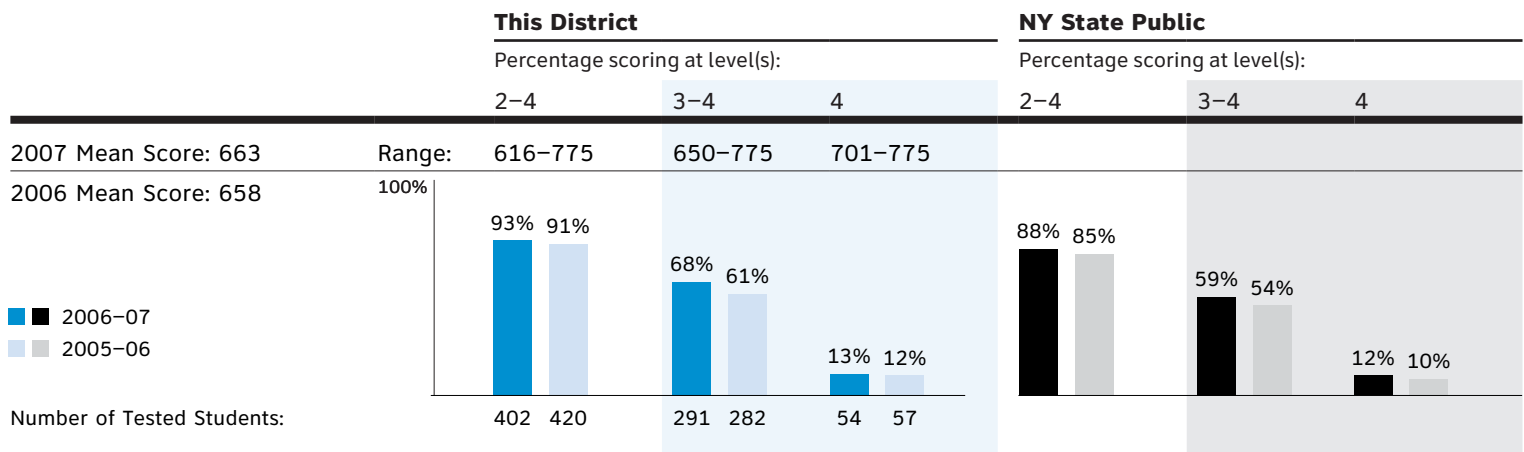
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### Other Assessments

	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 8 Equivalent	6	6	6	6	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 8	3	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 8 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>431</b>	<b>93%</b>	<b>68%</b>	<b>13%</b>	<b>461</b>	<b>91%</b>	<b>61%</b>	<b>12%</b>
Female	223	94%	68%	13%	231	94%	62%	13%
Male	208	93%	67%	12%	230	89%	60%	12%
American Indian or Alaska Native								
Black or African American	11	82%	18%	9%	9	78%	44%	11%
Hispanic or Latino	76	84%	43%	5%	81	77%	28%	4%
Asian or Native Hawaiian/Other Pacific Islander	89	96%	78%	24%	97	98%	82%	21%
White	255	96%	73%	11%	274	93%	64%	12%
Multiracial								
Small Group Totals								
General-Education Students	371	96%	74%	14%	389	94%	70%	14%
Students with Disabilities	60	75%	28%	2%	72	74%	14%	1%
English Proficient	410	95%	70%	13%	441	93%	63%	13%
Limited English Proficient	21	67%	14%	0%	20	55%	20%	0%
Economically Disadvantaged	67	90%	63%	9%	95	86%	49%	9%
Not Disadvantaged	364	94%	68%	13%	366	92%	64%	13%
Migrant								
Not Migrant	431	93%	68%	13%	461	91%	61%	12%

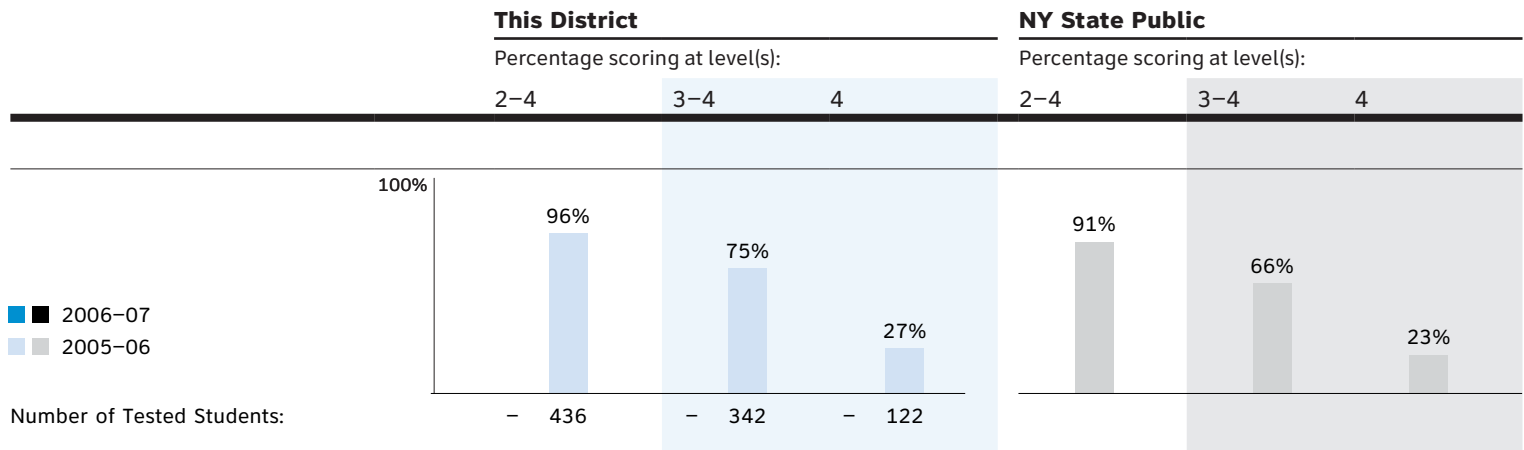
### NOTES

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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 8 Equivalent	6	6	6	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



## This District's Results in Grade 8 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>425</b>	<b>97%</b>	<b>83%</b>	<b>39%</b>	<b>456</b>	<b>96%</b>	<b>75%</b>	<b>27%</b>
Female	219	98%	81%	37%	229	97%	72%	22%
Male	206	95%	84%	41%	227	95%	78%	31%
American Indian or Alaska Native								
Black or African American	11	91%	55%	18%	10	90%	50%	0%
Hispanic or Latino	74	91%	54%	22%	80	86%	54%	11%
Asian or Native Hawaiian/Other Pacific Islander	87	99%	84%	41%	98	97%	78%	36%
White	253	98%	92%	44%	268	98%	81%	29%
Multiracial								
Small Group Totals								
General-Education Students	367	98%	88%	43%	388	96%	80%	30%
Students with Disabilities	58	91%	50%	12%	68	93%	47%	7%
English Proficient	405	98%	86%	41%	436	98%	78%	28%
Limited English Proficient	20	75%	20%	0%	20	45%	5%	0%
Economically Disadvantaged	67	96%	67%	24%	96	90%	57%	13%
Not Disadvantaged	358	97%	86%	42%	360	97%	80%	31%
Migrant								
Not Migrant	425	97%	83%	39%	456	96%	75%	27%

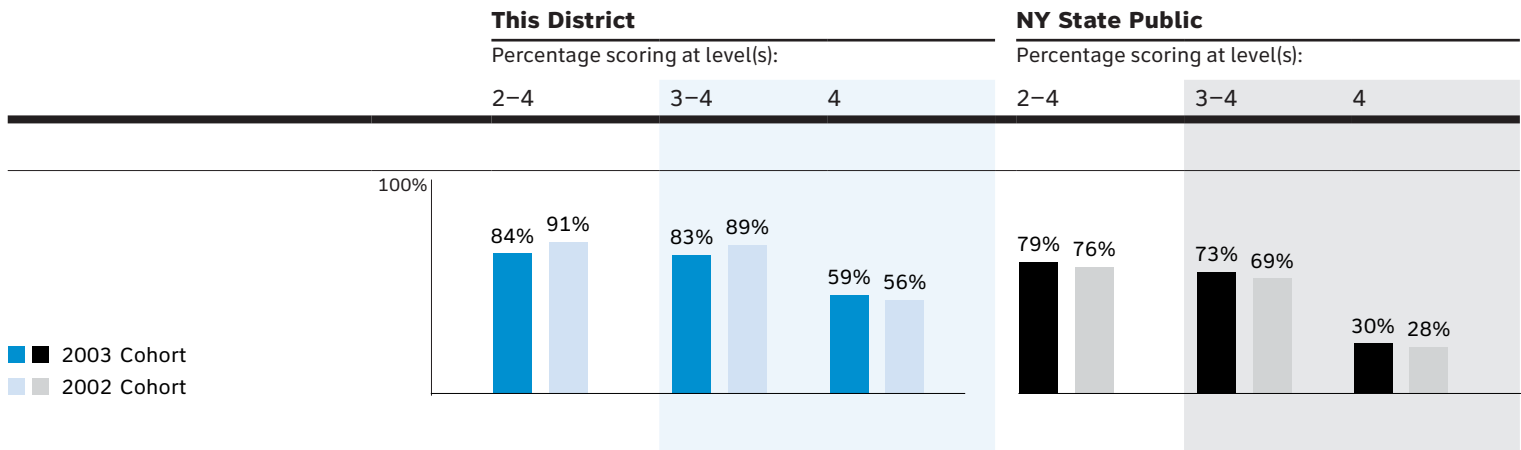
### NOTES

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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 8 Equivalent	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	1	–	–	–	0			

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



### Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	425	84%	83%	59%	428	91%	89%	56%
Female	224	88%	87%	65%	206	93%	91%	59%
Male	201	81%	78%	52%	222	89%	87%	52%
American Indian or Alaska Native								
Black or African American	9	89%	89%	56%	10	90%	90%	30%
Hispanic or Latino	60	63%	60%	33%	70	79%	73%	29%
Asian or Native Hawaiian/Other Pacific Islander	91	89%	87%	69%	91	96%	95%	59%
White	265	88%	86%	62%	257	93%	91%	63%
Multiracial								
Small Group Totals								
General-Education Students	360	89%	88%	66%	367	93%	90%	61%
Students with Disabilities	65	60%	51%	20%	61	82%	80%	25%
English Proficient	416	85%	83%	60%	395	93%	91%	59%
Limited English Proficient	9	56%	44%	11%	33	73%	64%	15%
Economically Disadvantaged	41	80%	78%	39%	39	92%	85%	36%
Not Disadvantaged	384	85%	83%	61%	389	91%	89%	58%
Migrant								
Not Migrant					428	91%	89%	56%

#### 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

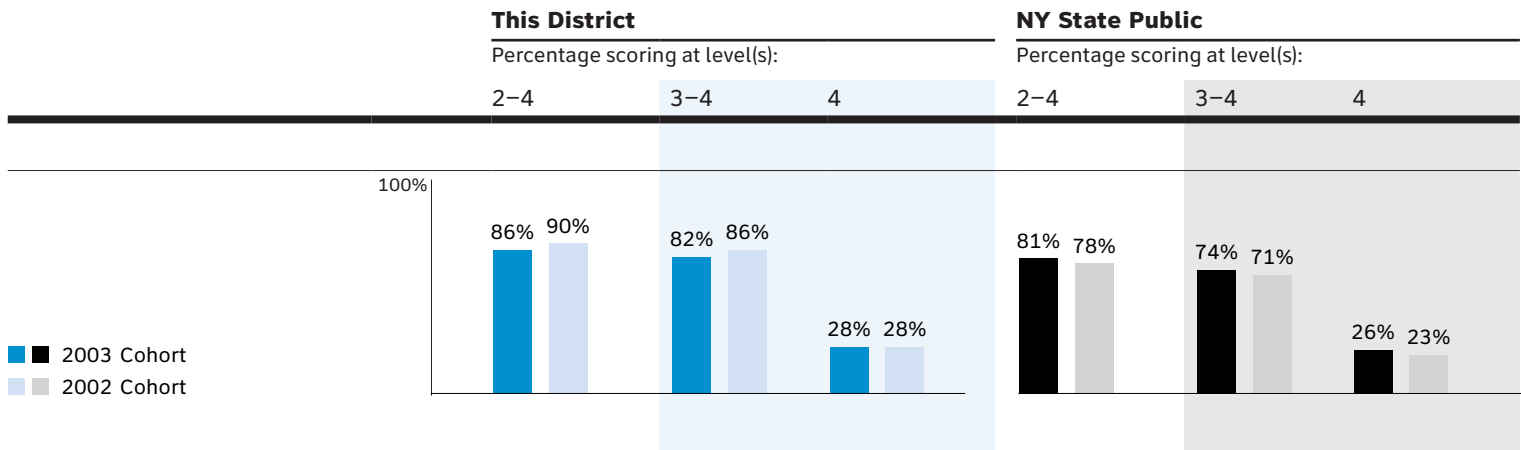
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	–	–	–

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

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>425</b>	<b>86%</b>	<b>82%</b>	<b>28%</b>	<b>428</b>	<b>90%</b>	<b>86%</b>	<b>28%</b>
Female	224	88%	85%	33%	206	93%	89%	25%
Male	201	83%	78%	24%	222	87%	83%	30%
American Indian or Alaska Native								
Black or African American	9	78%	78%	0%	10	80%	80%	20%
Hispanic or Latino	60	65%	58%	12%	70	79%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	91	90%	88%	51%	91	92%	88%	41%
White	265	89%	85%	26%	257	93%	90%	28%
Multiracial								
Small Group Totals								
General-Education Students	360	90%	88%	33%	367	92%	88%	31%
Students with Disabilities	65	62%	46%	3%	61	80%	72%	7%
English Proficient	416	86%	82%	29%	395	92%	88%	27%
Limited English Proficient	9	67%	56%	22%	33	70%	61%	30%
Economically Disadvantaged	41	83%	80%	24%	39	95%	85%	36%
Not Disadvantaged	384	86%	82%	29%	389	90%	86%	27%
Migrant								
Not Migrant					428	90%	86%	28%

#### 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

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	–	–	–

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

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.