



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **ELMONT UNION FREE SCHOOL  
DISTRICT**

District ID **28-02-16-02-0000**

Superintendent **AL HARPER**

Telephone **(516) 326-5500**

Grades **PK-6, UE**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

This section lists all schools in your district by 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 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	232	242	255
Kindergarten	477	464	462
Grade 1	520	517	533
Grade 2	523	532	524
Grade 3	558	531	547
Grade 4	584	565	563
Grade 5	562	586	599
Grade 6	574	569	646
Ungraded Elementary	185	180	1
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>3983</b>	<b>3944</b>	<b>3875</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	22	22	22
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English			
Mathematics			
Science			
Social Studies			

### Enrollment Information

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

### Average Class Size Information

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

District **ELMONT UNION FREE SCHOOL DISTRICT**District ID **28-02-16-02-0000**

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1012	25%	1065	27%	1095	28%
Reduced-Price Lunch	580	15%	576	15%	562	15%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	269	7%	251	6%	179	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	1	0%	0	0%	4	0%
Black or African American	2023	51%	1988	50%	2028	52%
Hispanic or Latino	777	20%	763	19%	801	21%
Asian or Native Hawaiian/Other Pacific Islander	553	14%	542	14%	527	14%
White	629	16%	557	14%	490	13%
Multiracial**	N/A	N/A	94	2%	25	1%

\* 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	96%		96%		96%	
Student Suspensions	69	2%	63	2%	64	2%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	288	282	302
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	7%	9%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	42%	46%	49%
<b>Total Number of Core Classes</b>	1011	302	352
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
<b>Total Number of Classes</b>	605	582	615
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	22%	26%
Turnover Rate of All Teachers	16%	14%	16%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	30	29	30
Total Paraprofessionals*	132	137	146
Assistant Principals	10	10	10
Principals	6	7	7

\* 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:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

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

### 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)

#### Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	

### 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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	✓	✓				
Multiracial	—	—				
<b>Other Groups</b>						
Students with Disabilities	✓	✓				
Limited English Proficient	✓	✓				
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1			

#### AYP Status

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

#### Accountability Status Levels

##### Federal

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

##### State

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



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2008–09)



Improvement (Year 1)

### Accountability Measures

8 of 8

Student groups making AYP in English language arts



Made 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 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2008-09, the district will be in good standing in 2009-10. [216]

### 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> (2396:2321)	✓	✓	100%	✓	178	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (1293:1259)	✓	✓	100%	✓	179	130	
Hispanic or Latino (481:452)	✓	✓	100%	✓	169	128	
Asian or Native Hawaiian/Other Pacific Islander (311:301)	✓	✓	100%	✓	186	127	
White (306:304)	✓	✓	100%	✓	182	127	
Multiracial (2:2)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (371:362)	✓	✓	100%	✓	128	127	
Limited English Proficient <sup>5</sup> (120:144)	✓	✓	99%	✓	147	124	
Economically Disadvantaged (1060:1017)	✓	✓	100%	✓	172	130	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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 for This Subject (2008–09)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

### Prospective Status

This district will be in good standing in 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> (2397:2318)	✓	✓	100%	✓	187	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (1296:1260)	✓	✓	100%	✓	187	99	
Hispanic or Latino (476:454)	✓	✓	99%	✓	184	97	
Asian or Native Hawaiian/Other Pacific Islander (313:298)	✓	✓	100%	✓	194	96	
White (307:301)	✓	✓	100%	✓	189	96	
Multiracial (2:2)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (370:359)	✓	✓	100%	✓	148	96	
Limited English Proficient <sup>5</sup> (114:160)	✓	✓	99%	✓	166	94	
Economically Disadvantaged (1060:1022)	✓	✓	100%	✓	183	99	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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> (573:542)		Qualified		99%		192	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (302:284)		Qualified		99%		192	100	
Hispanic or Latino (116:110)		Qualified		99%		189	100	
Asian or Native Hawaiian/Other Pacific Islander (75:72)		Qualified		100%		194	100	
White (78:74)		Qualified		100%		196	100	
Multiracial (2:2)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (86:80)		Qualified		99%		173	100	
Limited English Proficient <sup>4</sup> (34:42)		Qualified	–	–		181	100	
Economically Disadvantaged (252:240)		Qualified		100%		191	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

# 3 School Accountability Status

District **ELMONT UNION FREE SCHOOL DISTRICT**

District ID **28-02-16-02-0000**

## 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

#### Good Standing

5 schools identified 83% of total

ALDEN TERRACE SCHOOL  
CLARA H CARLSON SCHOOL  
COVERT AVENUE SCHOOL  
DUTCH BROADWAY SCHOOL  
GOTHAM AVENUE SCHOOL

### New York State Status

#### Good Standing










1 school identified 17% of total

STEWART MANOR SCHOOL

District **ELMONT UNION FREE SCHOOL DISTRICT**District ID **28-02-16-02-0000**

## 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
<b>English Language Arts</b>	0%	50%	100%
Grade 3	78%		544
Grade 4	83%		554
Grade 5	81%		593
Grade 6	79%		643
<b>Mathematics</b>			
Grade 3	93%		549
Grade 4	89%		564
Grade 5	89%		598
Grade 6	86%		650
<b>Science</b>			
Grade 4	93%		563

### 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).

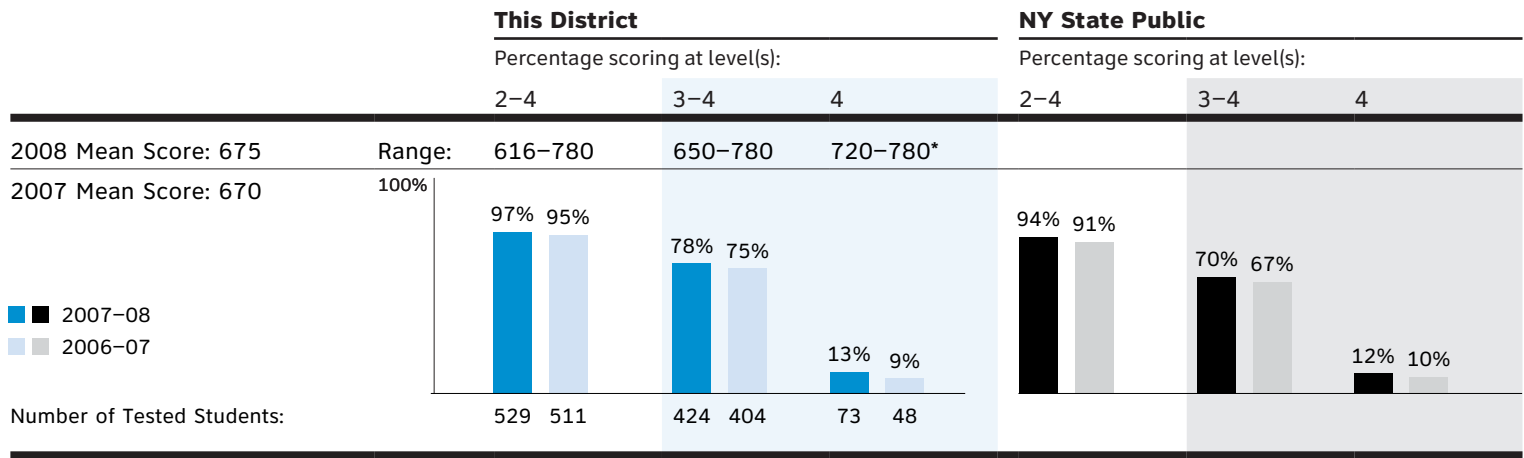
In this section, this district's performance is compared with that of public schools statewide.

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

#### Average Need Districts

This is a school district with average 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>544</b>	<b>97%</b>	<b>78%</b>	<b>13%</b>	<b>540</b>	<b>95%</b>	<b>75%</b>	<b>9%</b>
Female	263	97%	79%	14%	249	97%	79%	11%
Male	281	98%	77%	12%	291	93%	71%	7%
American Indian or Alaska Native	2	—	—	—				
Black or African American	287	99%	77%	11%	276	96%	75%	7%
Hispanic or Latino	120	93%	75%	13%	108	92%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	70	99%	87%	13%	80	98%	76%	8%
White	65	—	—	—	76	92%	86%	18%
Multiracial								
Small Group Totals	67	97%	78%	22%				
General-Education Students	472	99%	83%	15%	485	98%	80%	10%
Students with Disabilities	72	85%	44%	3%	55	69%	33%	2%
English Proficient	522	98%	80%	14%	506	95%	78%	9%
Limited English Proficient	22	91%	36%	0%	34	85%	29%	0%
Economically Disadvantaged	242	95%	73%	11%	254	94%	70%	9%
Not Disadvantaged	302	99%	82%	16%	286	95%	79%	9%
Migrant								
Not Migrant	544	97%	78%	13%	540	95%	75%	9%

### 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.

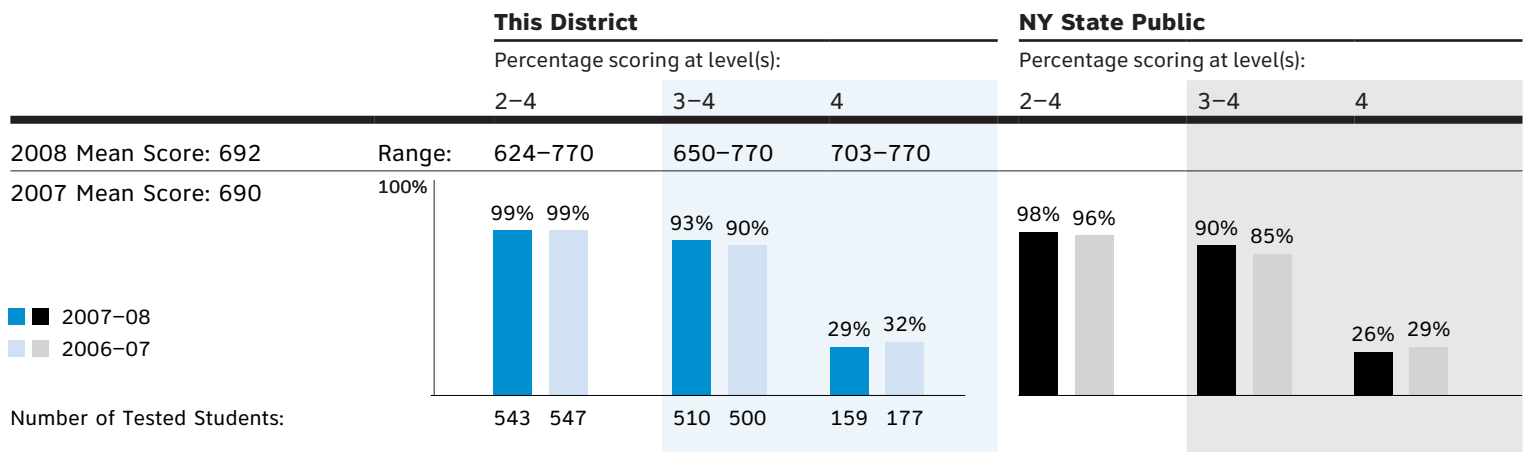
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

## 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	8	8	6	5	5	4	2	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	5	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>549</b>	<b>99%</b>	<b>93%</b>	<b>29%</b>	<b>555</b>	<b>99%</b>	<b>90%</b>	<b>32%</b>
Female	268	98%	93%	26%	257	98%	89%	33%
Male	281	100%	93%	32%	298	99%	91%	31%
American Indian or Alaska Native	2	—	—	—				
Black or African American	288	99%	91%	24%	279	99%	91%	28%
Hispanic or Latino	124	98%	97%	27%	118	99%	86%	31%
Asian or Native Hawaiian/Other Pacific Islander	70	99%	97%	31%	81	98%	96%	35%
White	65	—	—	—	77	99%	87%	45%
Multiracial								
Small Group Totals	67	99%	90%	54%				
General-Education Students	478	99%	96%	33%	497	99%	93%	35%
Students with Disabilities	71	96%	73%	3%	58	91%	66%	9%
English Proficient	520	99%	94%	30%	511	99%	92%	33%
Limited English Proficient	29	90%	72%	7%	44	98%	73%	14%
Economically Disadvantaged	244	98%	93%	21%	260	99%	89%	29%
Not Disadvantaged	305	100%	93%	35%	295	98%	91%	35%
Migrant								
Not Migrant	549	99%	93%	29%	555	99%	90%	32%

### NOTES

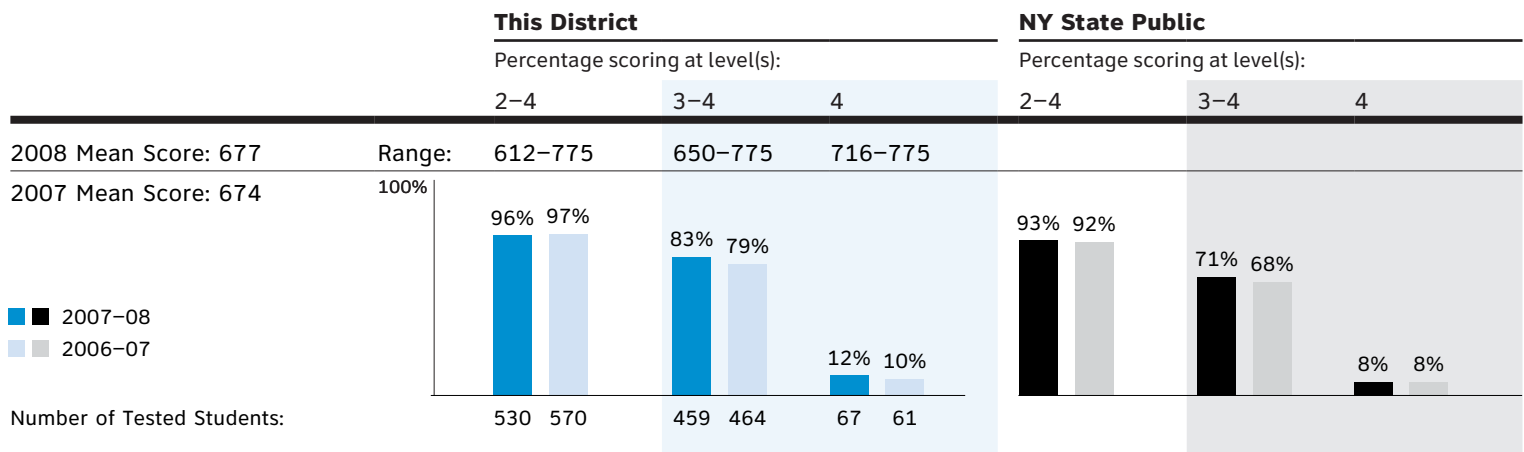
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## Other Assessments

	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	8	8	8	3	5	5	4	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>554</b>	<b>96%</b>	<b>83%</b>	<b>12%</b>	<b>586</b>	<b>97%</b>	<b>79%</b>	<b>10%</b>
Female	258	97%	87%	16%	285	97%	81%	11%
Male	296	94%	79%	9%	301	97%	77%	10%
American Indian or Alaska Native								
Black or African American	290	97%	83%	10%	321	98%	77%	8%
Hispanic or Latino	112	92%	75%	8%	112	96%	74%	8%
Asian or Native Hawaiian/Other Pacific Islander	74	-	-	-	75	97%	87%	19%
White	76	96%	89%	24%	78	99%	90%	14%
Multiracial	2	-	-	-				
Small Group Totals	76	96%	86%	13%				
General-Education Students	475	100%	92%	14%	519	99%	84%	12%
Students with Disabilities	79	72%	30%	1%	67	84%	39%	1%
English Proficient	527	96%	85%	13%	548	98%	81%	11%
Limited English Proficient	27	81%	41%	0%	38	87%	55%	0%
Economically Disadvantaged	249	96%	80%	8%	273	96%	75%	7%
Not Disadvantaged	305	96%	86%	16%	313	98%	83%	13%
Migrant								
Not Migrant	554	96%	83%	12%	586	97%	79%	10%

#### NOTES

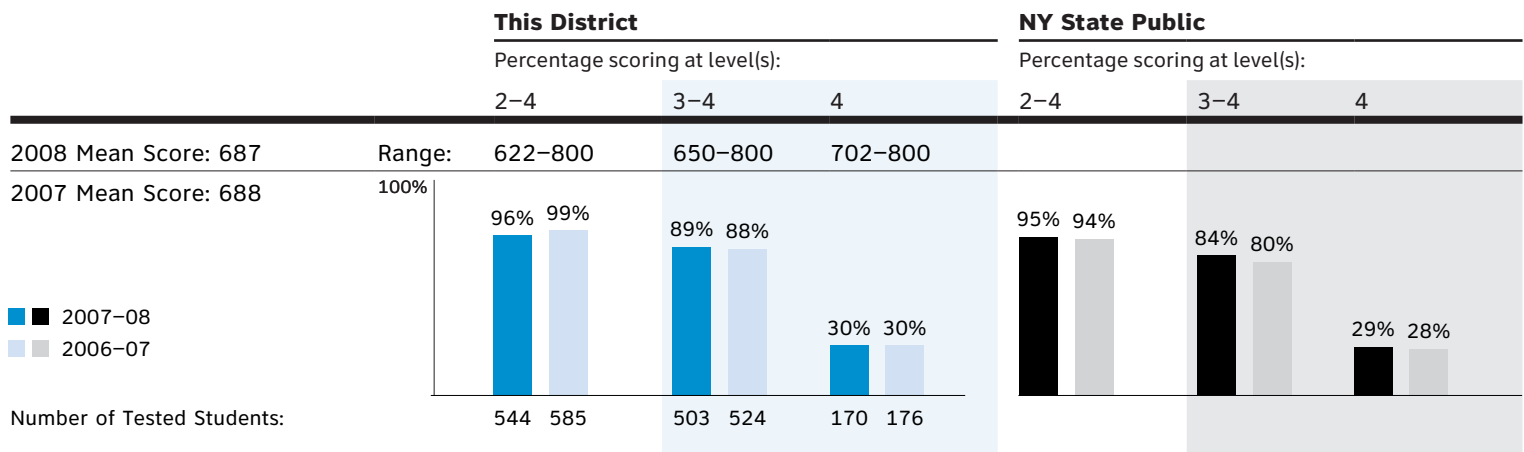
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### Other Assessments

	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	7	7	4	2	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	3	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>564</b>	<b>96%</b>	<b>89%</b>	<b>30%</b>	<b>593</b>	<b>99%</b>	<b>88%</b>	<b>30%</b>
Female	265	97%	90%	30%	292	99%	85%	27%
Male	299	96%	89%	30%	301	99%	91%	32%
American Indian or Alaska Native								
Black or African American	295	97%	89%	25%	324	98%	88%	23%
Hispanic or Latino	114	95%	85%	24%	114	98%	84%	25%
Asian or Native Hawaiian/Other Pacific Islander	75	—	—	—	77	100%	94%	55%
White	78	97%	92%	44%	78	99%	92%	41%
Multiracial	2	—	—	—				
Small Group Totals	77	97%	94%	44%				
General-Education Students	484	99%	95%	34%	527	99%	91%	32%
Students with Disabilities	80	81%	56%	8%	66	95%	70%	8%
English Proficient	531	97%	91%	32%	552	99%	90%	31%
Limited English Proficient	33	82%	61%	0%	41	98%	71%	10%
Economically Disadvantaged	251	96%	86%	24%	275	99%	87%	24%
Not Disadvantaged	313	97%	92%	35%	318	98%	90%	35%
Migrant								
Not Migrant	564	96%	89%	30%	593	99%	88%	30%

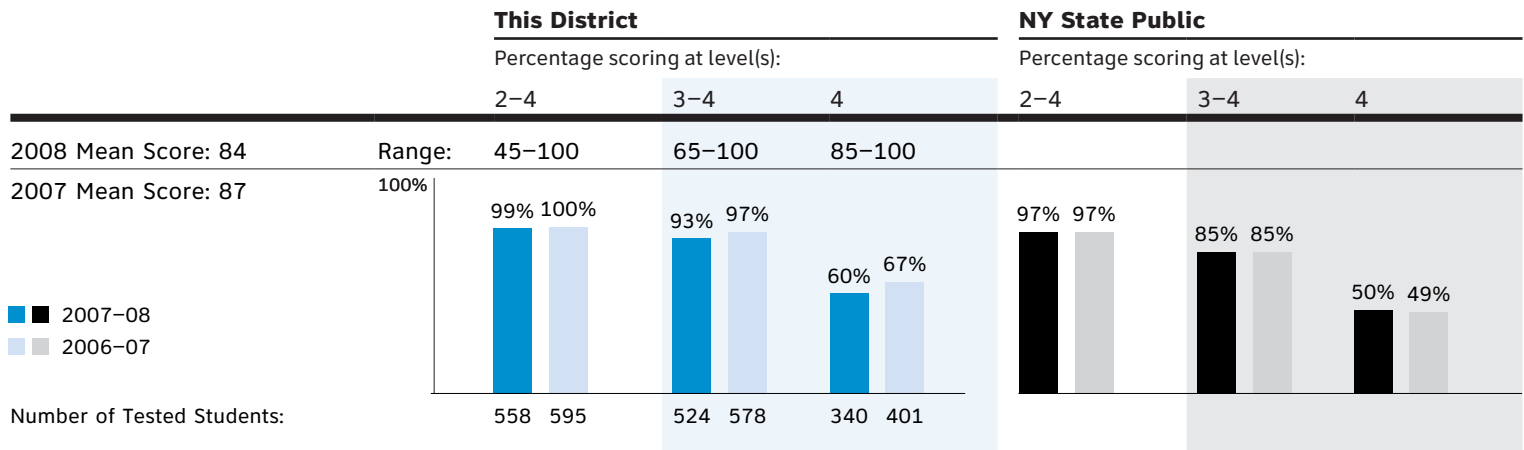
#### NOTES

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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	7	7	5	0	6	6	6	3

## 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>563</b>	<b>99%</b>	<b>93%</b>	<b>60%</b>	<b>595</b>	<b>100%</b>	<b>97%</b>	<b>67%</b>
Female	264	99%	94%	58%	292	100%	97%	65%
Male	299	99%	92%	63%	303	100%	97%	70%
American Indian or Alaska Native								
Black or African American	294	99%	93%	58%	325	100%	98%	67%
Hispanic or Latino	114	99%	89%	52%	114	100%	95%	54%
Asian or Native Hawaiian/Other Pacific Islander	75	-	-	-	77	100%	96%	78%
White	78	99%	96%	74%	79	100%	99%	77%
Multiracial	2	-	-	-				
Small Group Totals	77	99%	95%	68%				
General-Education Students	485	100%	95%	67%	528	100%	98%	71%
Students with Disabilities	78	95%	78%	19%	67	100%	88%	39%
English Proficient	529	99%	94%	64%	553	100%	98%	70%
Limited English Proficient	34	97%	74%	12%	42	100%	83%	31%
Economically Disadvantaged	252	99%	93%	53%	275	100%	96%	61%
Not Disadvantaged	311	99%	93%	67%	320	100%	98%	73%
Migrant								
Not Migrant	563	99%	93%	60%	595	100%	97%	67%

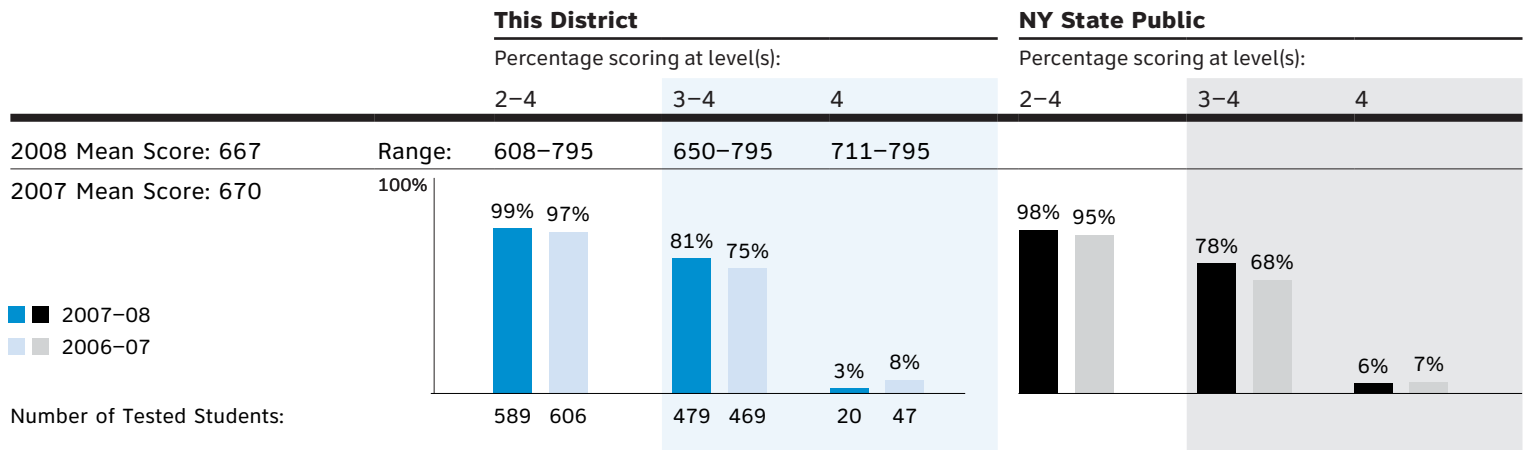
### NOTES

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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	7	6	6	3	6	6	5	4

## 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>593</b>	<b>99%</b>	<b>81%</b>	<b>3%</b>	<b>623</b>	<b>97%</b>	<b>75%</b>	<b>8%</b>
Female	294	99%	84%	2%	295	98%	77%	8%
Male	299	99%	78%	4%	328	97%	73%	7%
American Indian or Alaska Native								
Black or African American	324	99%	79%	4%	345	98%	75%	6%
Hispanic or Latino	116	99%	78%	1%	102	94%	66%	7%
Asian or Native Hawaiian/Other Pacific Islander	79	100%	87%	5%	80	99%	84%	9%
White	74	99%	88%	3%	96	97%	78%	14%
Multiracial								
Small Group Totals								
General-Education Students	509	100%	88%	4%	529	99%	82%	9%
Students with Disabilities	84	98%	38%	0%	94	86%	38%	0%
English Proficient	576	99%	82%	3%	586	98%	78%	8%
Limited English Proficient	17	94%	47%	0%	37	86%	35%	0%
Economically Disadvantaged	272	99%	72%	1%	260	97%	68%	6%
Not Disadvantaged	321	99%	88%	6%	363	98%	80%	9%
Migrant								
Not Migrant	593	99%	81%	3%	623	97%	75%	8%

#### NOTES

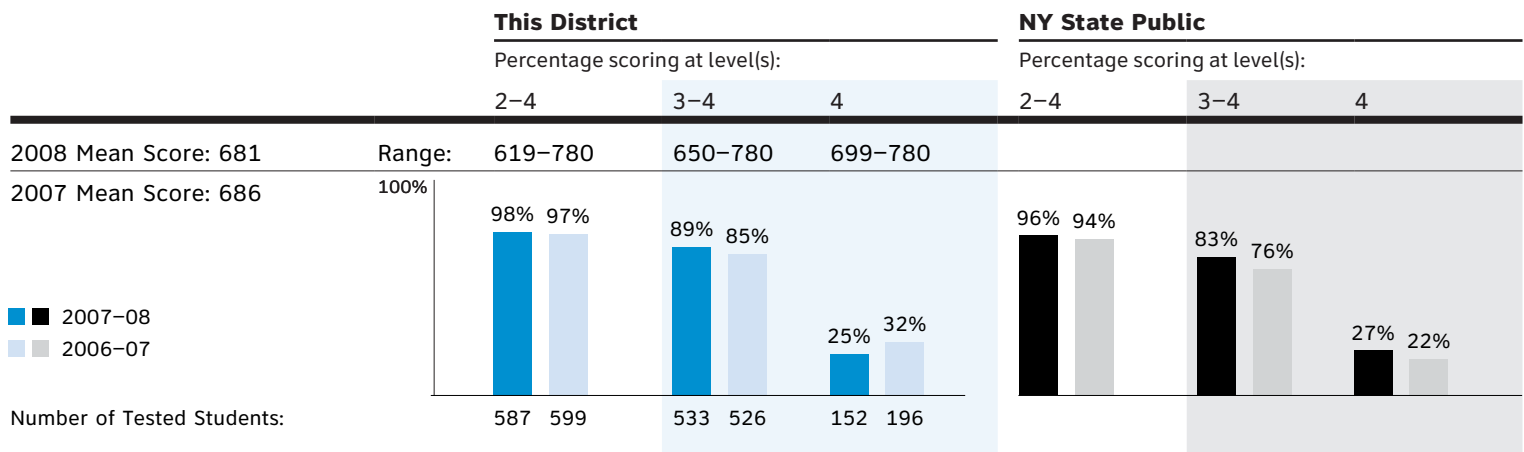
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	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	8	7	6	2	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	8	N/A	N/A	N/A	3	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>598</b>	<b>98%</b>	<b>89%</b>	<b>25%</b>	<b>617</b>	<b>97%</b>	<b>85%</b>	<b>32%</b>
Female	297	99%	90%	23%	292	98%	87%	36%
Male	301	98%	88%	28%	325	97%	84%	28%
American Indian or Alaska Native								
Black or African American	325	98%	91%	25%	347	97%	87%	33%
Hispanic or Latino	118	97%	81%	13%	101	97%	75%	24%
Asian or Native Hawaiian/Other Pacific Islander	81	99%	93%	40%	76	96%	91%	37%
White	74	100%	89%	34%	93	97%	85%	33%
Multiracial								
Small Group Totals								
General-Education Students	514	100%	94%	28%	526	99%	91%	35%
Students with Disabilities	84	89%	58%	12%	91	87%	53%	11%
English Proficient	576	98%	90%	26%	575	98%	88%	33%
Limited English Proficient	22	95%	68%	9%	42	90%	52%	17%
Economically Disadvantaged	276	97%	85%	21%	253	96%	84%	28%
Not Disadvantaged	322	99%	93%	30%	364	98%	86%	34%
Migrant								
Not Migrant	598	98%	89%	25%	617	97%	85%	32%

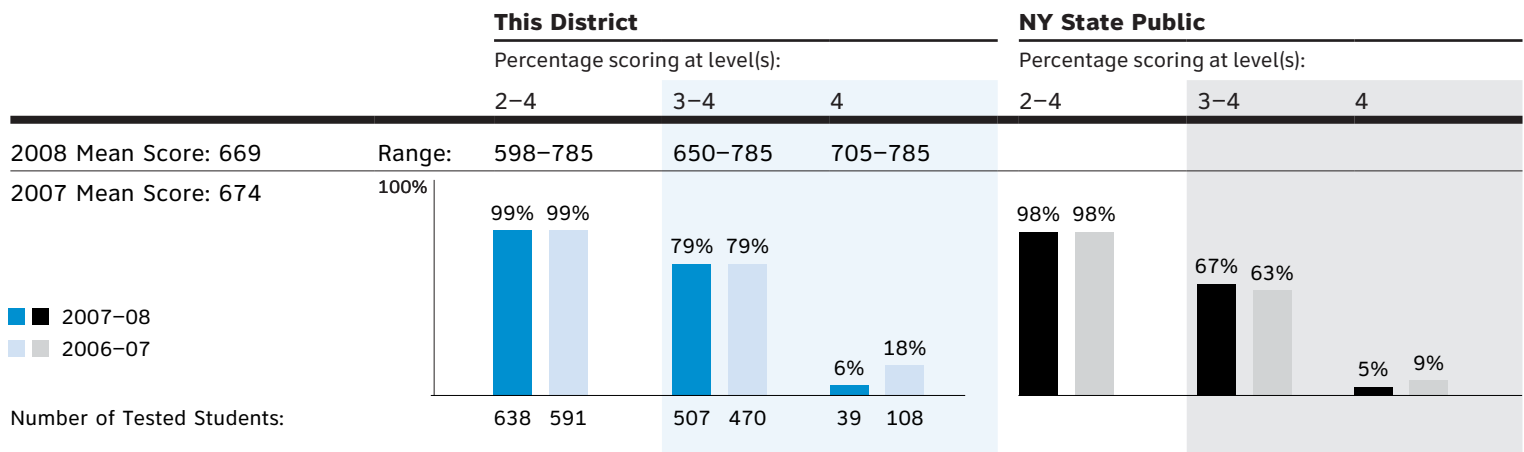
### NOTES

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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	8	8	6	0	6	5	4	4

## This District's Results in Grade 6 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>643</b>	<b>99%</b>	<b>79%</b>	<b>6%</b>	<b>597</b>	<b>99%</b>	<b>79%</b>	<b>18%</b>
Female	307	100%	85%	8%	285	100%	84%	21%
Male	336	99%	73%	4%	312	98%	74%	15%
American Indian or Alaska Native	1	—	—	—				
Black or African American	365	100%	81%	7%	320	98%	78%	17%
Hispanic or Latino	108	99%	67%	1%	112	99%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	81	—	—	—	72	100%	89%	21%
White	88	95%	81%	8%	93	100%	86%	27%
Multiracial								
Small Group Totals	82	100%	85%	9%				
General-Education Students	535	100%	88%	7%	517	100%	86%	21%
Students with Disabilities	108	97%	33%	0%	80	94%	33%	1%
English Proficient	622	99%	81%	6%	577	99%	81%	19%
Limited English Proficient	21	100%	24%	0%	20	95%	25%	5%
Economically Disadvantaged	275	99%	75%	5%	264	99%	72%	11%
Not Disadvantaged	368	99%	82%	7%	333	99%	84%	23%
Migrant								
Not Migrant	643	99%	79%	6%	597	99%	79%	18%

#### NOTES

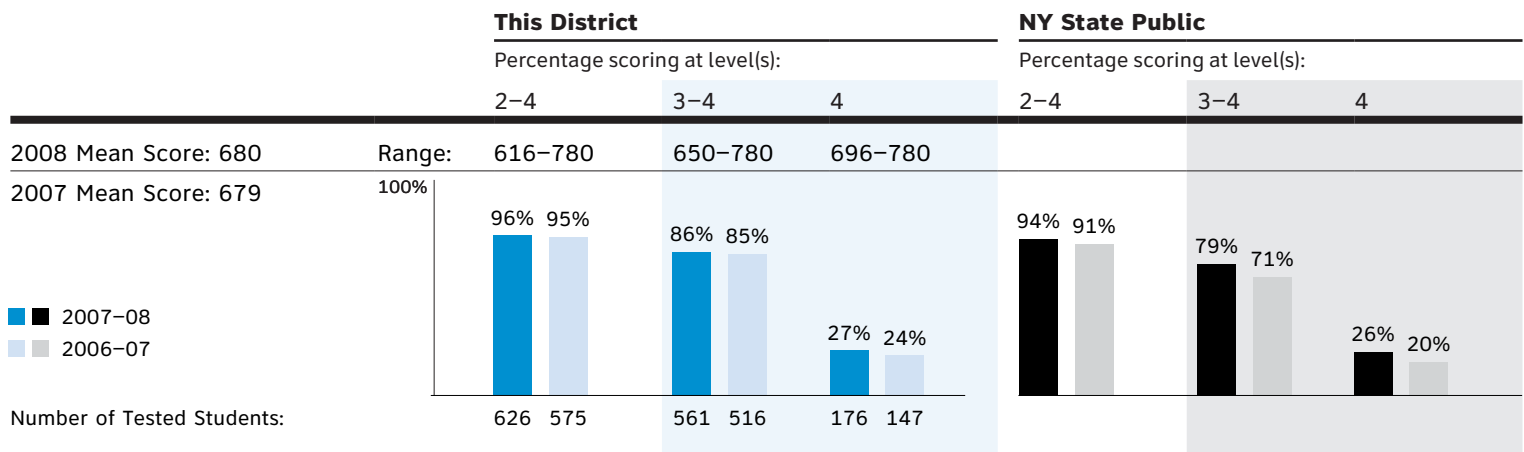
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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 6 Equivalent	5	4	4	3	7	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	5	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>650</b>	<b>96%</b>	<b>86%</b>	<b>27%</b>	<b>608</b>	<b>95%</b>	<b>85%</b>	<b>24%</b>
Female	311	97%	88%	28%	288	96%	87%	25%
Male	339	96%	85%	27%	320	93%	83%	24%
American Indian or Alaska Native	1	—	—	—				
Black or African American	371	96%	85%	23%	324	94%	85%	23%
Hispanic or Latino	110	95%	85%	19%	115	93%	78%	16%
Asian or Native Hawaiian/Other Pacific Islander	81	—	—	—	76	97%	95%	37%
White	87	97%	89%	43%	93	98%	86%	27%
Multiracial								
Small Group Totals	82	100%	93%	40%				
General-Education Students	544	99%	93%	31%	528	98%	90%	25%
Students with Disabilities	106	83%	51%	8%	80	75%	51%	16%
English Proficient	621	97%	88%	28%	580	95%	86%	25%
Limited English Proficient	29	90%	59%	7%	28	82%	57%	11%
Economically Disadvantaged	280	96%	82%	21%	267	93%	82%	20%
Not Disadvantaged	370	97%	89%	32%	341	96%	87%	28%
Migrant								
Not Migrant	650	96%	86%	27%	608	95%	85%	24%

### 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	5	4	4	2	7	7	4	3