



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **COPIAGUE UNION FREE SCHOOL  
DISTRICT**

District ID **58-01-05-03-0000**

Superintendent **CHARLES LEUNIG**

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

## This District's Report Card

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

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

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 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 **COPIAGUE UNION FREE SCHOOL DISTRICT**District ID **58-01-05-03-0000**

## 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	0	0	0
Kindergarten	364	331	328
Grade 1	377	336	328
Grade 2	346	360	331
Grade 3	359	322	349
Grade 4	368	360	323
Grade 5	348	355	345
Grade 6	353	344	358
Ungraded Elementary	97	90	93
Grade 7	389	334	318
Grade 8	384	376	330
Grade 9	435	453	415
Grade 10	352	369	382
Grade 11	315	302	331
Grade 12	249	273	278
Ungraded Secondary	175	154	151
<b>Total K-12</b>	<b>4911</b>	<b>4759</b>	<b>4660</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	24	23	23
<b>Grade 8</b>			
English	24	24	21
Mathematics	25	25	23
Science	25	25	22
Social Studies	25	26	22
<b>Grade 10</b>			
English	20	22	20
Mathematics	28	21	25
Science	19	20	21
Social Studies	22	21	21

### Enrollment Information

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

### Average Class Size Information

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

District **COPIAGUE UNION FREE SCHOOL DISTRICT**District ID **58-01-05-03-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1596	32%	1836	39%	1483	32%
Reduced-Price Lunch	535	11%	608	13%	581	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	520	11%	595	13%	718	15%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	3	0%	3	0%
Black or African American	1702	35%	1606	34%	1524	33%
Hispanic or Latino	1646	34%	1709	36%	1829	39%
Asian or Native Hawaiian/Other Pacific Islander	93	2%	94	2%	80	2%
White	1465	30%	1347	28%	1224	26%
Multiracial**	N/A	N/A	N/A	N/A	0	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	93%		93%		94%	
Student Suspensions	446	9%	373	8%	472	10%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District **COPIAGUE UNION FREE SCHOOL DISTRICT**District ID **58-01-05-03-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	329	338	319
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	9%	14%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	41%	45%
<b>Total Number of Core Classes*</b>	N/A	1318	907
Percent Not Taught by Highly Qualified Teachers	N/A	1%	2%
<b>Total Number of Classes</b>	1154	1230	1219
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	23%	23%	33%
Turnover Rate of All Teachers	13%	19%	17%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	44	46	45
Total Paraprofessionals*	42	44	40
Assistant Principals	8	7	8
Principals	5	5	5

\* 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:

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

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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)

#### ▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	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			English		
	Language Arts	Mathematics	Science	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	✓ <sup>SH</sup>	✓		✗	✗	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✓	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 0 of 6	✗ 1 of 6	✓ 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                               | State  |
|---------------------------------------|--|
| Good Standing ▲                       | ■ Good Standing                                |
| Improvement (Year 1) ▲                | ■ Requiring Academic Progress (Year 1)         |
| Improvement (Year 2) ▲                | ■ Requiring Academic Progress (Year 2)         |
| Improvement (Year 3) ▲                | ■ Requiring Academic Progress (Year 3)         |
| Improvement (Year 4) ▲                | ■ Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above) ▲        | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |



## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (2007-08)**  Improvement (Year 1)

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

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

### 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> (2212:2085)			98%		151	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (742:710)			99%		144	118	
Hispanic or Latino (890:817)			98%		142	118	
Asian or Native Hawaiian/Other Pacific Islander (48:45)			100%		173	108	
White (529:510)			98%		172	117	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (327:313)			98%		92	116	91 103
Limited English Proficient <sup>5</sup> (591:233)			95%		100	115	115 110
Economically Disadvantaged (915:869)			98%		136	118	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

- 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.
- 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.
- 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.
- 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.
- 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**  Good Standing  
**for This Subject**  
**(2007-08)**

**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> (2185:2083)			99%		163	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (724:696)			100%		152	82	
Hispanic or Latino (886:831)			99%		158	82	
Asian or Native Hawaiian/Other Pacific Islander (46:42)			98%		190	71	
White (526:511)			100%		183	81	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (321:306)			99%		106	80	
Limited English Proficient <sup>5</sup> (280:252)			99%		129	79	
Economically Disadvantaged (911:875)			99%		156	82	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

- 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.
- 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.
- 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.
- 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.
- 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> (719:671)		Qualified		99%		177	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (248:229)		Qualified		97%		175	100	
Hispanic or Latino (285:263)		Qualified		99%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (14:14)	—	—	—	—	—	—	—	—
White (170:163)		Qualified		99%		193	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (105:95)		Qualified		94%		146	100	
Limited English Proficient <sup>4</sup> (92:81)		Qualified		99%		140	100	
Economically Disadvantaged (319:303)		Qualified		99%		169	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)**  Improvement (Year 1)

**Accountability Measures** 0 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 1) in 2008-09. [206]

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

Student Group	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
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (742:349)			90%		146	153	153	151
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (255:118)			94%		160	149		
Hispanic or Latino (209:94)			81%		107	149	149	116
Asian or Native Hawaiian/Other Pacific Islander (9:8)	—	—	—	—	—	—		
White (262:129)			92%		160	150		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (128:72)			83%		94	148	124 <sup>‡</sup>	105
Limited English Proficient <sup>4</sup> (27:27)	—	—	—	—	—	—		
Economically Disadvantaged (161:92)			91%		129	149	149	136
<b>Final AYP Determination</b>		0 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.


<sup>‡</sup> 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**  Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 1 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	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
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (742:349)			91%		165	146	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (129:118)			95%		174	142	
Hispanic or Latino (209:94)			86%		137	142	142    143
Asian or Native Hawaiian/Other Pacific Islander (9:8)	—	—	—	—	—	—	—
White (262:129)			93%		175	143	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (128:72)			83%		122	141	119 <sup>‡</sup> 130
Limited English Proficient <sup>4</sup> (27:27)	—	—	—	—	—	—	—
Economically Disadvantaged (161:92)			94%		162	142	
<b>Final AYP Determination</b>		1 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.


<sup>‡</sup> 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> (339)			73%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (122)			66%	55%		
Hispanic or Latino (91)			64%	55%		
Asian or Native Hawaiian/Other Pacific Islander (7)	–	–	–	–		
White (119)			85%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (58)			53%	55%	55%	54%
Limited English Proficient <sup>3</sup> (31)			42%	55%	1%	43%
Economically Disadvantaged (97)			65%	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 **COPIAGUE UNION FREE SCHOOL DISTRICT**

District ID **58-01-05-03-0000**

## 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**

2 schools identified 40% of total

GREAT NECK ROAD ELEMENTARY SCHOOL

SUSAN E WILEY SCHOOL

#### **Improvement (Year 1)**

1 school identified 20% of total

DEAUVILLE GARDENS ELEMENTARY SCHOOL

### New York State Status

#### **Good Standing**

1 school identified 20% of total

WALTER G O'CONNELL COPIAGUE HIGH SCHOOL

#### **Requiring Academic Progress (Year 4)**

1 school identified 20% of total

COPIAGUE MIDDLE SCHOOL

District **COPIAGUE UNION FREE SCHOOL DISTRICT**District ID **58-01-05-03-0000**

## 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	62%			355
Grade 4	68%			337
Grade 5	65%			362
Grade 6	53%			369
Grade 7	44%			351
Grade 8	53%			352
<b>Mathematics</b>				
Grade 3	86%			359
Grade 4	81%			342
Grade 5	83%			358
Grade 6	62%			375
Grade 7	62%			356
Grade 8	45%			358
<b>Science</b>				
Grade 4	92%			344
Grade 8	63%			316

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	66%			398
Mathematics	72%			398

### 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.

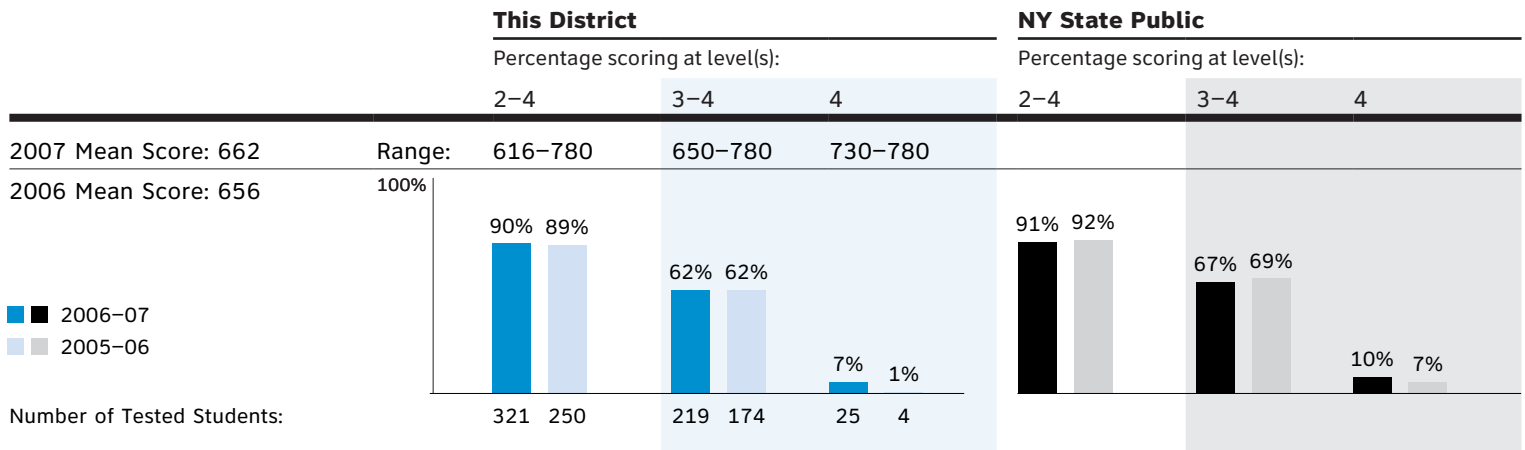
### This District's N/RC Category:

#### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high 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>355</b>	<b>90%</b>	<b>62%</b>	<b>7%</b>	<b>282</b>	<b>89%</b>	<b>62%</b>	<b>1%</b>
Female	162	93%	60%	9%	144	93%	67%	2%
Male	193	88%	63%	6%	138	84%	57%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	119	87%	63%	7%	100	81%	53%	1%
Hispanic or Latino	148	91%	50%	4%	82	98%	62%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	11%	9	100%	78%	0%
White	79	95%	80%	13%	91	88%	69%	3%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	317	96%	65%	8%	257	93%	67%	2%
Students with Disabilities	38	47%	32%	0%	25	44%	12%	0%
English Proficient	293	91%	70%	9%	272	88%	62%	1%
Limited English Proficient	62	85%	23%	0%	10	100%	60%	0%
Economically Disadvantaged	166	89%	54%	4%	103	87%	50%	0%
Not Disadvantaged	189	92%	69%	10%	179	89%	69%	2%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	355	90%	62%	7%	282	89%	62%	1%

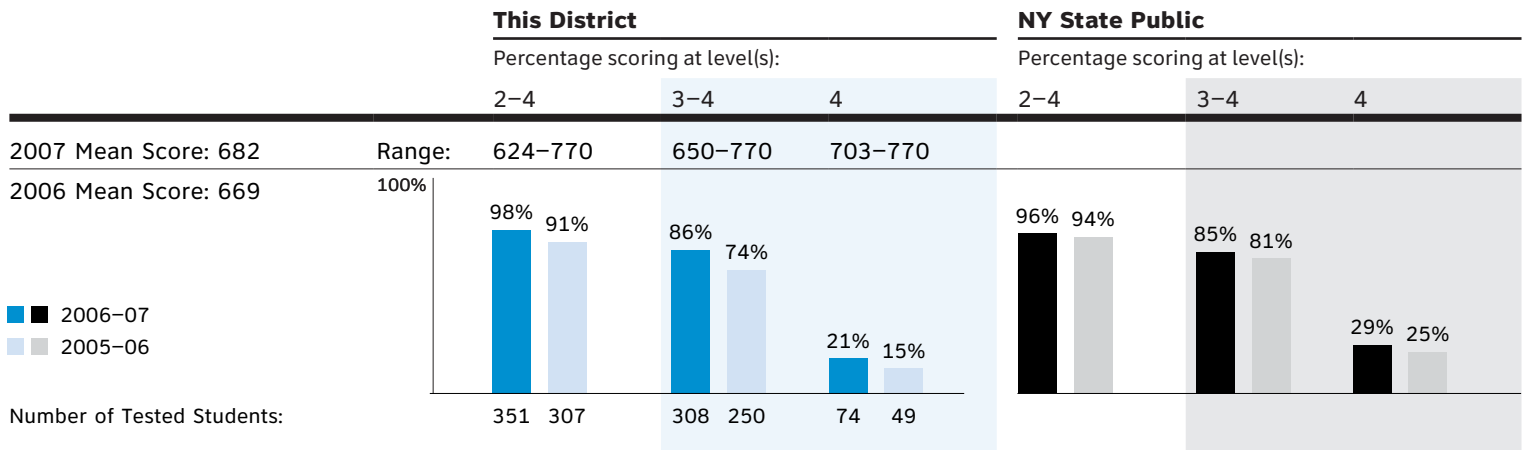
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	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	6	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>359</b>	<b>98%</b>	<b>86%</b>	<b>21%</b>	<b>336</b>	<b>91%</b>	<b>74%</b>	<b>15%</b>
Female	161	98%	86%	24%	172	91%	74%	14%
Male	198	97%	86%	18%	164	92%	75%	15%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	118	97%	85%	20%	106	90%	69%	10%
Hispanic or Latino	152	97%	80%	14%	131	90%	73%	11%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%	9	100%	100%	22%
White	81	99%	96%	30%	90	94%	81%	23%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	321	98%	89%	22%	306	93%	77%	15%
Students with Disabilities	38	92%	61%	5%	30	70%	43%	7%
English Proficient	292	98%	91%	23%	275	94%	80%	17%
Limited English Proficient	67	96%	61%	9%	61	80%	49%	3%
Economically Disadvantaged	171	97%	80%	15%	144	88%	67%	8%
Not Disadvantaged	188	98%	91%	26%	192	94%	80%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	359	98%	86%	21%	336	91%	74%	15%

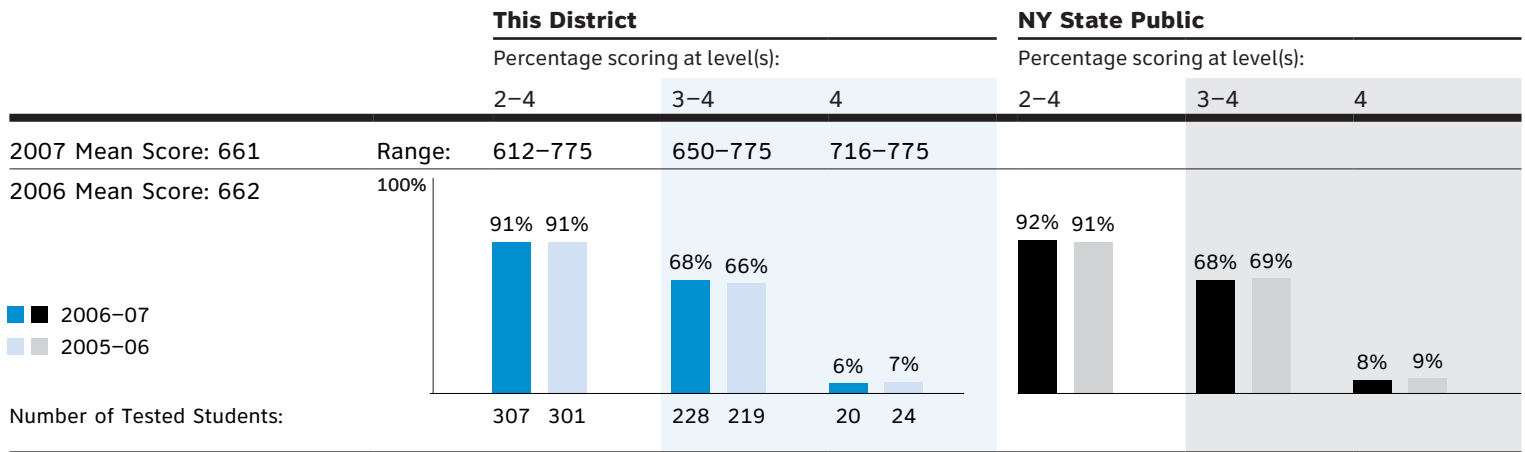
#### NOTES

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	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>337</b>	<b>91%</b>	<b>68%</b>	<b>6%</b>	<b>332</b>	<b>91%</b>	<b>66%</b>	<b>7%</b>
Female	163	94%	75%	7%	169	94%	75%	12%
Male	174	89%	60%	5%	163	87%	56%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	107	88%	61%	2%	106	86%	56%	6%
Hispanic or Latino	132	91%	64%	6%	108	91%	63%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	100%	71%	29%
White	88	94%	77%	9%	111	95%	78%	12%
Multiracial								
Small Group Totals	10	100%	100%	20%				
General-Education Students	297	95%	74%	7%	296	95%	71%	8%
Students with Disabilities	40	60%	23%	0%	36	53%	22%	0%
English Proficient	298	93%	71%	7%	323	91%	66%	7%
Limited English Proficient	39	77%	38%	0%	9	78%	67%	11%
Economically Disadvantaged	136	88%	57%	1%	139	89%	50%	4%
Not Disadvantaged	201	94%	75%	9%	193	92%	78%	10%
Migrant								
Not Migrant	337	91%	68%	6%	332	91%	66%	7%

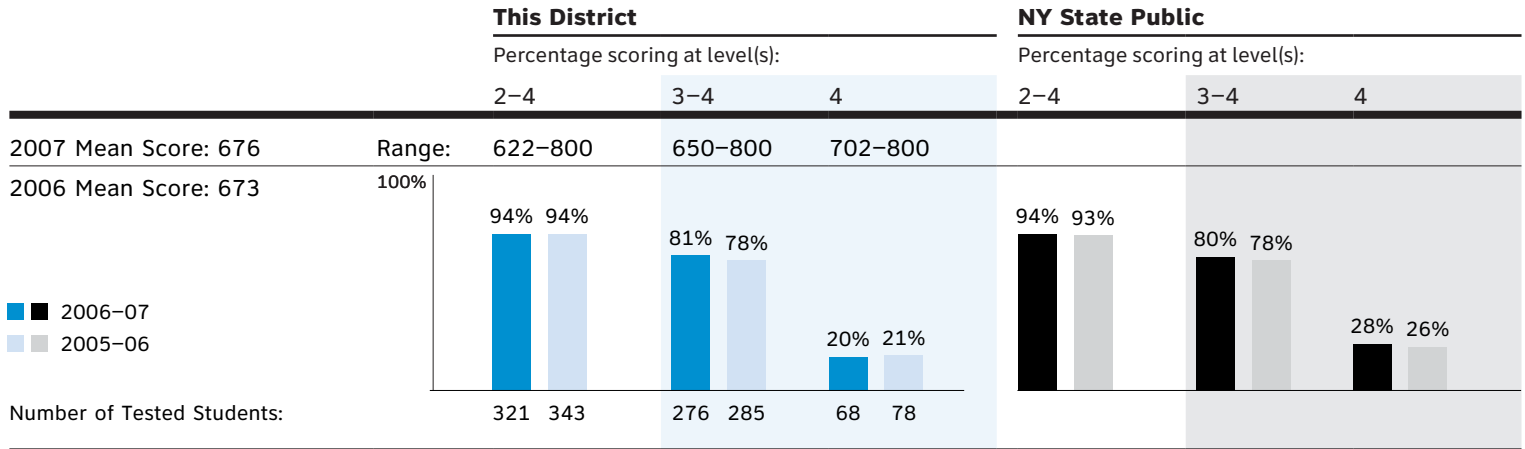
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 4 Equivalent	5	5	4	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 4	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 4 Mathematics



### Results by Student Group

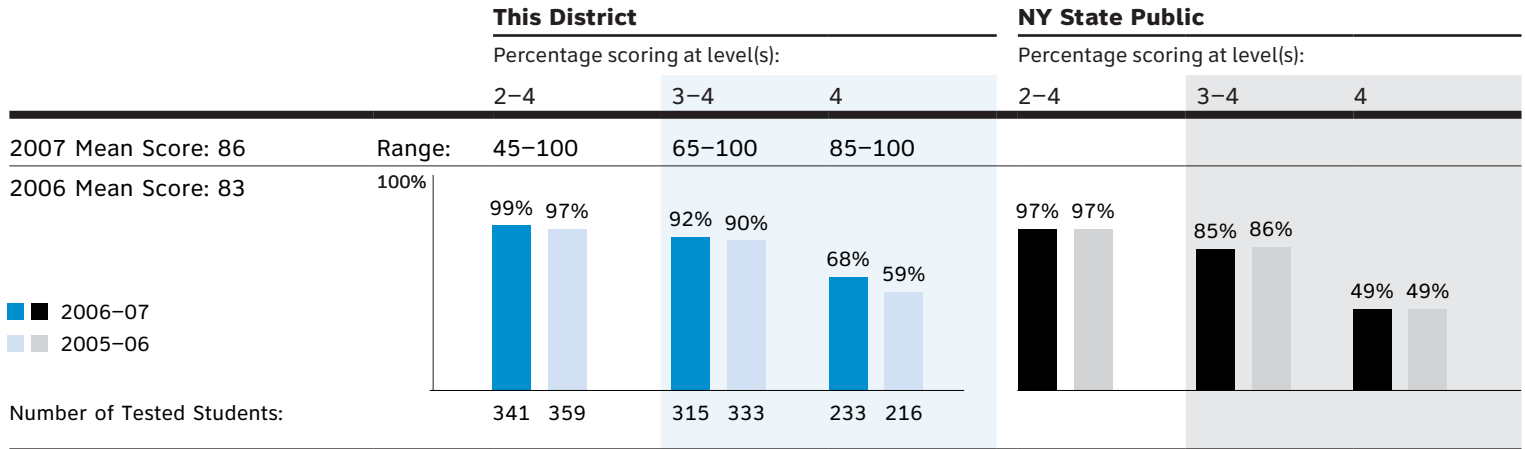
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>342</b>	<b>94%</b>	<b>81%</b>	<b>20%</b>	<b>365</b>	<b>94%</b>	<b>78%</b>	<b>21%</b>
Female	164	95%	82%	20%	186	94%	78%	23%
Male	178	93%	80%	20%	179	94%	78%	20%
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	92%	76%	9%	107	93%	65%	10%
Hispanic or Latino	140	93%	78%	19%	143	90%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	8	100%	100%	38%
White	87	98%	89%	30%	107	100%	98%	41%
Multiracial								
Small Group Totals	9	100%	100%	56%				
General-Education Students	304	96%	85%	21%	323	94%	81%	23%
Students with Disabilities	38	74%	47%	8%	42	90%	55%	7%
English Proficient	295	96%	85%	22%	314	96%	82%	25%
Limited English Proficient	47	81%	53%	9%	51	78%	51%	2%
Economically Disadvantaged	142	92%	73%	12%	171	90%	68%	11%
Not Disadvantaged	200	95%	87%	26%	194	97%	87%	31%
Migrant								
Not Migrant	342	94%	81%	20%	365	94%	78%	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 4 Equivalent	5	5	3	3	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

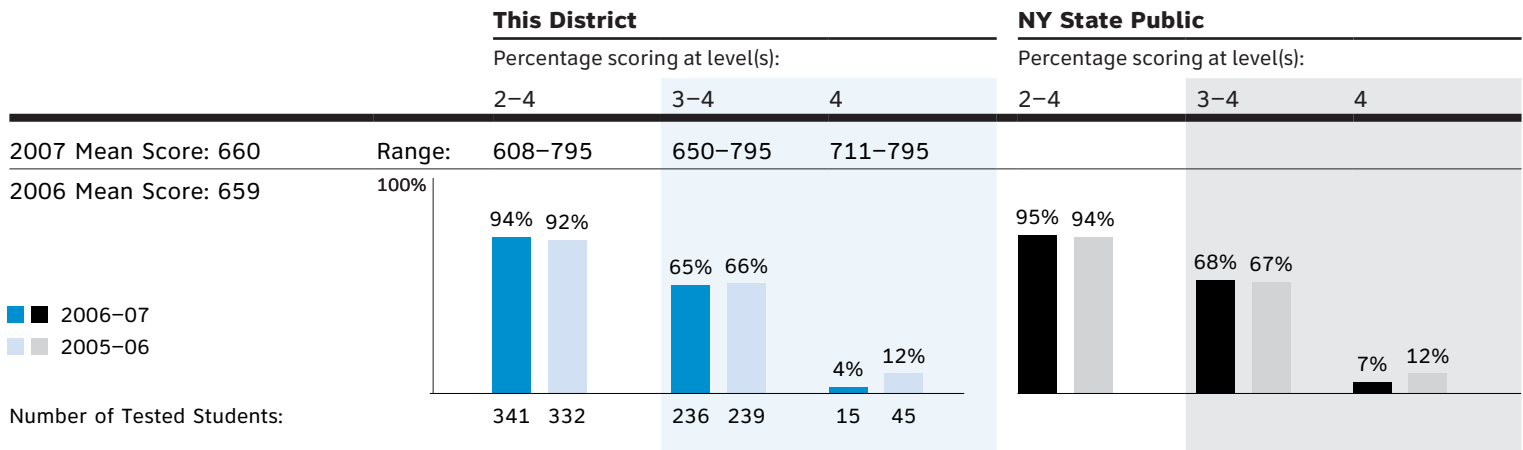
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>344</b>	<b>99%</b>	<b>92%</b>	<b>68%</b>	<b>369</b>	<b>97%</b>	<b>90%</b>	<b>59%</b>
Female	165	99%	89%	68%	188	99%	93%	64%
Male	179	99%	94%	68%	181	95%	88%	52%
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	100%	92%	63%	109	97%	89%	52%
Hispanic or Latino	142	98%	87%	61%	145	96%	84%	46%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	100%	100%	86%
White	86	100%	98%	83%	108	99%	99%	81%
Multiracial								
Small Group Totals	10	100%	100%	90%				
General-Education Students	307	99%	93%	71%	326	98%	92%	62%
Students with Disabilities	37	100%	84%	41%	43	91%	77%	33%
English Proficient	295	100%	96%	73%	316	98%	94%	66%
Limited English Proficient	49	94%	67%	35%	53	92%	70%	13%
Economically Disadvantaged	144	99%	88%	56%	175	96%	84%	43%
Not Disadvantaged	200	100%	94%	76%	194	98%	96%	73%
Migrant								
Not Migrant	344	99%	92%	68%	369	97%	90%	59%

**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	5	5	4	4	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>362</b>	<b>94%</b>	<b>65%</b>	<b>4%</b>	<b>362</b>	<b>92%</b>	<b>66%</b>	<b>12%</b>
Female	183	97%	72%	4%	160	94%	73%	13%
Male	179	92%	59%	4%	202	90%	60%	12%
American Indian or Alaska Native					1	-	-	-
Black or African American	109	94%	57%	5%	138	87%	57%	5%
Hispanic or Latino	145	92%	60%	1%	127	93%	62%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	0%	6	-	-	-
White	100	97%	81%	8%	90	98%	86%	24%
Multiracial								
Small Group Totals					7	86%	71%	43%
General-Education Students	311	97%	72%	5%	305	97%	74%	15%
Students with Disabilities	51	75%	25%	0%	57	61%	25%	0%
English Proficient	324	97%	69%	5%	344	92%	67%	13%
Limited English Proficient	38	74%	29%	0%	18	89%	44%	6%
Economically Disadvantaged	163	94%	53%	2%	129	89%	54%	7%
Not Disadvantaged	199	94%	75%	6%	233	93%	73%	15%
Migrant								
Not Migrant	362	94%	65%	4%	362	92%	66%	12%

#### NOTES

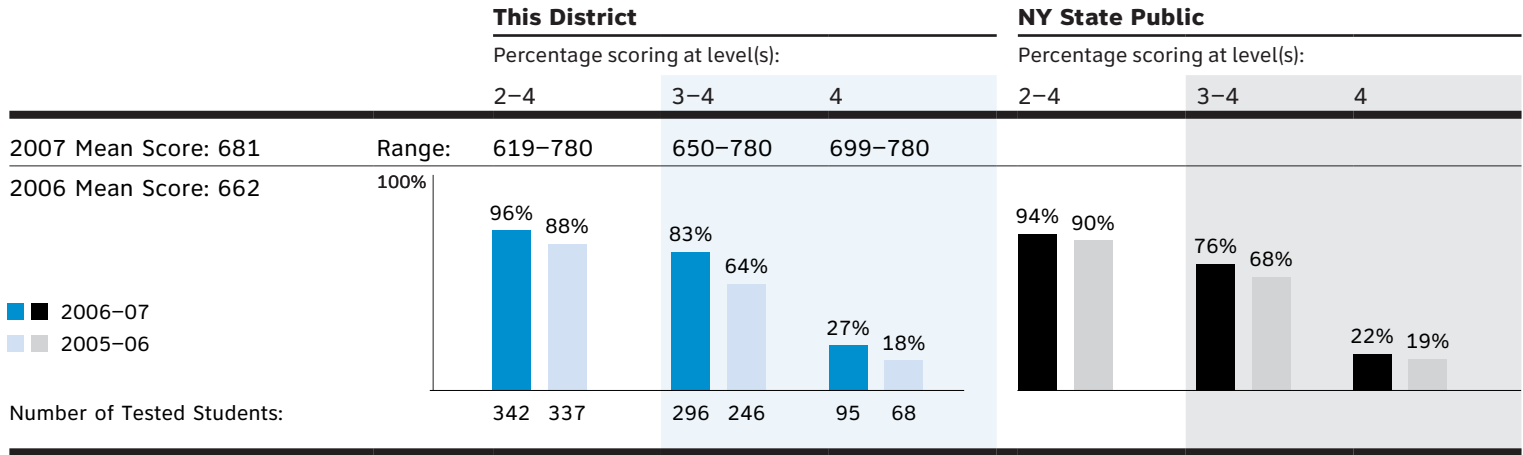
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### Other Assessments

	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 5 Equivalent	8	8	8	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	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 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>358</b>	<b>96%</b>	<b>83%</b>	<b>27%</b>	<b>384</b>	<b>88%</b>	<b>64%</b>	<b>18%</b>
Female	184	97%	88%	28%	173	87%	62%	17%
Male	174	94%	77%	25%	211	89%	66%	18%
American Indian or Alaska Native					1	-	-	-
Black or African American	103	94%	79%	17%	140	83%	56%	12%
Hispanic or Latino	148	93%	77%	22%	148	88%	61%	13%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	71%	6	-	-	-
White	100	100%	95%	40%	89	96%	81%	33%
Multiracial								
Small Group Totals					7	86%	86%	43%
General-Education Students	309	97%	87%	29%	327	93%	70%	20%
Students with Disabilities	49	86%	53%	8%	57	56%	32%	2%
English Proficient	317	97%	87%	29%	343	90%	69%	20%
Limited English Proficient	41	83%	51%	7%	41	71%	27%	2%
Economically Disadvantaged	164	94%	76%	20%	147	84%	58%	9%
Not Disadvantaged	194	97%	88%	32%	237	90%	68%	23%
Migrant								
Not Migrant	358	96%	83%	27%	384	88%	64%	18%

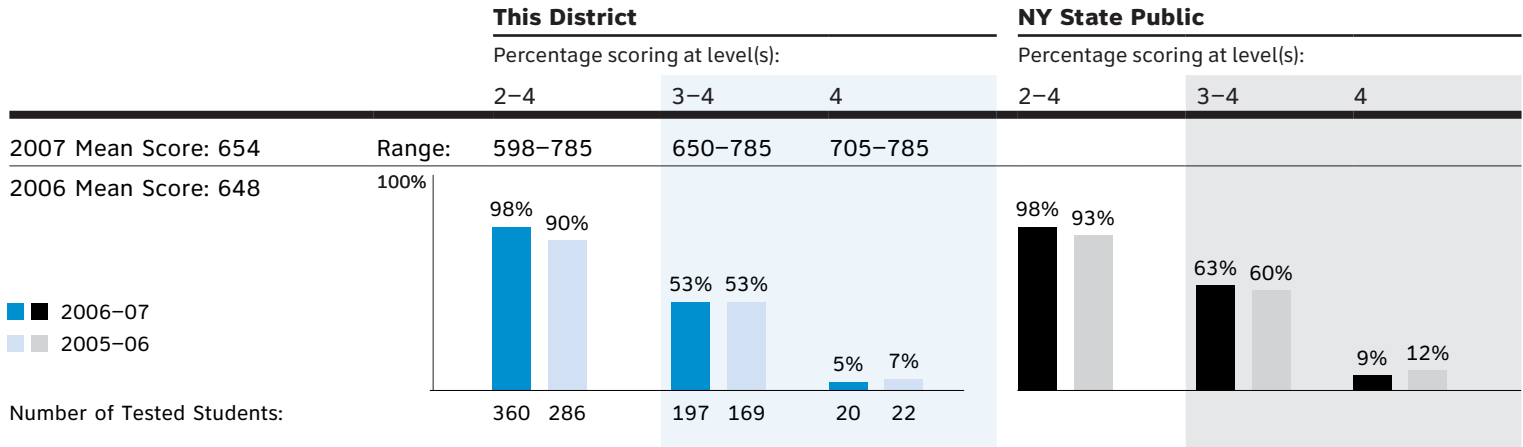
#### NOTES

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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	8	8	7	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>369</b>	<b>98%</b>	<b>53%</b>	<b>5%</b>	<b>317</b>	<b>90%</b>	<b>53%</b>	<b>7%</b>
Female	164	99%	60%	7%	160	93%	58%	9%
Male	205	97%	48%	4%	157	88%	48%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	137	96%	48%	4%	127	87%	50%	5%
Hispanic or Latino	145	98%	48%	2%	97	94%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	10	100%	60%	20%
White	80	100%	71%	14%	83	89%	64%	14%
Multiracial								
Small Group Totals	7	86%	71%	0%				
General-Education Students	313	99%	62%	6%	276	97%	59%	8%
Students with Disabilities	56	88%	5%	0%	41	46%	15%	0%
English Proficient	339	98%	57%	6%	317	90%	53%	7%
Limited English Proficient	30	93%	10%	0%				
Economically Disadvantaged	65	92%	37%	2%	152	89%	46%	3%
Not Disadvantaged	304	99%	57%	6%	165	91%	60%	10%
Migrant								
Not Migrant	369	98%	53%	5%	317	90%	53%	7%

#### NOTES

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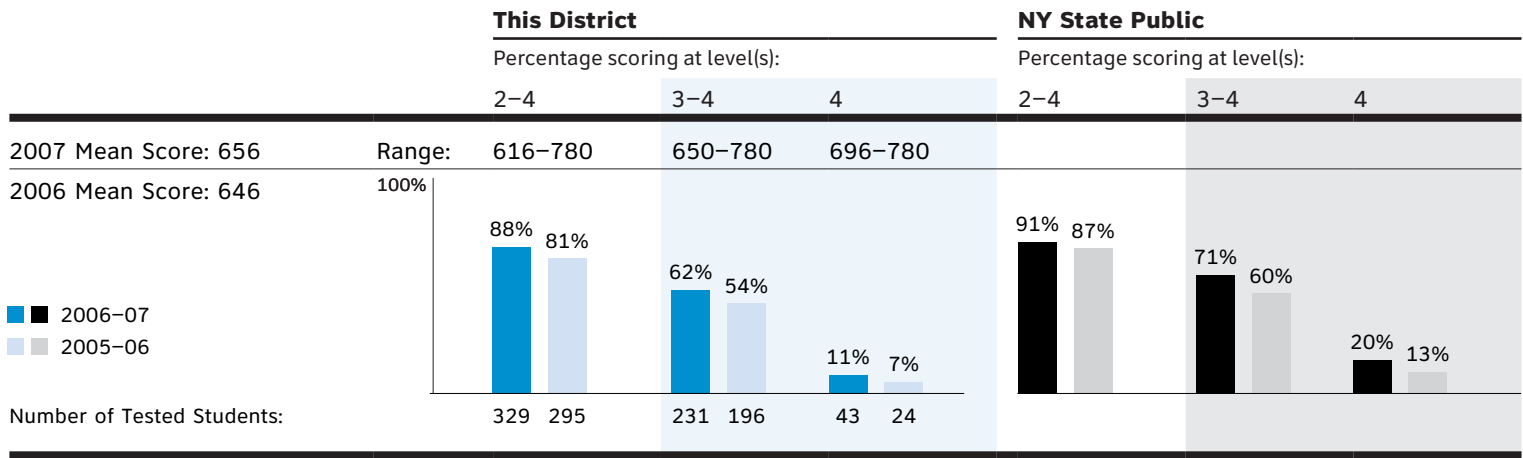
### Other Assessments

	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	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 6	12	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>375</b>	<b>88%</b>	<b>62%</b>	<b>11%</b>	<b>362</b>	<b>81%</b>	<b>54%</b>	<b>7%</b>
Female	170	88%	63%	12%	177	86%	58%	9%
Male	205	88%	60%	11%	185	77%	50%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	134	87%	50%	6%	128	80%	48%	5%
Hispanic or Latino	151	86%	60%	10%	135	76%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	13	100%	100%	15%
White	83	93%	82%	20%	86	90%	67%	13%
Multiracial								
Small Group Totals	7	86%	86%	43%				
General-Education Students	320	93%	68%	13%	314	87%	61%	8%
Students with Disabilities	55	55%	27%	0%	48	44%	10%	0%
English Proficient	336	90%	64%	12%	319	86%	58%	7%
Limited English Proficient	39	72%	38%	8%	43	49%	23%	2%
Economically Disadvantaged	68	81%	51%	10%	194	77%	46%	4%
Not Disadvantaged	307	89%	64%	12%	168	86%	63%	10%
Migrant								
Not Migrant	375	88%	62%	11%	362	81%	54%	7%

#### 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2007 Mean Score: 643	600-790	650-790	712-790			
2006 Mean Score: 633						
Number of Tested Students:	321	272	154	120	10	7

### 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>351</b>	<b>91%</b>	<b>44%</b>	<b>3%</b>	<b>325</b>	<b>84%</b>	<b>37%</b>	<b>2%</b>
Female	177	92%	52%	4%	152	92%	44%	2%
Male	174	91%	36%	2%	173	76%	31%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	121	90%	42%	2%	140	83%	29%	0%
Hispanic or Latino	136	89%	35%	1%	96	79%	32%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	36%	0%	6	-	-	-
White	83	96%	61%	8%	82	89%	54%	5%
Multiracial								
Small Group Totals					7	100%	71%	29%
General-Education Students	294	97%	51%	3%	275	93%	43%	3%
Students with Disabilities	57	65%	5%	0%	50	34%	2%	0%
English Proficient	323	95%	48%	3%	322	-	-	-
Limited English Proficient	28	54%	0%	0%	3	-	-	-
Economically Disadvantaged	179	88%	32%	1%	141	79%	28%	1%
Not Disadvantaged	172	95%	56%	5%	184	88%	43%	3%
Migrant								
Not Migrant	351	91%	44%	3%	325	84%	37%	2%

#### NOTES

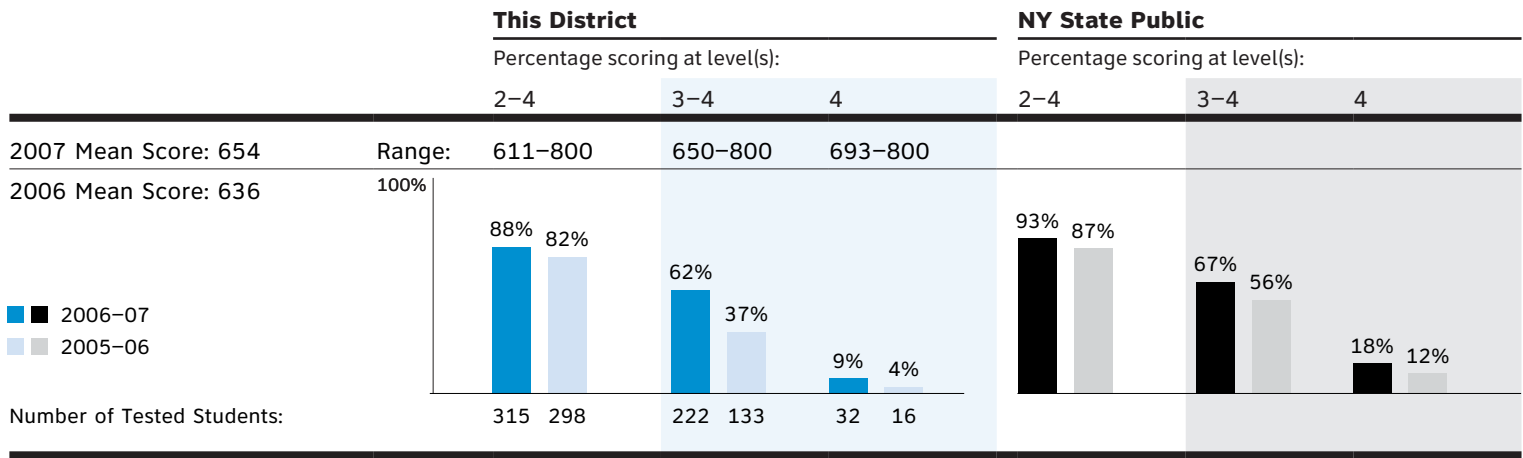
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### Other Assessments

	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	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 7	10	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>356</b>	<b>88%</b>	<b>62%</b>	<b>9%</b>	<b>363</b>	<b>82%</b>	<b>37%</b>	<b>4%</b>
Female	178	92%	68%	12%	168	90%	37%	6%
Male	178	85%	57%	6%	195	75%	36%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	118	86%	55%	4%	140	80%	31%	2%
Hispanic or Latino	143	87%	55%	5%	134	74%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	36%	6	-	-	-
White	84	94%	81%	19%	82	98%	60%	11%
Multiracial								
Small Group Totals					7	100%	86%	29%
General-Education Students	299	95%	72%	11%	307	86%	42%	5%
Students with Disabilities	57	54%	11%	0%	56	63%	9%	0%
English Proficient	321	92%	68%	10%	321	87%	41%	5%
Limited English Proficient	35	54%	14%	3%	42	48%	5%	0%
Economically Disadvantaged	182	85%	58%	6%	171	75%	28%	1%
Not Disadvantaged	174	92%	67%	12%	192	89%	44%	7%
Migrant								
Not Migrant	356	88%	62%	9%	363	82%	37%	4%

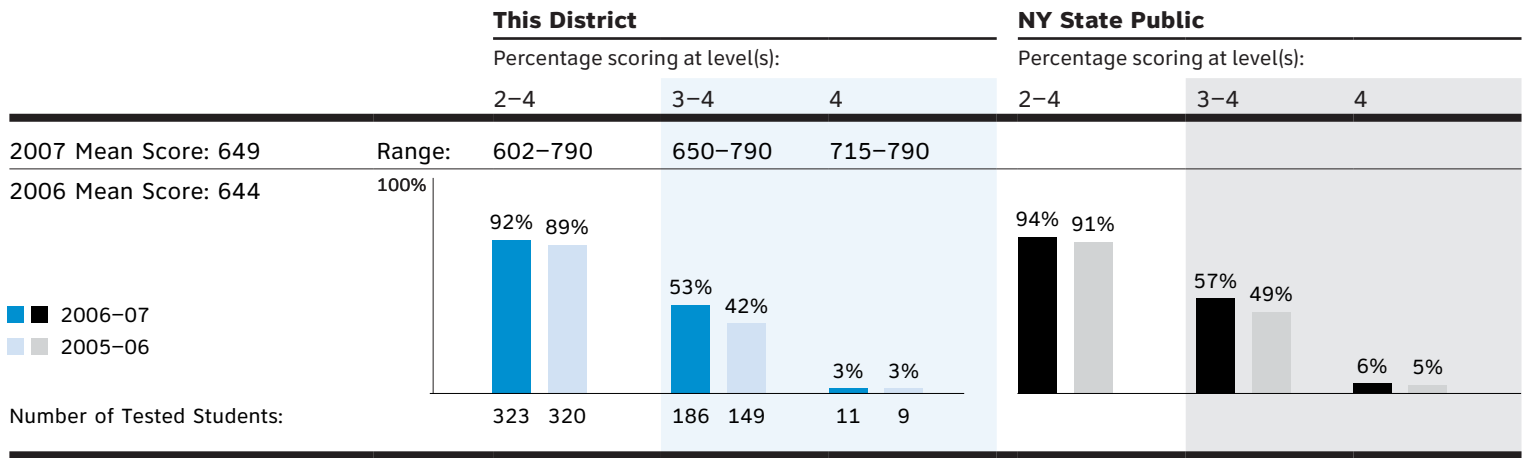
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### Other Assessments

	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	1	-	-	-	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>352</b>	<b>92%</b>	<b>53%</b>	<b>3%</b>	<b>358</b>	<b>89%</b>	<b>42%</b>	<b>3%</b>
Female	178	94%	64%	3%	180	92%	46%	2%
Male	174	89%	41%	3%	178	87%	37%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	138	91%	50%	1%	147	85%	38%	3%
Hispanic or Latino	128	88%	41%	2%	96	91%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	7	-	-	-
White	80	100%	74%	8%	107	93%	53%	3%
Multiracial								
Small Group Totals	6	100%	100%	33%	8	100%	50%	13%
General-Education Students	297	96%	61%	3%	309	93%	47%	3%
Students with Disabilities	55	69%	9%	2%	49	69%	10%	0%
English Proficient	320	95%	58%	3%	350	89%	42%	3%
Limited English Proficient	32	63%	3%	0%	8	88%	13%	0%
Economically Disadvantaged	167	87%	43%	1%	134	87%	35%	4%
Not Disadvantaged	185	96%	62%	5%	224	91%	46%	2%
Migrant								
Not Migrant	352	92%	53%	3%	358	89%	42%	3%

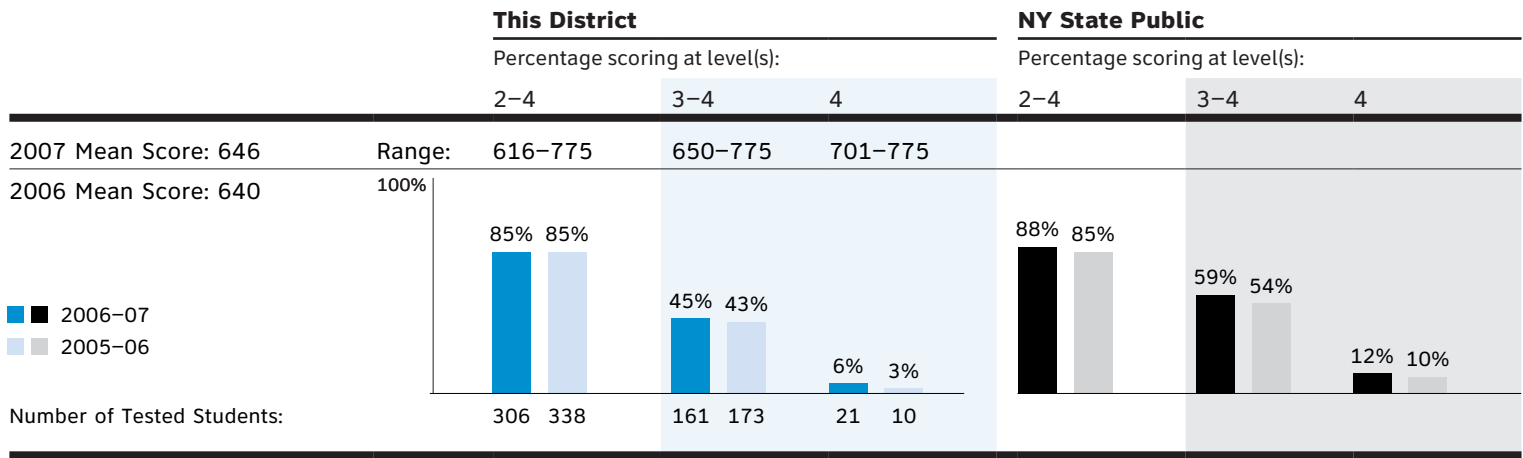
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### Other Assessments

	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	5	5	5	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 8	6	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>358</b>	<b>85%</b>	<b>45%</b>	<b>6%</b>	<b>399</b>	<b>85%</b>	<b>43%</b>	<b>3%</b>
Female	179	91%	48%	6%	205	85%	43%	2%
Male	179	80%	42%	6%	194	84%	43%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	136	82%	35%	1%	151	81%	34%	1%
Hispanic or Latino	133	81%	37%	4%	129	82%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	8	-	-	-
White	83	96%	71%	14%	110	92%	60%	7%
Multiracial								
Small Group Totals	6	100%	83%	33%	9	100%	100%	0%
General-Education Students	302	92%	50%	7%	344	86%	45%	3%
Students with Disabilities	56	52%	16%	2%	55	76%	35%	0%
English Proficient	320	88%	48%	7%	354	87%	45%	3%
Limited English Proficient	38	68%	18%	0%	45	69%	29%	0%
Economically Disadvantaged	169	81%	41%	2%	163	80%	37%	1%
Not Disadvantaged	189	89%	48%	9%	236	88%	48%	3%
Migrant								
Not Migrant	358	85%	45%	6%	399	85%	43%	3%

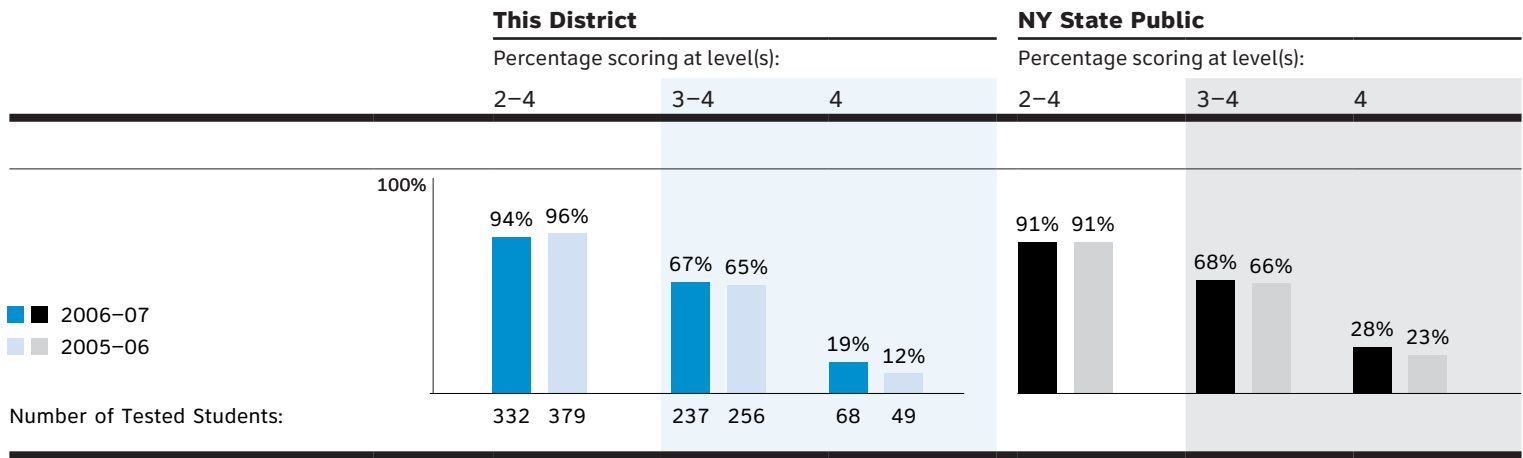
#### NOTES

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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	5	5	4	3	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>316</b>	<b>93%</b>	<b>63%</b>	<b>11%</b>	<b>346</b>	<b>95%</b>	<b>60%</b>	<b>4%</b>
Female	156	95%	60%	6%	174	93%	56%	1%
Male	160	91%	65%	16%	172	97%	63%	6%
American Indian or Alaska Native								
Black or African American	123	93%	63%	6%	138	96%	54%	2%
Hispanic or Latino	127	89%	51%	8%	124	92%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	100%	60%	0%
White	63	-	-	-	79	97%	77%	9%
Multiracial								
Small Group Totals	66	98%	83%	27%				
General-Education Students	265	96%	69%	12%	292	96%	62%	4%
Students with Disabilities	51	75%	31%	4%	54	91%	44%	0%
English Proficient	279	95%	69%	13%	302	97%	63%	4%
Limited English Proficient	37	73%	16%	0%	44	84%	34%	2%
Economically Disadvantaged	158	88%	58%	8%	150	94%	53%	2%
Not Disadvantaged	158	97%	67%	15%	196	96%	64%	5%
Migrant								
Not Migrant	316	93%	63%	11%	346	95%	60%	4%

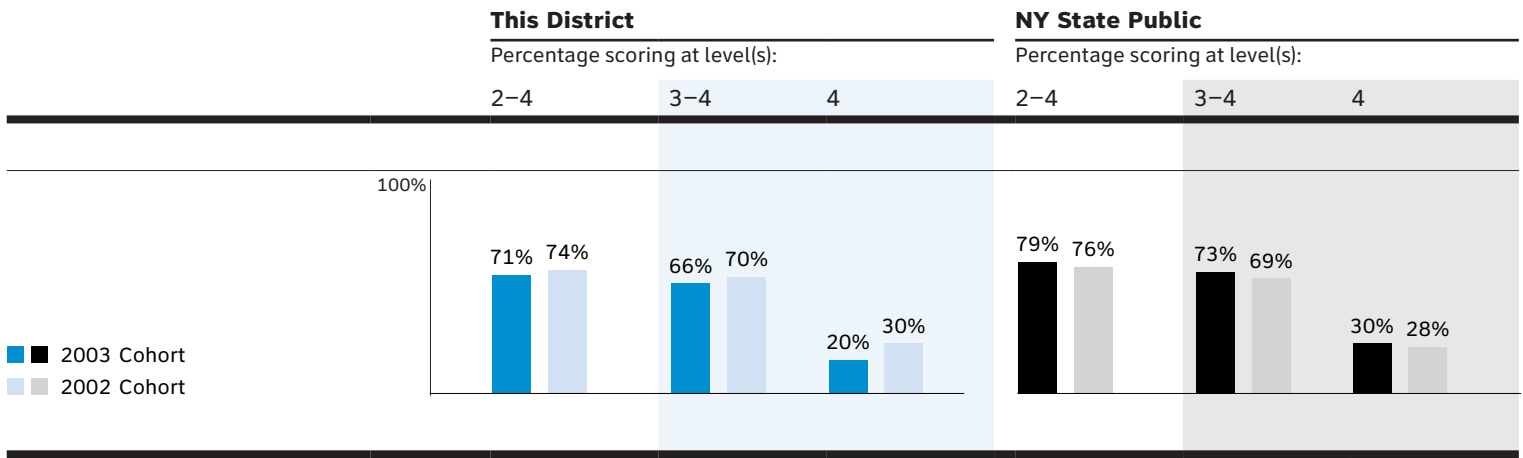
#### NOTES

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 8 Equivalent	5	5	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	39	39	39	33	50	50	50	36

## This District's Total Cohort\* Results in Secondary-Level English 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>398</b>	<b>71%</b>	<b>66%</b>	<b>20%</b>	<b>373</b>	<b>74%</b>	<b>70%</b>	<b>30%</b>
Female	209	79%	75%	22%	185	80%	76%	39%
Male	189	62%	55%	17%	188	69%	64%	21%
American Indian or Alaska Native								
Black or African American	135	78%	73%	17%	132	71%	66%	17%
Hispanic or Latino	120	53%	44%	8%	110	65%	57%	20%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	75%	38%	7	100%	100%	57%
White	135	79%	76%	32%	124	85%	83%	50%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	313	80%	75%	24%	314	79%	75%	34%
Students with Disabilities	85	38%	31%	5%	59	47%	42%	8%
English Proficient	367	74%	69%	22%	341	77%	72%	31%
Limited English Proficient	31	29%	19%	0%	32	50%	47%	13%
Economically Disadvantaged	99	72%	63%	12%	79	80%	73%	24%
Not Disadvantaged	299	71%	67%	22%	294	73%	69%	31%
Migrant								
Not Migrant					373	74%	70%	30%

#### NOTES

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### Other Assessments

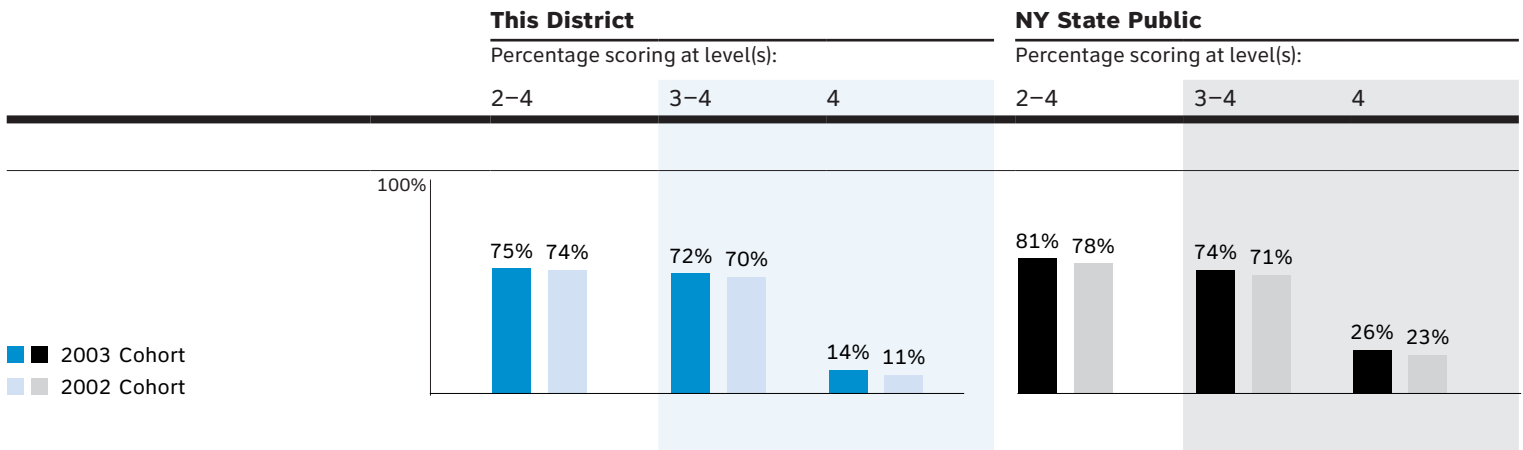
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

\*\* 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>398</b>	<b>75%</b>	<b>72%</b>	<b>14%</b>	<b>373</b>	<b>74%</b>	<b>70%</b>	<b>11%</b>
Female	209	84%	81%	14%	185	81%	77%	13%
Male	189	65%	61%	14%	188	68%	63%	9%
American Indian or Alaska Native								
Black or African American	135	81%	79%	13%	132	69%	64%	5%
Hispanic or Latino	120	57%	52%	4%	110	66%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	7	100%	100%	14%
White	135	84%	81%	24%	124	85%	85%	20%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	313	83%	80%	18%	314	79%	75%	12%
Students with Disabilities	85	45%	41%	1%	59	51%	42%	5%
English Proficient	367	78%	75%	15%	341	76%	71%	12%
Limited English Proficient	31	42%	26%	3%	32	59%	56%	3%
Economically Disadvantaged	99	79%	73%	10%	79	78%	75%	6%
Not Disadvantaged	299	74%	71%	15%	294	73%	69%	12%
Migrant								
Not Migrant					373	74%	70%	11%

#### 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				0			

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

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