

# The New York State School Report Card

School HAMPTON STREET SCHOOL District MINEOLA UNION FREE SCHOOL DISTRICT School ID 28-04-10-03-0002 Principal SUE CARYL FLEISCHMANN Telephone (516) 237-2200 Grades 1-5

Comprehensive Information Report 2009 – 10

#### **Regents Exams**

		All Stu	dents			Genera	al-Educati	on Stude	ents	Students with Disabilities					
		Total	5			Total	Percentage	e of studen	ts	Total	Percentage of students				
		Tested				Tested	scoring at	or above:		Tested	scoring at or above:				
			55	65	85		55	65	85		55	65	85		
Comprehensive English	2009–10	0				0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					
Mathematics B	2009–10	0				0				0					
	2008–09	0				0				0					
	2007-08	0				0				0					
Integrated Algebra	2009–10	0				0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					
Geometry	2009–10	0				0				0					
	2008–09	0				0				0					
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Trigonometry	2009–10	0				0				0					
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Global History	2009–10	0				0				0					
and Geography	2008–09	0				0				0					
	2007–08	0				0				0					
U.S. History	2009–10	0				0				0					
and Government	2008-09	0				0				0					
	2007-08	0				0				0					
Living Environment	2009-10					0				0					
	2008–09	0				0				0					
	2007-08	0				0				0					
Physical Setting/	2009-10	0				0				0					
Earth Science	2008–09	0				0				0					
	2007–08	0				0				0					
Physical Setting/Chemistry	2009-10	0				0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					
Physical Setting/Physics	2009–10					0				0					
	2008–09	0				0				0					
	2007–08	0				0				0					

NOTE

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.

District MINEOLA UNION FREE SCHOOL DISTRICT

School HAMPTON STREET SCHOOL School ID 28-04-10-03-0002

|         | All Students  |  
  |   |   |   | General-Education Students   
  |   |  
  |           |  
  | Students with Disabilities  |  
   |         |        |       |   |  |  |   |
|---------|---
--
---|---|---|---
---	---
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---|--|---------|--------|-------
---|--|--|---|
|         | Total<br>Tested   | Percent of students scoring<br>in each performance level:  
  |   |   | Total<br>Tested   | Percent of students scoring<br>in each performance level:  
  |   |  
  |           | Total<br>Tested  
  | Percent of students scoring in each performance level:  |  
   |         |        |       |   |  |  |   |
|         |   | Begin.   
  | Interm.   | Adv.  | Prof.   |  
  | Begin.  | Interm.  
  | Adv.      | Prof.  
  |   | Begin.   
   | Interm. | . Adv. | Prof. |   |  |  |   |
| 2009–10 | 6   | 0%   
  | 0%  | 33%   | 67%   | 6  
  | 0%  | 0%   
  | 33%       | 67%  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2008–09 | 13  | 0%   
  | 0%  | 77%   | 23%   | 12   
  | -   | _  
  | _         | _  
  | 1   | -  
   | _       | -      | _     |   |  |  |   |
| 2007-08 | 7   | 0%   
  | 0%  | 57%   | 43%   | 7  
  | 0%  | 0%   
  | 57%       | 43%  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2009–10 | 6   | 0%   
  | 17%   | 33%   | 50%   | 6  
  | 0%  | 17%  
  | 33%       | 50%  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2008–09 | 13  | 8%   
  | 38%   | 38%   | 15%   | 12   
  | _   | _  
  | _         | _  
  | 1   | _  
   | _       | _      | _     |   |  |  |   |
| 2007-08 | 7   | 0%   
  | 43%   | 57%   | 0%  | 7  
  | 0%  | 43%  
  | 57%       | 0%   
  | 0   |  
   |         |        |       |   |  |  |   |
| 2009–10 | 17  | 0%   
  | 0%  | 12%   | 88%   | 12   
  | 0%  | 0%   
  | 8%        | 92%  
  | 5   | 0%   
   | 0%      | 20%    | 80%   |   |  |  |   |
| 2008–09 | 15  | 0%   
  | 0%  | 33%   | 67%   | 13   
  | -   | _  
  | _         | _  
  | 2   | -  
   | _       | _      | _     |   |  |  |   |
| 2007-08 | 26  | 4%   
  | 4%  | 27%   | 65%   | 23   
  | _   | _  
  | _         | _  
  | 3   | -  
   | _       | _      | _     |   |  |  |   |
| 2009–10 | 17  | 0%   
  | 12%   | 71%   | 18%   | 12   
  | 0%  | 0%   
  | 75%       | 25%  
  | 5   | 0%   
   | 40%     | 60%    | 0%    |   |  |  |   |
| 2008–09 | 15  | 0%   
  | 27%   | 60%   | 13%   | 13   
  | -   | _  
  | -         | -  
  | 2   | -  
   | -       | -      | _     |   |  |  |   |
| 2007-08 | 26  | 15%  
  | 27%   | 31%   | 27%   | 23   
  | _   | _  
  | _         | _  
  | 3   | _  
   | _       | _      | _     |   |  |  |   |
| 2009–10 | 7   | 0%   
  | 0%  | 29%   | 71%   | 5  
  | _   | _  
  | _         | _  
  | 2   | _  
   | _       | _      | _     |   |  |  |   |
| 2008–09 | 6   | 0%   
  | 0%  | 33%   | 67%   | 5  
  | _   | _  
  | _         | _  
  | 1   | _  
   | _       | _      | _     |   |  |  |   |
| 2007-08 | 4   | _  
  | _   | _   | _   | 2  
  | _   | _  
  | _         | _  
  | 2   | _  
   | _       | _      | _     |   |  |  |   |
| 2009–10 | 7   | 0%   
  | 0%  | 43%   | 57%   | 5  
  | _   | _  
  | _         | _  
  | 2   | _  
   | _       | _      | _     |   |  |  |   |
| 2008–09 | 6   | 0%   
  | 33%   | 17%   | 50%   | 5  
  | _   | _  
  | _         | _  
  | 1   | _  
   | _       | _      | _     |   |  |  |   |
| 2007-08 | 4   | _  
  | _   | _   | _   | 2  
  | _   | _  
  | _         | _  
  | 2   | _  
   | _       | _      | _     |   |  |  |   |
| 2009–10 | 0   |  
  | -   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2008–09 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2007–08 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2009–10 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2008–09 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2007-08 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2009–10 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| -       |   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| -       |   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| 2009–10 | 0   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| -       |   |  
  |   |   |   | 0  
  |   |  
  |           |  
  | 0   |  
   |         |        |       |   |  |  |   |
| -       |   |  
  |   |   |   |  
  |   |  
  |           |  
  |   |  
   |         |        |       |   |  |  |   |
|         | 2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09<br>2007–08<br>2009–10<br>2008–09 | Total<br>Tested   2009-10 6   2007-08 7   2009-10 6   2007-08 7   2009-10 13   2007-08 7   2009-10 17   2009-10 17   2007-08 26   2007-08 26   2007-08 26   2007-08 26   2009-10 17   2008-09 15   2007-08 26   2009-10 7   2008-09 6   2007-08 26   2009-10 7   2008-09 6   2007-08 4   2009-10 7   2008-09 0   2007-08 0   2007-08 0   2008-09 0   2007-08 0   2007-08 0   2007-08 0   2007-08 0   2007-08 0   2007-08 <td>TotalPercent<br/>Tested2009-1068gin.2003-00130%2007-0870%2009-1060%2009-10138%2007-08138%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-1070%2009-1070%2009-10012009-10&lt;</td> <td>Total<br/>TestedPercent studie<br/>in each studie2009-010112009-01012009-02012009-03012009-04012009-05012009-06012009-0701&lt;</td> <td>Total<br/>TestedPercent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-student<br/>incent-st</td> <td>Iotal<br/>InterventionPercentionSobil<br/>InterventionReginIntervention2009-10G6O%J3%J3%2007-08TO%O%J3%2009-10G6O%J3%J3%2009-10G6O%J3%J3%2009-10G7O%J3%J3%2009-10G7O%J3%J3%2009-10TO%J3%J3%2009-1017O%J3%J3%2009-1017O%J3%J3%2009-1017O%J3%J3%2009-1017O%J3%J3%2009-10G7O%J3%J3%2009-10G7O%J3%J3%2009-10G8O%J3%J3%2009-10G8O%J3%J3%2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0II<td>Total<br/>Tested Percent of students scores Total<br/>Tested   2009-10 66 0% 0% 33% 67% 6   2008-09 13 0% 0% 57% 43% 77   2009-10 66 0% 17% 53% 60% 7   2007-08 7 0% 17% 53% 50% 6   2007-08 7 0% 17% 33% 50% 6   2007-08 17 0% 33% 50% 12   2007-08 17 0% 33% 50% 12   2007-08 17 0% 33% 67% 13   2007-08 15 0% 12% 33% 12   2008-09 15 0% 12% 13% 13   2009-10 17 0% 0% 33% 67% 13   2009-10 7 0% 0% 33% 57% 10   2009-10</td><td>Total<br/>TestedPercent<br/>testedTotal<br/>testedPercent<br/>TestedTotal<br/>TestedPercent<br/>Tested2009-1060%33%67%660%2007-0870%0%57%43%1272007-0870%33%50%600%2009-1060%17%33%50%600%2009-1060%17%33%50%600%2009-10170%0%12%88%120%2009-10170%0%12%88%120%2009-10170%0%13%67%1372009-10170%0%13%67%1372009-10170%12%71%18%120%2009-10170%27%57%13%1372009-10170%27%13%1372009-1070%27%13%1372009-1070%33%17%50%57%162009-1060%33%17%50%57%162009-10014141414142009-10015151516162009-10015151516162009-1001515151616<tr< td=""><td>Total<br>TestedPercent of structure to the sector<br>in each percent to the sector<br/>in the s</br></br></td><td>Total Percent students survers Total Percent students survers Total Percent students survers   2009-10 6 0% 0% 33% 67% 6 0% 0% 33%   2008-09 13 0% 0% 57% 43% 12 - - -   2007-08 7 0% 0% 57% 43% 12 - <td< td=""><td>Total Percent of students is controls in each performance level Total Percent of students is controls in each performance level   Begin International State Prof.   Descriptional State Prof.   Begin International State Prof.   Colspan= State Prof.   Colspan= State Prof.   State Prof.   State Prof.   Colspan= State Prof.   Colspan= State Prof.   Colspan= State <th <="" colspan="4" td=""><td>Intern to students scoring<br/>Tested Total<br/>in each performance levels   2009-10 17 0% 0% 17% &lt;</td><td>Intal<br/>Tested Percent<br/>in each pertormance level Total<br/>in each pertormance level Total<br/>tested Percent<br/>in each pertormance level Total<br/>in each pertormance   2009-00 6 0% 17% 33% 57% 0% 12 0% 0% 57% 0% 10 0   2009-00 17 0% 12% 17% 58% 12 0% 0</td><td>Total Percent of students scoring Total Percent of students scoring   2009-10 6 0% 0% 77% 23% 50% 66 0% 17% 33% 50% 66 0% 17% 33% 50% 66 0% 17% 33% 50% 60 17 0% 10%<td>Total<br/>Testel Percent of students scoring<br/>Testel Total<br/>in each performance level:   2000-00 6 0% 0% 33% 50% 0%</td></td></th></td></td<></td></tr<></td></td> | TotalPercent<br>Tested2009-1068gin.2003-00130%2007-0870%2009-1060%2009-10138%2007-08138%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-10170%2009-1070%2009-1070%2009-10012009-10< | Total<br>TestedPercent studie<br>in each studie2009-010112009-01012009-02012009-03012009-04012009-05012009-06012009-0701< | Total<br>TestedPercent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-student<br>incent-st | Iotal<br>InterventionPercentionSobil<br>InterventionReginIntervention2009-10G6O%J3%J3%2007-08TO%O%J3%2009-10G6O%J3%J3%2009-10G6O%J3%J3%2009-10G7O%J3%J3%2009-10G7O%J3%J3%2009-10TO%J3%J3%2009-1017O%J3%J3%2009-1017O%J3%J3%2009-1017O%J3%J3%2009-1017O%J3%J3%2009-10G7O%J3%J3%2009-10G7O%J3%J3%2009-10G8O%J3%J3%2009-10G8O%J3%J3%2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0III2009-10G0II <td>Total<br/>Tested Percent of students scores Total<br/>Tested   2009-10 66 0% 0% 33% 67% 6   2008-09 13 0% 0% 57% 43% 77   2009-10 66 0% 17% 53% 60% 7   2007-08 7 0% 17% 53% 50% 6   2007-08 7 0% 17% 33% 50% 6   2007-08 17 0% 33% 50% 12   2007-08 17 0% 33% 50% 12   2007-08 17 0% 33% 67% 13   2007-08 15 0% 12% 33% 12   2008-09 15 0% 12% 13% 13   2009-10 17 0% 0% 33% 67% 13   2009-10 7 0% 0% 33% 57% 10   2009-10</td> <td>Total<br/>TestedPercent<br/>testedTotal<br/>testedPercent<br/>TestedTotal<br/>TestedPercent<br/>Tested2009-1060%33%67%660%2007-0870%0%57%43%1272007-0870%33%50%600%2009-1060%17%33%50%600%2009-1060%17%33%50%600%2009-10170%0%12%88%120%2009-10170%0%12%88%120%2009-10170%0%13%67%1372009-10170%0%13%67%1372009-10170%12%71%18%120%2009-10170%27%57%13%1372009-10170%27%13%1372009-1070%27%13%1372009-1070%33%17%50%57%162009-1060%33%17%50%57%162009-10014141414142009-10015151516162009-10015151516162009-1001515151616<tr< td=""><td>Total<br>TestedPercent of structure to the sector<br>in each percent to the sector<br/>in the s</br></br></td><td>Total Percent students survers Total Percent students survers Total Percent students survers   2009-10 6 0% 0% 33% 67% 6 0% 0% 33%   2008-09 13 0% 0% 57% 43% 12 - - -   2007-08 7 0% 0% 57% 43% 12 - <td< td=""><td>Total Percent of students is controls in each performance level Total Percent of students is controls in each performance level   Begin International State Prof.   Descriptional State Prof.   Begin International State Prof.   Colspan= State Prof.   Colspan= State Prof.   State Prof.   State Prof.   Colspan= State Prof.   Colspan= State Prof.   Colspan= State <th <="" colspan="4" td=""><td>Intern to students scoring<br/>Tested Total<br/>in each performance levels   2009-10 17 0% 0% 17% &lt;</td><td>Intal<br/>Tested Percent<br/>in each pertormance level Total<br/>in each pertormance level Total<br/>tested Percent<br/>in each pertormance level Total<br/>in each pertormance   2009-00 6 0% 17% 33% 57% 0% 12 0% 0% 57% 0% 10 0   2009-00 17 0% 12% 17% 58% 12 0% 0</td><td>Total Percent of students scoring Total Percent of students scoring   2009-10 6 0% 0% 77% 23% 50% 66 0% 17% 33% 50% 66 0% 17% 33% 50% 66 0% 17% 33% 50% 60 17 0% 10%<td>Total<br/>Testel Percent of students scoring<br/>Testel Total<br/>in each performance level:   2000-00 6 0% 0% 33% 50% 0%</td></td></th></td></td<></td></tr<></td> | Total<br>Tested Percent of students scores 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Prof.   Colspan= State <th <="" colspan="4" td=""><td>Intern to students scoring<br/>Tested Total<br/>in each performance levels   2009-10 17 0% 0% 17% &lt;</td><td>Intal<br/>Tested Percent<br/>in each pertormance level Total<br/>in each pertormance level Total<br/>tested Percent<br/>in each pertormance level Total<br/>in each pertormance   2009-00 6 0% 17% 33% 57% 0% 12 0% 0% 57% 0% 10 0   2009-00 17 0% 12% 17% 58% 12 0% 0</td><td>Total Percent of students scoring Total Percent of students scoring   2009-10 6 0% 0% 77% 23% 50% 66 0% 17% 33% 50% 66 0% 17% 33% 50% 66 0% 17% 33% 50% 60 17 0% 10%<td>Total<br/>Testel Percent of students scoring<br/>Testel Total<br/>in each performance level:   2000-00 6 0% 0% 33% 50% 0%</td></td></th> | <td>Intern to students scoring<br/>Tested Total<br/>in each performance levels   2009-10 17 0% 0% 17% &lt;</td> <td>Intal<br/>Tested Percent<br/>in each pertormance level Total<br/>in each pertormance level Total<br/>tested Percent<br/>in each pertormance 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#### NOTE

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.

School HAMPTON STREET SCHOOL School ID 28-04-10-03-0002

### Elementary/Middle-Level Social Studies 2009–10

	All St	udents			Gener	General-Education Students					Students with Disabilities						
	Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:						
		1	2	3	4		1	2	3	4		1	2	3	4		
Elementary Level	37	0%	3%	30%	68%	31	0%	0%	19%	81%	6	0%	17%	83%	0%		
Middle Level	0					0					0						

#### 2006 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents			Gene	ral-Education S	Stu	Students with Disabilities					
	Percentage of Students scoring:					Percentage of students scoring:		Cohort	Enroument	Percentage of students scoring:			
		55-64	65-84 85-	100		55-64 65-84	4 85-100			55-64	65-84	85-100	
Global History and Geography	0				0				0				
U.S. History and Government	0				0				0				
Science	0				0				0				

#### New York State Alternate Assessments (NYSAA) 2009–10

	All Students									
	Total Tested	Number of students scoring at Level:								
		1	2	3	4					
Elementary Level										
Social Studies	0									
Middle Level										
Social Studies	0									
Secondary Level										
English Language Arts	0									
Mathematics	0									
Social Studies	0									
Science	0									

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

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.

NOTE

## **More Information about the School**

#### School HAMPTON STREET SCHOOL School ID 28-04-10-03-0002

### **Financial Information**

2009-10 Estimated Percentage of Students from Families Receiving Public Assistance

District MINEOLA UNION FREE SCHOOL DISTRICT

11-20%