



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **COPIAGUE UNION FREE SCHOOL  
DISTRICT**

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

Superintendent **CHARLES LEUNIG**

Telephone **(631) 842-4015**

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

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

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

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

## District Profile

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

### Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	331	328	310
Grade 1	336	328	330
Grade 2	360	331	326
Grade 3	322	349	338
Grade 4	360	323	354
Grade 5	355	345	319
Grade 6	344	358	333
Ungraded Elementary	90	93	57
Grade 7	334	318	355
Grade 8	376	330	320
Grade 9	453	415	397
Grade 10	369	382	391
Grade 11	302	331	345
Grade 12	273	278	312
Ungraded Secondary	154	151	146
<b>Total K-12</b>	<b>4759</b>	<b>4660</b>	<b>4633</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	23	23	23
<b>Grade 8</b>			
English	24	21	21
Mathematics	25	23	20
Science	25	22	22
Social Studies	26	22	21
<b>Grade 10</b>			
English	22	20	23
Mathematics	21	25	21
Science	20	21	24
Social Studies	21	21	24

### Enrollment Information

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

### Average Class Size Information

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

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

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1836	39%	1483	32%	1511	33%
Reduced-Price Lunch	608	13%	581	12%	543	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	595	13%	718	15%	719	16%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	3	0%	3	0%
Black or African American	1606	34%	1524	33%	1482	32%
Hispanic or Latino	1709	36%	1829	39%	1932	42%
Asian or Native Hawaiian/Other Pacific Islander	94	2%	80	2%	83	2%
White	1347	28%	1224	26%	1133	24%
Multiracial**	N/A	N/A	0	0%	0	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	93%		94%		94%	
Student Suspensions	373	8%	472	10%	422	9%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	338	319	340
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	14%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	45%	48%
<b>Total Number of Core Classes</b>	1318	907	1027
Percent Not Taught by Highly Qualified Teachers	1%	2%	0%
<b>Total Number of Classes</b>	1230	1219	1261
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	33%	32%
Turnover Rate of All Teachers	19%	17%	17%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	46	45	46
Total Paraprofessionals*	44	40	53
Assistant Principals	7	8	9
Principals	5	5	5

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year 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)

#### ▲ Improvement (Year 1)

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

### Title I Part A Funding

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

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	✓ <sup>SH</sup>	✓		✓ <sup>SH</sup>	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

#### AYP Status

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

#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing ▲                       | ■ Good Standing                                |
| Improvement (Year 1) ▲                | ■ Requiring Academic Progress (Year 1)         |
| Improvement (Year 2) ▲                | ■ Requiring Academic Progress (Year 2)         |
| Improvement (Year 3) ▲                | ■ Requiring Academic Progress (Year 3)         |
| Improvement (Year 4) ▲                | ■ Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above) ▲        | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |



## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (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> (2144:2047)			100%		168	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (683:657)			100%		162	129	
Hispanic or Latino (894:834)			99%		164	129	
Asian or Native Hawaiian/Other Pacific Islander (42:42)			100%		193	118	
White (521:511)			100%		179	128	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (312:296)	 SH		100%	 SH	113	127	103    122
Limited English Proficient <sup>5</sup> (299:370)			99%		147	127	
Economically Disadvantaged (897:848)			100%		163	129	
<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**  Good Standing  
**for This Subject**  
**(2008–09)**

**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> (2165:2061)			100%		176	100	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (689:652)			100%		167	98	
Hispanic or Latino (908:855)			100%		175	98	
Asian or Native Hawaiian/Other Pacific Islander (42:42)			100%		198	87	
White (519:509)			100%		186	97	
Multiracial (4:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (315:292)			99%		122	96	
Limited English Proficient <sup>5</sup> (307:398)			99%		165	96	
Economically Disadvantaged (901:865)			100%		176	98	
<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> (730:679)		Qualified		99%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (241:222)		Qualified		99%		178	100	
Hispanic or Latino (303:282)		Qualified		99%		179	100	
Asian or Native Hawaiian/Other Pacific Islander (17:17)		–	–	–	–	–	–	–
White (167:158)		Qualified		98%		194	100	
Multiracial (2:0)		–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (113:100)		Qualified		98%		151	100	
Limited English Proficient <sup>4</sup> (100:142)		Qualified		98%		173	100	
Economically Disadvantaged (310:297)		Qualified		99%		182	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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 for This Subject (2008–09)**  Improvement (Year 1)

**Accountability Measures** 5 of 6 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 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 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 (390:379)</b>			96%		170	159	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (138:135)			99%		177	156	
Hispanic or Latino (233:129)			86%		144	156	116 <sup>‡</sup> 150
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—
White (118:111)			99%		191	155	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (61:64)			97%		136	153	105    142
Limited English Proficient <sup>4</sup> (23:21)	—	—	—	—	—	—	—
Economically Disadvantaged (117:121)			96%		164	156	
<b>Final AYP Determination</b>	 5 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.


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

#### AYP Status

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




















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 5 of 6 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2004 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
<b>All Students</b> (390:379)			98%		173	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (138:135)			96%		175	150	
Hispanic or Latino (130:129)			97%		157	150	
Asian or Native Hawaiian/Other Pacific Islander (3:4)	—	—	—	—	—	—	—
White (118:111)			100%		191	149	
Multiracial (1:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (61:64)			97%		127	147	130    134
Limited English Proficient <sup>4</sup> (23:21)	—	—	—	—	—	—	—
Economically Disadvantaged (117:121)			98%		169	150	
<b>Final AYP Determination</b>	 5 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	
	AYP	Met Criterion		State Standard	Progress Target
				2007–08	2008–09
<b>All Students</b> (391)			72%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (132)			77%	55%	
Hispanic or Latino (120)			51%	55%	55% 52%
Asian or Native Hawaiian/Other Pacific Islander (8)	–		–	–	
White (131)			84%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (84)			56%	55%	
Limited English Proficient <sup>3</sup> (30)			17%	55%	43% 18%
Economically Disadvantaged (96)			63%	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 **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

## 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

#### **Good Standing**

2 schools identified 40% of total

GREAT NECK ROAD ELEMENTARY SCHOOL

SUSAN E WILEY SCHOOL

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

1 school identified 20% of total

DEAUVILLE GARDENS ELEMENTARY SCHOOL

### New York State Status

#### **Good Standing**

1 school identified 20% of total

WALTER G O'CONNELL COPIAGUE HIGH SCHOOL

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















1 school identified 20% of total



COPIAGUE MIDDLE SCHOOL

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

## Summary of 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	72%			341
Grade 4	77%			350
Grade 5	87%			328
Grade 6	68%			342
Grade 7	63%			362
Grade 8	59%			347
<b>Mathematics</b>				
Grade 3	91%			356
Grade 4	88%			361
Grade 5	88%			340
Grade 6	75%			347
Grade 7	76%			373
Grade 8	57%			356
<b>Science</b>				
Grade 4	92%			363
Grade 8	72%			314

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	71%			439
Mathematics	73%			439

### 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.

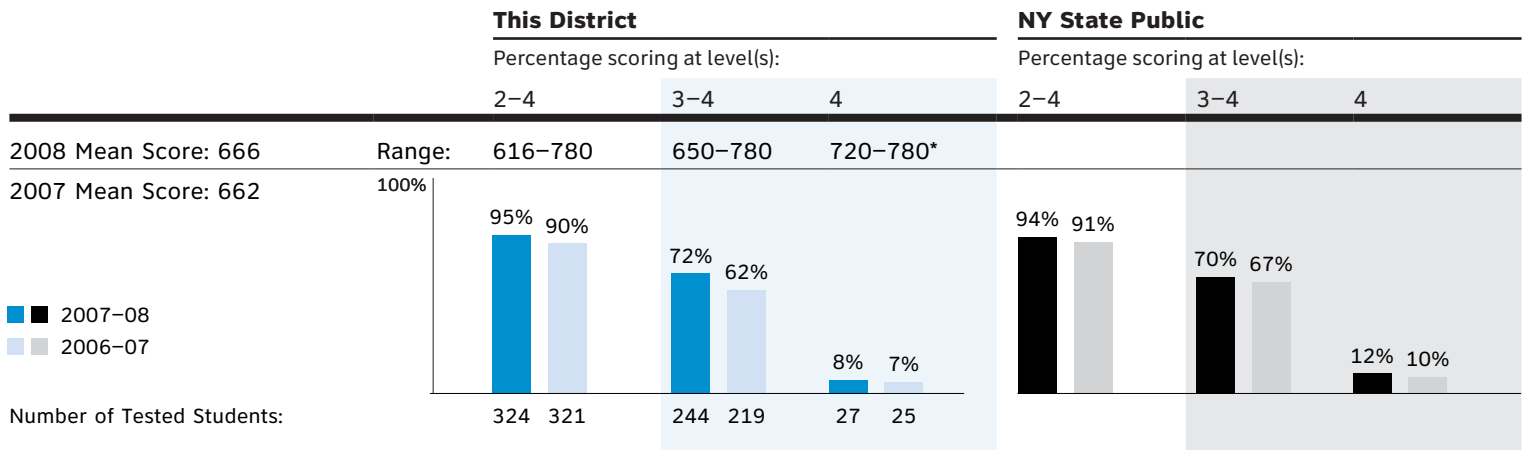
### This District's N/RC Category:

#### 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>341</b>	<b>95%</b>	<b>72%</b>	<b>8%</b>	<b>355</b>	<b>90%</b>	<b>62%</b>	<b>7%</b>
Female	167	98%	74%	7%	162	93%	60%	9%
Male	174	93%	69%	9%	193	88%	63%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	103	95%	72%	8%	119	87%	63%	7%
Hispanic or Latino	143	94%	61%	2%	148	91%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	9	89%	78%	11%
White	87	97%	87%	16%	79	95%	80%	13%
Multiracial								
Small Group Totals	8	100%	88%	25%				
General-Education Students	311	98%	76%	9%	317	96%	65%	8%
Students with Disabilities	30	60%	23%	0%	38	47%	32%	0%
English Proficient	276	97%	79%	10%	293	91%	70%	9%
Limited English Proficient	65	86%	42%	0%	62	85%	23%	0%
Economically Disadvantaged	160	94%	61%	4%	166	89%	54%	4%
Not Disadvantaged	181	96%	81%	12%	189	92%	69%	10%
Migrant								
Not Migrant	341	95%	72%	8%	355	90%	62%	7%

#### NOTES

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

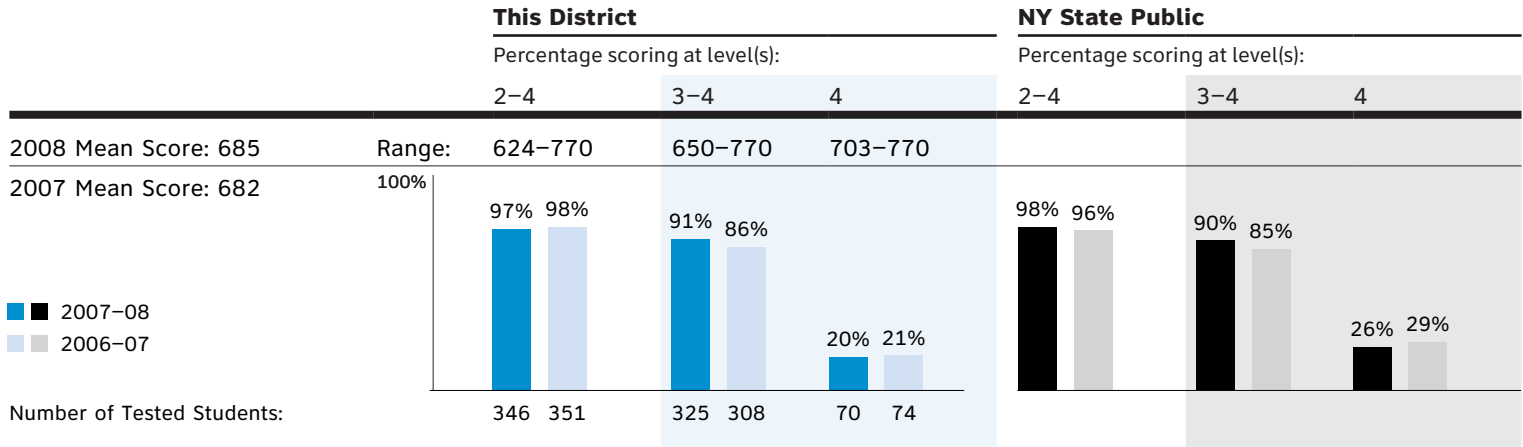
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### 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	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	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 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>356</b>	<b>97%</b>	<b>91%</b>	<b>20%</b>	<b>359</b>	<b>98%</b>	<b>86%</b>	<b>21%</b>
Female	177	98%	92%	21%	161	98%	86%	24%
Male	179	97%	91%	18%	198	97%	86%	18%
American Indian or Alaska Native	1	-	-	-				
Black or African American	104	98%	93%	15%	118	97%	85%	20%
Hispanic or Latino	155	96%	87%	16%	152	97%	80%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	8	100%	100%	63%
White	89	98%	96%	28%	81	99%	96%	30%
Multiracial								
Small Group Totals	8	100%	100%	50%				
General-Education Students	326	99%	94%	21%	321	98%	89%	22%
Students with Disabilities	30	73%	57%	3%	38	92%	61%	5%
English Proficient	279	98%	96%	24%	292	98%	91%	23%
Limited English Proficient	77	94%	75%	4%	67	96%	61%	9%
Economically Disadvantaged	170	96%	89%	14%	171	97%	80%	15%
Not Disadvantaged	186	98%	94%	25%	188	98%	91%	26%
Migrant								
Not Migrant	356	97%	91%	20%	359	98%	86%	21%

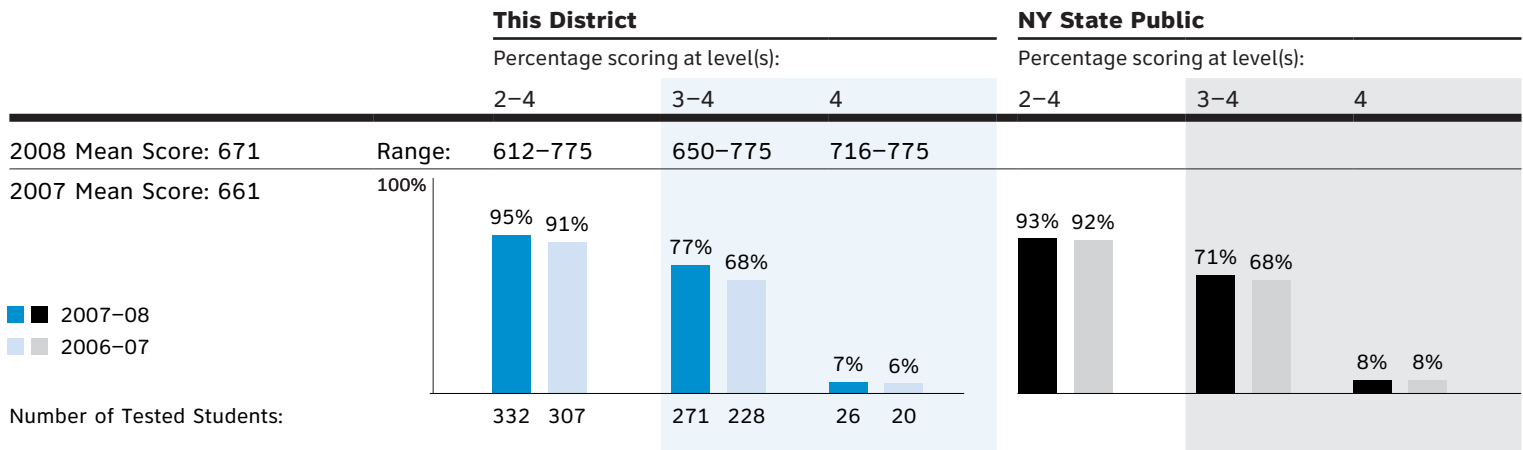
### NOTES

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

## Other Assessments

	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	4	-	-	-	2	-	-	-

## 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>350</b>	<b>95%</b>	<b>77%</b>	<b>7%</b>	<b>337</b>	<b>91%</b>	<b>68%</b>	<b>6%</b>
Female	154	95%	76%	11%	163	94%	75%	7%
Male	196	95%	79%	5%	174	89%	60%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	114	94%	75%	8%	107	88%	61%	2%
Hispanic or Latino	144	94%	75%	4%	132	91%	64%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	9	-	-	-
White	85	98%	82%	11%	88	94%	77%	9%
Multiracial								
Small Group Totals					10	100%	100%	20%
General-Education Students	302	98%	84%	9%	297	95%	74%	7%
Students with Disabilities	48	75%	38%	0%	40	60%	23%	0%
English Proficient	298	96%	82%	9%	298	93%	71%	7%
Limited English Proficient	52	87%	50%	0%	39	77%	38%	0%
Economically Disadvantaged	160	93%	73%	3%	136	88%	57%	1%
Not Disadvantaged	190	97%	82%	12%	201	94%	75%	9%
Migrant								
Not Migrant	350	95%	77%	7%	337	91%	68%	6%

#### NOTES

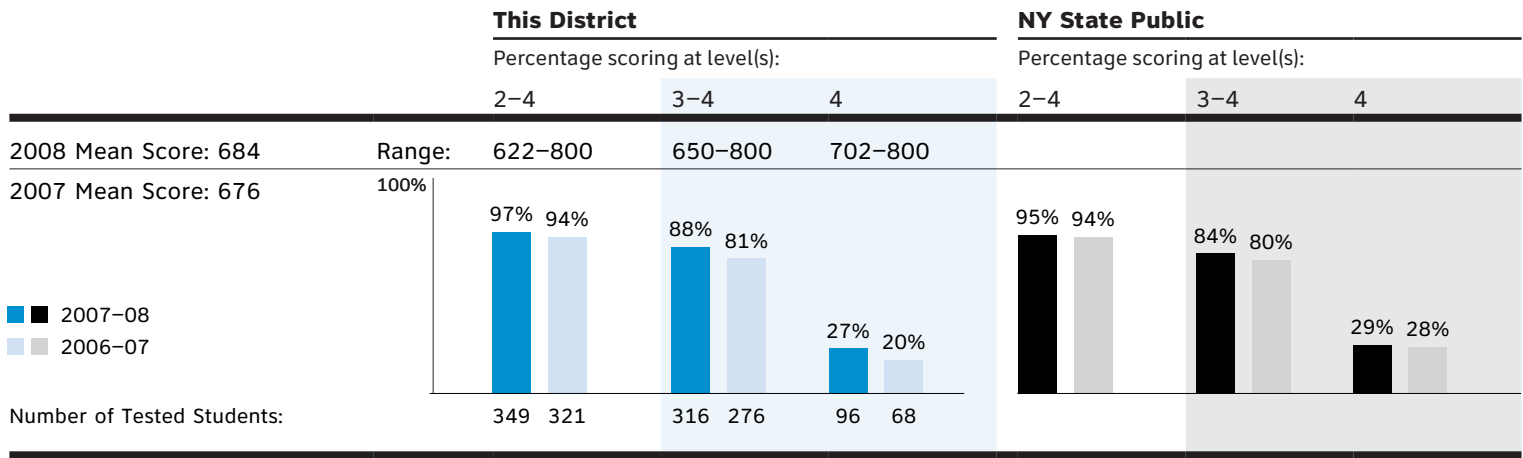
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### 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	2	-	-	-	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	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 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>361</b>	<b>97%</b>	<b>88%</b>	<b>27%</b>	<b>342</b>	<b>94%</b>	<b>81%</b>	<b>20%</b>
Female	162	98%	89%	23%	164	95%	82%	20%
Male	199	96%	86%	29%	178	93%	80%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	119	96%	84%	27%	106	92%	76%	9%
Hispanic or Latino	154	97%	86%	18%	140	93%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	71%	8	-	-	-
White	81	98%	94%	40%	87	98%	89%	30%
Multiracial								
Small Group Totals					9	100%	100%	56%
General-Education Students	310	99%	93%	30%	304	96%	85%	21%
Students with Disabilities	51	82%	53%	4%	38	74%	47%	8%
English Proficient	302	97%	90%	30%	295	96%	85%	22%
Limited English Proficient	59	93%	73%	7%	47	81%	53%	9%
Economically Disadvantaged	166	98%	87%	17%	142	92%	73%	12%
Not Disadvantaged	195	96%	88%	35%	200	95%	87%	26%
Migrant								
Not Migrant	361	97%	88%	27%	342	94%	81%	20%

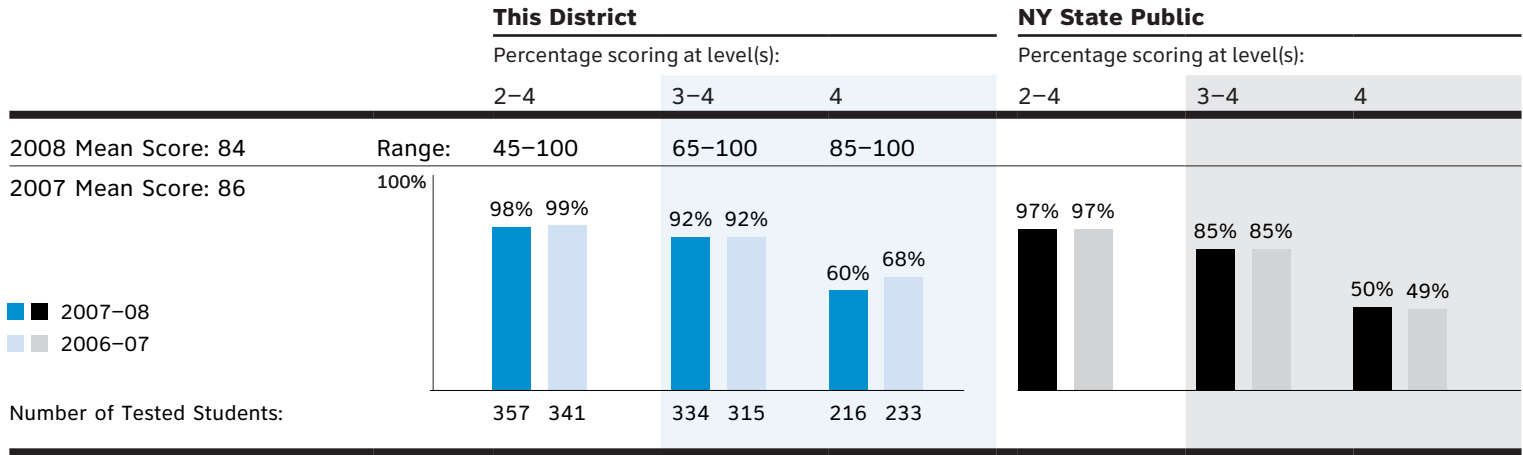
#### NOTES

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	2	-	-	-	5	5	3	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>363</b>	<b>98%</b>	<b>92%</b>	<b>60%</b>	<b>344</b>	<b>99%</b>	<b>92%</b>	<b>68%</b>
Female	164	99%	92%	58%	165	99%	89%	68%
Male	199	97%	92%	61%	179	99%	94%	68%
American Indian or Alaska Native					1	-	-	-
Black or African American	122	98%	88%	48%	106	100%	92%	63%
Hispanic or Latino	154	98%	93%	58%	142	98%	87%	61%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	86%	9	-	-	-
White	80	99%	96%	79%	86	100%	98%	83%
Multiracial								
Small Group Totals					10	100%	100%	90%
General-Education Students	310	99%	95%	64%	307	99%	93%	71%
Students with Disabilities	53	94%	74%	32%	37	100%	84%	41%
English Proficient	304	99%	93%	64%	295	100%	96%	73%
Limited English Proficient	59	95%	86%	34%	49	94%	67%	35%
Economically Disadvantaged	163	99%	90%	49%	144	99%	88%	56%
Not Disadvantaged	200	98%	94%	68%	200	100%	94%	76%
Migrant								
Not Migrant	363	98%	92%	60%	344	99%	92%	68%

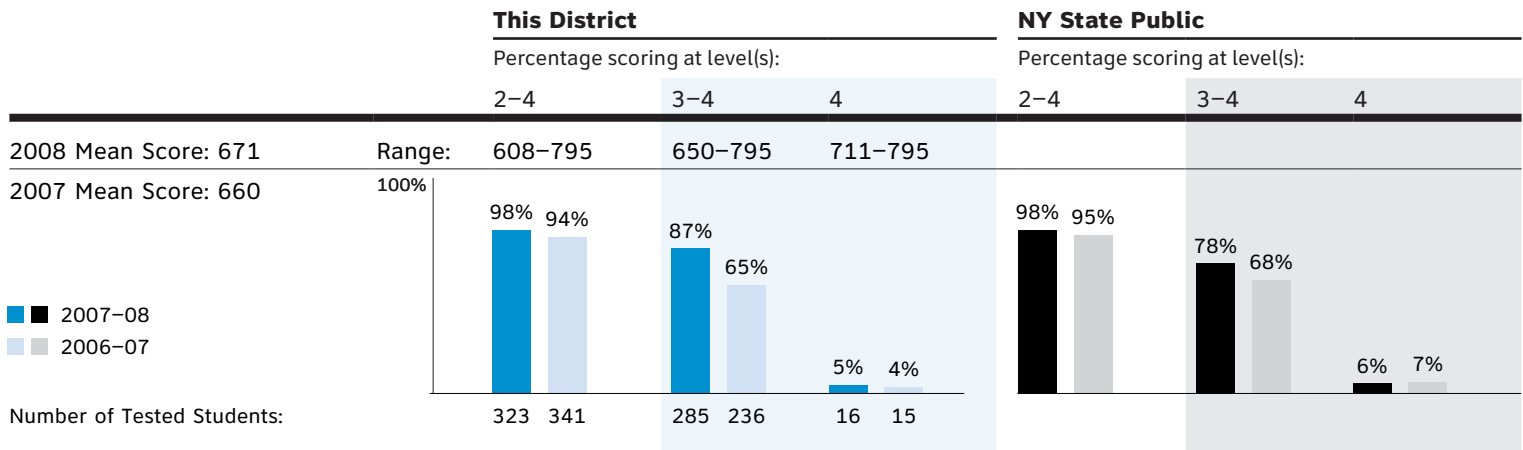
### NOTES

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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	2	-	-	-	5	5	4	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>328</b>	<b>98%</b>	<b>87%</b>	<b>5%</b>	<b>362</b>	<b>94%</b>	<b>65%</b>	<b>4%</b>
Female	158	100%	91%	6%	183	97%	72%	4%
Male	170	97%	83%	4%	179	92%	59%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	106	98%	80%	1%	109	94%	57%	5%
Hispanic or Latino	127	98%	89%	8%	145	92%	60%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	8	100%	75%	0%
White	85	99%	91%	4%	100	97%	81%	8%
Multiracial								
Small Group Totals	10	100%	100%	20%				
General-Education Students	279	100%	94%	6%	311	97%	72%	5%
Students with Disabilities	49	92%	45%	0%	51	75%	25%	0%
English Proficient	294	99%	90%	5%	324	97%	69%	5%
Limited English Proficient	34	94%	59%	0%	38	74%	29%	0%
Economically Disadvantaged	145	99%	86%	4%	163	94%	53%	2%
Not Disadvantaged	183	98%	87%	5%	199	94%	75%	6%
Migrant								
Not Migrant	328	98%	87%	5%	362	94%	65%	4%

#### NOTES

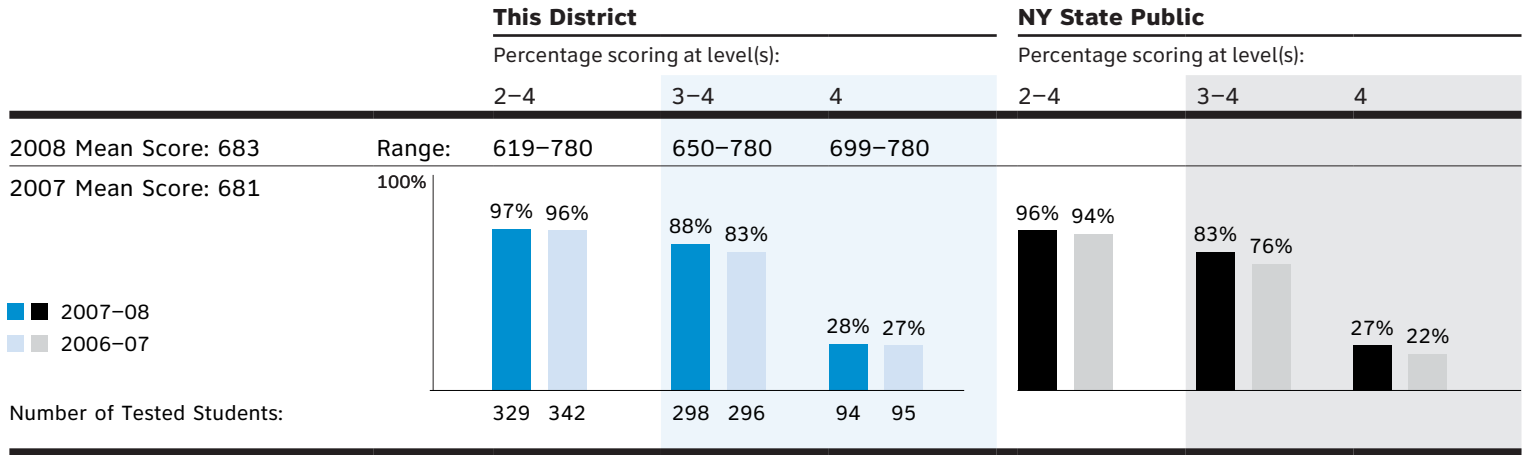
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### Other Assessments

	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 5 Equivalent	3	-	-	-	8	8	8	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>340</b>	<b>97%</b>	<b>88%</b>	<b>28%</b>	<b>358</b>	<b>96%</b>	<b>83%</b>	<b>27%</b>
Female	163	99%	92%	31%	184	97%	88%	28%
Male	177	95%	84%	25%	174	94%	77%	25%
American Indian or Alaska Native	1	-	-	-				
Black or African American	108	95%	84%	20%	103	94%	79%	17%
Hispanic or Latino	136	97%	87%	26%	148	93%	77%	22%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	100%	86%	71%
White	86	98%	92%	36%	100	100%	95%	40%
Multiracial								
Small Group Totals	10	100%	100%	50%				
General-Education Students	290	99%	93%	31%	309	97%	87%	29%
Students with Disabilities	50	82%	54%	6%	49	86%	53%	8%
English Proficient	295	98%	91%	32%	317	97%	87%	29%
Limited English Proficient	45	91%	67%	2%	41	83%	51%	7%
Economically Disadvantaged	151	98%	87%	22%	164	94%	76%	20%
Not Disadvantaged	189	96%	88%	32%	194	97%	88%	32%
Migrant								
Not Migrant	340	97%	88%	28%	358	96%	83%	27%

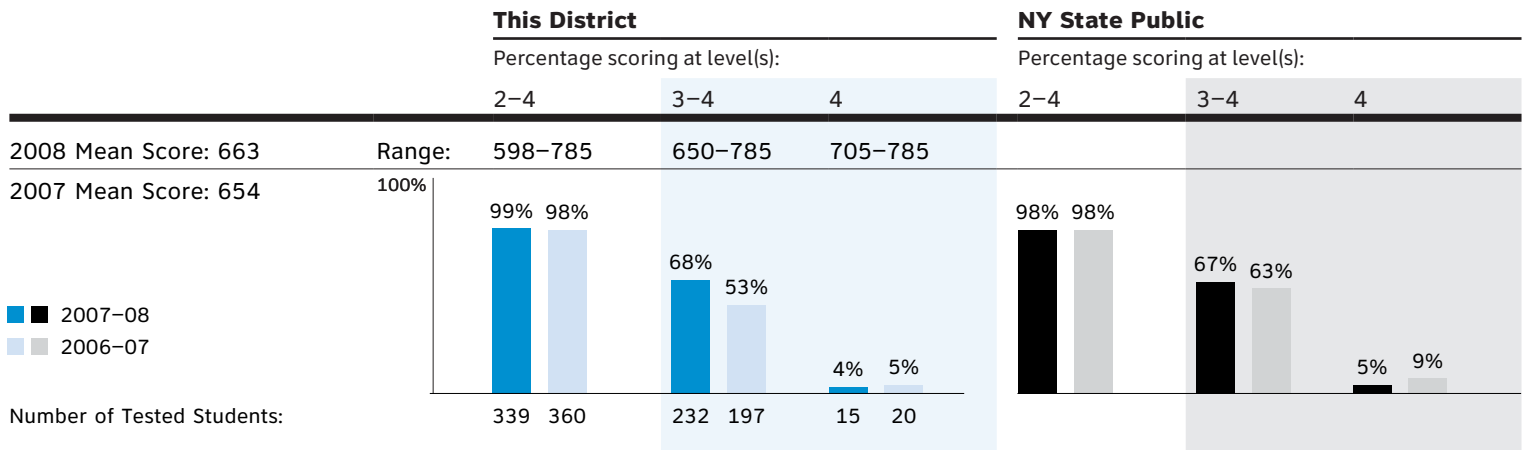
### NOTES

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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	3	-	-	-	8	8	7	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>342</b>	<b>99%</b>	<b>68%</b>	<b>4%</b>	<b>369</b>	<b>98%</b>	<b>53%</b>	<b>5%</b>
Female	170	100%	76%	6%	164	99%	60%	7%
Male	172	98%	59%	3%	205	97%	48%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	103	99%	62%	2%	137	96%	48%	4%
Hispanic or Latino	143	99%	66%	1%	145	98%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	92	-	-	-	80	100%	71%	14%
Multiracial								
Small Group Totals	96	99%	77%	11%	7	86%	71%	0%
General-Education Students	298	100%	75%	5%	313	99%	62%	6%
Students with Disabilities	44	93%	20%	0%	56	88%	5%	0%
English Proficient	311	99%	71%	5%	339	98%	57%	6%
Limited English Proficient	31	97%	39%	0%	30	93%	10%	0%
Economically Disadvantaged	148	100%	61%	3%	65	92%	37%	2%
Not Disadvantaged	194	98%	73%	6%	304	99%	57%	6%
Migrant								
Not Migrant	342	99%	68%	4%	369	98%	53%	5%

#### NOTES

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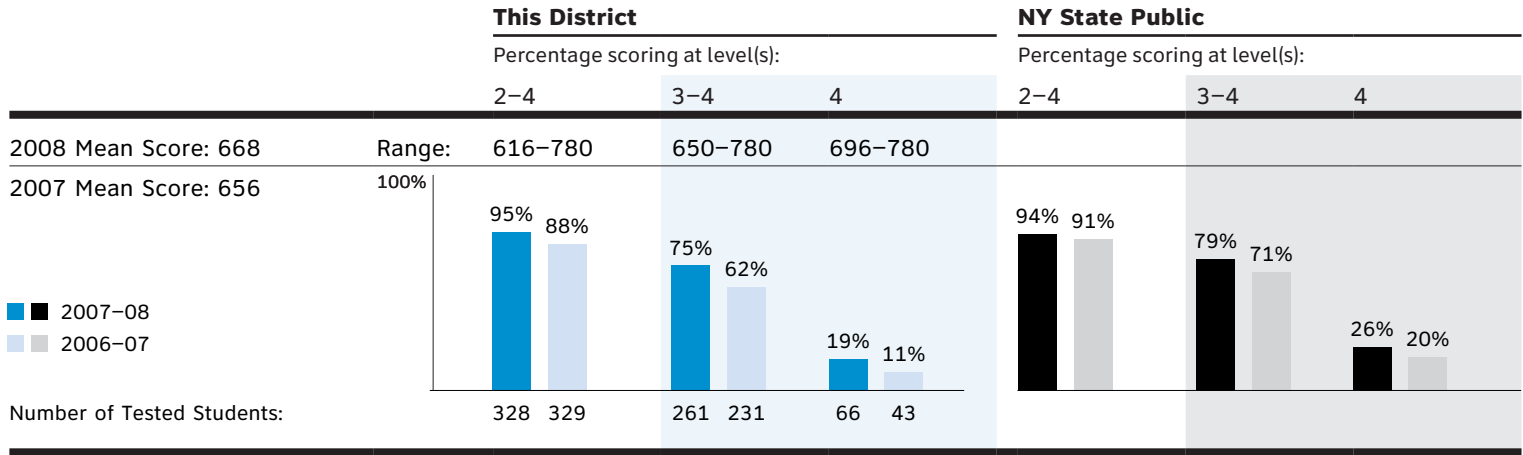
### Other Assessments

	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	8	8	6	3	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	12	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>95%</b>	<b>75%</b>	<b>19%</b>	<b>375</b>	<b>88%</b>	<b>62%</b>	<b>11%</b>
Female	173	97%	80%	21%	170	88%	63%	12%
Male	174	92%	70%	17%	205	88%	60%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	105	90%	68%	11%	134	87%	50%	6%
Hispanic or Latino	146	95%	71%	12%	151	86%	60%	10%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	92	-	-	-	83	93%	82%	20%
Multiracial								
Small Group Totals	96	99%	91%	38%	7	86%	86%	43%
General-Education Students	302	97%	81%	22%	320	93%	68%	13%
Students with Disabilities	45	76%	36%	2%	55	55%	27%	0%
English Proficient	314	96%	79%	21%	336	90%	64%	12%
Limited English Proficient	33	82%	42%	3%	39	72%	38%	8%
Economically Disadvantaged	151	94%	73%	16%	68	81%	51%	10%
Not Disadvantaged	196	95%	77%	21%	307	89%	64%	12%
Migrant								
Not Migrant	347	95%	75%	19%	375	88%	62%	11%

#### 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	8	8	7	1	3	-	-	-

## 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: 655	600-790	650-790	712-790			
2007 Mean Score: 643						
Number of Tested Students:	353	321	227	154	0	10

### 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>362</b>	<b>98%</b>	<b>63%</b>	<b>0%</b>	<b>351</b>	<b>91%</b>	<b>44%</b>	<b>3%</b>
Female	164	97%	71%	0%	177	92%	52%	4%
Male	198	98%	56%	0%	174	91%	36%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	128	95%	58%	0%	121	90%	42%	2%
Hispanic or Latino	147	99%	58%	0%	136	89%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	11	100%	36%	0%
White	81	99%	77%	0%	83	96%	61%	8%
Multiracial	1	-	-	-				
Small Group Totals	6	100%	100%	0%				
General-Education Students	306	99%	73%	0%	294	97%	51%	3%
Students with Disabilities	56	88%	9%	0%	57	65%	5%	0%
English Proficient	328	98%	67%	0%	323	95%	48%	3%
Limited English Proficient	34	94%	24%	0%	28	54%	0%	0%
Economically Disadvantaged	105	97%	57%	0%	179	88%	32%	1%
Not Disadvantaged	257	98%	65%	0%	172	95%	56%	5%
Migrant								
Not Migrant	362	98%	63%	0%	351	91%	44%	3%

#### NOTES

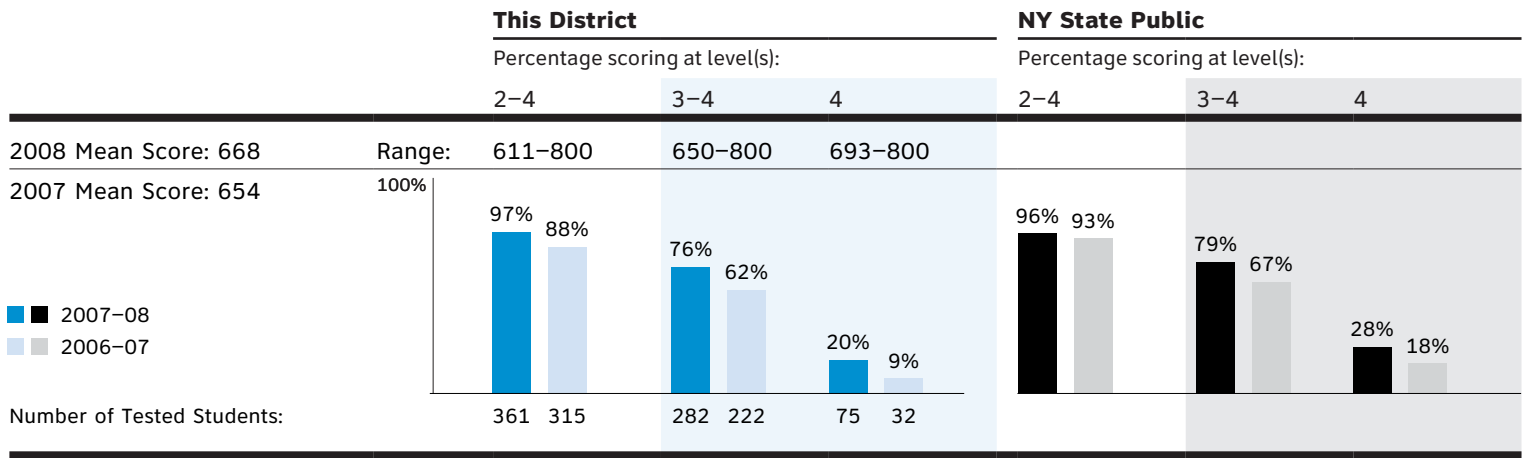
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### Other Assessments

	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	6	6	5	3	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	10	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>373</b>	<b>97%</b>	<b>76%</b>	<b>20%</b>	<b>356</b>	<b>88%</b>	<b>62%</b>	<b>9%</b>
Female	169	98%	78%	22%	178	92%	68%	12%
Male	204	96%	74%	18%	178	85%	57%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	128	94%	67%	15%	118	86%	55%	4%
Hispanic or Latino	157	99%	79%	14%	143	87%	55%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	11	100%	91%	36%
White	81	98%	81%	38%	84	94%	81%	19%
Multiracial	2	-	-	-				
Small Group Totals	7	100%	86%	43%				
General-Education Students	318	99%	82%	24%	299	95%	72%	11%
Students with Disabilities	55	82%	40%	0%	57	54%	11%	0%
English Proficient	330	97%	79%	23%	321	92%	68%	10%
Limited English Proficient	43	98%	51%	0%	35	54%	14%	3%
Economically Disadvantaged	112	96%	73%	13%	182	85%	58%	6%
Not Disadvantaged	261	97%	77%	23%	174	92%	67%	12%
Migrant								
Not Migrant	373	97%	76%	20%	356	88%	62%	9%

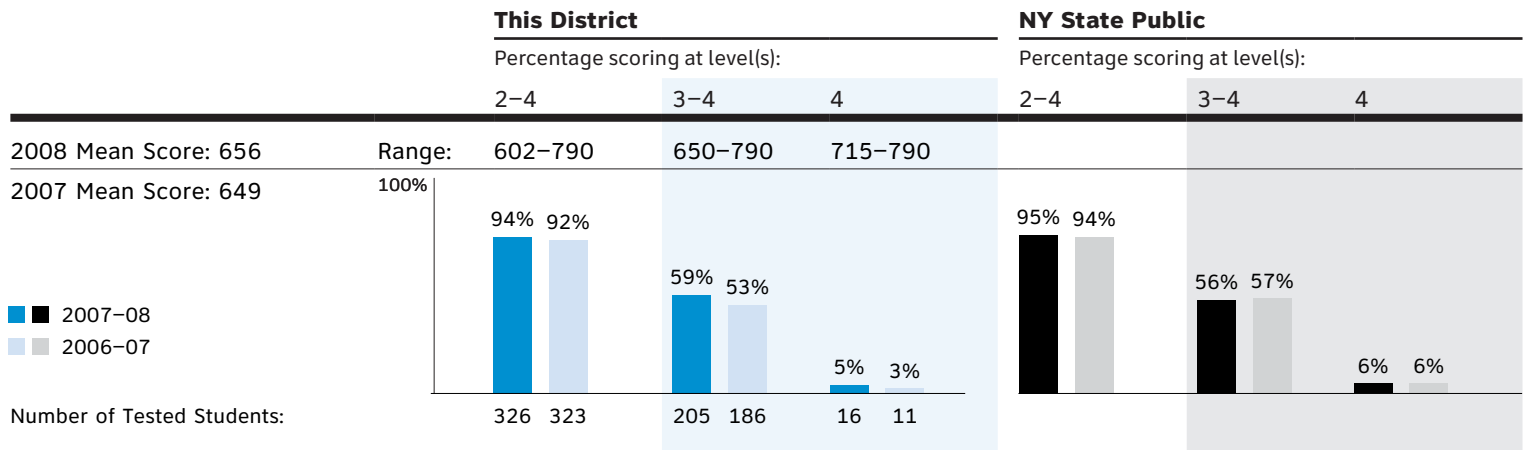
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### Other Assessments

	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	6	5	4	3	1	-	-	-

## This District's Results in Grade 8 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>347</b>	<b>94%</b>	<b>59%</b>	<b>5%</b>	<b>352</b>	<b>92%</b>	<b>53%</b>	<b>3%</b>
Female	171	97%	67%	8%	178	94%	64%	3%
Male	176	91%	52%	2%	174	89%	41%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	120	93%	54%	4%	138	91%	50%	1%
Hispanic or Latino	137	91%	54%	2%	128	88%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	10%	5	-	-	-
White	80	99%	71%	9%	80	100%	74%	8%
Multiracial								
Small Group Totals					6	100%	100%	33%
General-Education Students	290	98%	68%	6%	297	96%	61%	3%
Students with Disabilities	57	75%	16%	0%	55	69%	9%	2%
English Proficient	316	96%	64%	5%	320	95%	58%	3%
Limited English Proficient	31	77%	13%	0%	32	63%	3%	0%
Economically Disadvantaged	141	94%	55%	3%	167	87%	43%	1%
Not Disadvantaged	206	94%	62%	6%	185	96%	62%	5%
Migrant								
Not Migrant	347	94%	59%	5%	352	92%	53%	3%

#### NOTES

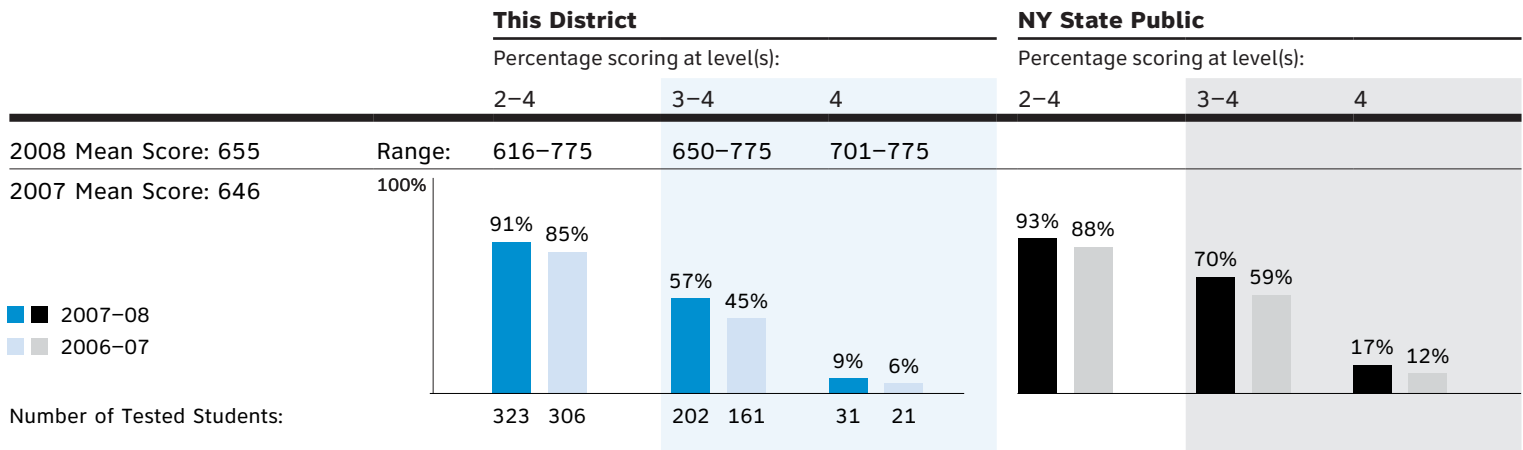
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### Other Assessments

	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 8 Equivalent	4	-	-	-	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	6	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 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>356</b>	<b>91%</b>	<b>57%</b>	<b>9%</b>	<b>358</b>	<b>85%</b>	<b>45%</b>	<b>6%</b>
Female	173	93%	62%	10%	179	91%	48%	6%
Male	183	89%	51%	7%	179	80%	42%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	117	87%	49%	3%	136	82%	35%	1%
Hispanic or Latino	145	89%	49%	5%	133	81%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	5	-	-	-
White	82	98%	79%	18%	83	96%	71%	14%
Multiracial	2	-	-	-				
Small Group Totals	12	100%	75%	42%	6	100%	83%	33%
General-Education Students	301	97%	65%	10%	302	92%	50%	7%
Students with Disabilities	55	58%	9%	2%	56	52%	16%	2%
English Proficient	317	93%	62%	10%	320	88%	48%	7%
Limited English Proficient	39	69%	18%	0%	38	68%	18%	0%
Economically Disadvantaged	145	92%	54%	6%	169	81%	41%	2%
Not Disadvantaged	211	90%	59%	11%	189	89%	48%	9%
Migrant								
Not Migrant	356	91%	57%	9%	358	85%	45%	6%

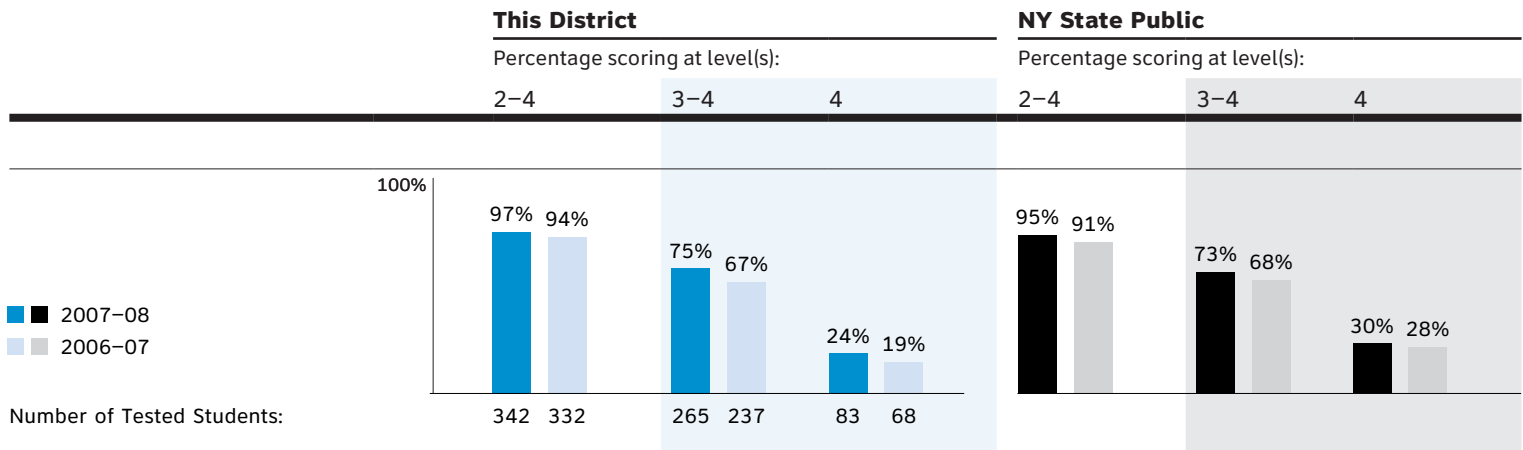
### NOTES

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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 8 Equivalent	4	-	-	-	5	5	4	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>314</b>	<b>96%</b>	<b>72%</b>	<b>18%</b>	<b>316</b>	<b>93%</b>	<b>63%</b>	<b>11%</b>
Female	144	98%	72%	14%	156	95%	60%	6%
Male	170	95%	72%	22%	160	91%	65%	16%
American Indian or Alaska Native								
Black or African American	107	94%	69%	14%	123	93%	63%	6%
Hispanic or Latino	138	96%	64%	17%	127	89%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	3	-	-	-
White	62	100%	92%	26%	63	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	7	100%	86%	43%	66	98%	83%	27%
General-Education Students	262	98%	77%	21%	265	96%	69%	12%
Students with Disabilities	52	87%	44%	2%	51	75%	31%	4%
English Proficient	277	97%	78%	20%	279	95%	69%	13%
Limited English Proficient	37	89%	27%	3%	37	73%	16%	0%
Economically Disadvantaged	134	99%	72%	16%	158	88%	58%	8%
Not Disadvantaged	180	95%	72%	19%	158	97%	67%	15%
Migrant								
Not Migrant	314	96%	72%	18%	316	93%	63%	11%

### NOTES

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

## Other Assessments

	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	4	-	-	-	5	5	5	4
Regents Science	39	39	39	26	39	39	39	33

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

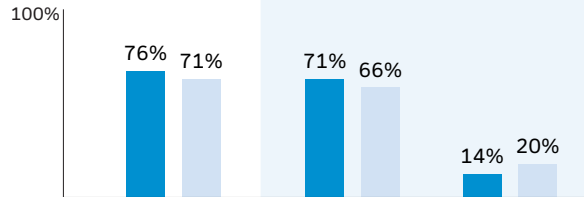
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort  
■ 2003 Cohort

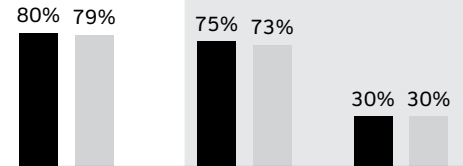
### NY State Public

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>439</b>	<b>76%</b>	<b>71%</b>	<b>14%</b>	<b>398</b>	<b>71%</b>	<b>66%</b>	<b>20%</b>
Female	205	79%	76%	18%	209	79%	75%	22%
Male	234	74%	68%	12%	189	62%	55%	17%
American Indian or Alaska Native								
Black or African American	156	79%	72%	12%	135	78%	73%	17%
Hispanic or Latino	159	62%	58%	9%	120	53%	44%	8%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	88%	75%	38%
White	119	91%	88%	24%	135	79%	76%	32%
Multiracial	1	-	-	-				
Small Group Totals	5	60%	60%	20%				
General-Education Students	365	81%	77%	17%	313	80%	75%	24%
Students with Disabilities	74	49%	43%	0%	85	38%	31%	5%
English Proficient	403	80%	76%	15%	367	74%	69%	22%
Limited English Proficient	36	28%	22%	3%	31	29%	19%	0%
Economically Disadvantaged	138	76%	70%	13%	99	72%	63%	12%
Not Disadvantaged	301	76%	72%	15%	299	71%	67%	22%
Migrant	1	-	-	-				
Not Migrant	438	-	-	-				

### 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

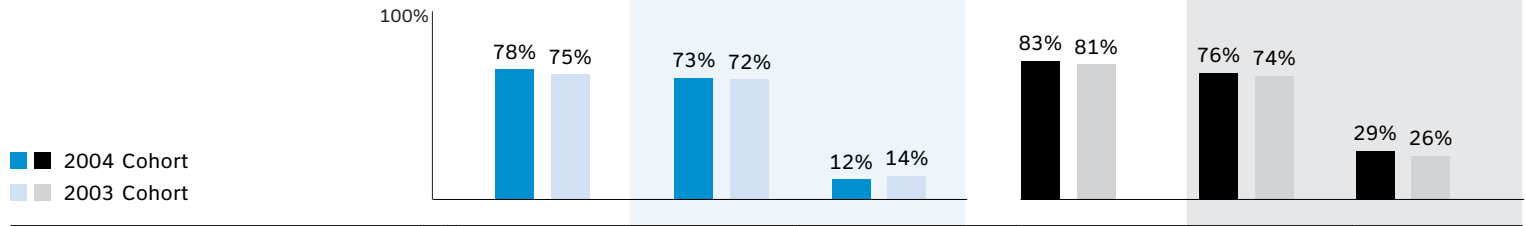
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

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>439</b>	<b>78%</b>	<b>73%</b>	<b>12%</b>	<b>398</b>	<b>75%</b>	<b>72%</b>	<b>14%</b>
Female	205	81%	76%	13%	209	84%	81%	14%
Male	234	76%	71%	12%	189	65%	61%	14%
American Indian or Alaska Native								
Black or African American	156	79%	72%	7%	135	81%	79%	13%
Hispanic or Latino	159	68%	62%	7%	120	57%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	100%	100%	25%
White	119	92%	89%	27%	135	84%	81%	24%
Multiracial	1	-	-	-				
Small Group Totals	5	80%	80%	0%				
General-Education Students	365	85%	80%	13%	313	83%	80%	18%
Students with Disabilities	74	46%	39%	7%	85	45%	41%	1%
English Proficient	403	81%	76%	13%	367	78%	75%	15%
Limited English Proficient	36	44%	42%	3%	31	42%	26%	3%
Economically Disadvantaged	138	79%	74%	12%	99	79%	73%	10%
Not Disadvantaged	301	78%	73%	13%	299	74%	71%	15%
Migrant	1	-	-	-				
Not Migrant	438	-	-	-				

### 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.

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