



# The New York State District Report Card

**Accountability  
and Overview Report  
2009 – 10**

District **HEMPSTEAD UNION FREE SCHOOL  
DISTRICT**

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

Superintendent **PATRICIA WATKINS**

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

## This District's Report Card

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

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

### 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 the district's accountability status.

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

This section lists all schools in your district by 2010–11 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.

### For more information:

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

## 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

	2007-08	2008-09	2009-10
Pre-K	278	348	343
Kindergarten	475	494	461
Grade 1	553	559	519
Grade 2	507	527	541
Grade 3	432	468	513
Grade 4	471	417	490
Grade 5	411	433	404
Grade 6	374	377	409
Ungraded Elementary	11	39	15
Grade 7	438	371	383
Grade 8	395	430	360
Grade 9	453	669	630
Grade 10	443	412	482
Grade 11	434	330	267
Grade 12	223	229	227
Ungraded Secondary	25	29	29
<b>Total K-12</b>	<b>5645</b>	<b>5784</b>	<b>5730</b>

### Average Class Size

	2007-08	2008-09	2009-10
<b>Common Branch</b>	21	22	22
<b>Grade 8</b>			
English	20	19	23
Mathematics	22	25	23
Science	22	19	24
Social Studies	22	20	18
<b>Grade 10</b>			
English	24	21	24
Mathematics	29	28	31
Science	21	23	24
Social Studies	27	25	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.

## Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	3610	64%	3612	62%	3357	59%
Reduced-Price Lunch	421	7%	494	9%	372	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1526	27%	1590	27%	1639	29%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	8	0%	7	0%	10	0%
Black or African American	2678	47%	2651	46%	2445	43%
Hispanic or Latino	2923	52%	3080	53%	3225	56%
Asian or Native Hawaiian/Other Pacific Islander	19	0%	22	0%	24	0%
White	9	0%	8	0%	13	0%
Multiracial	8	0%	16	0%	13	0%

\* Available only at the school level.

## Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	96%		95%		93%	
Student Suspensions	450	7%	557	10%	501	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.

## Teacher Qualifications

	2007-08	2008-09	2009-10
<b>Total Number of Teachers</b>	458	446	441
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	3%	3%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	60%	61%	66%
<b>Total Number of Core Classes</b>	1149	1099	1118
Percent Not Taught by Highly Qualified Teachers in This District	2%	2%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
<b>Total Number of Classes</b>	1392	1326	1402
Percent Taught by Teachers Without Appropriate Certification	2%	2%	1%

## Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		20%	34%
Turnover Rate of All Teachers		12%	12%

## Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	102	107	72
Total Paraprofessionals*	145	122	122
Assistant Principals	11	13	10
Principals	10	10	10

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSS process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## 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 2009–10, 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: <http://www.p12.nysed.gov/irts/accountability/>.



### 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 2009–10 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 2006 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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 AMOs 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.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### 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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.



## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

### Progress Targets

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

**Science:** The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

**Graduation Rate:** The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:  
 $2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## 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: <http://www.p12.nysed.gov/irts/accountability/>.

### 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 (2010–11)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

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

2008–09

2009–10

2010–11

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>	✗ 4 of 6	✓ 6 of 6	✓ 1 of 1	✗ 0 of 6	✗ 0 of 6	✗ 0 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 (2010–11)



Good Standing

### Accountability Measures

4 of 6

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2657:2447)	✓	✓	99%	✓	160	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (1138:1048)	✓	✓	98%	✓	160	152	
Hispanic or Latino (1501:1381)	✓	✓	99%	✓	159	152	
Asian or Native Hawaiian/Other Pacific Islander (11:11)	—	—	—	—	—	—	—
White (5:5)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (440:414)	✗	✓	96%	✗	125	150	133 94
Limited English Proficient (655:817)	✗	✓	99%	✗	147	151	151 117
Economically Disadvantaged (1967:1808)	✓	✓	99%	✓	162	152	
<b>Final AYP Determination</b>	✗ 4 of 6						
<b>Non-Accountability Groups</b>							
Female (1230:1137)			99%		166	152	
Male (1427:1310)			98%		154	152	
Migrant (0:0)							

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10      2010–11
<b>Accountability Groups</b>							
<b>All Students</b> (2648:2468)	✓	✓	99%	✓	168	133	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (1133:1051)	✓	✓	99%	✓	161	132	
Hispanic or Latino (1497:1399)	✓	✓	99%	✓	173	132	
Asian or Native Hawaiian/Other Pacific Islander (11:11)	—	—	—	—	—	—	—
White (5:5)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (436:416)	✓	✓	97%	✓	135	130	
Limited English Proficient (652:835)	✓	✓	100%	✓	169	131	
Economically Disadvantaged (1959:1819)	✓	✓	99%	✓	172	132	
<b>Final AYP Determination</b>	✓ 6 of 6						
<b>Non-Accountability Groups</b>							
Female (1227:1145)			99%		172	132	
Male (1421:1323)			99%		164	132	
Migrant (0:0)							

#### Symbols



Made AYP



Made AYP Using Safe Harbor Target



Did not make AYP




Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment




Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2010–11)**



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

**Prospective Status** This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
<b>Accountability Groups</b>								
<b>All Students</b> (874:793)		Qualified		96%		168	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (377:344)		Qualified		97%		161	100	
Hispanic or Latino (491:443)		Qualified		96%		173	100	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—	—
White (1:1)	—	—	—	—	—	—	—	—
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (139:135)		Qualified		96%		150	100	
Limited English Proficient (253:277)		Qualified		98%		168	100	
Economically Disadvantaged (633:580)		Qualified		97%		173	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (393:357)				97%		169	100	
Male (481:436)				96%		167	100	
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

0 of 6

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
<div>2009–102010–11</div>								
Accountability Groups								
All Students (251:305)	✗	✓	98%	✗	139	171	144 <sup>‡</sup>	145
Ethnicity								
American Indian or Alaska Native (0:1)	–	–	–	–	–	–	–	
Black or African American (141:156)	✗	✓	97%	✗	149	169	154 <sup>‡</sup>	154
Hispanic or Latino (108:146)	✗	✓	98%	✗	129	168	127 <sup>‡</sup>	136
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–	
White (1:1)	–	–	–	–	–	–	–	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (20:30)	✗	–	–	✗	60	160	110 <sup>‡</sup>	74
Limited English Proficient (42:48)	✗	✓	98%	✗	106	163	93 <sup>‡</sup>	115
Economically Disadvantaged (130:171)	✗	✓	98%	✗	150	169	150 <sup>‡</sup>	155
Final AYP Determination	✗ 0 of 6							
Non-Accountability Groups								
Female (133:153)			96%		148	169		
Male (118:152)			99%		130	169		
Migrant (0:0)								

#### Symbols

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level Mathematics

### Accountability Status for This Subject (2010–11)



Good Standing

### Accountability Measures

0 of 6

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2009–10	2010–11
Accountability Groups								
All Students (251:305)	✗	✓	98%	✗	150	167	155‡	155
Ethnicity								
American Indian or Alaska Native (0:1)	–	–	–	–	–	–		–
Black or African American (141:156)	✗	✓	96%	✗	153	165	161‡	158
Hispanic or Latino (108:146)	✗	✓	99%	✗	147	164	145‡	152
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (1:1)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (20:30)	✗	–	–	✗	77	156	115‡	89
Limited English Proficient (42:48)	✗	✓	100%	✗	127	159	127‡	134
Economically Disadvantaged (130:171)	✗	✓	98%	✗	160	165	165‡	164
Final AYP Determination	✗ 0 of 6							
Non-Accountability Groups								
Female (133:153)			97%		158	165		
Male (118:152)			98%		143	165		
Migrant (0:0)								


#### Symbols


- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



## Graduation Rate

**Accountability Status for This Indicator (2010–11)**  Good Standing

**Accountability Measures** 0 of 1 Student groups making AYP in graduation rate  
 Did not make AYP



### Prospective Status

A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (390)	✗	✗	55%	80%	62%	60%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (235)		✗	64%	80%	67%	67%
Hispanic or Latino (153)		✗	40%	80%	52%	48%
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (1)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (41)		✗	37%	80%	46%	46%
Limited English Proficient (70)		✗	23%	80%	40%	34%
Economically Disadvantaged (179)		✗	61%	80%	72%	65%
Final AYP Determination				✗ 0 of 1		
Non-Accountability Groups						
Female (194)			59%	80%		
Male (196)			51%	80%		
Migrant (0)						

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **62%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

# 3 School Accountability Status

District **HEMPSTEAD UNION FREE SCHOOL DISTRICT**

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

## 2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

---

### **In Good Standing**

8 schools identified 89% of total

ALVERTA B GRAY SCHULTZ MIDDLE SCHOOL  
BARACK OBAMA ELEMENTARY SCHOOL  
FRANKLIN SCHOOL  
FULTON SCHOOL  
HEMPSTEAD EARLY CHILDHOOD CENTER  
JACKSON ANNEX SCHOOL  
JACKSON MAIN ELEMENTARY SCHOOL  
MARSHALL SCHOOL

---

### **Restructuring (advanced) Comprehensive**

1 school identified 11% of total

HEMPSTEAD HIGH SCHOOL

---

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

## Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			507
Grade 4	56%			487
Grade 5	46%			408
Grade 6	25%			374
Grade 7	25%			373
Grade 8	30%			345

### Mathematics

Grade 3	51%		511
Grade 4	55%		497
Grade 5	51%		410
Grade 6	22%		396
Grade 7	30%		384
Grade 8	28%		352

### Science

Grade 4	89%		496
Grade 8	47%		322

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	53%			402
Mathematics	57%			402

## 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.p12.nysed.gov/irts](http://www.p12.nysed.gov/irts).

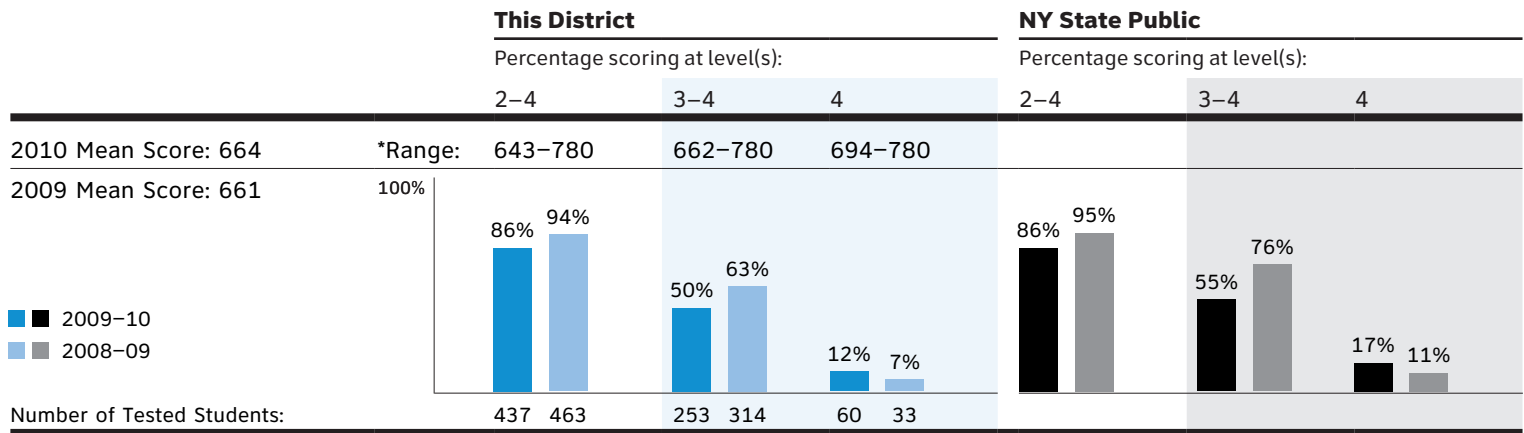
In this section, this district's performance is compared with that of public schools statewide.

## 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

	2009-10 School Year				2008-09 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>507</b>	<b>86%</b>	<b>50%</b>	<b>12%</b>	<b>495</b>	<b>94%</b>	<b>63%</b>	<b>7%</b>
Female	254	89%	53%	11%	220	95%	69%	9%
Male	253	83%	47%	13%	275	92%	59%	5%
American Indian or Alaska Native	2	—	—	—				
Black or African American	195	—	—	—	218	93%	66%	9%
Hispanic or Latino	308	86%	51%	10%	270	94%	61%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	5	—	—	—
White	1	—	—	—	2	—	—	—
Multiracial								
Small Group Totals	199	86%	49%	14%	7	86%	86%	29%
General-Education Students	435	93%	55%	13%	423	96%	70%	8%
Students with Disabilities	72	46%	18%	4%	72	78%	26%	0%
English Proficient	338	90%	57%	15%	316	94%	73%	10%
Limited English Proficient	169	79%	37%	6%	179	92%	46%	1%
Economically Disadvantaged	446	86%	48%	11%	431	94%	63%	6%
Not Disadvantaged	61	85%	66%	20%	64	94%	64%	9%
Migrant								
Not Migrant	507	86%	50%	12%	495	94%	63%	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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

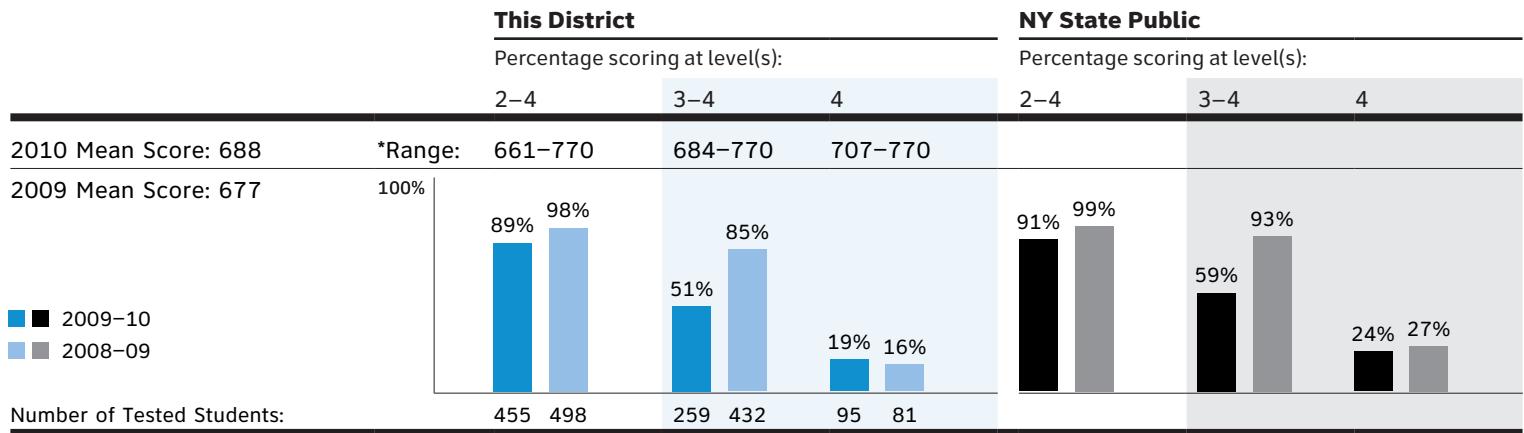
### Other

#### Assessments

	2009-10 School Year				2008-09 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	16	15	10	7	9	8	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	N/A	N/A	N/A	13	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 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>511</b>	<b>89%</b>	<b>51%</b>	<b>19%</b>	<b>506</b>	<b>98%</b>	<b>85%</b>	<b>16%</b>
Female	253	89%	50%	17%	228	99%	86%	16%
Male	258	89%	52%	20%	278	98%	85%	16%
American Indian or Alaska Native	2	—	—	—				
Black or African American	194	—	—	—	217	99%	82%	16%
Hispanic or Latino	313	91%	55%	20%	282	98%	88%	15%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	5	—	—	—
White	1	—	—	—	2	—	—	—
Multiracial								
Small Group Totals	198	86%	44%	16%	7	100%	100%	57%
General-Education Students	438	93%	55%	22%	435	100%	89%	18%
Students with Disabilities	73	64%	22%	0%	71	90%	66%	3%
English Proficient	336	90%	56%	24%	314	98%	86%	22%
Limited English Proficient	175	87%	41%	9%	192	98%	85%	6%
Economically Disadvantaged	449	89%	49%	17%	442	99%	86%	16%
Not Disadvantaged	62	90%	65%	29%	64	97%	84%	17%
Migrant								
Not Migrant	511	89%	51%	19%	506	98%	85%	16%

### 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.

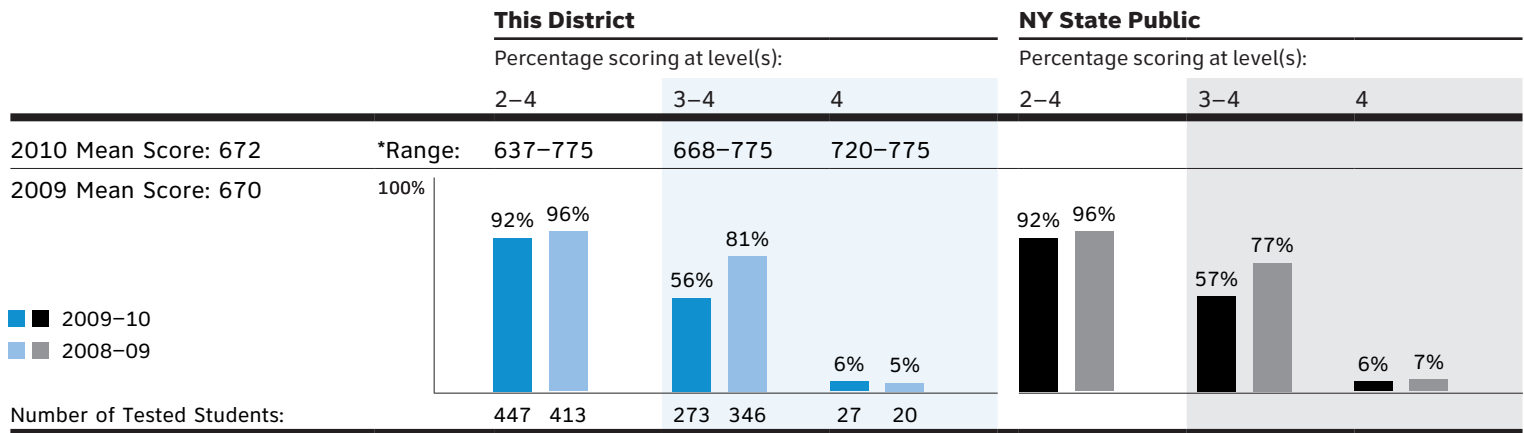
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other

## Assessments

	2009-10 School Year				2008-09 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	16	16	11	6	9	9	7	1

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



### Results by Student Group

	2009-10 School Year				2008-09 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>487</b>	<b>92%</b>	<b>56%</b>	<b>6%</b>	<b>429</b>	<b>96%</b>	<b>81%</b>	<b>5%</b>
Female	214	94%	58%	7%	198	98%	86%	6%
Male	273	90%	54%	4%	231	95%	76%	4%
American Indian or Alaska Native								
Black or African American	203	90%	54%	3%	191	-	-	-
Hispanic or Latino	279	94%	57%	7%	234	96%	81%	4%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	1	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	5	80%	80%	20%	195	97%	80%	5%
General-Education Students	421	95%	62%	6%	368	98%	86%	5%
Students with Disabilities	66	70%	21%	0%	61	85%	46%	0%
English Proficient	322	93%	65%	8%	332	98%	83%	6%
Limited English Proficient	165	89%	39%	1%	97	92%	71%	0%
Economically Disadvantaged	415	92%	58%	5%	383	97%	81%	4%
Not Disadvantaged	72	89%	47%	7%	46	93%	78%	7%
Migrant								
Not Migrant	487	92%	56%	6%	429	96%	81%	5%

#### 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.

\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other

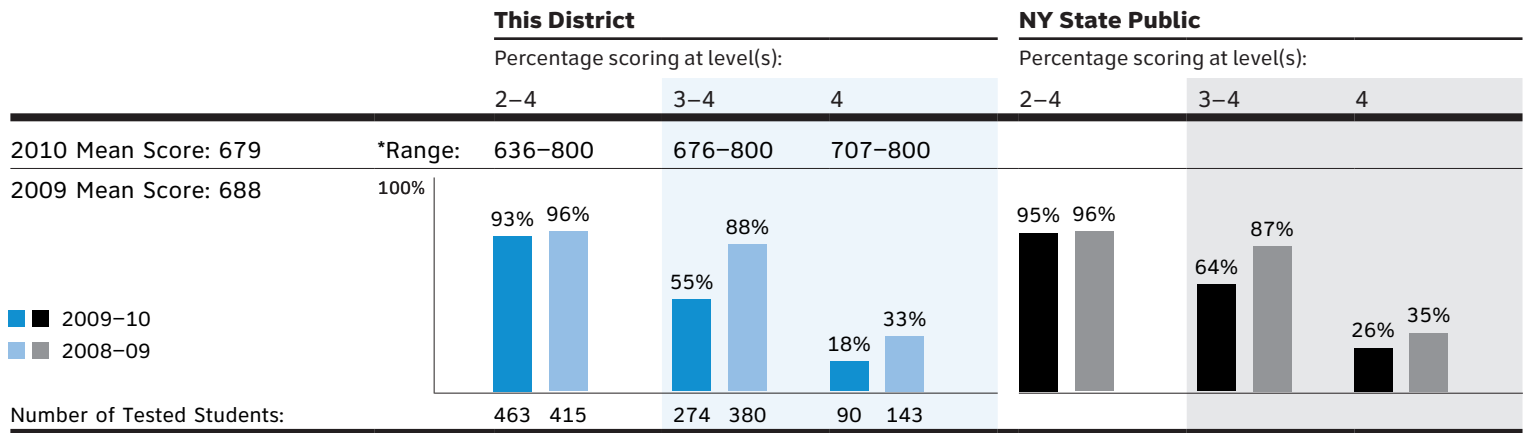
### Assessments

	2009-10 School Year				2008-09 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	13	13	9	5	13	13	8	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	10	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.



## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2009-10 School Year				2008-09 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>497</b>	<b>93%</b>	<b>55%</b>	<b>18%</b>	<b>434</b>	<b>96%</b>	<b>88%</b>	<b>33%</b>
Female	220	96%	60%	18%	198	96%	88%	32%
Male	277	91%	52%	18%	236	95%	87%	33%
American Indian or Alaska Native								
Black or African American	204	88%	46%	15%	188	-	-	-
Hispanic or Latino	288	97%	61%	19%	242	97%	90%	34%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	1	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	5	100%	80%	80%	192	94%	85%	32%
General-Education Students	431	97%	60%	21%	372	99%	92%	37%
Students with Disabilities	66	71%	21%	0%	62	77%	61%	11%
English Proficient	323	93%	57%	23%	330	95%	88%	35%
Limited English Proficient	174	94%	51%	9%	104	97%	86%	28%
Economically Disadvantaged	421	94%	55%	18%	387	96%	88%	32%
Not Disadvantaged	76	88%	58%	21%	47	94%	87%	38%
Migrant								
Not Migrant	497	93%	55%	18%	434	96%	88%	33%

#### 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.

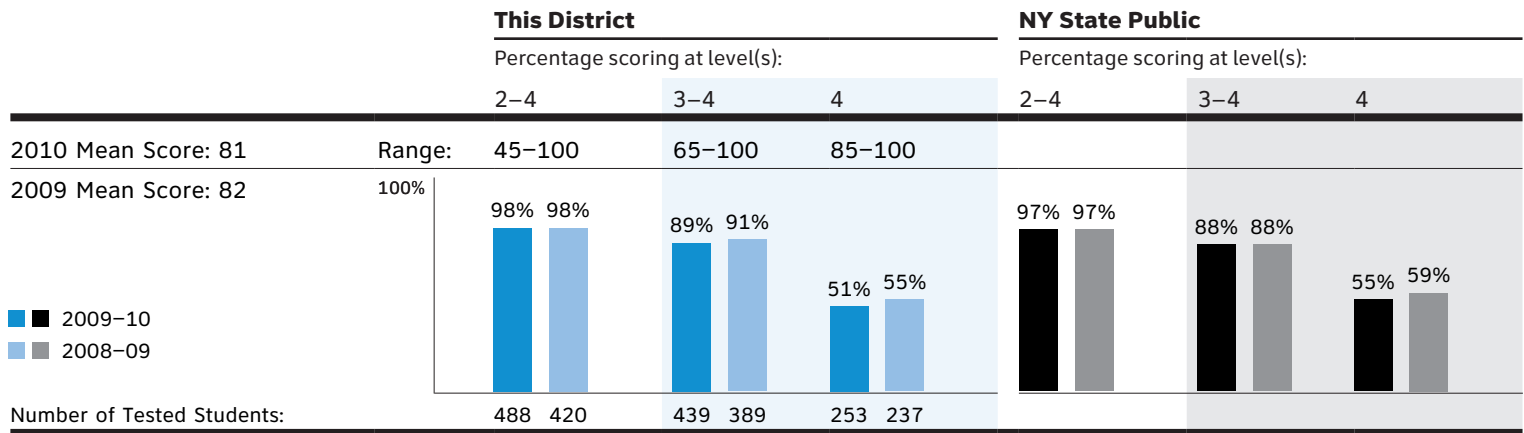
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other

#### Assessments

	2009-10 School Year				2008-09 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	13	13	13	5	13	13	11	0

## This District's Results in Grade 4 Science



## Results by Student Group

	2009-10 School Year				2008-09 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>496</b>	<b>98%</b>	<b>89%</b>	<b>51%</b>	<b>428</b>	<b>98%</b>	<b>91%</b>	<b>55%</b>
Female	221	99%	90%	51%	197	98%	91%	56%
Male	275	98%	88%	51%	231	98%	90%	55%
American Indian or Alaska Native								
Black or African American	204	98%	86%	47%	185	-	-	-
Hispanic or Latino	287	99%	90%	53%	239	98%	92%	58%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	1	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	5	100%	80%	80%	189	98%	89%	52%
General-Education Students	429	99%	90%	54%	367	99%	94%	59%
Students with Disabilities	67	96%	76%	34%	61	90%	72%	36%
English Proficient	323	98%	90%	56%	325	98%	92%	59%
Limited English Proficient	173	99%	86%	41%	103	97%	88%	45%
Economically Disadvantaged	418	99%	89%	51%	381	98%	91%	55%
Not Disadvantaged	78	95%	85%	50%	47	98%	94%	55%
Migrant								
Not Migrant	496	98%	89%	51%	428	98%	91%	55%

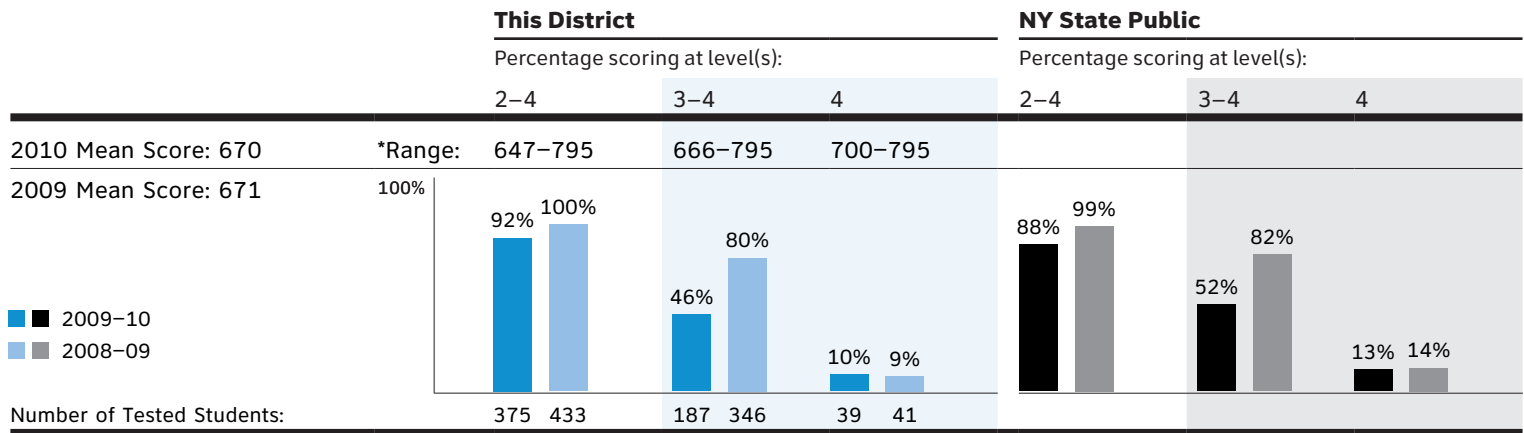
### NOTES

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

	2009-10 School Year				2008-09 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	13	13	13	10	13	13	13	8

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



### Results by Student Group

	2009-10 School Year				2008-09 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>408</b>	<b>92%</b>	<b>46%</b>	<b>10%</b>	<b>435</b>	<b>100%</b>	<b>80%</b>	<b>9%</b>
Female	189	94%	54%	12%	200	100%	83%	9%
Male	219	90%	38%	8%	235	99%	77%	10%
American Indian or Alaska Native								
Black or African American	180	91%	50%	8%	203	-	-	-
Hispanic or Latino	223	93%	42%	11%	230	100%	80%	10%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	2	-	-	-				
Multiracial								
Small Group Totals	5	100%	80%	20%	205	100%	79%	9%
General-Education Students	347	94%	50%	11%	368	100%	85%	11%
Students with Disabilities	61	80%	23%	0%	67	99%	51%	0%
English Proficient	333	94%	50%	11%	357	100%	85%	11%
Limited English Proficient	75	83%	25%	3%	78	99%	56%	3%
Economically Disadvantaged	337	91%	45%	7%	378	100%	79%	9%
Not Disadvantaged	71	94%	52%	20%	57	98%	81%	14%
Migrant								
Not Migrant	408	92%	46%	10%	435	100%	80%	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.

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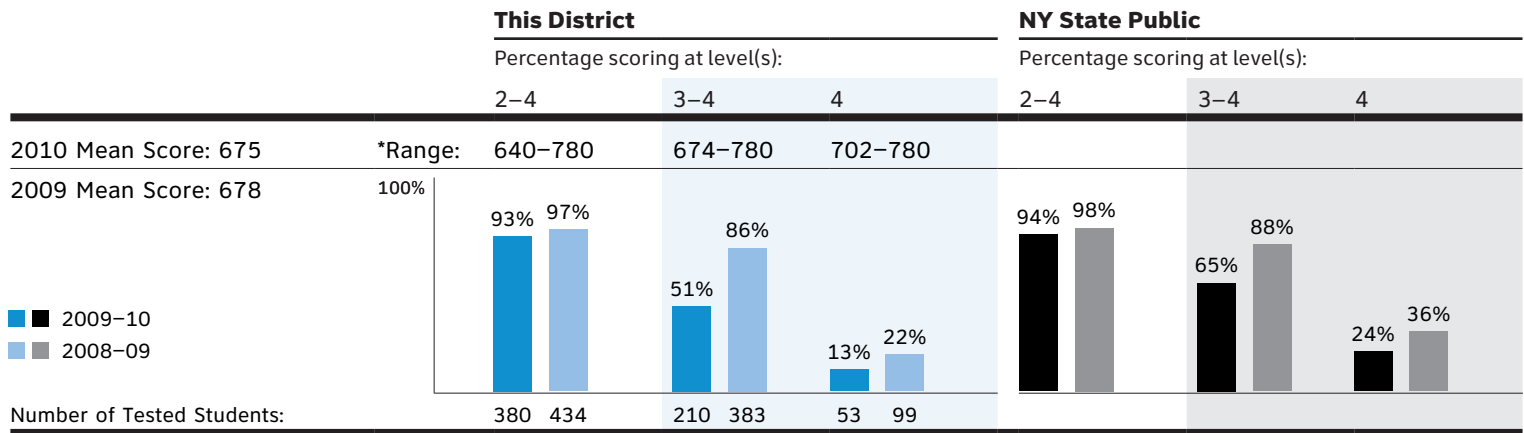
### Other

### Assessments

	2009-10 School Year				2008-09 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	13	13	12	3	13	13	8	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	6	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2009-10 School Year				2008-09 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>410</b>	<b>93%</b>	<b>51%</b>	<b>13%</b>	<b>446</b>	<b>97%</b>	<b>86%</b>	<b>22%</b>
Female	192	96%	54%	16%	206	99%	84%	22%
Male	218	90%	49%	11%	240	96%	88%	22%
American Indian or Alaska Native								
Black or African American	182	88%	44%	9%	207	-	-	-
Hispanic or Latino	223	96%	57%	16%	237	97%	89%	26%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	2	-	-	-				
Multiracial								
Small Group Totals	5	100%	80%	20%	209	98%	82%	18%
General-Education Students	350	95%	54%	15%	377	98%	88%	25%
Students with Disabilities	60	82%	33%	2%	69	94%	77%	4%
English Proficient	334	93%	51%	13%	363	98%	87%	25%
Limited English Proficient	76	92%	53%	12%	83	94%	81%	12%
Economically Disadvantaged	335	92%	50%	13%	388	97%	86%	22%
Not Disadvantaged	75	97%	57%	13%	58	100%	84%	21%
Migrant								
Not Migrant	410	93%	51%	13%	446	97%	86%	22%

#### NOTES

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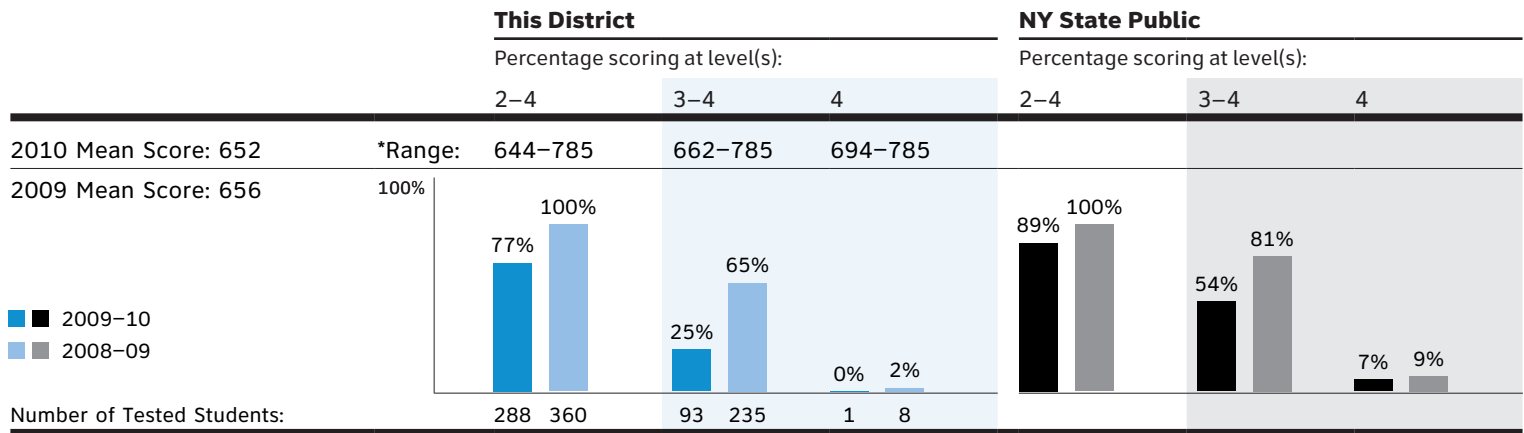
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

### Other

#### Assessments

	2009-10 School Year				2008-09 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	13	13	11	3	13	12	11	3

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



### Results by Student Group

	2009-10 School Year				2008-09 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>374</b>	<b>77%</b>	<b>25%</b>	<b>0%</b>	<b>360</b>	<b>100%</b>	<b>65%</b>	<b>2%</b>
Female	180	81%	26%	0%	165	100%	76%	4%
Male	194	73%	24%	1%	195	100%	56%	1%
American Indian or Alaska Native								
Black or African American	165	78%	24%	0%	172	-	-	-
Hispanic or Latino	209	77%	25%	0%	185	100%	67%	3%
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White								
Multiracial								
Small Group Totals					175	100%	63%	2%
General-Education Students	316	84%	28%	0%	317	100%	70%	3%
Students with Disabilities	58	41%	5%	0%	43	100%	28%	0%
English Proficient	321	82%	28%	0%	309	100%	72%	3%
Limited English Proficient	53	45%	4%	0%	51	100%	24%	0%
Economically Disadvantaged	248	76%	23%	0%	269	100%	67%	2%
Not Disadvantaged	126	79%	29%	0%	91	100%	60%	2%
Migrant								
Not Migrant	374	77%	25%	0%	360	100%	65%	2%

#### 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.

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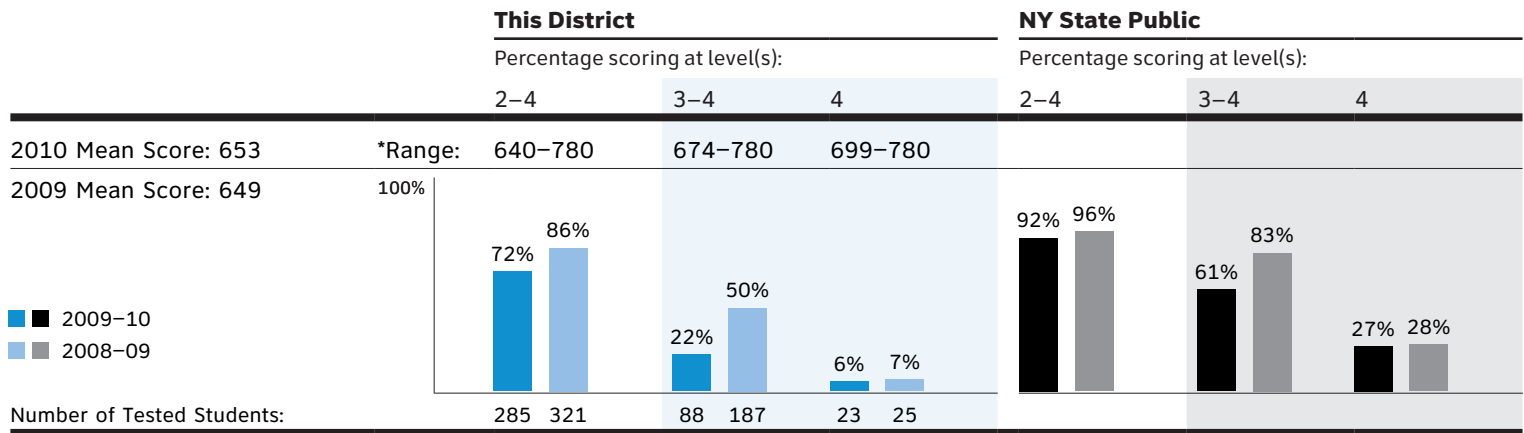
### Other

#### Assessments

	2009-10 School Year				2008-09 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	13	13	6	3	10	10	7	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	16	N/A	N/A	N/A	13	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>396</b>	<b>72%</b>	<b>22%</b>	<b>6%</b>	<b>374</b>	<b>86%</b>	<b>50%</b>	<b>7%</b>
Female	188	74%	22%	4%	169	91%	54%	9%
Male	208	70%	23%	7%	205	81%	46%	5%
American Indian or Alaska Native								
Black or African American	171	65%	20%	4%	174	-	-	-
Hispanic or Latino	225	77%	24%	8%	197	87%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White								
Multiracial								
Small Group Totals					177	85%	43%	8%
General-Education Students	337	79%	26%	7%	330	90%	55%	8%
Students with Disabilities	59	32%	3%	0%	44	55%	14%	0%
English Proficient	326	76%	25%	7%	309	89%	53%	8%
Limited English Proficient	70	53%	10%	1%	65	69%	37%	0%
Economically Disadvantaged	267	70%	23%	7%	279	84%	51%	6%
Not Disadvantaged	129	75%	21%	2%	95	91%	48%	8%
Migrant								
Not Migrant	396	72%	22%	6%	374	86%	50%	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.

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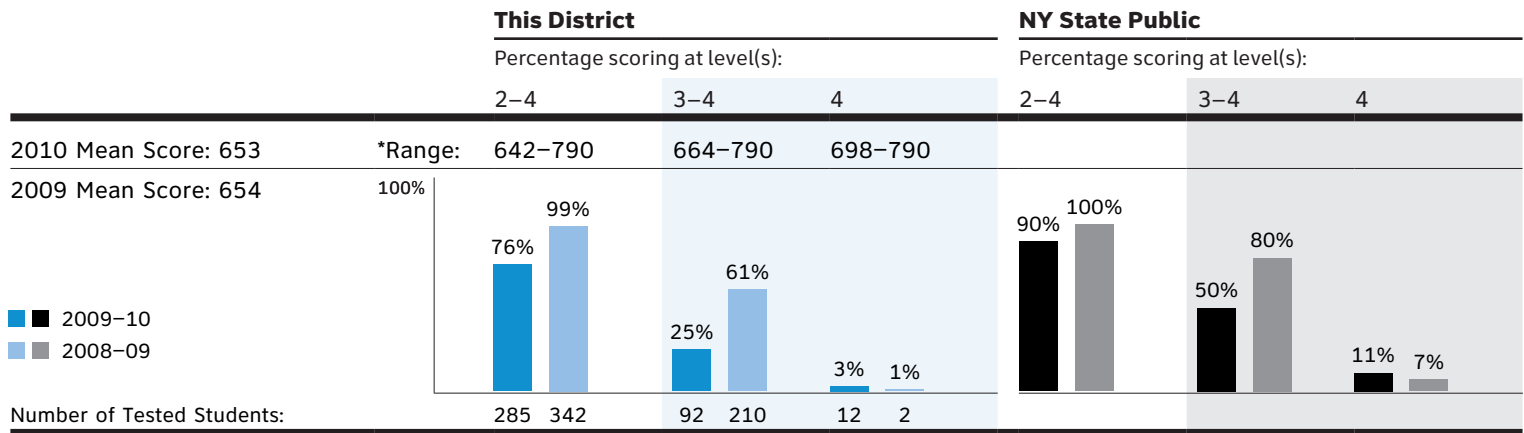
## Other

## Assessments

	2009-10 School Year				2008-09 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	13	13	12	5	10	10	10	1



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



### Results by Student Group

	2009-10 School Year				2008-09 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>76%</b>	<b>25%</b>	<b>3%</b>	<b>345</b>	<b>99%</b>	<b>61%</b>	<b>1%</b>
Female	171	84%	30%	4%	169	100%	67%	1%
Male	202	70%	20%	2%	176	98%	55%	1%
American Indian or Alaska Native								
Black or African American	176	-	-	-	161	-	-	-
Hispanic or Latino	195	74%	26%	3%	183	98%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White								
Multiracial								
Small Group Totals	178	79%	24%	3%	162	100%	63%	1%
General-Education Students	330	83%	28%	3%	294	99%	68%	1%
Students with Disabilities	43	28%	2%	2%	51	100%	20%	0%
English Proficient	316	84%	29%	4%	280	100%	71%	1%
Limited English Proficient	57	33%	0%	0%	65	95%	15%	0%
Economically Disadvantaged	236	77%	25%	4%	231	99%	63%	0%
Not Disadvantaged	137	76%	25%	2%	114	99%	56%	1%
Migrant								
Not Migrant	373	76%	25%	3%	345	99%	61%	1%

#### NOTES

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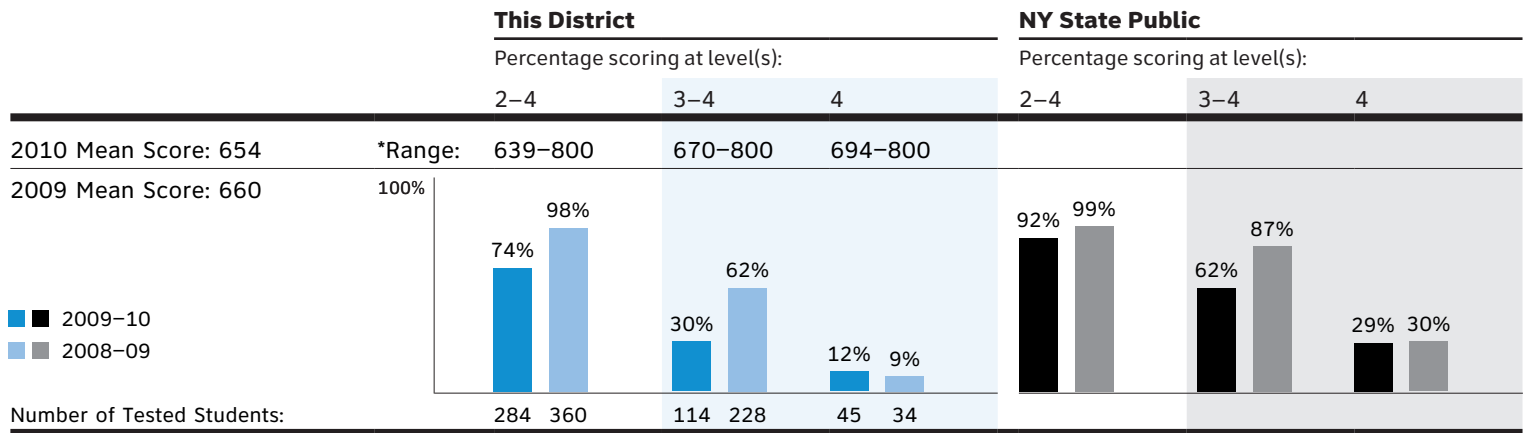
### Other

#### Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	8	8	2	13	13	10	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	11	N/A	N/A	N/A	19	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2009-10 School Year				2008-09 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>384</b>	<b>74%</b>	<b>30%</b>	<b>12%</b>	<b>369</b>	<b>98%</b>	<b>62%</b>	<b>9%</b>
Female	175	77%	33%	13%	176	98%	64%	10%
Male	209	71%	27%	11%	193	97%	60%	9%
American Indian or Alaska Native								
Black or African American	176	-	-	-	164	-	-	-
Hispanic or Latino	206	76%	31%	12%	204	99%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White								
Multiracial								
Small Group Totals	178	71%	29%	11%	165	96%	55%	7%
General-Education Students	341	78%	33%	13%	315	98%	67%	11%
Students with Disabilities	43	40%	7%	0%	54	94%	30%	0%
English Proficient	317	78%	34%	14%	285	98%	67%	11%
Limited English Proficient	67	55%	9%	1%	84	98%	44%	5%
Economically Disadvantaged	245	74%	29%	11%	251	98%	65%	10%
Not Disadvantaged	139	74%	30%	12%	118	97%	54%	8%
Migrant								
Not Migrant	384	74%	30%	12%	369	98%	62%	9%

#### NOTES

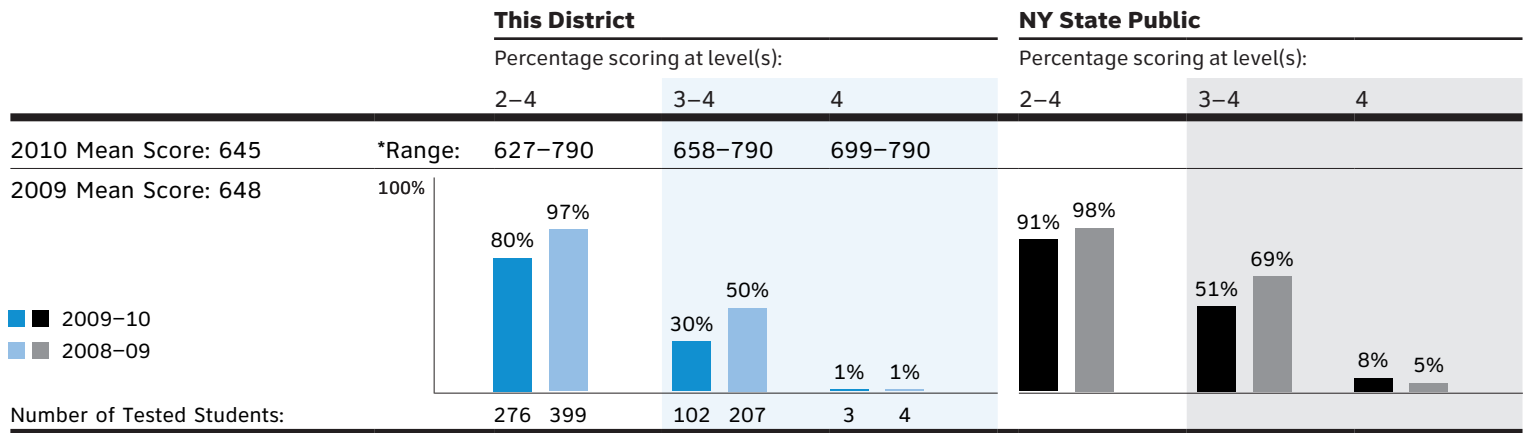
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### Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	8	6	0	13	13	10	6

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



### Results by Student Group

	2009-10 School Year				2008-09 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>345</b>	<b>80%</b>	<b>30%</b>	<b>1%</b>	<b>411</b>	<b>97%</b>	<b>50%</b>	<b>1%</b>
Female	163	85%	36%	0%	205	98%	57%	1%
Male	182	75%	24%	2%	206	96%	44%	1%
American Indian or Alaska Native								
Black or African American	157	-	-	-	195	-	-	-
Hispanic or Latino	187	74%	28%	1%	214	95%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White					1	-	-	-
Multiracial								
Small Group Totals	158	87%	31%	1%	197	99%	55%	2%
General-Education Students	299	83%	34%	1%	357	98%	56%	1%
Students with Disabilities	46	63%	2%	0%	54	93%	11%	0%
English Proficient	277	91%	37%	1%	334	100%	60%	1%
Limited English Proficient	68	37%	0%	0%	77	86%	6%	0%
Economically Disadvantaged	205	80%	28%	0%	267	97%	49%	1%
Not Disadvantaged	140	80%	32%	1%	144	98%	53%	1%
Migrant								
Not Migrant	345	80%	30%	1%	411	97%	50%	1%

#### NOTES

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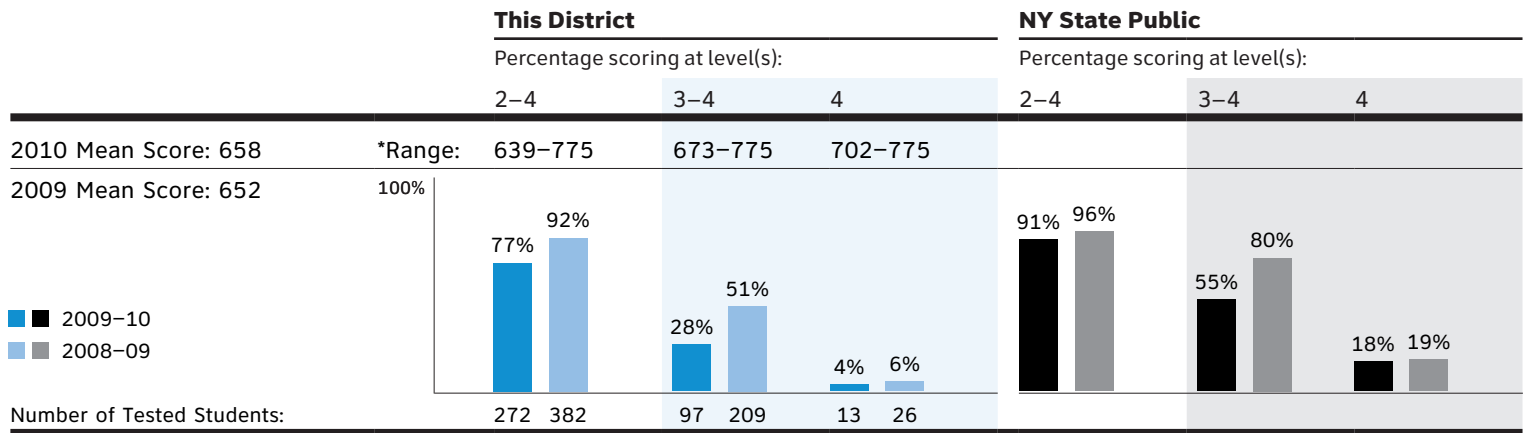
### Other

#### Assessments

	2009-10 School Year				2008-09 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	11	11	10	5	15	15	13	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	4	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>352</b>	<b>77%</b>	<b>28%</b>	<b>4%</b>	<b>413</b>	<b>92%</b>	<b>51%</b>	<b>6%</b>
Female	164	79%	29%	3%	205	93%	49%	5%
Male	188	76%	26%	4%	208	92%	52%	7%
American Indian or Alaska Native								
Black or African American	157	-	-	-	198	-	-	-
Hispanic or Latino	194	81%	32%	4%	214	95%	57%	7%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White								
Multiracial								
Small Group Totals	158	73%	22%	3%	199	89%	44%	6%
General-Education Students	307	80%	30%	4%	358	95%	55%	7%
Students with Disabilities	45	56%	9%	0%	55	75%	24%	0%
English Proficient	275	81%	28%	4%	337	93%	50%	7%
Limited English Proficient	77	64%	26%	4%	76	92%	54%	1%
Economically Disadvantaged	208	77%	28%	4%	270	92%	55%	7%
Not Disadvantaged	144	78%	27%	3%	143	94%	43%	4%
Migrant								
Not Migrant	352	77%	28%	4%	413	92%	51%	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.

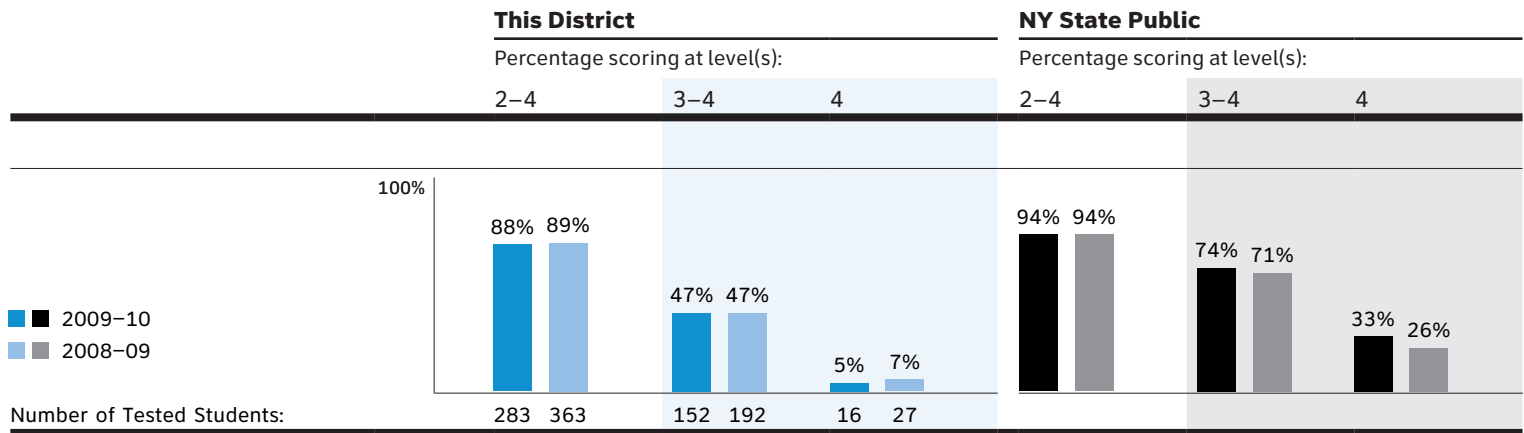
\* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

## Other

## Assessments

	2009-10 School Year				2008-09 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	11	10	9	3	15	14	11	7

## This District's Results in Grade 8 Science



## Results by Student Group

	2009-10 School Year				2008-09 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>322</b>	<b>88%</b>	<b>47%</b>	<b>5%</b>	<b>407</b>	<b>89%</b>	<b>47%</b>	<b>7%</b>
Female	154	90%	47%	4%	200	90%	46%	4%
Male	168	86%	47%	6%	207	88%	48%	10%
American Indian or Alaska Native								
Black or African American	145	—	—	—	197	—	—	—
Hispanic or Latino	176	91%	53%	5%	209	92%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White								
Multiracial								
Small Group Totals	146	84%	40%	5%	198	86%	39%	6%
General-Education Students	279	90%	53%	6%	351	90%	52%	8%
Students with Disabilities	43	74%	12%	0%	56	82%	18%	0%
English Proficient	251	90%	50%	6%	333	90%	50%	8%
Limited English Proficient	71	80%	38%	3%	74	84%	32%	3%
Economically Disadvantaged	189	88%	46%	6%	265	88%	50%	7%
Not Disadvantaged	133	88%	49%	4%	142	92%	42%	6%
Migrant								
Not Migrant	322	88%	47%	5%	407	89%	47%	7%

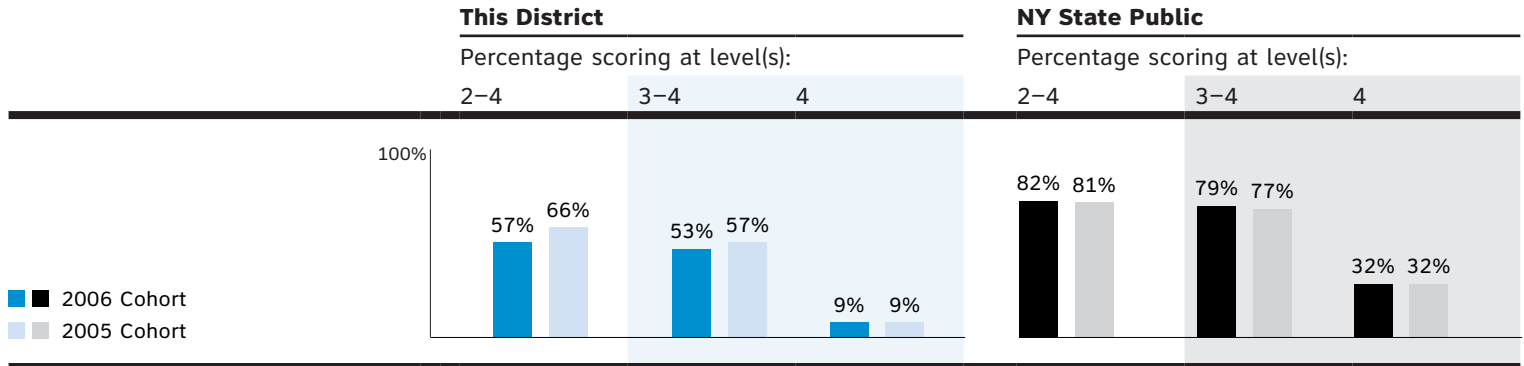
### NOTES

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

## Other Assessments

	2009-10 School Year				2008-09 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	11	11	10	7	15	15	11	10
Regents Science	0				0			

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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>402</b>	<b>57%</b>	<b>53%</b>	<b>9%</b>	<b>390</b>	<b>66%</b>	<b>57%</b>	<b>9%</b>
Female	208	62%	58%	14%	194	72%	62%	10%
Male	194	53%	48%	5%	196	61%	53%	8%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	210	61%	56%	7%	235	73%	61%	9%
Hispanic or Latino	187	53%	50%	12%	153	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	2	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	5	60%	60%	20%	155	56%	52%	8%
General-Education Students	353	65%	60%	11%	348	72%	63%	10%
Students with Disabilities	49	6%	4%	0%	42	17%	10%	0%
English Proficient	339	62%	58%	9%	327	74%	63%	10%
Limited English Proficient	63	35%	32%	13%	63	29%	27%	3%
Economically Disadvantaged	206	69%	65%	12%	179	70%	62%	8%
Not Disadvantaged	196	45%	41%	7%	211	63%	54%	9%
Migrant								
Not Migrant	402	57%	53%	9%	390	66%	57%	9%

### NOTES

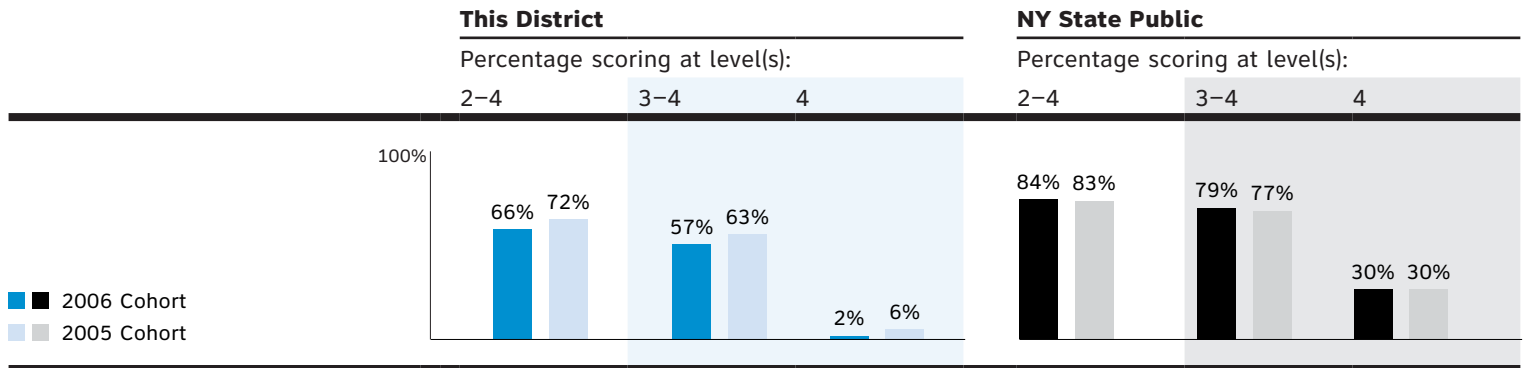
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* 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.

\*\* 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.



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



## Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>402</b>	<b>66%</b>	<b>57%</b>	<b>2%</b>	<b>390</b>	<b>72%</b>	<b>63%</b>	<b>6%</b>
Female	208	69%	61%	3%	194	77%	68%	6%
Male	194	63%	53%	2%	196	67%	57%	7%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	210	67%	58%	1%	235	74%	66%	7%
Hispanic or Latino	187	65%	56%	3%	153	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	2	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	5	60%	60%	0%	155	68%	57%	6%
General-Education Students	353	73%	63%	3%	348	79%	69%	7%
Students with Disabilities	49	16%	8%	0%	42	14%	7%	0%
English Proficient	339	70%	60%	3%	327	75%	68%	7%
Limited English Proficient	63	48%	38%	0%	63	54%	35%	2%
Economically Disadvantaged	206	77%	68%	3%	179	79%	68%	8%
Not Disadvantaged	196	55%	44%	1%	211	66%	58%	5%
Migrant								
Not Migrant	402	66%	57%	2%	390	72%	63%	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.

\* 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.

\*\* 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.