



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **COPIAGUE UNION FREE SCHOOL
DISTRICT**

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

Superintendent **CHARLES LEUNIG**

Telephone **(631) 842-4015**

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

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	0	203	180
Kindergarten	310	346	333
Grade 1	330	336	376
Grade 2	326	342	348
Grade 3	338	341	349
Grade 4	354	337	344
Grade 5	319	363	351
Grade 6	333	352	369
Ungraded Elementary	57	2	1
Grade 7	355	334	356
Grade 8	320	364	342
Grade 9	397	390	405
Grade 10	391	384	366
Grade 11	345	354	376
Grade 12	312	345	344
Ungraded Secondary	146	2	3
Total K-12	4633	4592	4663

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	23	23	23
Grade 8			
English	21	22	23
Mathematics	20	22	21
Science	22	23	23
Social Studies	21	22	20
Grade 10			
English	23	20	22
Mathematics	21	20	19
Science	24	21	22
Social Studies	24	20	20

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

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1511	33%	2104	46%	1940	42%
Reduced-Price Lunch	543	12%	644	14%	518	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	719	16%	729	16%	682	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	5	0%	4	0%
Black or African American	1482	32%	1448	32%	1444	31%
Hispanic or Latino	1932	42%	1993	43%	2119	45%
Asian or Native Hawaiian/Other Pacific Islander	83	2%	86	2%	84	2%
White	1133	24%	1060	23%	1012	22%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	422	9%	421	9%	267	6%

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
Total Number of Teachers	340	350	346
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	8%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	48%	51%	52%
Total Number of Core Classes	1027	1062	936
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
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%
Total Number of Classes	1261	1322	1323
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	32%	21%	17%
Turnover Rate of All Teachers	17%	12%	12%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	46	48	43
Total Paraprofessionals*	53	56	36
Assistant Principals	9	10	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. 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 HOUSSE 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

12th Graders

The count of 12th 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.

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 12th 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 “12th 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.

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 PI + (200 – the 2008–09 PI) × 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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 7 of 8	 8 of 8	 1 of 1	 6 of 7	 7 of 7	 1 of 1

AYP Status


-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

























Elementary/Middle-Level English Language Arts

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

Accountability Measures 7 of 8 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
Accountability Groups							
All Students (2198:2069)			100%		173	153	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (671:642)			100%		171	151	
Hispanic or Latino (1005:915)			100%		169	151	
Asian or Native Hawaiian/Other Pacific Islander (37:37)		—	—		189	139	
White (484:474)			100%		181	150	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (317:336)			100%		129	149	142 97
Limited English Proficient (314:410)			99%		157	150	
Economically Disadvantaged (1276:1198)			100%		169	152	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1061:998)			100%		179	152	
Male (1137:1071)			100%		168	152	
Migrant (2:2)			—		—	—	


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 Mathematics

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




Accountability Measures 8 of 8 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
Accountability Groups							
All Students (2196:2089)			100%		184	133	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (671:638)			99%		182	131	
Hispanic or Latino (1002:938)			100%		182	131	
Asian or Native Hawaiian/Other Pacific Islander (37:37)		—	—		197	119	
White (485:475)			100%		189	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (317:332)			99%		155	129	
Limited English Proficient (314:434)			100%		172	130	
Economically Disadvantaged (1273:1214)			100%		182	132	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1061:1010)			100%		185	132	
Male (1135:1079)			100%		182	132	
Migrant (2:2)			—		—	—	

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
Accountability Groups								
All Students (722:686)		Qualified		99%		184	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (224:213)		Qualified		100%		180	100	
Hispanic or Latino (323:304)		Qualified		100%		180	100	
Asian or Native Hawaiian/Other Pacific Islander (5:5)		—	—	—	—	—	—	—
White (170:164)		Qualified		98%		195	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (93:96)		Qualified		99%		158	100	
Limited English Proficient (98:129)		Qualified		100%		167	100	
Economically Disadvantaged (405:388)		Qualified		100%		181	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (366:345)				99%		182	100	
Male (356:341)				99%		185	100	
Migrant (1:1)				—		—	—	


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  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 7 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 2009–10 2010–11
Accountability Groups							
All Students (381:386)			99%		185	171	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (142:151)			100%		186	169	
Hispanic or Latino (135:132)			99%		182	168	
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—
White (96:95)			99%		188	167	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (47:57)			98%		147	164	148 152
Limited English Proficient (34:44)		—	—		164	162	
Economically Disadvantaged (160:174)			100%		189	169	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (190:196)			100%		186	169	
Male (191:190)			99%		185	169	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th 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  Good Standing
for This Subject
(2010–11)

Accountability Measures 7 of 7 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 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 (381:386)			99%		189	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (142:151)			100%		187	165	
Hispanic or Latino (135:132)			99%		188	164	
Asian or Native Hawaiian/Other Pacific Islander (8:8)	—	—	—	—	—	—	—
White (96:95)			99%		192	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (47:57)			98%		154	160	151 159
Limited English Proficient (34:44)		—	—		186	158	
Economically Disadvantaged (160:174)			99%		195	165	
Final AYP Determination	 7 of 7						
Non-Accountability Groups							
Female (190:196)			99%		188	165	
Male (191:190)			99%		189	165	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th 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 1 of 1 Student groups making AYP in graduation rate
 Made AYP

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

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 (435)			79%	80%	76%	80%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (145)			77%	80%	77%	78%
Hispanic or Latino (151)			69%	80%	67%	71%
Asian or Native Hawaiian/Other Pacific Islander (7)		—	—	—		
White (132)			93%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (72)			67%	80%	61%	70%
Limited English Proficient (54)			37%	80%	46%	46%
Economically Disadvantaged (93)			74%	80%	76%	75%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (212)			82%	80%		
Male (223)			77%	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 **82%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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

5 schools identified 100% of total

COPIAGUE MIDDLE SCHOOL

DEAUVILLE GARDENS ELEMENTARY SCHOOL

GREAT NECK ROAD ELEMENTARY SCHOOL

SUSAN E WILEY SCHOOL

WALTER G O'CONNELL COPIAGUE HIGH SCHOOL

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	65%			338
Grade 4	72%			347
Grade 5	52%			345
Grade 6	49%			377
Grade 7	42%			355
Grade 8	48%			343
Mathematics				
Grade 3	64%			348
Grade 4	70%			354
Grade 5	71%			349
Grade 6	49%			386
Grade 7	56%			366
Grade 8	35%			351
Science				
Grade 4	92%			353
Grade 8	74%			294

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	84%			428
Mathematics	87%			428

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.

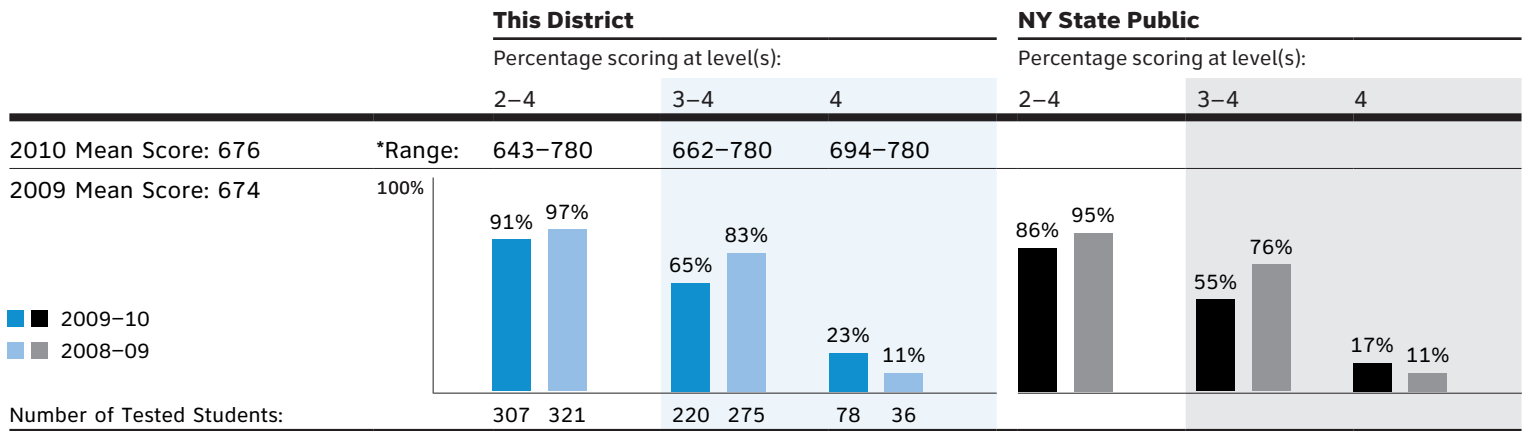
In this section, this district's performance is compared with that of public schools statewide.

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
All Students	338	91%	65%	23%	331	97%	83%	11%
Female	166	95%	72%	22%	175	98%	85%	14%
Male	172	87%	59%	24%	156	96%	81%	8%
American Indian or Alaska Native								
Black or African American	89	88%	61%	24%	111	96%	80%	9%
Hispanic or Latino	162	90%	59%	17%	143	96%	78%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%	3	-	-	-
White	80	96%	80%	34%	74	-	-	-
Multiracial								
Small Group Totals					77	100%	96%	18%
General-Education Students	292	97%	72%	27%	307	98%	87%	12%
Students with Disabilities	46	54%	20%	0%	24	79%	29%	0%
English Proficient	281	93%	70%	26%	269	98%	88%	13%
Limited English Proficient	57	79%	40%	11%	62	92%	63%	3%
Economically Disadvantaged	199	91%	65%	22%	155	96%	75%	5%
Not Disadvantaged	139	91%	65%	24%	176	98%	90%	16%
Migrant					1	-	-	-
Not Migrant	338	91%	65%	23%	330	-	-	-

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.

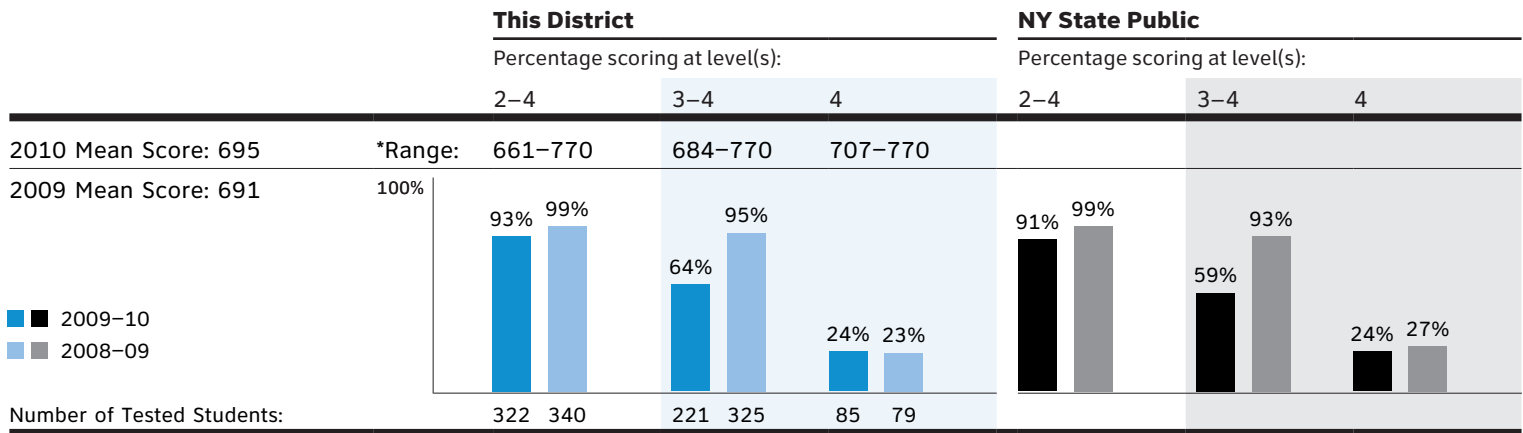
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	5	5	5	4	7	7	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	N/A	N/A	N/A	12	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	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 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
All Students	348	93%	64%	24%	342	99%	95%	23%
Female	170	92%	66%	28%	176	99%	95%	30%
Male	178	93%	61%	21%	166	99%	95%	16%
American Indian or Alaska Native								
Black or African American	89	93%	58%	22%	112	99%	96%	15%
Hispanic or Latino	172	90%	58%	19%	152	99%	92%	16%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	71%	3	-	-	-
White	80	98%	78%	35%	75	-	-	-
Multiracial								
Small Group Totals					78	100%	99%	49%
General-Education Students	302	95%	69%	27%	317	100%	97%	25%
Students with Disabilities	46	76%	26%	7%	25	96%	68%	0%
English Proficient	281	96%	70%	29%	271	100%	97%	27%
Limited English Proficient	67	78%	34%	6%	71	99%	86%	10%
Economically Disadvantaged	207	92%	59%	22%	161	99%	94%	14%
Not Disadvantaged	141	93%	70%	28%	181	99%	96%	31%
Migrant					1	-	-	-
Not Migrant	348	93%	64%	24%	341	-	-	-

NOTES

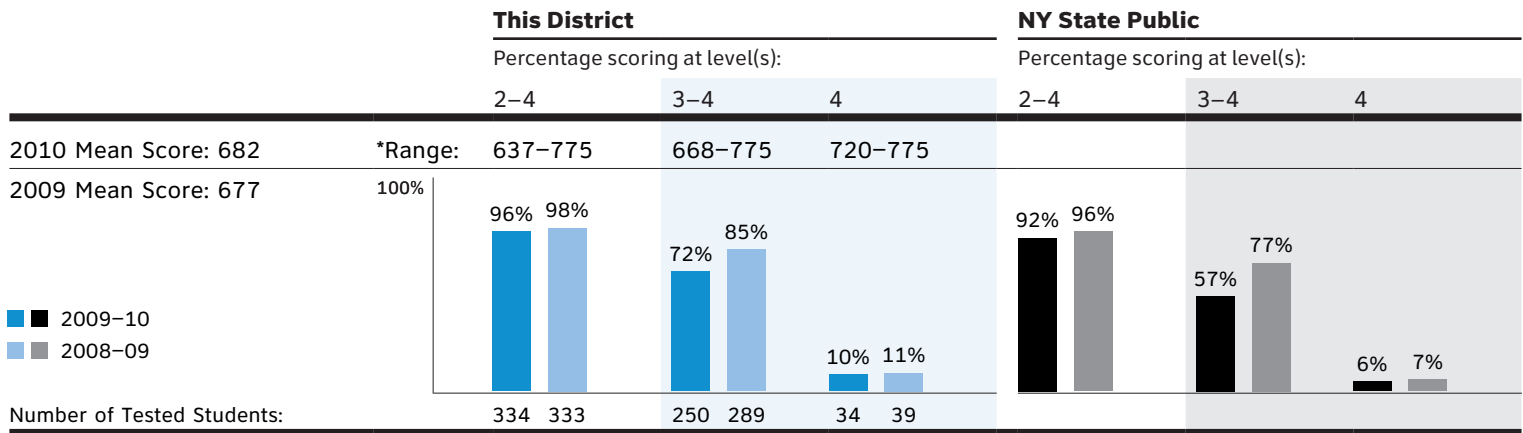
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* 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	5	5	5	4	7	7	7	6

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
All Students	347	96%	72%	10%	340	98%	85%	11%
Female	173	97%	72%	12%	166	98%	85%	15%
Male	174	95%	72%	7%	174	98%	85%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	120	98%	73%	7%	105	98%	89%	10%
Hispanic or Latino	151	94%	62%	5%	150	97%	79%	5%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	9	-	-	-
White	74	-	-	-	75	99%	91%	24%
Multiracial								
Small Group Totals	76	97%	92%	24%	10	100%	90%	30%
General-Education Students	319	98%	76%	11%	302	99%	90%	13%
Students with Disabilities	28	79%	25%	0%	38	89%	45%	0%
English Proficient	292	98%	79%	12%	277	99%	90%	14%
Limited English Proficient	55	87%	36%	0%	63	94%	63%	0%
Economically Disadvantaged	194	96%	65%	5%	157	97%	82%	6%
Not Disadvantaged	153	97%	80%	16%	183	99%	88%	16%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	346	-	-	-	339	-	-	-

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*.

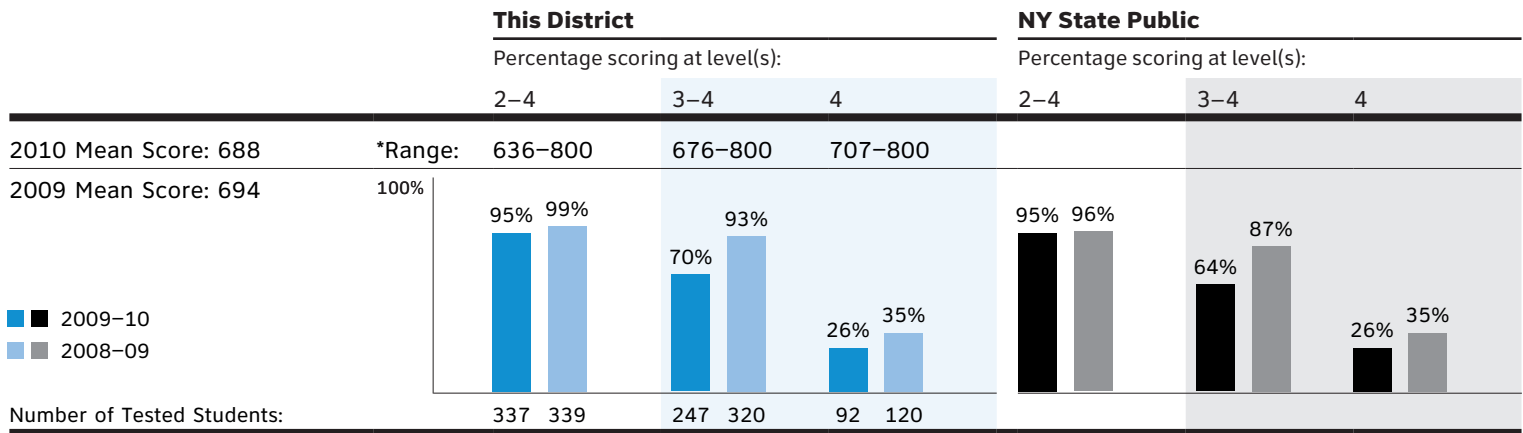
Other

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	6	6	5	4	5	4	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	8	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
All Students	354	95%	70%	26%	343	99%	93%	35%
Female	176	98%	68%	29%	171	99%	92%	33%
Male	178	93%	71%	23%	172	99%	94%	37%
American Indian or Alaska Native					1	-	-	-
Black or African American	119	96%	68%	24%	101	100%	93%	29%
Hispanic or Latino	159	93%	61%	17%	156	99%	91%	30%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	9	-	-	-
White	74	-	-	-	76	97%	97%	47%
Multiracial								
Small Group Totals	76	99%	91%	47%	10	100%	100%	80%
General-Education Students	327	97%	73%	28%	305	100%	95%	37%
Students with Disabilities	27	70%	26%	0%	38	92%	76%	16%
English Proficient	291	98%	77%	31%	274	99%	96%	40%
Limited English Proficient	63	84%	35%	3%	69	97%	81%	16%
Economically Disadvantaged	198	95%	64%	20%	157	98%	92%	28%
Not Disadvantaged	156	95%	78%	33%	186	99%	95%	41%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	353	-	-	-	342	-	-	-

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.

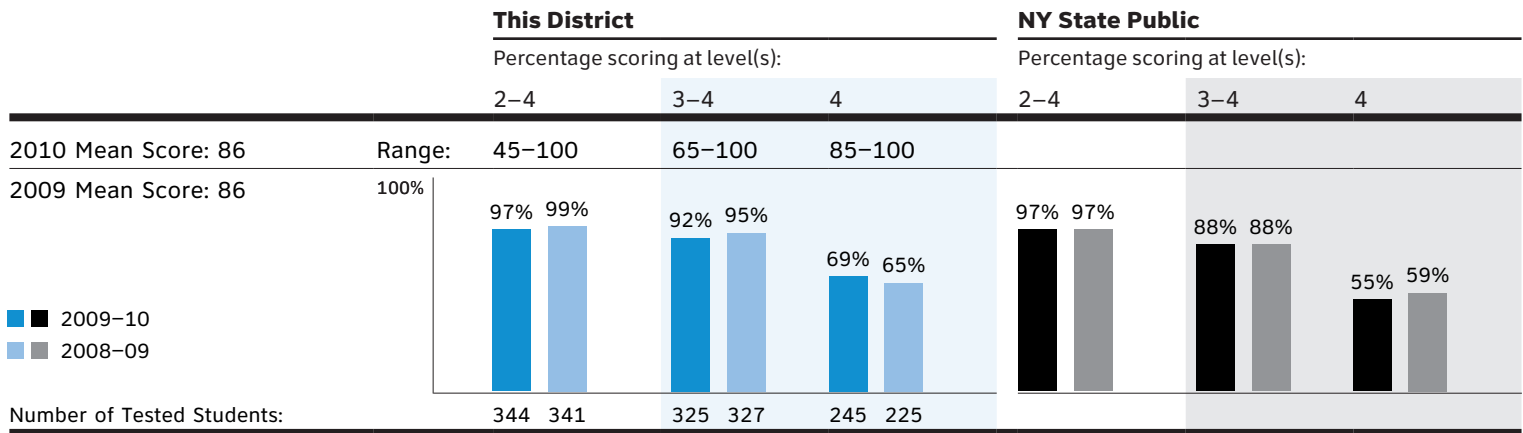
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	6	6	4	4	5	5	4	3

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
All Students	353	97%	92%	69%	346	99%	95%	65%
Female	175	98%	93%	70%	170	99%	95%	62%
Male	178	97%	92%	69%	176	98%	94%	68%
American Indian or Alaska Native					1	-	-	-
Black or African American	119	98%	93%	68%	102	100%	97%	67%
Hispanic or Latino	158	96%	88%	63%	157	97%	91%	57%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	9	-	-	-
White	74	-	-	-	77	99%	97%	78%
Multiracial								
Small Group Totals	76	99%	99%	86%	10	100%	100%	80%
General-Education Students	326	98%	94%	72%	305	99%	96%	69%
Students with Disabilities	27	89%	74%	33%	41	98%	80%	34%
English Proficient	290	99%	96%	76%	274	100%	97%	73%
Limited English Proficient	63	90%	73%	38%	72	94%	83%	36%
Economically Disadvantaged	198	97%	91%	64%	157	98%	94%	57%
Not Disadvantaged	155	97%	94%	76%	189	99%	95%	71%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	352	-	-	-	345	-	-	-

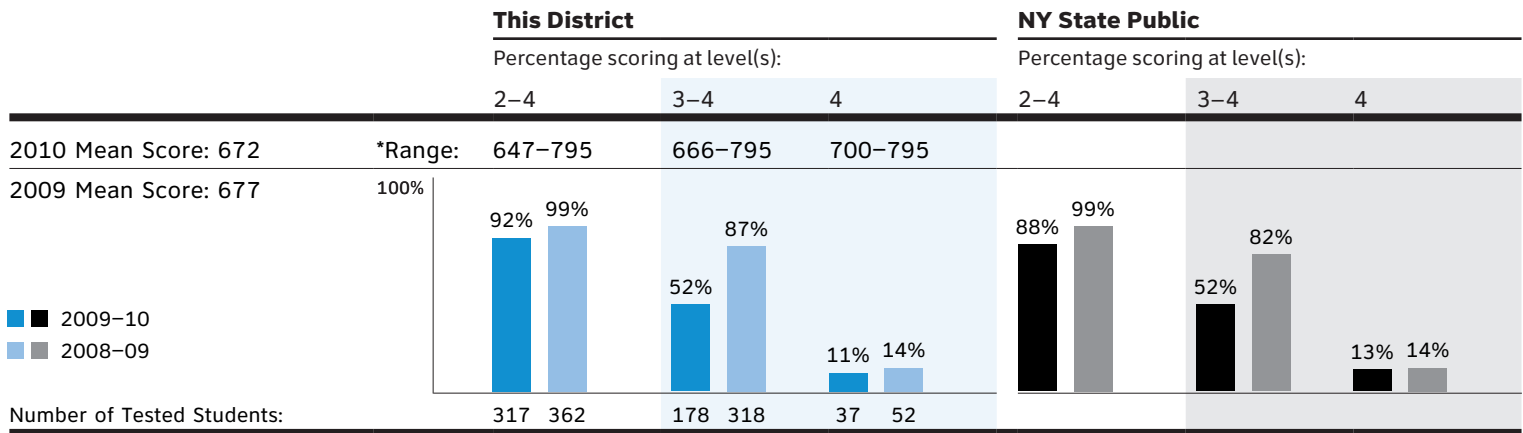
NOTES

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	6	6	6	5	5	5	4	4

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
All Students	345	92%	52%	11%	364	99%	87%	14%
Female	163	94%	56%	15%	170	100%	85%	15%
Male	182	90%	48%	7%	194	99%	90%	14%
American Indian or Alaska Native	1	-	-	-				
Black or African American	109	91%	48%	7%	120	100%	86%	13%
Hispanic or Latino	157	90%	51%	9%	158	99%	84%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	9	100%	100%	0%
White	69	97%	58%	16%	77	100%	95%	25%
Multiracial								
Small Group Totals	10	100%	60%	40%				
General-Education Students	297	97%	57%	12%	312	100%	94%	16%
Students with Disabilities	48	58%	17%	0%	52	96%	50%	2%
English Proficient	299	95%	57%	12%	315	100%	91%	16%
Limited English Proficient	46	70%	17%	0%	49	98%	65%	4%
Economically Disadvantaged	200	91%	47%	7%	169	99%	82%	9%
Not Disadvantaged	145	93%	59%	16%	195	99%	92%	19%
Migrant	1	-	-	-				
Not Migrant	344	-	-	-	364	99%	87%	14%

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*.

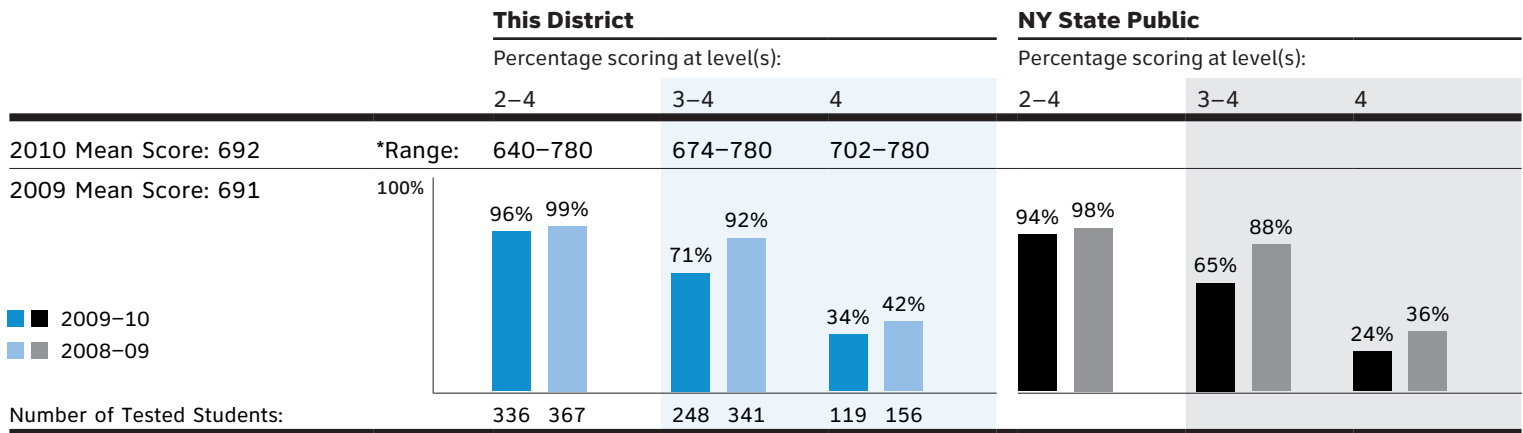
Other

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 5 Equivalent	6	6	5	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	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 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
All Students	349	96%	71%	34%	371	99%	92%	42%
Female	165	95%	68%	35%	170	99%	92%	44%
Male	184	97%	73%	34%	201	99%	92%	41%
American Indian or Alaska Native	1	-	-	-				
Black or African American	107	97%	69%	34%	123	98%	91%	35%
Hispanic or Latino	163	95%	66%	25%	162	99%	90%	40%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	10	100%	90%	80%
White	69	97%	83%	55%	76	100%	97%	54%
Multiracial								
Small Group Totals	10	100%	90%	50%				
General-Education Students	302	98%	75%	38%	316	100%	96%	47%
Students with Disabilities	47	87%	43%	9%	55	93%	69%	15%
English Proficient	296	98%	76%	39%	318	99%	94%	45%
Limited English Proficient	53	89%	42%	8%	53	98%	81%	23%
Economically Disadvantaged	204	97%	66%	26%	172	100%	90%	33%
Not Disadvantaged	145	95%	79%	46%	199	98%	93%	50%
Migrant	1	-	-	-				
Not Migrant	348	-	-	-	371	99%	92%	42%

NOTES

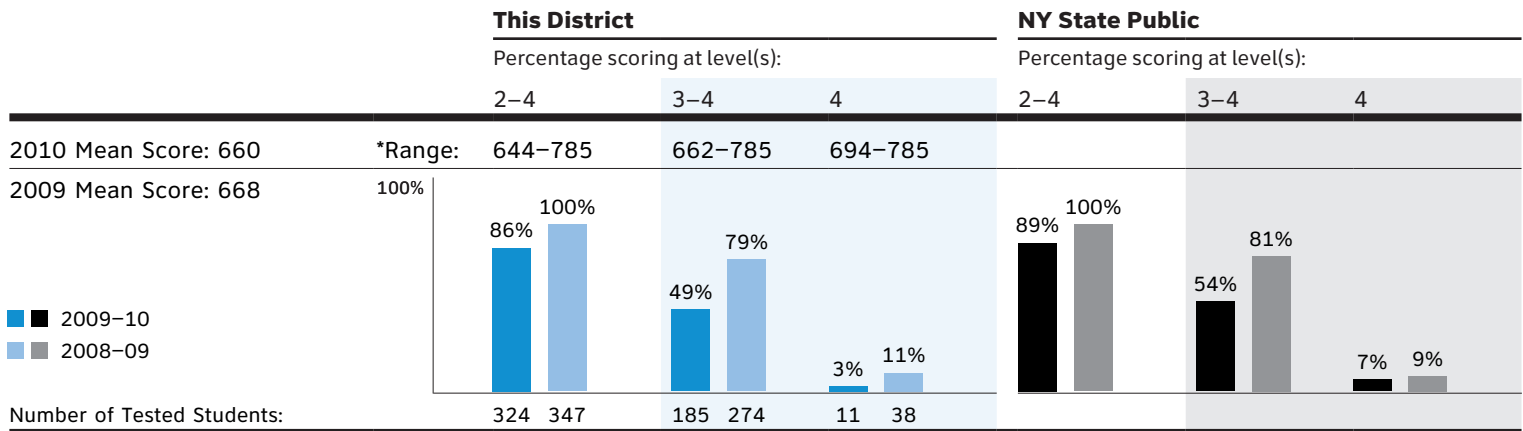
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* 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 5 Equivalent	6	6	5	3	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
All Students	377	86%	49%	3%	347	100%	79%	11%
Female	174	89%	51%	2%	164	100%	85%	15%
Male	203	83%	48%	3%	183	100%	73%	7%
American Indian or Alaska Native								
Black or African American	129	86%	46%	2%	115	100%	76%	3%
Hispanic or Latino	164	84%	45%	1%	139	100%	78%	12%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	78%	0%	8	100%	100%	38%
White	75	91%	60%	8%	85	100%	82%	16%
Multiracial								
Small Group Totals								
General-Education Students	326	93%	56%	3%	288	100%	86%	13%
Students with Disabilities	51	39%	6%	0%	59	100%	42%	0%
English Proficient	341	90%	53%	3%	319	100%	83%	12%
Limited English Proficient	36	50%	14%	0%	28	100%	29%	0%
Economically Disadvantaged	230	82%	40%	1%	156	100%	75%	8%
Not Disadvantaged	147	93%	63%	5%	191	100%	82%	13%
Migrant								
Not Migrant	377	86%	49%	3%	347	100%	79%	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.

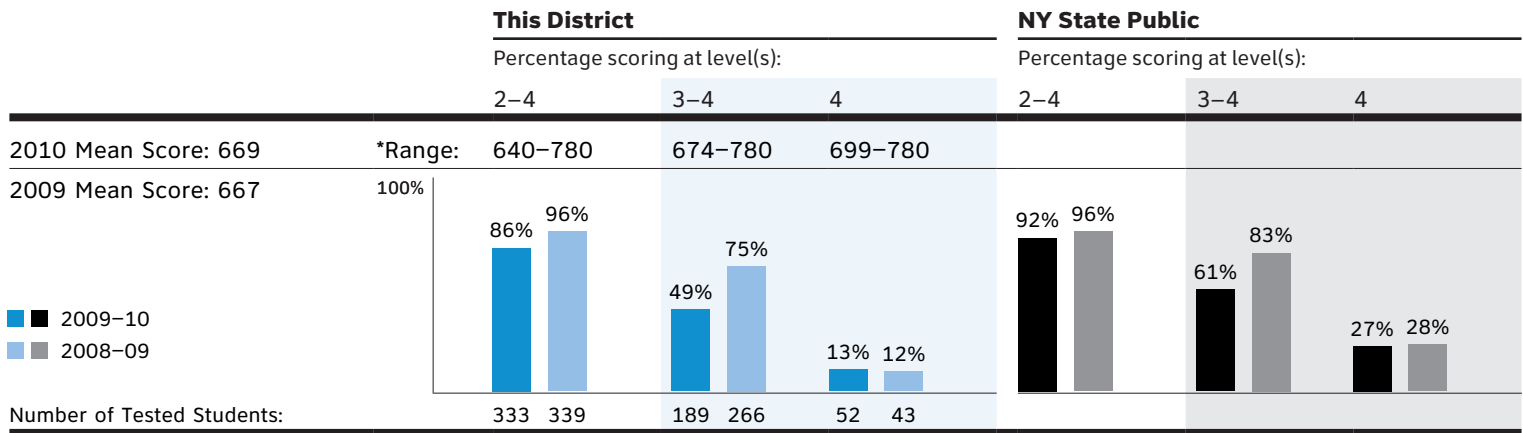
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 6 Equivalent	6	6	4	4	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	9	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	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 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
All Students	386	86%	49%	13%	354	96%	75%	12%
Female	178	88%	50%	11%	168	95%	79%	13%
Male	208	85%	48%	15%	186	96%	72%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	130	86%	45%	11%	114	98%	74%	9%
Hispanic or Latino	172	83%	44%	9%	147	94%	72%	10%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	67%	8	100%	88%	38%
White	75	95%	64%	23%	85	95%	81%	18%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	336	90%	54%	15%	294	98%	83%	14%
Students with Disabilities	50	58%	14%	0%	60	87%	35%	2%
English Proficient	340	91%	54%	15%	317	98%	81%	13%
Limited English Proficient	46	50%	13%	0%	37	76%	24%	3%
Economically Disadvantaged	237	84%	39%	8%	161	96%	69%	9%
Not Disadvantaged	149	91%	64%	21%	193	95%	80%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	386	86%	49%	13%	354	96%	75%	12%

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 6 Equivalent	6	6	4	3	4	-	-	-

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 662	*Range: 642-790	664-790	698-790			
2009 Mean Score: 663						
Number of Tested Students:	318	340	148	25	16	

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
All Students	355	90%	42%	7%	342	99%	78%	5%
Female	168	92%	50%	9%	170	100%	87%	6%
Male	187	88%	34%	5%	172	99%	69%	3%
American Indian or Alaska Native								
Black or African American	112	90%	38%	6%	105	100%	76%	4%
Hispanic or Latino	151	89%	34%	5%	144	99%	74%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	57%	14%	4	-	-	-
White	85	89%	60%	11%	89	-	-	-
Multiracial								
Small Group Totals					93	99%	86%	9%
General-Education Students	299	95%	48%	8%	289	100%	85%	6%
Students with Disabilities	56	63%	7%	4%	53	98%	38%	0%
English Proficient	324	93%	46%	8%	322	100%	80%	5%
Limited English Proficient	31	58%	0%	0%	20	95%	40%	0%
Economically Disadvantaged	207	86%	33%	6%	163	100%	75%	5%
Not Disadvantaged	148	95%	54%	9%	179	99%	80%	4%
Migrant								
Not Migrant	355	90%	42%	7%	342	99%	78%	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.

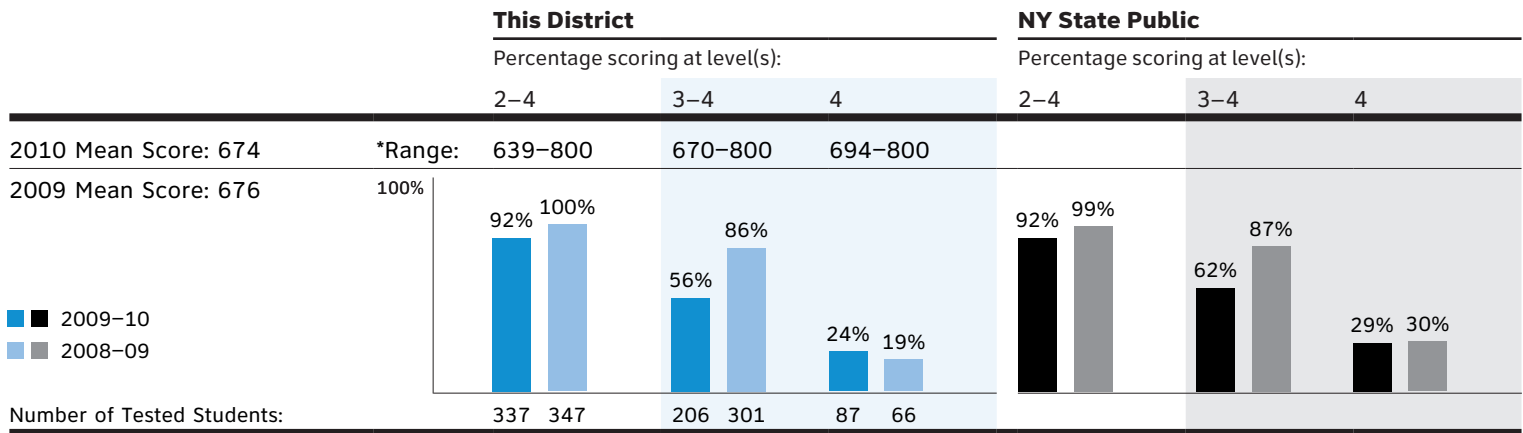
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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 7 Equivalent	5	5	5	4	9	9	9	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	11	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
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
All Students	366	92%	56%	24%	348	100%	86%	19%
Female	173	91%	63%	26%	175	99%	90%	23%
Male	193	93%	50%	22%	173	100%	83%	15%
American Indian or Alaska Native								
Black or African American	112	94%	55%	18%	105	100%	82%	14%
Hispanic or Latino	161	90%	50%	22%	148	99%	84%	11%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	43%	5	100%	100%	20%
White	86	93%	69%	34%	90	100%	94%	38%
Multiracial								
Small Group Totals								
General-Education Students	309	96%	62%	27%	294	100%	91%	22%
Students with Disabilities	57	70%	25%	5%	54	100%	63%	4%
English Proficient	325	95%	62%	27%	321	100%	88%	21%
Limited English Proficient	41	66%	7%	0%	27	96%	67%	0%
Economically Disadvantaged	215	92%	52%	20%	162	99%	89%	12%
Not Disadvantaged	151	93%	63%	29%	186	100%	84%	25%
Migrant								
Not Migrant	366	92%	56%	24%	348	100%	86%	19%

NOTES

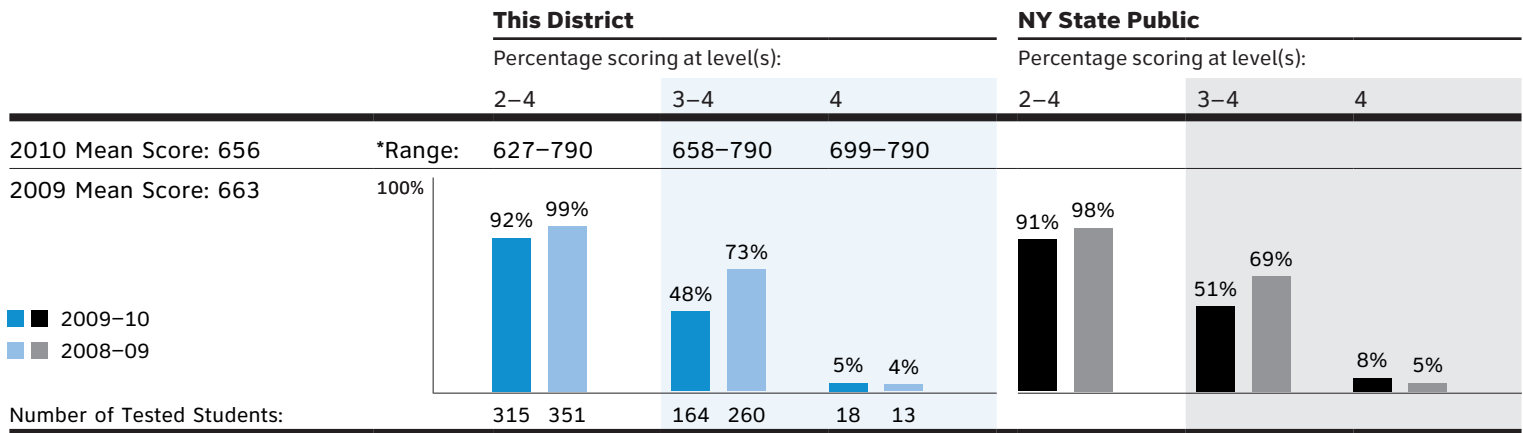
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* 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 7 Equivalent	5	5	5	5	9	9	5	3

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
All Students	343	92%	48%	5%	354	99%	73%	4%
Female	176	94%	58%	9%	166	100%	75%	2%
Male	167	89%	37%	2%	188	98%	72%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	102	89%	49%	5%	124	99%	71%	2%
Hispanic or Latino	149	91%	39%	3%	144	100%	70%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	89	-	-	-	78	99%	83%	9%
Multiracial								
Small Group Totals	92	97%	61%	10%	8	88%	75%	13%
General-Education Students	292	97%	55%	6%	299	100%	83%	4%
Students with Disabilities	51	65%	4%	0%	55	95%	22%	0%
English Proficient	321	94%	51%	6%	323	99%	77%	4%
Limited English Proficient	22	64%	0%	0%	31	100%	32%	0%
Economically Disadvantaged	203	90%	44%	4%	142	100%	66%	4%
Not Disadvantaged	140	94%	54%	7%	212	99%	78%	4%
Migrant								
Not Migrant	343	92%	48%	5%	354	99%	73%	4%

NOTES

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

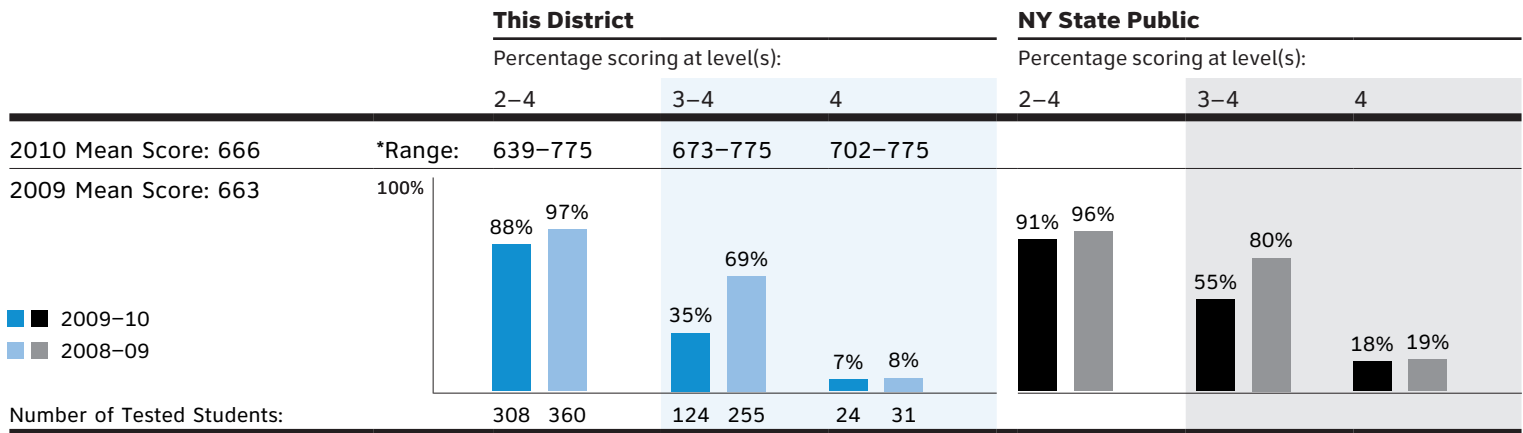
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

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	9	9	9	8	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	7	N/A	N/A	N/A	12	N/A	N/A	N/A
Total					Total			
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
All Students	351	88%	35%	7%	370	97%	69%	8%
Female	182	90%	43%	10%	171	98%	71%	8%
Male	169	85%	27%	3%	199	97%	67%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	101	86%	28%	4%	128	97%	59%	4%
Hispanic or Latino	157	85%	27%	2%	157	97%	70%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	90	-	-	-	77	100%	81%	21%
Multiracial								
Small Group Totals	93	95%	58%	18%	8	88%	88%	38%
General-Education Students	300	90%	40%	8%	314	98%	75%	10%
Students with Disabilities	51	75%	6%	0%	56	93%	32%	0%
English Proficient	321	91%	38%	7%	328	98%	72%	9%
Limited English Proficient	30	57%	7%	0%	42	90%	45%	0%
Economically Disadvantaged	207	86%	32%	5%	152	97%	64%	5%
Not Disadvantaged	144	90%	40%	9%	218	98%	72%	11%
Migrant								
Not Migrant	351	88%	35%	7%	370	97%	69%	8%

NOTES

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

* 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	9	9	9	5	6	6	6	4

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

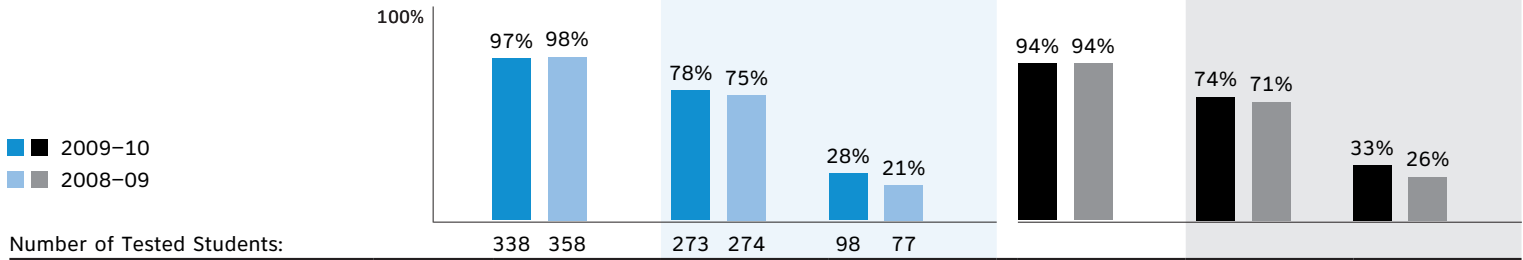
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

338 358

273 274

98 77

310 310

310 310

310 310

Results by Student Group

2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	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
All Students	294	96%	74%	18%	310	97%	70%	10%
Female	146	96%	69%	19%	140	98%	65%	8%
Male	148	96%	78%	18%	170	97%	75%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	88	95%	66%	17%	113	96%	67%	5%
Hispanic or Latino	144	96%	71%	13%	145	99%	70%	8%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	-	-	-
White	59	-	-	-	46	98%	78%	26%
Multiracial								
Small Group Totals	62	97%	92%	32%	6	83%	67%	0%
General-Education Students	244	96%	79%	21%	254	99%	75%	11%
Students with Disabilities	50	94%	50%	6%	56	89%	48%	5%
English Proficient	263	97%	79%	21%	270	98%	74%	11%
Limited English Proficient	31	87%	32%	0%	40	95%	43%	0%
Economically Disadvantaged	184	96%	73%	16%	136	98%	67%	6%
Not Disadvantaged	110	96%	75%	22%	174	97%	73%	13%
Migrant								
Not Migrant	294	96%	74%	18%	310	97%	70%	10%

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

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

	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	9	9	8	8	6	6	6	4
Regents Science	56	56	56	44	56	56	56	47

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

This District

Percentage scoring at level(s):

2-4

3-4

4

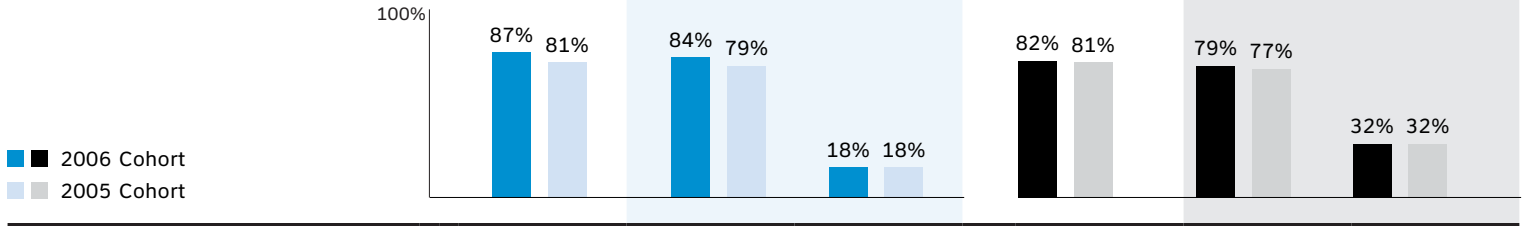
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	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
All Students	428	87%	84%	18%	435	81%	79%	18%
Female	214	89%	86%	22%	212	83%	81%	24%
Male	214	85%	82%	14%	223	78%	76%	13%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	161	91%	86%	17%	145	82%	79%	10%
Hispanic or Latino	157	80%	77%	10%	151	70%	69%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	50%	7	86%	86%	57%
White	102	90%	88%	30%	132	92%	89%	34%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	363	91%	90%	21%	364	85%	84%	21%
Students with Disabilities	65	62%	51%	0%	71	58%	54%	3%
English Proficient	384	90%	87%	20%	390	87%	85%	20%
Limited English Proficient	44	59%	55%	0%	45	27%	24%	0%
Economically Disadvantaged	183	92%	89%	18%	93	77%	73%	15%
Not Disadvantaged	245	83%	80%	18%	342	82%	80%	19%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	428	87%	84%	18%	435	81%	79%	18%

NOTES

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

* 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

This District

Percentage scoring at level(s):

2-4

3-4

4

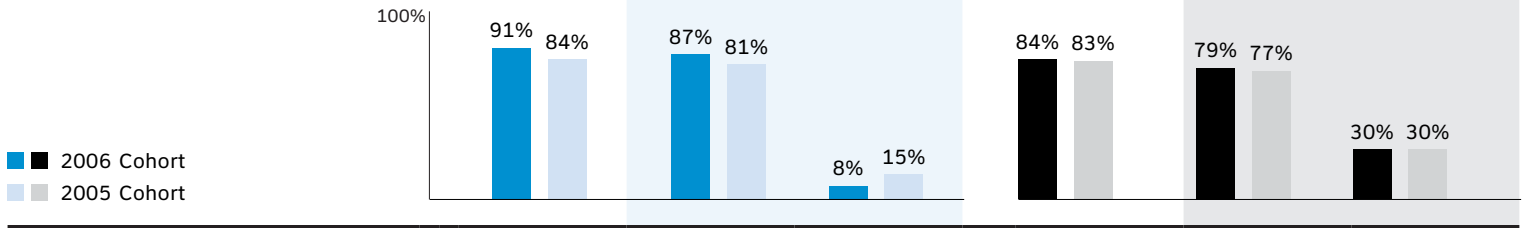
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	428	91%	87%	8%	435	84%	81%	15%
Female	214	92%	89%	9%	212	85%	82%	19%
Male	214	89%	84%	7%	223	83%	80%	12%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	161	95%	86%	7%	145	83%	79%	9%
Hispanic or Latino	157	84%	83%	4%	151	76%	73%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	7	86%	86%	57%
White	102	93%	91%	16%	132	93%	92%	27%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	363	95%	92%	9%	364	88%	86%	18%
Students with Disabilities	65	68%	55%	3%	71	59%	54%	3%
English Proficient	384	93%	88%	9%	390	88%	86%	17%
Limited English Proficient	44	73%	73%	2%	45	42%	40%	0%
Economically Disadvantaged	183	96%	94%	8%	93	81%	78%	11%
Not Disadvantaged	245	87%	81%	9%	342	85%	82%	17%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	428	91%	87%	8%	435	84%	81%	15%

NOTES

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

* 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*.