



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **HEMPSTEAD UNION FREE SCHOOL  
DISTRICT**

District ID **28-02-01-03-0000**

Superintendent **JOSEPH LARIA**

Telephone **(516) 292-7001**

Grades **PK-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

This section lists all schools in your district by 2008–09 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 **HEMPSTEAD UNION FREE SCHOOL DISTRICT**District ID **28-02-01-03-0000**

## 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

	2005-06	2006-07	2007-08
Pre-K	275	284	278
Kindergarten	533	516	475
Grade 1	541	557	553
Grade 2	554	463	507
Grade 3	512	502	432
Grade 4	463	467	471
Grade 5	503	416	411
Grade 6	448	462	374
Ungraded Elementary	0	7	11
Grade 7	452	421	438
Grade 8	424	444	395
Grade 9	630	500	453
Grade 10	489	687	443
Grade 11	310	314	434
Grade 12	228	265	223
Ungraded Secondary	22	25	25
<b>Total K-12</b>	<b>6109</b>	<b>6046</b>	<b>5645</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	21	20	21
<b>Grade 8</b>			
English	22	23	20
Mathematics	20	25	22
Science	22	27	22
Social Studies	24	27	22
<b>Grade 10</b>			
English	28	25	24
Mathematics	17	22	29
Science	25	23	21
Social Studies	23	18	27

### 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 **HEMPSTEAD UNION FREE SCHOOL DISTRICT**District ID **28-02-01-03-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	3812	62%	3909	65%	3610	64%
Reduced-Price Lunch	569	9%	452	7%	421	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1538	25%	1927	32%	1526	27%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	10	0%	5	0%	8	0%
Black or African American	3167	52%	3056	51%	2678	47%
Hispanic or Latino	2793	46%	2929	48%	2923	52%
Asian or Native Hawaiian/Other Pacific Islander	127	2%	28	0%	19	0%
White	12	0%	17	0%	9	0%
Multiracial**	N/A	N/A	11	0%	8	0%

\* Available only at the school level.

\*\* Multiracial enrollment data were not collected statewide in the 2005-06 school year.

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		92%		95%		96%
Student Suspensions	695	10%	772	13%	450	7%

## 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 HEMPSTEAD UNION FREE SCHOOL DISTRICT

District ID 28-02-01-03-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	469	477	458
Percent with No Valid Teaching Certificate	0%	3%	0%
Percent Teaching Out of Certification	4%	5%	2%
Percent with Fewer Than Three Years of Experience	4%	6%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	57%	60%
<b>Total Number of Core Classes</b>	1628	1204	1149
Percent Not Taught by Highly Qualified Teachers	3%	5%	2%
<b>Total Number of Classes</b>	1429	1471	1392
Percent Taught by Teachers Without Appropriate Certification	4%	5%	2%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	30%	11%	
Turnover Rate of All Teachers	16%	14%	

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	94	104	102
Total Paraprofessionals*	181	142	145
Assistant Principals	15	17	11
Principals	8	8	10

\* 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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

**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

2006–07	2007–08	2008–09
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						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	6 of 6	6 of 6	1 of 1	1 of 6	4 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                               | 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 6 of 6 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (2564:2388)			99%		151	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1231:1158)			99%		152	130	
Hispanic or Latino (1318:1216)			100%		149	130	
Asian or Native Hawaiian/Other Pacific Islander (10:9)	—	—	—	—	—	—	—
White (2:2)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (427:398)	 SH		98%	 SH	116	127	106    124
Limited English Proficient <sup>5</sup> (565:725)			100%		139	129	
Economically Disadvantaged (2102:1963)			100%		153	131	
<b>Final AYP Determination</b>	 6 of 6						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 6 of 6 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [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 2007–08 2008–09
<b>All Students</b> (2549:2363)			99%		157	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1236:1128)			99%		151	99	
Hispanic or Latino (1298:1221)			99%		162	99	
Asian or Native Hawaiian/Other Pacific Islander (10:9)	—	—	—	—	—	—	—
White (2:2)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (424:385)			97%		116	96	
Limited English Proficient <sup>5</sup> (552:744)			99%		160	98	
Economically Disadvantaged (2089:1949)			99%		161	100	
<b>Final AYP Determination</b>		6 of 6					

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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**  
**(2008-09)**

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

**Prospective Status** This district will be in good standing in 2009-10. [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 2007-08 2008-09
<b>All Students</b> (879:796)		Qualified		98%		171	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (445:397)		Qualified		98%		166	100	
Hispanic or Latino (429:394)		Qualified		99%		175	100	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—	—
White (1:1)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (146:129)		Qualified		96%		150	100	
Limited English Proficient <sup>4</sup> (174:223)		Qualified		99%		174	100	
Economically Disadvantaged (696:636)		Qualified		99%		174	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 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 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 2007-08, data for 2006-07 and 2007-08 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 1 of 6 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### 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 2007–08	2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>								
<b>All Students</b> (254:271)			98%		134	158	142	141
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (176:176)			98%		142	157	143	148
Hispanic or Latino (76:93)			99%		119	155	133	127
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—	—
White (1:1)	—	—	—	—	—	—	—	—
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (23:30)		—	—		83	148	20	95
Limited English Proficient <sup>4</sup> (23:38)		—	—		76	149	118	88
Economically Disadvantaged (117:118)			99%		148	155	150	153
<b>Final AYP Determination</b>	 1 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 4 of 6 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2009-10. [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	
(12th Graders: 2004 Cohort) <sup>1</sup>						2007–08	2008–09	
<b>All Students</b> (254:271)			97%		147	152	150	152
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (176:176)			97%		149	151	151	154
Hispanic or Latino (76:93)			99%		144	149	141	150
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—	—
White (1:1)	—	—	—	—	—	—	—	—
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (23:30)		—	—		83	142	20	95
Limited English Proficient <sup>4</sup> (23:38)		—	—		129	143	129	136
Economically Disadvantaged (117:118)			97%		162	149		
<b>Final AYP Determination</b>		4 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
<b>All Students</b> (360)			64%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (240)			68%	55%		
Hispanic or Latino (112)			55%	55%		
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–		
White (3)		–	–	–		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (32)			41%	55%	1%	42%
Limited English Proficient <sup>3</sup> (49)			41%	55%	34%	42%
Economically Disadvantaged (159)			76%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **HEMPSTEAD UNION FREE SCHOOL DISTRICT**

District ID **28-02-01-03-0000**

## 2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

### Federal Title I Status

### New York State Status

#### **Good Standing**

7 schools identified 78% of total

FRANKLIN SCHOOL

FULTON SCHOOL

HEMPSTEAD EARLY CHILDHOOD CENTER

JACKSON ANNEX SCHOOL

JACKSON MAIN ELEMENTARY SCHOOL

LUDLUM SCHOOL

MARSHALL SCHOOL

#### **Restructuring (Year 1)**

1 school identified 11% of total

ALVERTA B GRAY SCHULTZ MIDDLE SCHOOL

#### **Restructuring (Year 2)**

1 school identified 11% of total

HEMPSTEAD HIGH SCHOOL

District HEMPSTEAD UNION FREE SCHOOL DISTRICT

District ID 28-02-01-03-0000

## Summary of 2007–08 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	69%			417
Grade 4	72%			455
Grade 5	71%			411
Grade 6	41%			336
Grade 7	47%			415
Grade 8	32%			386
<b>Mathematics</b>				
Grade 3	88%			427
Grade 4	84%			457
Grade 5	80%			416
Grade 6	47%			347
Grade 7	55%			421
Grade 8	37%			382
<b>Science</b>				
Grade 4	90%			461
Grade 8	54%			381

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	51%			339
Mathematics	55%			339

### 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).

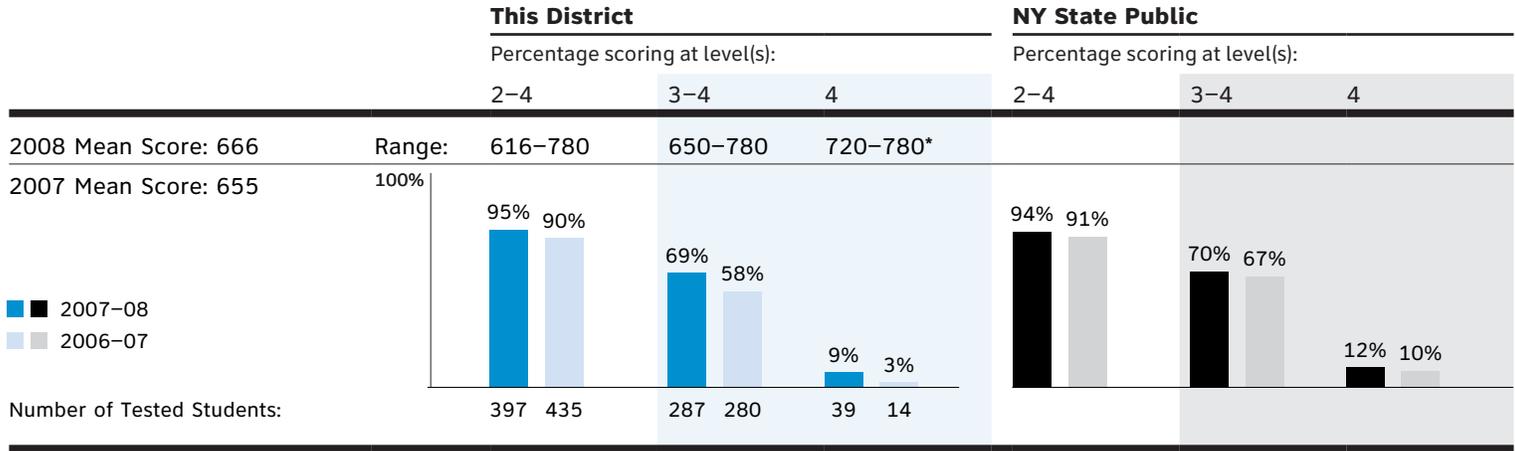
In this section, this district's performance is compared with that of public schools statewide.

### 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

	2007-08 School Year				2006-07 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>417</b>	<b>95%</b>	<b>69%</b>	<b>9%</b>	<b>485</b>	<b>90%</b>	<b>58%</b>	<b>3%</b>
Female	182	97%	71%	7%	215	93%	62%	3%
Male	235	94%	67%	11%	270	87%	54%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	184	-	-	-	221	-	-	-
Hispanic or Latino	229	94%	64%	7%	263	90%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	1	-	-	-				
Multiracial								
Small Group Totals	188	96%	74%	12%	222	89%	59%	2%
General-Education Students	363	98%	71%	10%	434	92%	61%	3%
Students with Disabilities	54	76%	54%	7%	51	69%	27%	0%
English Proficient	294	97%	77%	12%	327	92%	65%	3%
Limited English Proficient	123	91%	50%	3%	158	85%	43%	2%
Economically Disadvantaged	375	95%	68%	9%	443	90%	57%	3%
Not Disadvantaged	42	98%	76%	10%	42	86%	67%	5%
Migrant								
Not Migrant	417	95%	69%	9%	485	90%	58%	3%

#### 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.

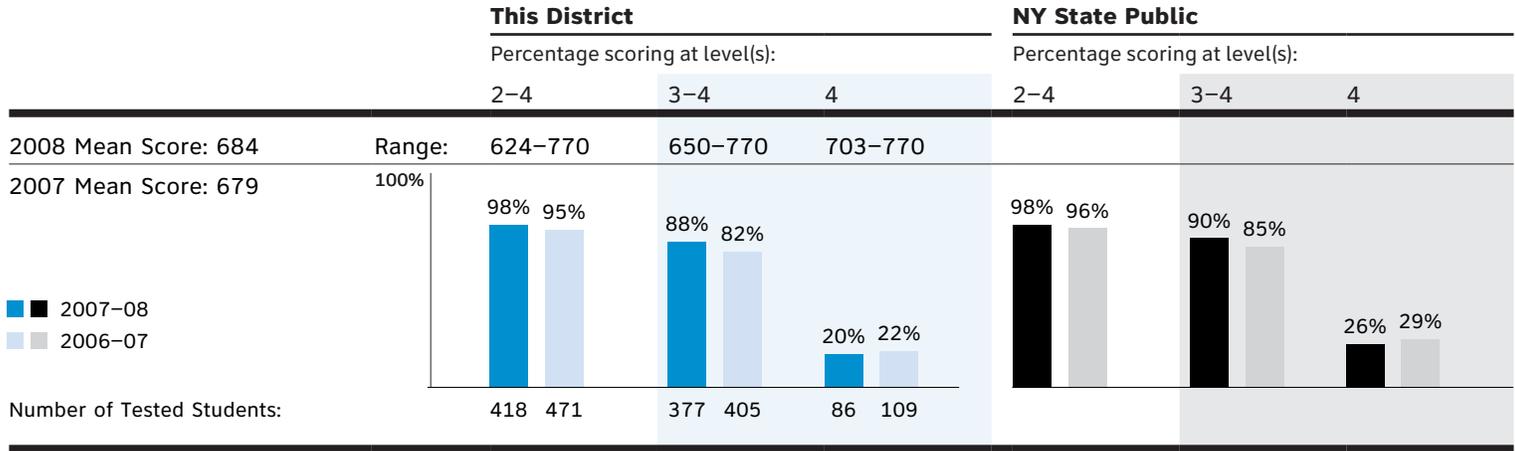
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 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	10	9	6	3	6	6	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	N/A	N/A	N/A	17	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

	2007-08 School Year				2006-07 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>427</b>	<b>98%</b>	<b>88%</b>	<b>20%</b>	<b>496</b>	<b>95%</b>	<b>82%</b>	<b>22%</b>
Female	190	98%	88%	19%	226	93%	83%	23%
Male	237	97%	88%	21%	270	96%	81%	21%
American Indian or Alaska Native	1	-	-	-				
Black or African American	187	-	-	-	215	-	-	-
Hispanic or Latino	236	97%	90%	18%	280	96%	82%	23%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	1	-	-	-				
Multiracial								
Small Group Totals	191	98%	86%	23%	216	94%	81%	21%
General-Education Students	370	99%	92%	22%	443	97%	84%	23%
Students with Disabilities	57	88%	65%	5%	53	81%	60%	13%
English Proficient	299	99%	90%	25%	322	96%	85%	26%
Limited English Proficient	128	96%	85%	9%	174	94%	75%	14%
Economically Disadvantaged	381	98%	88%	20%	457	95%	81%	21%
Not Disadvantaged	46	98%	91%	24%	39	92%	85%	31%
Migrant								
Not Migrant	427	98%	88%	20%	496	95%	82%	22%

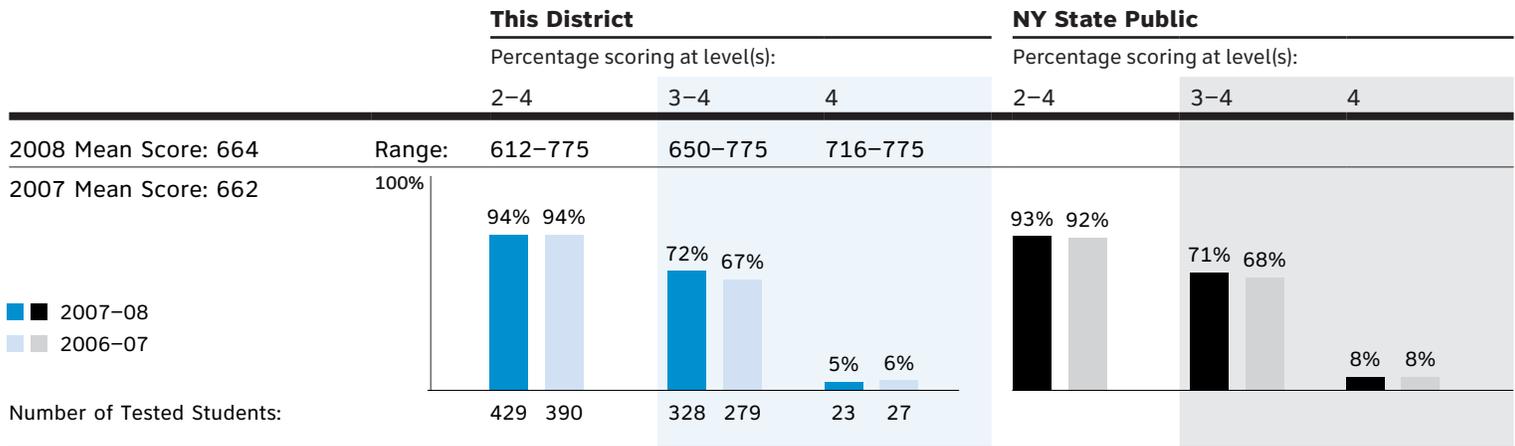
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	10	10	8	2	6	6	5	3

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



### Results by Student Group

	2007-08 School Year				2006-07 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>455</b>	<b>94%</b>	<b>72%</b>	<b>5%</b>	<b>417</b>	<b>94%</b>	<b>67%</b>	<b>6%</b>
Female	207	96%	72%	4%	186	96%	72%	10%
Male	248	93%	72%	6%	231	91%	63%	4%
American Indian or Alaska Native								
Black or African American	205	-	-	-	207	-	-	-
Hispanic or Latino	248	93%	72%	5%	208	93%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White								
Multiracial								
Small Group Totals	207	96%	72%	5%	209	94%	69%	9%
General-Education Students	387	97%	76%	6%	376	95%	71%	7%
Students with Disabilities	68	79%	50%	0%	41	83%	29%	0%
English Proficient	346	96%	77%	7%	318	96%	74%	8%
Limited English Proficient	109	90%	57%	0%	99	86%	45%	0%
Economically Disadvantaged	414	95%	72%	5%	379	94%	66%	5%
Not Disadvantaged	41	90%	73%	10%	38	92%	71%	18%
Migrant								
Not Migrant	455	94%	72%	5%	417	94%	67%	6%

#### NOTES

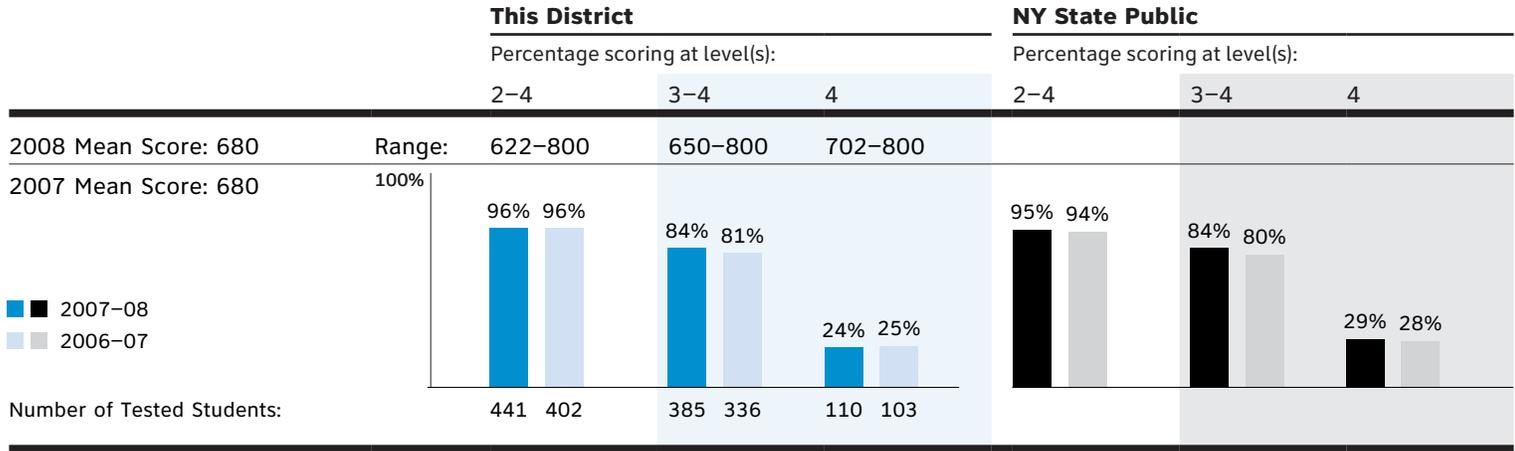
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### Other Assessments

	2007-08 School Year				2006-07 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	9	9	3	0	10	10	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	11	N/A	N/A	N/A	6	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

	2007-08 School Year				2006-07 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>457</b>	<b>96%</b>	<b>84%</b>	<b>24%</b>	<b>417</b>	<b>96%</b>	<b>81%</b>	<b>25%</b>
Female	209	98%	88%	24%	187	99%	82%	26%
Male	248	95%	81%	24%	230	94%	79%	24%
American Indian or Alaska Native								
Black or African American	205	-	-	-	203	-	-	-
Hispanic or Latino	250	96%	83%	24%	212	96%	80%	25%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White								
Multiracial								
Small Group Totals	207	97%	86%	24%	205	97%	81%	25%
General-Education Students	391	97%	87%	27%	377	98%	82%	27%
Students with Disabilities	66	91%	67%	8%	40	83%	65%	5%
English Proficient	342	97%	89%	28%	314	97%	84%	29%
Limited English Proficient	115	96%	71%	12%	103	93%	69%	13%
Economically Disadvantaged	415	97%	85%	24%	379	97%	80%	25%
Not Disadvantaged	42	90%	76%	21%	38	95%	84%	26%
Migrant								
Not Migrant	457	96%	84%	24%	417	96%	81%	25%

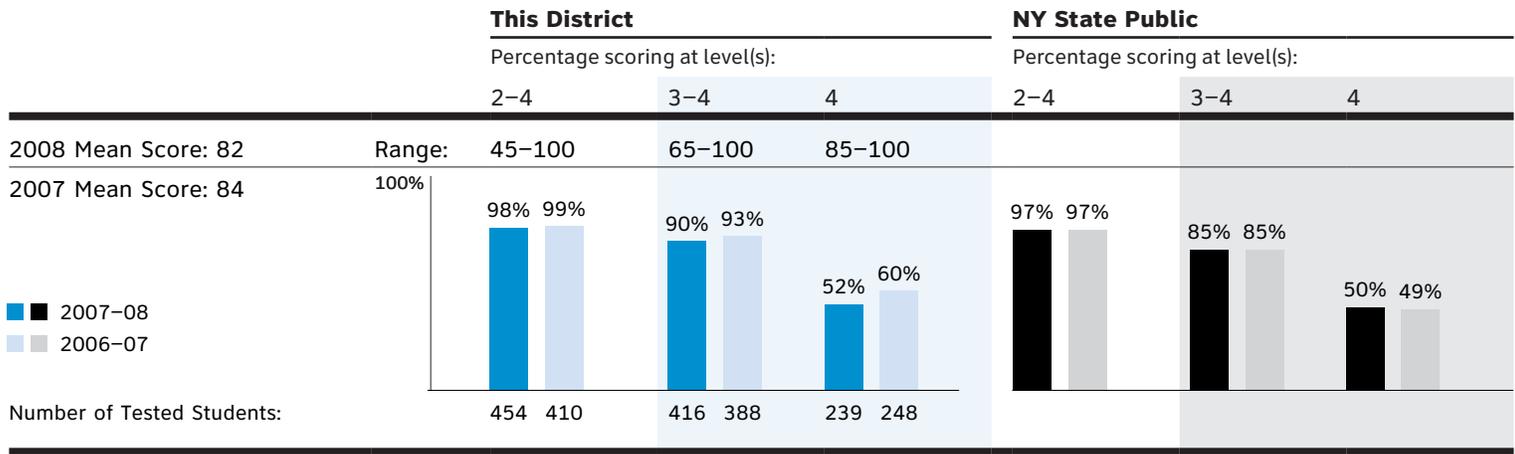
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	9	9	7	1	10	10	10	5

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 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>461</b>	<b>98%</b>	<b>90%</b>	<b>52%</b>	<b>415</b>	<b>99%</b>	<b>93%</b>	<b>60%</b>
Female	211	99%	92%	51%	183	100%	96%	62%
Male	250	98%	88%	52%	232	98%	92%	58%
American Indian or Alaska Native								
Black or African American	203	-	-	-	201	-	-	-
Hispanic or Latino	256	97%	89%	49%	211	98%	93%	59%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White								
Multiracial								
Small Group Totals	205	100%	92%	56%	204	100%	94%	61%
General-Education Students	392	99%	92%	54%	377	99%	95%	61%
Students with Disabilities	69	97%	80%	42%	38	97%	79%	45%
English Proficient	339	100%	94%	61%	311	100%	95%	65%
Limited English Proficient	122	95%	81%	27%	104	96%	88%	44%
Economically Disadvantaged	418	98%	90%	51%	378	99%	94%	60%
Not Disadvantaged	43	100%	93%	58%	37	100%	92%	62%
Migrant								
Not Migrant	461	98%	90%	52%	415	99%	93%	60%

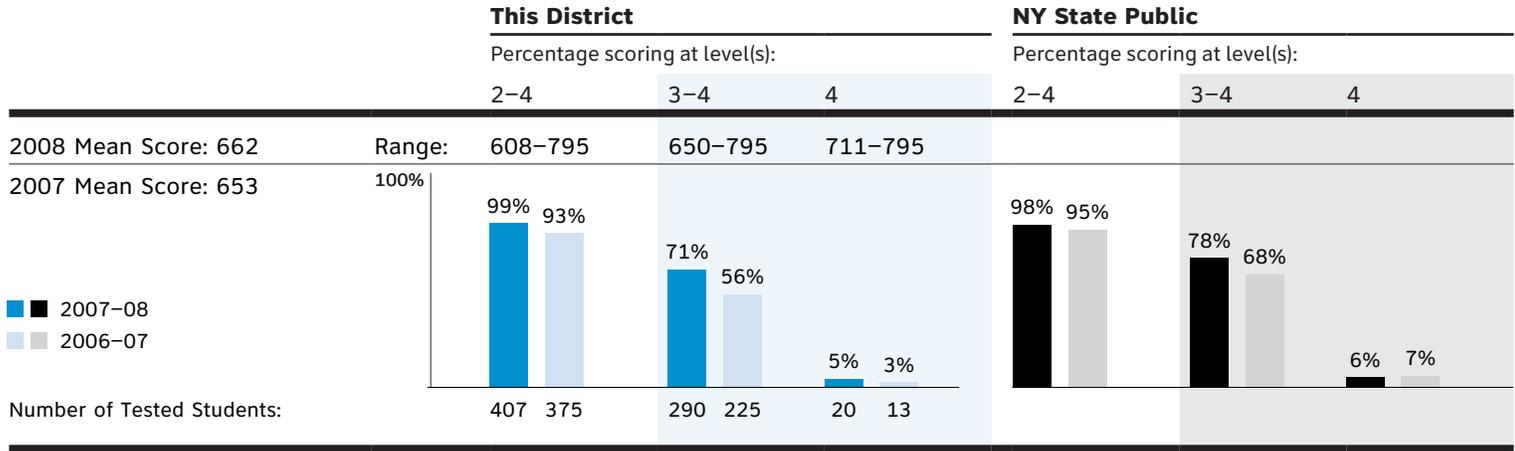
### NOTES

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

	2007-08 School Year				2006-07 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	9	9	9	6	10	10	9	8

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



### Results by Student Group

	2007-08 School Year				2006-07 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>411</b>	<b>99%</b>	<b>71%</b>	<b>5%</b>	<b>403</b>	<b>93%</b>	<b>56%</b>	<b>3%</b>
Female	180	99%	77%	5%	197	94%	61%	4%
Male	231	99%	65%	5%	206	92%	51%	3%
American Indian or Alaska Native								
Black or African American	205	100%	70%	4%	200	-	-	-
Hispanic or Latino	203	-	-	-	201	92%	55%	3%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White								
Multiracial								
Small Group Totals	206	99%	71%	6%	202	94%	56%	3%
General-Education Students	358	99%	75%	6%	341	95%	62%	4%
Students with Disabilities	53	96%	38%	0%	62	84%	23%	0%
English Proficient	339	99%	75%	6%	314	96%	63%	4%
Limited English Proficient	72	97%	49%	0%	89	82%	29%	0%
Economically Disadvantaged	364	99%	71%	4%	368	93%	55%	3%
Not Disadvantaged	47	98%	68%	9%	35	97%	66%	6%
Migrant								
Not Migrant	411	99%	71%	5%	403	93%	56%	3%

#### NOTES

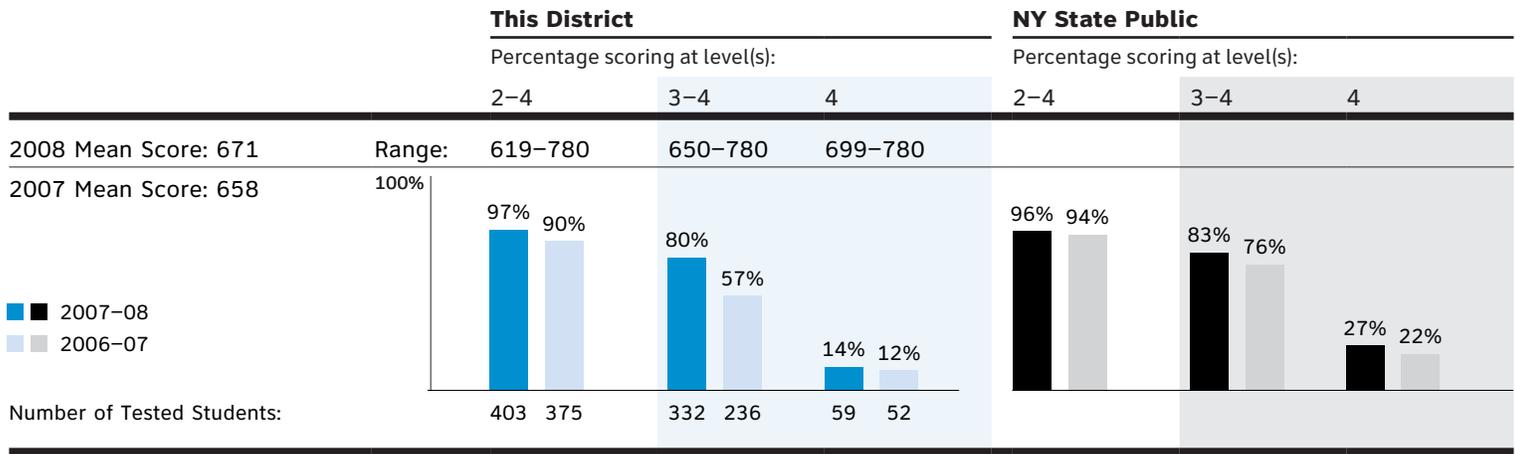
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### Other Assessments

	2007-08 School Year				2006-07 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	10	10	7	0	14	14	14	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	N/A	N/A	N/A	20	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

	2007-08 School Year				2006-07 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>416</b>	<b>97%</b>	<b>80%</b>	<b>14%</b>	<b>417</b>	<b>90%</b>	<b>57%</b>	<b>12%</b>
Female	186	99%	84%	15%	200	91%	61%	17%
Male	230	95%	76%	13%	217	89%	53%	9%
American Indian or Alaska Native								
Black or African American	205	-	-	-	195	-	-	-
Hispanic or Latino	208	98%	79%	18%	220	94%	59%	12%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White								
Multiracial								
Small Group Totals	208	96%	80%	11%	197	85%	54%	13%
General-Education Students	365	99%	83%	16%	362	93%	61%	14%
Students with Disabilities	51	84%	57%	2%	55	71%	29%	5%
English Proficient	336	97%	84%	17%	309	91%	63%	14%
Limited English Proficient	80	95%	61%	1%	108	88%	39%	7%
Economically Disadvantaged	370	98%	79%	14%	382	90%	55%	12%
Not Disadvantaged	46	89%	83%	20%	35	89%	69%	20%
Migrant								
Not Migrant	416	97%	80%	14%	417	90%	57%	12%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	10	9	7	2	14	14	13	9

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 645	598-785	650-785	705-785			
2007 Mean Score: 639						
Number of Tested Students:	326	386	138	119	2	6

### Results by Student Group

	2007-08 School Year				2006-07 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>336</b>	<b>97%</b>	<b>41%</b>	<b>1%</b>	<b>414</b>	<b>93%</b>	<b>29%</b>	<b>1%</b>
Female	161	99%	43%	1%	205	95%	33%	1%
Male	175	95%	39%	1%	209	91%	24%	1%
American Indian or Alaska Native								
Black or African American	152	-	-	-	210	93%	29%	1%
Hispanic or Latino	182	96%	38%	1%	204	94%	29%	2%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White								
Multiracial								
Small Group Totals	154	98%	45%	0%				
General-Education Students	278	98%	48%	1%	356	97%	33%	2%
Students with Disabilities	58	93%	9%	0%	58	69%	2%	0%
English Proficient	254	99%	52%	1%	349	96%	34%	2%
Limited English Proficient	82	91%	7%	0%	65	80%	3%	0%
Economically Disadvantaged	272	97%	40%	1%	354	94%	29%	1%
Not Disadvantaged	64	97%	45%	0%	60	90%	27%	2%
Migrant								
Not Migrant	336	97%	41%	1%	414	93%	29%	1%

#### NOTES

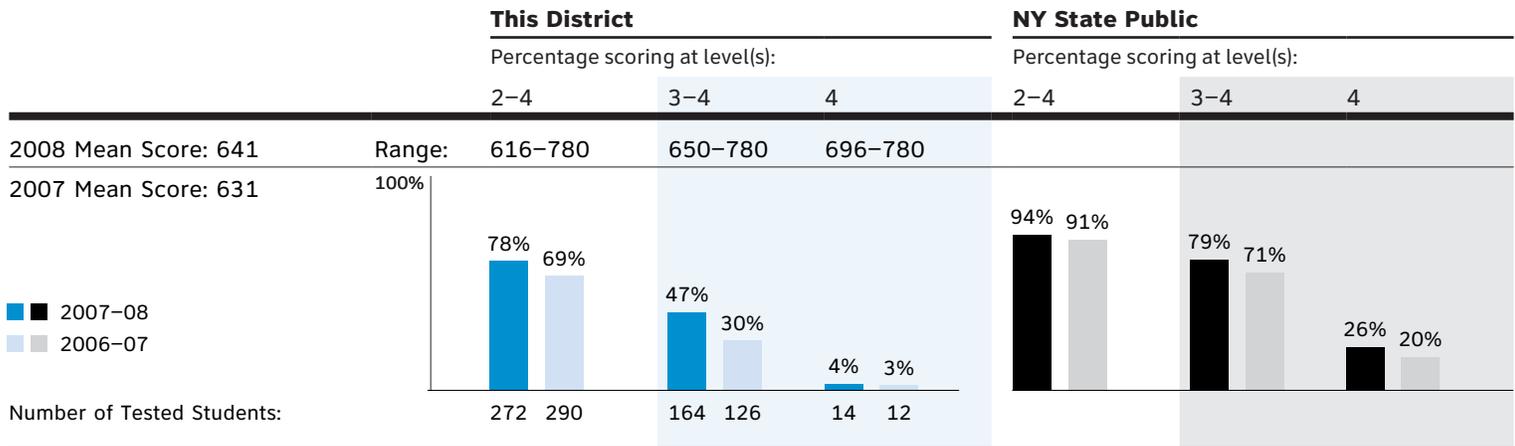
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### Other Assessments

	2007-08 School Year				2006-07 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	12	12	6	2	16	16	16	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	11	N/A	N/A	N/A	18	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

	2007-08 School Year				2006-07 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>347</b>	<b>78%</b>	<b>47%</b>	<b>4%</b>	<b>418</b>	<b>69%</b>	<b>30%</b>	<b>3%</b>
Female	165	81%	50%	4%	205	72%	32%	3%
Male	182	76%	45%	4%	213	67%	29%	2%
American Indian or Alaska Native								
Black or African American	156	-	-	-	198	64%	25%	2%
Hispanic or Latino	189	81%	50%	5%	220	74%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White								
Multiracial								
Small Group Totals	158	75%	44%	3%				
General-Education Students	289	83%	54%	5%	364	75%	34%	3%
Students with Disabilities	58	57%	14%	0%	54	31%	2%	0%
English Proficient	257	81%	51%	4%	336	73%	33%	4%
Limited English Proficient	90	72%	37%	3%	82	56%	18%	0%
Economically Disadvantaged	281	80%	47%	3%	357	68%	29%	3%
Not Disadvantaged	66	73%	50%	9%	61	75%	39%	2%
Migrant								
Not Migrant	347	78%	47%	4%	418	69%	30%	3%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	12	12	10	3	16	15	13	4

## 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
2008 Mean Score: 646	600-790	650-790	712-790			
2007 Mean Score: 628						
Number of Tested Students:	397	323	195	107	2	3

### Results by Student Group

	2007-08 School Year				2006-07 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>415</b>	<b>96%</b>	<b>47%</b>	<b>0%</b>	<b>389</b>	<b>83%</b>	<b>28%</b>	<b>1%</b>
Female	203	97%	56%	1%	182	83%	32%	1%
Male	212	95%	38%	0%	207	83%	23%	0%
American Indian or Alaska Native								
Black or African American	201	98%	44%	0%	230	85%	28%	1%
Hispanic or Latino	214	94%	50%	0%	157	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White					1	-	-	-
Multiracial								
Small Group Totals					159	80%	27%	1%
General-Education Students	355	96%	53%	1%	341	87%	30%	1%
Students with Disabilities	60	93%	10%	0%	48	52%	8%	0%
English Proficient	343	99%	55%	1%	346	88%	31%	1%
Limited English Proficient	72	82%	7%	0%	43	42%	0%	0%
Economically Disadvantaged	339	95%	45%	1%	285	84%	25%	1%
Not Disadvantaged	76	97%	54%	0%	104	81%	34%	1%
Migrant								
Not Migrant	415	96%	47%	0%	389	83%	28%	1%

#### NOTES

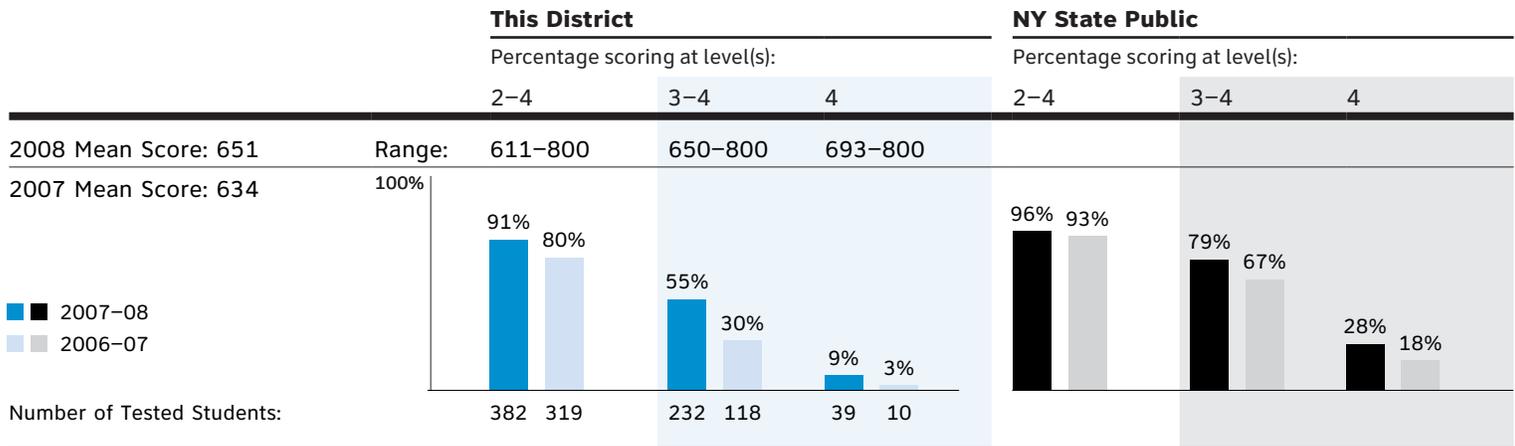
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### Other Assessments

	2007-08 School Year				2006-07 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	18	18	10	5	15	15	13	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	11	N/A	N/A	N/A	17	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

	2007-08 School Year				2006-07 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>421</b>	<b>91%</b>	<b>55%</b>	<b>9%</b>	<b>397</b>	<b>80%</b>	<b>30%</b>	<b>3%</b>
Female	206	90%	58%	8%	184	78%	29%	3%
Male	215	92%	52%	10%	213	83%	30%	2%
American Indian or Alaska Native								
Black or African American	200	90%	48%	6%	226	79%	26%	1%
Hispanic or Latino	221	92%	62%	12%	169	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White					1	-	-	-
Multiracial								
<b>Small Group Totals</b>					<b>171</b>	<b>82%</b>	<b>35%</b>	<b>5%</b>
General-Education Students	364	95%	61%	11%	349	83%	33%	3%
Students with Disabilities	57	67%	19%	0%	48	58%	6%	0%
English Proficient	338	93%	59%	11%	342	85%	32%	2%
Limited English Proficient	83	80%	40%	4%	55	51%	16%	4%
Economically Disadvantaged	346	90%	53%	8%	295	81%	31%	2%
Not Disadvantaged	75	96%	64%	13%	102	77%	26%	3%
Migrant								
Not Migrant	421	91%	55%	9%	397	80%	30%	3%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	18	16	12	2	15	15	14	7

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2008 Mean Score: 638	602-790	650-790	715-790			
2007 Mean Score: 626						
	89%	81%		95%	94%	
	32%	26%	1%	56%	57%	6%
			0%	6%	6%	
Number of Tested Students:	342	325	122	103	3	1

### Results by Student Group

	2007-08 School Year				2006-07 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>386</b>	<b>89%</b>	<b>32%</b>	<b>1%</b>	<b>400</b>	<b>81%</b>	<b>26%</b>	<b>0%</b>
Female	180	89%	36%	1%	211	81%	30%	0%
Male	206	88%	28%	1%	189	81%	21%	1%
American Indian or Alaska Native	2	-	-	-				
Black or African American	222	90%	33%	1%	233	87%	26%	0%
Hispanic or Latino	160	-	-	-	163	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	1	-	-	-				
Multiracial								
Small Group Totals	164	87%	30%	0%	167	74%	25%	1%
General-Education Students	335	93%	36%	1%	351	85%	28%	0%
Students with Disabilities	51	63%	6%	0%	49	55%	8%	0%
English Proficient	342	92%	35%	1%	340	89%	30%	0%
Limited English Proficient	44	59%	2%	0%	60	38%	0%	0%
Economically Disadvantaged	256	90%	32%	1%	280	79%	24%	0%
Not Disadvantaged	130	86%	31%	1%	120	88%	29%	0%
Migrant								
Not Migrant	386	89%	32%	1%	400	81%	26%	0%

#### NOTES

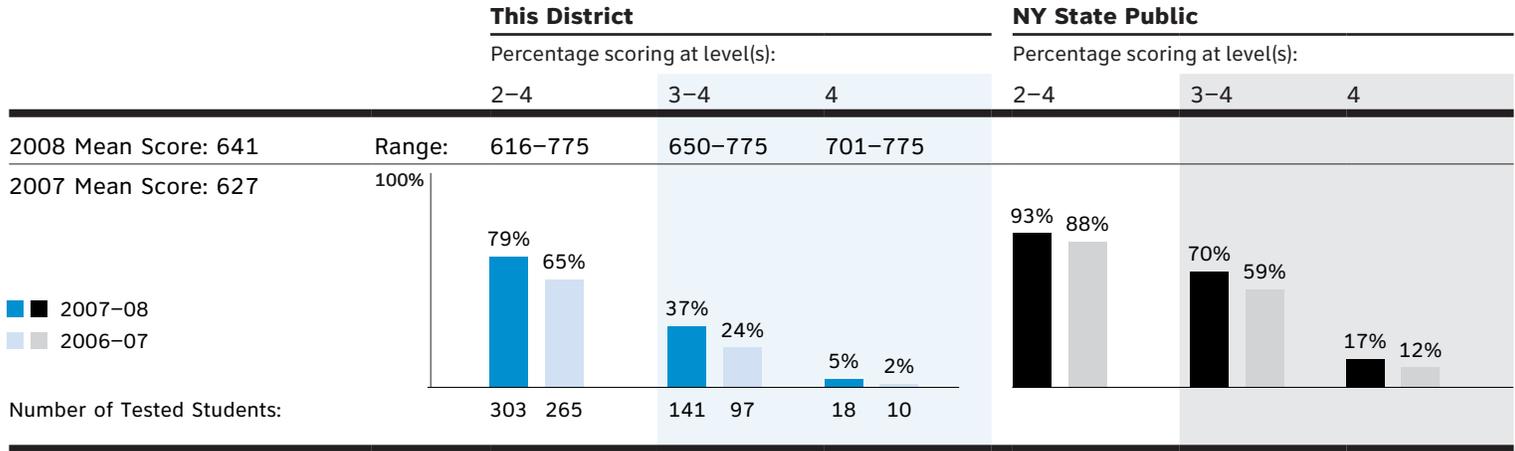
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### Other Assessments

	2007-08 School Year				2006-07 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	14	14	12	0	11	11	10	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	14	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

	2007-08 School Year				2006-07 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>382</b>	<b>79%</b>	<b>37%</b>	<b>5%</b>	<b>408</b>	<b>65%</b>	<b>24%</b>	<b>2%</b>
Female	174	80%	40%	4%	222	69%	24%	3%
Male	208	79%	34%	5%	186	60%	24%	2%
American Indian or Alaska Native	2	-	-	-				
Black or African American	216	77%	31%	4%	227	60%	22%	1%
Hispanic or Latino	162	-	-	-	176	70%	24%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	100%	60%	0%
White	1	-	-	-				
Multiracial								
Small Group Totals	166	83%	44%	6%				
General-Education Students	334	83%	41%	5%	359	70%	27%	3%
Students with Disabilities	48	52%	8%	0%	49	27%	2%	0%
English Proficient	334	80%	38%	5%	335	67%	26%	3%
Limited English Proficient	48	77%	31%	2%	73	58%	15%	1%
Economically Disadvantaged	261	82%	40%	5%	288	64%	24%	2%
Not Disadvantaged	121	74%	31%	3%	120	67%	24%	3%
Migrant								
Not Migrant	382	79%	37%	5%	408	65%	24%	2%

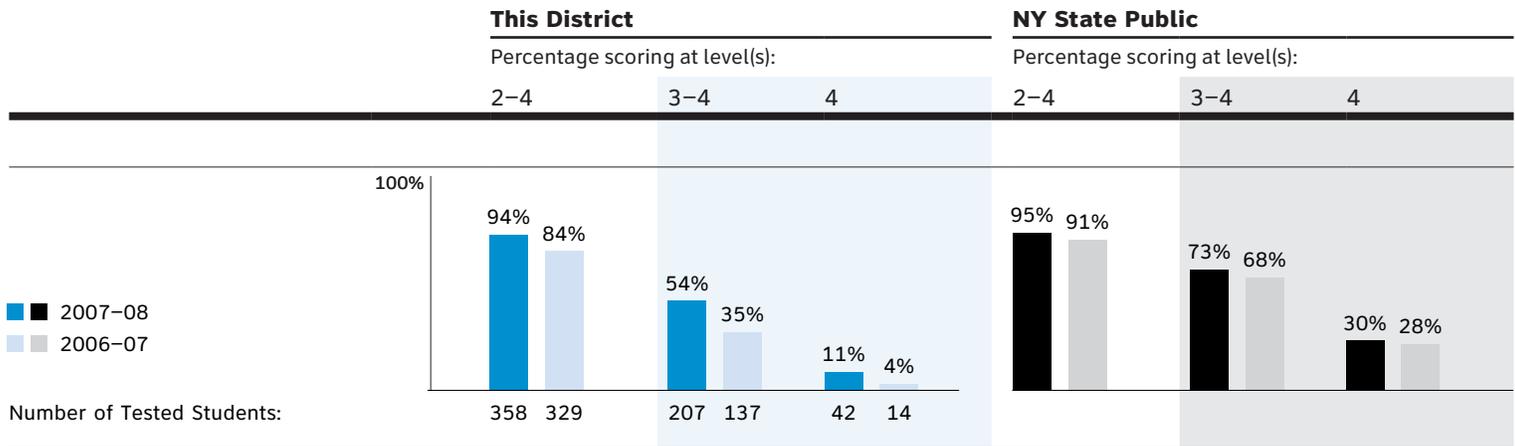
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	14	12	10	4	11	11	10	3

## This District's Results in Grade 8 Science



### Results by Student Group

	2007-08 School Year				2006-07 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>381</b>	<b>94%</b>	<b>54%</b>	<b>11%</b>	<b>394</b>	<b>84%</b>	<b>35%</b>	<b>4%</b>
Female	173	96%	50%	10%	216	86%	32%	3%
Male	208	92%	58%	12%	178	80%	38%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	216	92%	50%	7%	216	82%	34%	2%
Hispanic or Latino	162	-	-	-	173	84%	34%	5%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	5	100%	80%	20%
White	1	-	-	-				
Multiracial								
Small Group Totals	165	96%	60%	16%				
General-Education Students	332	96%	59%	13%	354	87%	38%	4%
Students with Disabilities	49	82%	20%	0%	40	53%	10%	0%
English Proficient	333	94%	56%	11%	323	85%	38%	3%
Limited English Proficient	48	94%	44%	10%	71	75%	18%	4%
Economically Disadvantaged	263	94%	55%	13%	274	84%	34%	3%
Not Disadvantaged	118	93%	53%	7%	120	83%	38%	5%
Migrant								
Not Migrant	381	94%	54%	11%	394	84%	35%	4%

#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 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	13	13	9	7	11	11	11	9
Regents Science	0				0			

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

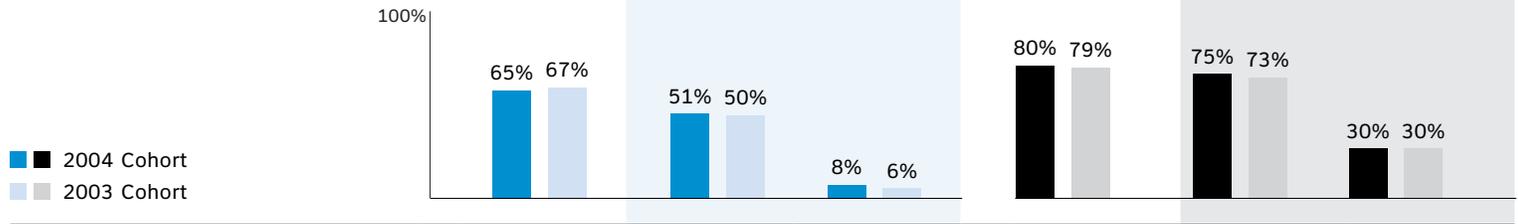
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students | Percentage scoring at level(s):  
2-4 | 3-4 | 4

### 2003 Cohort\*\*

Number of Students | Percentage scoring at level(s):  
2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>339</b>	<b>65%</b>	<b>51%</b>	<b>8%</b>	<b>373</b>	<b>67%</b>	<b>50%</b>	<b>6%</b>
Female	183	70%	57%	12%	214	71%	54%	7%
Male	156	58%	44%	3%	159	62%	45%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	209	70%	55%	10%	249	70%	53%	7%
Hispanic or Latino	128	-	-	-	116	60%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	1	-	-	-	3	-	-	-
Multiracial								
Small Group Totals	130	55%	45%	5%	8	63%	63%	13%
General-Education Students	299	71%	57%	9%	338	72%	55%	7%
Students with Disabilities	40	18%	8%	0%	35	20%	9%	3%
English Proficient	286	70%	56%	9%	325	71%	54%	7%
Limited English Proficient	53	34%	21%	0%	48	42%	25%	0%
Economically Disadvantaged	136	74%	64%	13%	162	75%	59%	8%
Not Disadvantaged	203	58%	42%	4%	211	61%	44%	5%
Migrant								
Not Migrant	339	65%	51%	8%				

### 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

### 2004 Cohort

Number of Students | Number scoring at level(s):  
2-4 | 3-4 | 4

### 2003 Cohort

Number of Students | Number scoring at level(s):  
2-4 | 3-4 | 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

\*\* 2003 cohort data are those reported in the 2006-07 *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

### This District

Percentage scoring at level(s):

2-4

3-4

4

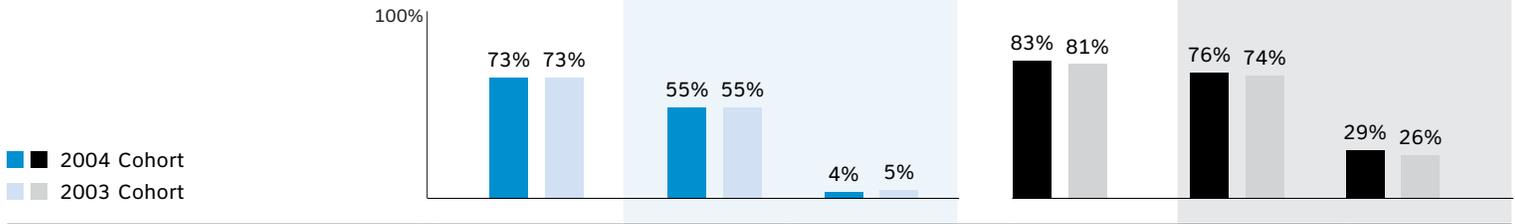
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 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>339</b>	<b>73%</b>	<b>55%</b>	<b>4%</b>	<b>373</b>	<b>73%</b>	<b>55%</b>	<b>5%</b>
Female	183	77%	58%	7%	214	75%	58%	5%
Male	156	69%	51%	1%	159	71%	50%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	209	76%	58%	4%	249	77%	57%	3%
Hispanic or Latino	128	-	-	-	116	65%	48%	6%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	1	-	-	-	3	-	-	-
Multiracial								
Small Group Totals	130	69%	49%	3%	8	75%	75%	25%
General-Education Students	299	80%	61%	4%	338	77%	59%	4%
Students with Disabilities	40	25%	8%	0%	35	40%	11%	6%
English Proficient	286	76%	58%	5%	325	76%	58%	5%
Limited English Proficient	53	60%	36%	0%	48	52%	35%	2%
Economically Disadvantaged	136	85%	68%	8%	162	83%	63%	8%
Not Disadvantaged	203	66%	46%	1%	211	66%	48%	2%
Migrant								
Not Migrant	339	73%	55%	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

	2004 Cohort				2003 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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