



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **UNIONDALE UNION FREE SCHOOL  
DISTRICT**

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

Superintendent **WILLIAM LLOYD**

Telephone **(516) 560-8824**

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

## This District's Report Card

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

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

### 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 2011–12 accountability status.
- 4 Review an Overview of District Performance.**  
This section has information about the district's performance on state assessments in English, mathematics, and science.

### For more information:

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

## District Profile

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

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	426	400	432
Grade 1	458	458	424
Grade 2	499	471	484
Grade 3	492	489	459
Grade 4	502	487	489
Grade 5	436	477	500
Grade 6	487	437	488
Ungraded Elementary	19	26	27
Grade 7	498	486	418
Grade 8	508	504	510
Grade 9	602	752	578
Grade 10	520	506	542
Grade 11	420	440	430
Grade 12	404	421	457
Ungraded Secondary	16	4	9
<b>Total K-12</b>	<b>6287</b>	<b>6358</b>	<b>6247</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	19	20	20
<b>Grade 8</b>			
English	21	20	18
Mathematics	17	17	17
Science	24	21	19
Social Studies	22	22	22
<b>Grade 10</b>			
English	21	23	24
Mathematics	20	20	20
Science	23	22	23
Social Studies	21	22	23

### 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 **UNIONDALE UNION FREE SCHOOL DISTRICT**District ID **28-02-02-03-0000**

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2120	34%	2074	33%	1995	32%
Reduced-Price Lunch	352	6%	688	11%	567	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	950	15%	930	15%	1018	16%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	3	0%	6	0%	13	0%
Black or African American	3504	56%	3517	55%	3375	54%
Hispanic or Latino	2657	42%	2706	43%	2592	41%
Asian or Native Hawaiian/Other Pacific Islander	55	1%	57	1%	77	1%
White	41	1%	45	1%	158	3%
Multiracial	27	0%	27	0%	32	1%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		88%
Student Suspensions	565	9%	609	10%	604	9%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

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

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	591	602	586
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	51%	54%
<b>Total Number of Core Classes</b>	1569	1532	1464
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	1895	2047	1971
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	23%	22%
Turnover Rate of All Teachers	14%	11%	12%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	45	47	44
Total Paraprofessionals*	163	105	132
Assistant Principals	13	14	12
Principals	8	8	9

\* 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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

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

The count of 12<sup>th</sup> graders enrolled during the 2010–11 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.

### 2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### 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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

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

### Non-Accountability Groups

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

## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs](http://www.p12.nysed.gov/irs).

### 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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

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 2010–11 safe harbor targets are calculated using the following equation:  
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

#### Improvement (Year 1)

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

### Title I Part A Funding

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

2009–10	2010–11	2011–12
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✗
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✓	—	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 5 of 7	✗ 6 of 7	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✗ 0 of 1

#### AYP Status

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

#### Accountability Status Levels

- | Federal                               | 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**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 5 of 7 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### 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 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (2956:2802)			100%		141	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:8)	–	–	–	–	–	–	–
Black or African American (1544:1469)			100%		144	119	
Hispanic or Latino (1339:1266)			99%		138	119	
Asian or Native Hawaiian/Other Pacific Islander (38:37)		–	–		162	106	
White (13:11)	–	–	–	–	–	–	–
Multiracial (12:11)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (309:293)			100%		77	116	87    89
Limited English Proficient (461:600)			99%		114	118	115    123
Economically Disadvantaged (1891:1772)			100%		138	119	
<b>Final AYP Determination</b>	 5 of 7						
<b>Non-Accountability Groups</b>							
Female (1433:1358)			100%		151	119	
Male (1523:1444)			100%		132	119	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 6 of 7 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

### 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 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (2959:2824)			100%		152	135	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:8)	–	–	–	–	–	–	–
Black or African American (1546:1469)			100%		152	134	
Hispanic or Latino (1340:1288)			100%		150	134	
Asian or Native Hawaiian/Other Pacific Islander (38:37)		–	–		181	121	
White (13:11)	–	–	–	–	–	–	–
Multiracial (12:11)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (310:293)			99%		94	131	100    105
Limited English Proficient (462:625)			99%		136	133	
Economically Disadvantaged (1893:1795)			100%		151	134	
<b>Final AYP Determination</b>	 6 of 7						
<b>Non-Accountability Groups</b>							
Female (1433:1376)			100%		155	134	
Male (1526:1448)			99%		148	134	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

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

**Prospective Status** This district will be in good standing in 2012-13. [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 2010–11 2011–12		
<b>Accountability Groups</b>										
<b>All Students</b> (1021:978)		Qualified		100%		177	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–		–	
Black or African American (540:513)		Qualified		99%		179	100			
Hispanic or Latino (463:448)		Qualified		100%		173	100			
Asian or Native Hawaiian/Other Pacific Islander (8:7)	–	–	–	–	–	–	–		–	
White (4:4)	–	–	–	–	–	–	–		–	
Multiracial (3:3)	–	–	–	–	–	–	–		–	
<b>Other Groups</b>										
Students with Disabilities (109:100)		Qualified		98%		154	100			
Limited English Proficient (163:221)		Qualified		100%		169	100			
Economically Disadvantaged (652:617)		Qualified		100%		177	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (495:481)				100%		180	100			
Male (526:497)				99%		173	100			
Migrant (0:0)										

#### Symbols

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

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

## Secondary-Level English Language Arts

**Accountability Status**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

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

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (510:496)			100%		179	178	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (327:329)			100%		178	177	
Hispanic or Latino (173:159)			99%		181	175	
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—	—
White (5:3)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (36:52)		—	—		112	170	138 <sup>‡</sup> 121
Limited English Proficient (38:42)		—	—		131	168	20    138
Economically Disadvantaged (213:221)			100%		183	176	
<b>Final AYP Determination</b>	 5 of 6						
<b>Non-Accountability Groups</b>							
Female (262:249)			99%		185	176	
Male (248:247)			100%		173	176	
Migrant (0:0)							

#### Symbols

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

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

## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

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

### Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (510:496)			100%		181	175		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–		–
Black or African American (327:329)			100%		181	174		
Hispanic or Latino (173:159)			100%		182	172		
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–		–
White (5:3)	–	–	–	–	–	–		–
Multiracial (0:0)	–	–	–	–	–	–		–
<b>Other Groups</b>								
Students with Disabilities (36:52)		–	–		125	167	124‡	133
Limited English Proficient (38:42)		–	–		162	165	20	166
Economically Disadvantaged (213:221)			100%		186	173		
<b>Final AYP Determination</b>	 5 of 6							
<b>Non-Accountability Groups</b>								
Female (262:249)			100%		190	173		
Male (248:247)			100%		172	173		
Migrant (0:0)								

#### Symbols

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

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

## Graduation Rate

**Accountability Status for This Indicator (2011–12)**  Good Standing

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

**Prospective Status** A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (494)			78%	80%	80%
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (321)			79%	80%	80%
Hispanic or Latino (162)			75%	80%	74%
Asian or Native Hawaiian/Other Pacific Islander (8)		—	—	—	
White (3)		—	—	—	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (51)			41%	80%	56%
Limited English Proficient (29)		—	—	—	
Economically Disadvantaged (219)			85%	80%	
<b>Final AYP Determination</b>	 0 of 1				
<b>Non-Accountability Groups</b>					
Female (249)			82%	80%	
Male (245)			74%	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 2006 total cohort through June 2011 (after 5 years) for this district is **83%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

---

**In Good Standing**

6 schools identified 75% of total

CALIFORNIA AVENUE ELEMENTARY SCHOOL  
GRAND AVENUE ELEMENTARY SCHOOL  
NORTHERN PARKWAY ELEMENTARY SCHOOL  
SMITH STREET ELEMENTARY SCHOOL  
TURTLE HOOK MIDDLE SCHOOL  
WALNUT STREET ELEMENTARY SCHOOL

---

**Improvement (year 1) Basic**

1 school identified 13% of total

UNIONDALE HIGH SCHOOL

---

**Improvement (year 1) Focused**

1 school identified 13% of total

LAWRENCE ROAD MIDDLE SCHOOL

---

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			441
Grade 4	56%			492
Grade 5	47%			497
Grade 6	52%			495
Grade 7	44%			431
Grade 8	45%			492

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	56%			448
Grade 4	73%			499
Grade 5	62%			506
Grade 6	51%			501
Grade 7	58%			439
Grade 8	39%			502

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	95%			500
Grade 8	62%			501

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	80%			548
Mathematics	81%			548

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### Mathematics

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs](http://www.p12.nysed.gov/irs).

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

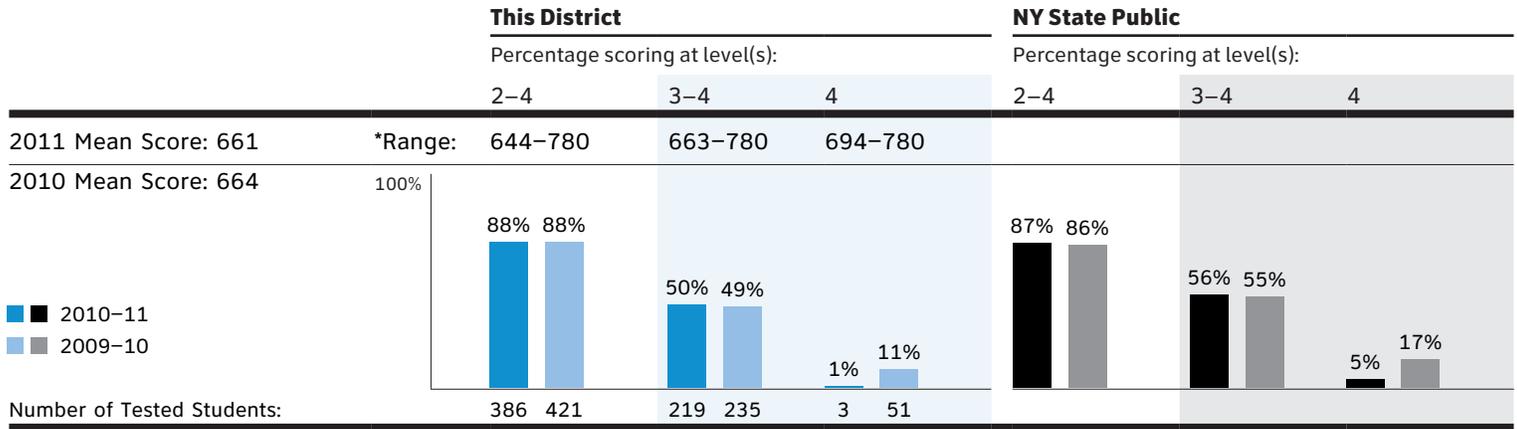
This is an urban or suburban school district with high student needs in relation to district resource capacity.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>441</b>	<b>88%</b>	<b>50%</b>	<b>1%</b>	<b>481</b>	<b>88%</b>	<b>49%</b>	<b>11%</b>
Female	206	89%	55%	0%	239	91%	51%	15%
Male	235	86%	45%	1%	242	84%	46%	7%
American Indian or Alaska Native								
Black or African American	207	86%	51%	0%	239	87%	52%	11%
Hispanic or Latino	213	88%	48%	0%	230	88%	44%	10%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	64%	14%	5	80%	60%	20%
White	1	-	-	-	4	-	-	-
Multiracial	6	-	-	-	3	-	-	-
Small Group Totals	7	71%	29%	0%	7	100%	71%	14%
General-Education Students	399	91%	54%	1%	445	92%	53%	11%
Students with Disabilities	42	50%	7%	0%	36	33%	3%	0%
English Proficient	348	89%	54%	1%	370	90%	57%	13%
Limited English Proficient	93	81%	32%	0%	111	80%	22%	3%
Economically Disadvantaged	293	87%	47%	0%	334	88%	46%	10%
Not Disadvantaged	148	89%	55%	2%	147	87%	56%	12%
Migrant								
Not Migrant	441	88%	50%	1%	481	88%	49%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	7	5	4	8	5	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	6	N/A	N/A	N/A	8	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	7	N/A	N/A	N/A	9	N/A	N/A	N/A

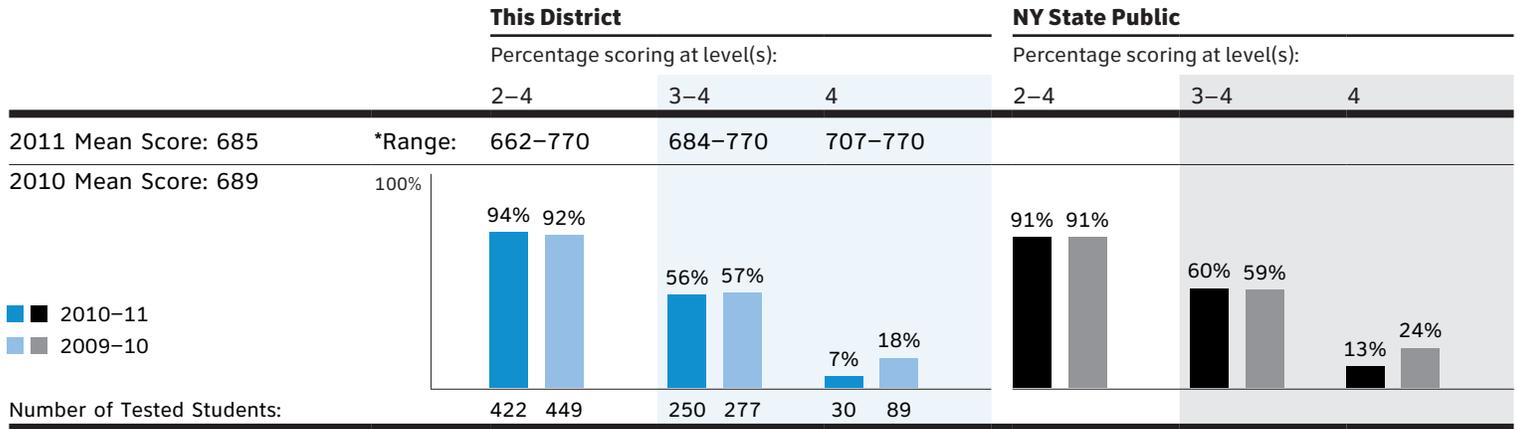
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>448</b>	<b>94%</b>	<b>56%</b>	<b>7%</b>	<b>487</b>	<b>92%</b>	<b>57%</b>	<b>18%</b>
Female	208	96%	55%	5%	243	93%	58%	17%
Male	240	93%	57%	8%	244	91%	55%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	208	95%	56%	7%	246	91%	57%	17%
Hispanic or Latino	218	94%	55%	6%	228	93%	56%	20%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	21%	5	100%	80%	0%
White	1	-	-	-	4	-	-	-
Multiracial	6	-	-	-	4	-	-	-
Small Group Totals	8	75%	38%	0%	8	88%	75%	38%
General-Education Students	406	97%	59%	7%	452	95%	60%	20%
Students with Disabilities	42	69%	21%	0%	35	54%	17%	0%
English Proficient	348	96%	61%	8%	368	93%	64%	23%
Limited English Proficient	100	89%	37%	2%	119	88%	36%	4%
Economically Disadvantaged	299	93%	51%	4%	343	92%	55%	16%
Not Disadvantaged	149	97%	66%	11%	144	92%	63%	23%
Migrant								
Not Migrant	448	94%	56%	7%	487	92%	57%	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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

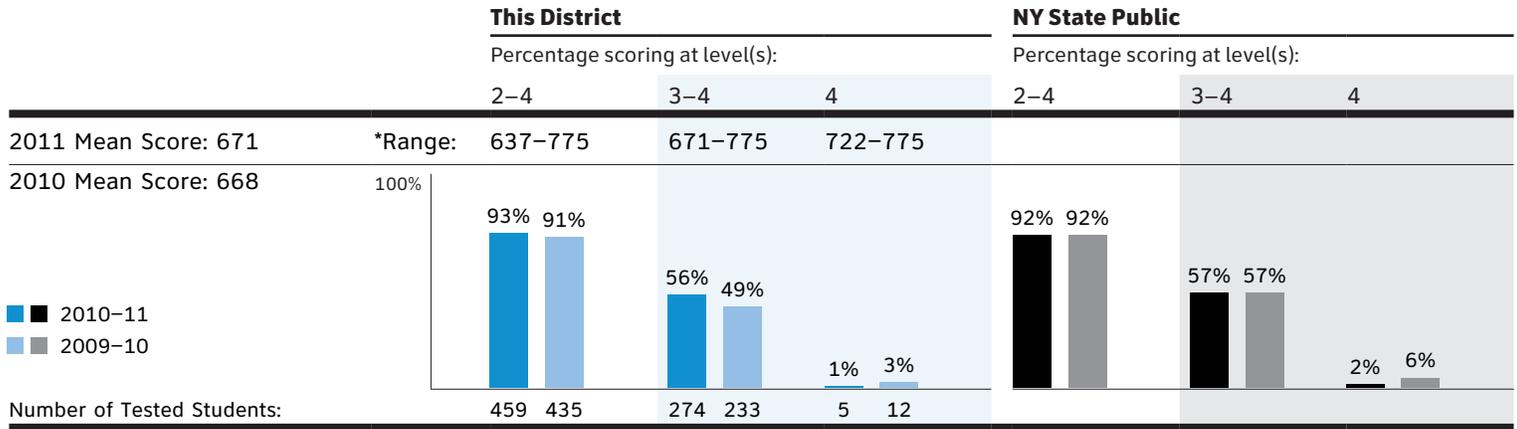
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	5	0	8	8	5	4

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

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



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>492</b>	<b>93%</b>	<b>56%</b>	<b>1%</b>	<b>480</b>	<b>91%</b>	<b>49%</b>	<b>3%</b>
Female	250	96%	62%	0%	235	95%	51%	3%
Male	242	91%	49%	2%	245	87%	46%	2%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	250	93%	56%	2%	248	93%	48%	2%
Hispanic or Latino	232	94%	55%	0%	222	88%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	1	-	-	-	5	80%	40%	0%
Multiracial	2	-	-	-				
Small Group Totals	10	80%	70%	0%	5	100%	80%	0%
General-Education Students	433	98%	63%	1%	432	96%	53%	3%
Students with Disabilities	59	61%	2%	0%	48	44%	10%	0%
English Proficient	397	95%	63%	1%	380	94%	55%	3%
Limited English Proficient	95	86%	25%	0%	100	78%	23%	0%
Economically Disadvantaged	334	93%	52%	1%	345	91%	45%	2%
Not Disadvantaged	158	95%	63%	2%	135	90%	58%	3%
Migrant					1	-	-	-
Not Migrant	492	93%	56%	1%	479	-	-	-

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	9	9	7	4	10	8	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	9	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	6	N/A	N/A	N/A	8	N/A	N/A	N/A

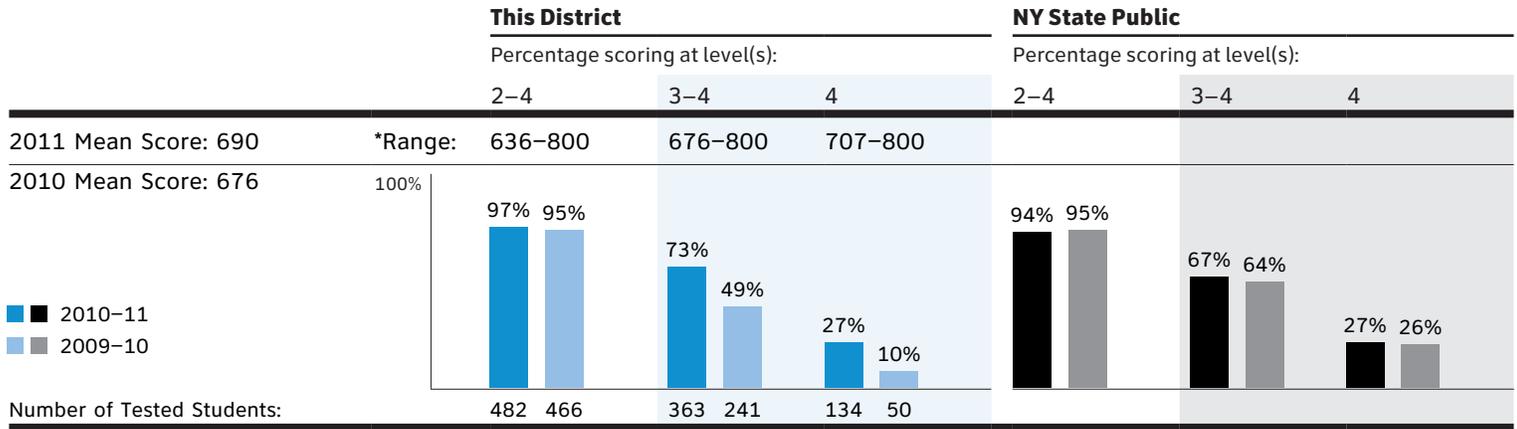
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>499</b>	<b>97%</b>	<b>73%</b>	<b>27%</b>	<b>491</b>	<b>95%</b>	<b>49%</b>	<b>10%</b>
Female	254	97%	74%	26%	242	96%	51%	10%
Male	245	96%	71%	28%	249	94%	47%	10%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	251	95%	73%	25%	253	96%	53%	9%
Hispanic or Latino	238	98%	72%	27%	228	93%	43%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	1	-	-	-	5	80%	60%	20%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	90%	50%	5	100%	80%	20%
General-Education Students	439	99%	81%	31%	442	98%	53%	11%
Students with Disabilities	60	77%	12%	0%	49	71%	10%	2%
English Proficient	398	96%	79%	32%	381	98%	57%	13%
Limited English Proficient	101	97%	49%	7%	110	85%	23%	1%
Economically Disadvantaged	341	96%	72%	26%	353	95%	46%	8%
Not Disadvantaged	158	97%	73%	28%	138	95%	58%	17%
Migrant					1	-	-	-
Not Migrant	499	97%	73%	27%	490	-	-	-

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

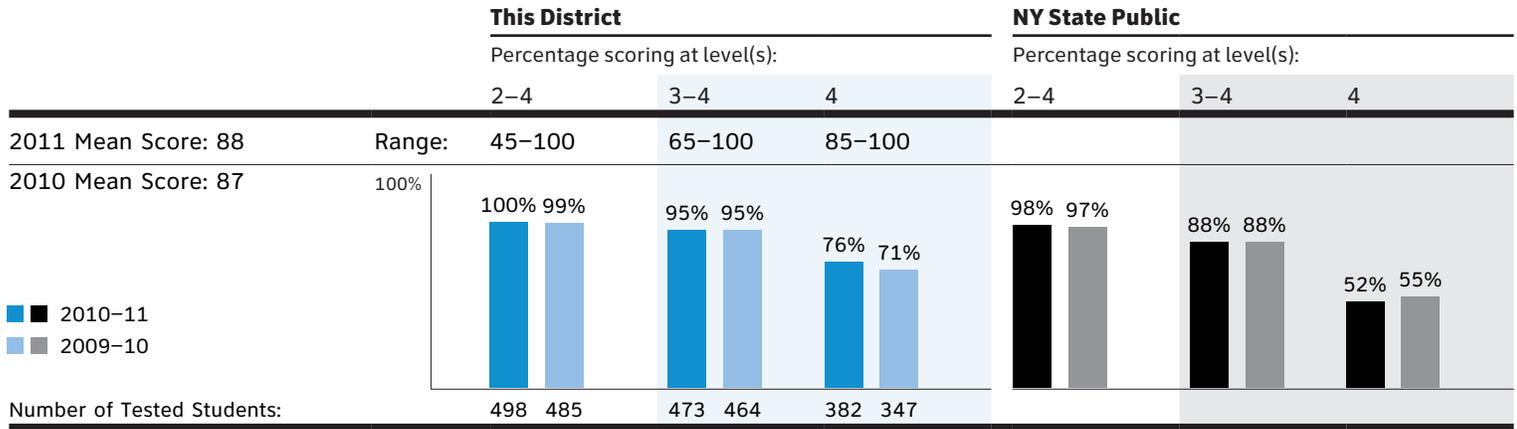
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	8	2	10	10	5	1

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 4 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>500</b>	<b>100%</b>	<b>95%</b>	<b>76%</b>	<b>489</b>	<b>99%</b>	<b>95%</b>	<b>71%</b>
Female	254	100%	94%	78%	242	99%	95%	74%
Male	246	100%	95%	75%	247	100%	95%	68%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	252	100%	95%	77%	251	100%	95%	73%
Hispanic or Latino	238	99%	95%	76%	228	99%	95%	68%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	1	-	-	-	5	100%	80%	60%
Multiracial	2	-	-	-				
Small Group Totals	10	100%	90%	80%	5	100%	100%	100%
General-Education Students	440	100%	98%	85%	440	100%	97%	76%
Students with Disabilities	60	97%	73%	15%	49	94%	78%	29%
English Proficient	399	100%	97%	84%	380	99%	97%	78%
Limited English Proficient	101	99%	86%	48%	109	98%	86%	45%
Economically Disadvantaged	341	100%	94%	74%	352	100%	95%	69%
Not Disadvantaged	159	99%	96%	81%	137	98%	93%	76%
Migrant					1	-	-	-
Not Migrant	500	100%	95%	76%	488	-	-	-

**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

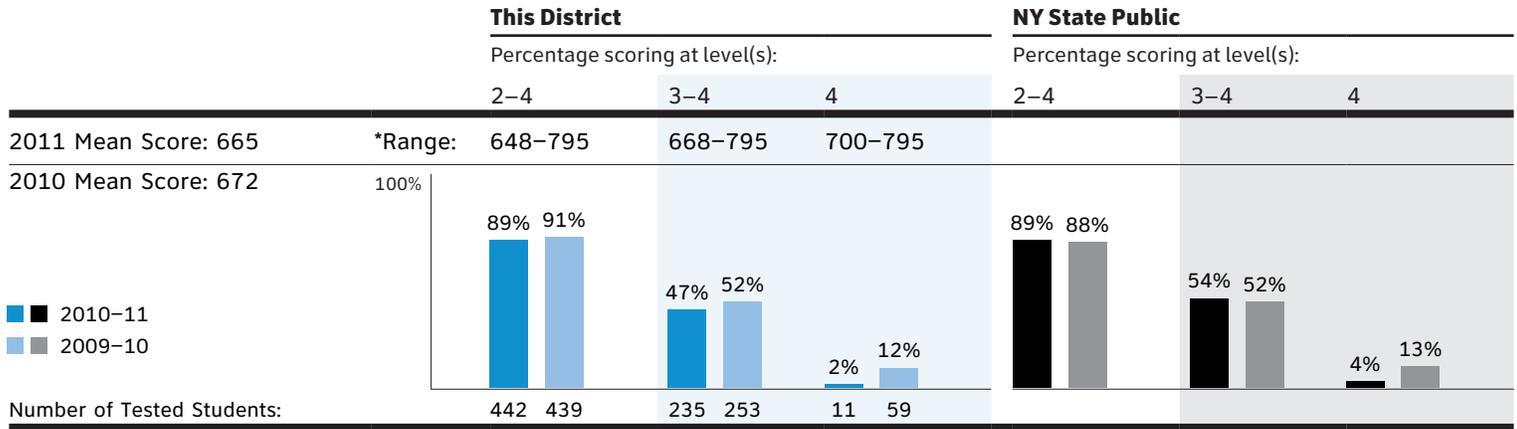
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	9	6	10	10	8	2

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

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



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>497</b>	<b>89%</b>	<b>47%</b>	<b>2%</b>	<b>484</b>	<b>91%</b>	<b>52%</b>	<b>12%</b>
Female	234	93%	55%	3%	241	91%	58%	14%
Male	263	86%	41%	2%	243	90%	47%	10%
American Indian or Alaska Native	3	-	-	-				
Black or African American	256	90%	47%	2%	261	92%	54%	13%
Hispanic or Latino	232	88%	47%	2%	215	90%	50%	12%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	2	-	-	-	5	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	9	89%	56%	11%	8	75%	50%	0%
General-Education Students	444	94%	52%	2%	444	93%	57%	13%
Students with Disabilities	53	47%	9%	0%	40	65%	5%	0%
English Proficient	413	93%	55%	3%	427	95%	58%	14%
Limited English Proficient	84	67%	8%	0%	57	61%	12%	2%
Economically Disadvantaged	338	89%	43%	1%	315	89%	49%	11%
Not Disadvantaged	159	88%	55%	4%	169	93%	58%	15%
Migrant								
Not Migrant	497	89%	47%	2%	484	91%	52%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	10	10	9	3	10	10	8	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	9	N/A	N/A	N/A	5	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	9	N/A	N/A	N/A	6	N/A	N/A	N/A

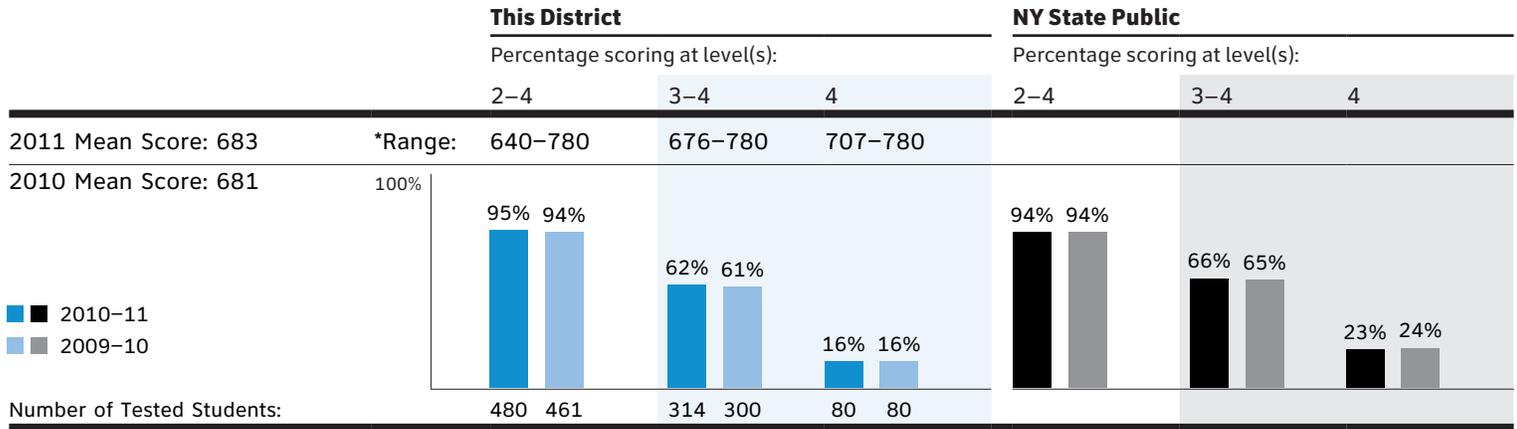
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>506</b>	<b>95%</b>	<b>62%</b>	<b>16%</b>	<b>489</b>	<b>94%</b>	<b>61%</b>	<b>16%</b>
Female	236	97%	63%	15%	244	94%	59%	16%
Male	270	93%	61%	17%	245	95%	64%	17%
American Indian or Alaska Native	4	-	-	-				
Black or African American	259	95%	61%	17%	265	94%	60%	16%
Hispanic or Latino	236	94%	62%	15%	216	94%	63%	18%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	3	-	-	-	5	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	11	91%	73%	9%	8	100%	50%	0%
General-Education Students	453	97%	67%	17%	449	96%	65%	18%
Students with Disabilities	53	74%	19%	4%	40	78%	15%	0%
English Proficient	412	97%	68%	19%	427	97%	66%	19%
Limited English Proficient	94	86%	36%	2%	62	77%	27%	2%
Economically Disadvantaged	348	94%	60%	13%	319	93%	61%	15%
Not Disadvantaged	158	97%	67%	22%	170	97%	63%	19%
Migrant								
Not Migrant	506	95%	62%	16%	489	94%	61%	16%

#### NOTES

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

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### Other Assessments

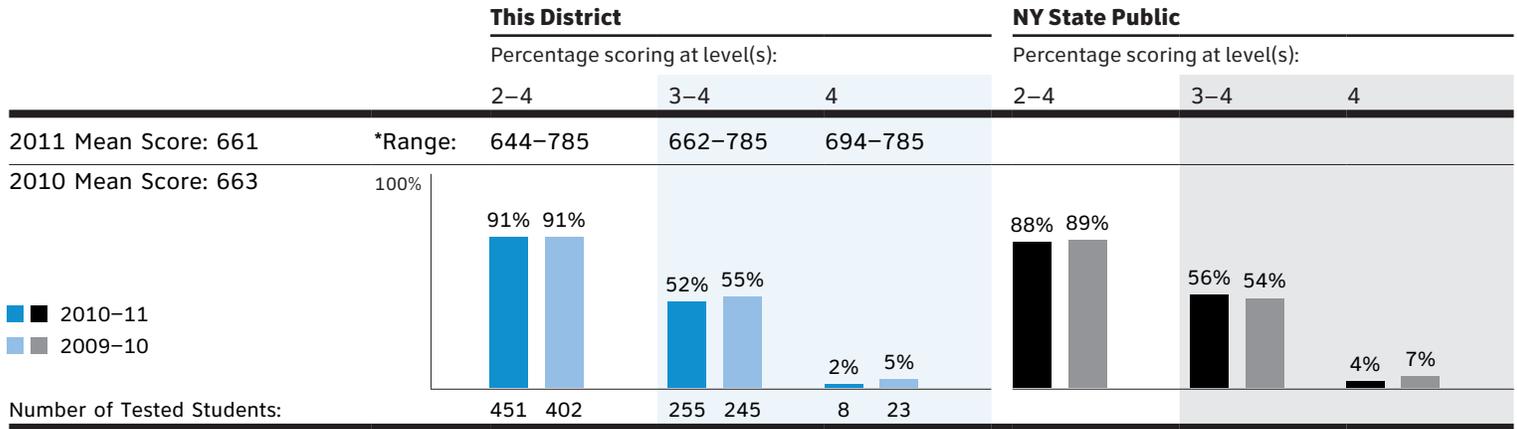
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	7	2	10	10	10	2

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

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



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>495</b>	<b>91%</b>	<b>52%</b>	<b>2%</b>	<b>444</b>	<b>91%</b>	<b>55%</b>	<b>5%</b>
Female	244	93%	57%	1%	220	93%	59%	7%
Male	251	90%	46%	2%	224	88%	51%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	265	93%	52%	3%	256	91%	54%	5%
Hispanic or Latino	220	89%	51%	0%	179	90%	58%	5%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	6	-	-	-
White	2	-	-	-	1	-	-	-
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	10	100%	50%	0%	9	89%	56%	0%
General-Education Students	457	95%	55%	2%	412	94%	59%	6%
Students with Disabilities	38	50%	5%	0%	32	47%	6%	0%
English Proficient	437	95%	57%	2%	409	95%	60%	6%
Limited English Proficient	58	62%	7%	0%	35	43%	3%	0%
Economically Disadvantaged	316	89%	51%	1%	280	89%	52%	4%
Not Disadvantaged	179	94%	53%	2%	164	93%	61%	7%
Migrant								
Not Migrant	495	91%	52%	2%	444	91%	55%	5%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 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	12	12	8	3	5	5	5	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	7	N/A	N/A	N/A	4	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	7	N/A	N/A	N/A	5	N/A	N/A	N/A

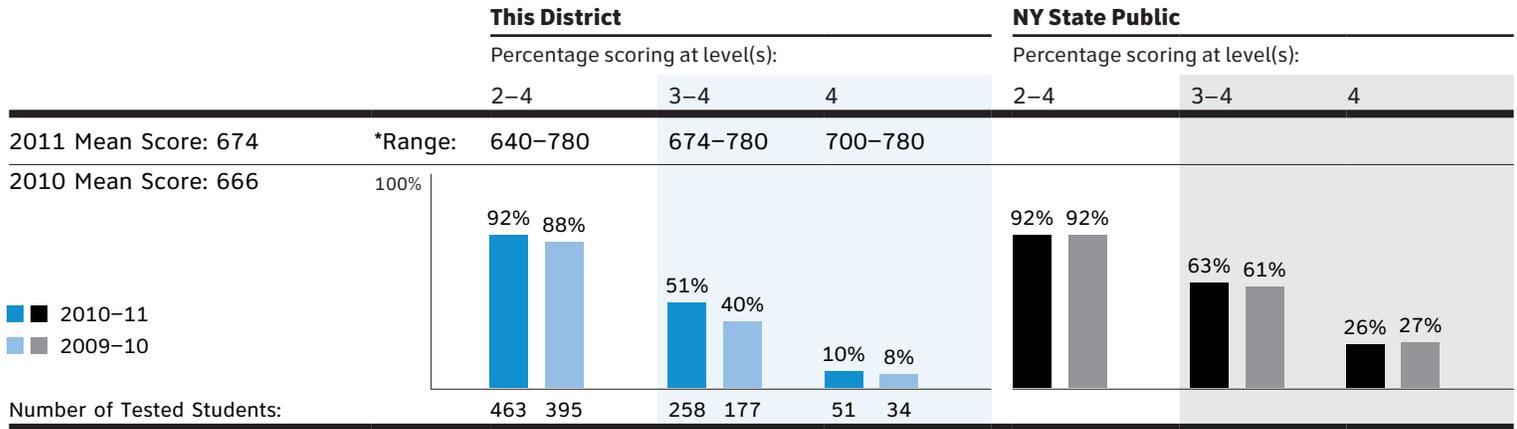
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>501</b>	<b>92%</b>	<b>51%</b>	<b>10%</b>	<b>447</b>	<b>88%</b>	<b>40%</b>	<b>8%</b>
Female	249	93%	53%	10%	222	91%	39%	9%
Male	252	92%	50%	10%	225	86%	40%	7%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	265	94%	52%	11%	257	86%	39%	7%
Hispanic or Latino	226	91%	50%	9%	181	91%	38%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	6	-	-	-
White	2	-	-	-	1	-	-	-
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	10	100%	70%	10%	9	100%	78%	11%
General-Education Students	463	95%	55%	11%	415	92%	43%	8%
Students with Disabilities	38	55%	8%	0%	32	44%	0%	0%
English Proficient	436	96%	58%	11%	408	91%	43%	8%
Limited English Proficient	65	69%	11%	2%	39	64%	8%	0%
Economically Disadvantaged	323	91%	50%	8%	283	88%	34%	6%
Not Disadvantaged	178	94%	54%	15%	164	88%	49%	10%
Migrant								
Not Migrant	501	92%	51%	10%	447	88%	40%	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.

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### Other Assessments

	2010-11 School Year				2009-10 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	12	12	12	3	5	5	5	2

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## 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
2011 Mean Score: 662	*Range: 642-790	665-790	698-790			
2010 Mean Score: 662						
Number of Tested Students:	403	428	191	196	2	25

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>431</b>	<b>94%</b>	<b>44%</b>	<b>0%</b>	<b>476</b>	<b>90%</b>	<b>41%</b>	<b>5%</b>
Female	226	95%	55%	1%	223	94%	54%	9%
Male	205	92%	33%	0%	253	87%	30%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	245	96%	44%	1%	269	92%	42%	6%
Hispanic or Latino	176	90%	44%	0%	201	88%	40%	4%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	1	-	-	-	3	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	10	90%	60%	0%	6	83%	67%	17%
General-Education Students	401	97%	47%	0%	444	93%	43%	6%
Students with Disabilities	30	53%	7%	0%	32	50%	9%	0%
English Proficient	403	97%	47%	0%	437	93%	44%	6%
Limited English Proficient	28	50%	7%	0%	39	51%	10%	0%
Economically Disadvantaged	249	92%	44%	0%	303	88%	39%	6%
Not Disadvantaged	182	96%	45%	1%	173	93%	45%	5%
Migrant								
Not Migrant	431	94%	44%	0%	476	90%	41%	5%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	4	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	7	N/A	N/A	N/A	10	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	7	N/A	N/A	N/A	10	N/A	N/A	N/A

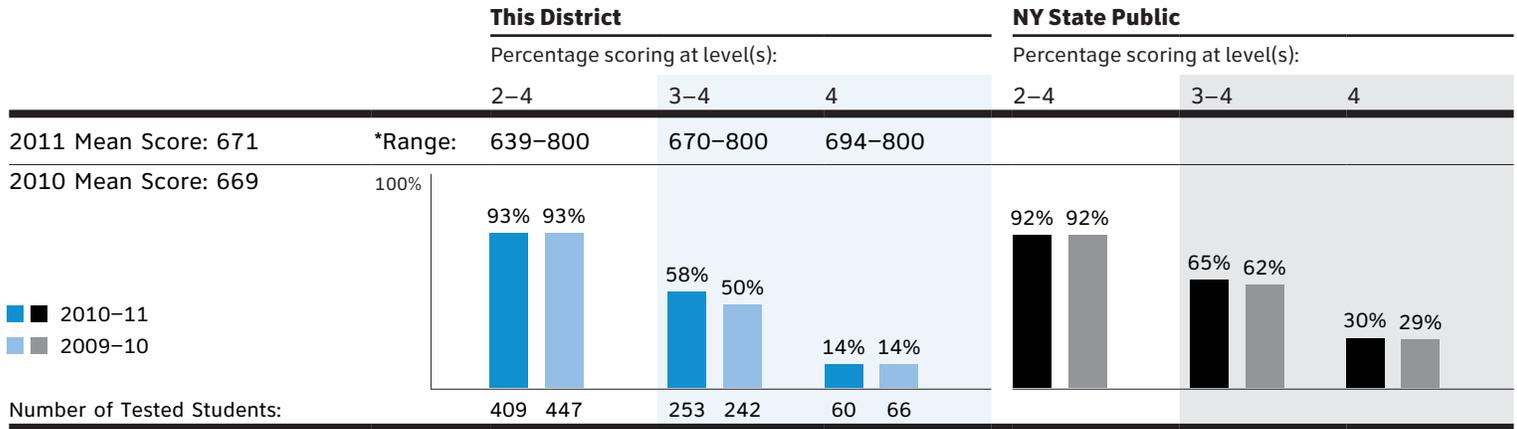
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>439</b>	<b>93%</b>	<b>58%</b>	<b>14%</b>	<b>481</b>	<b>93%</b>	<b>50%</b>	<b>14%</b>
Female	232	94%	59%	13%	226	94%	57%	19%
Male	207	93%	57%	14%	255	92%	44%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	246	95%	61%	14%	269	94%	51%	13%
Hispanic or Latino	182	91%	53%	13%	204	92%	50%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	2	-	-	-	3	-	-	-
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	11	82%	64%	18%	8	88%	38%	25%
General-Education Students	409	95%	61%	15%	449	96%	53%	15%
Students with Disabilities	30	63%	7%	0%	32	50%	9%	0%
English Proficient	404	96%	61%	15%	432	95%	54%	15%
Limited English Proficient	35	63%	14%	3%	49	76%	16%	0%
Economically Disadvantaged	255	93%	58%	11%	308	93%	51%	12%
Not Disadvantaged	184	94%	58%	17%	173	93%	49%	16%
Migrant								
Not Migrant	439	93%	58%	14%	481	93%	50%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

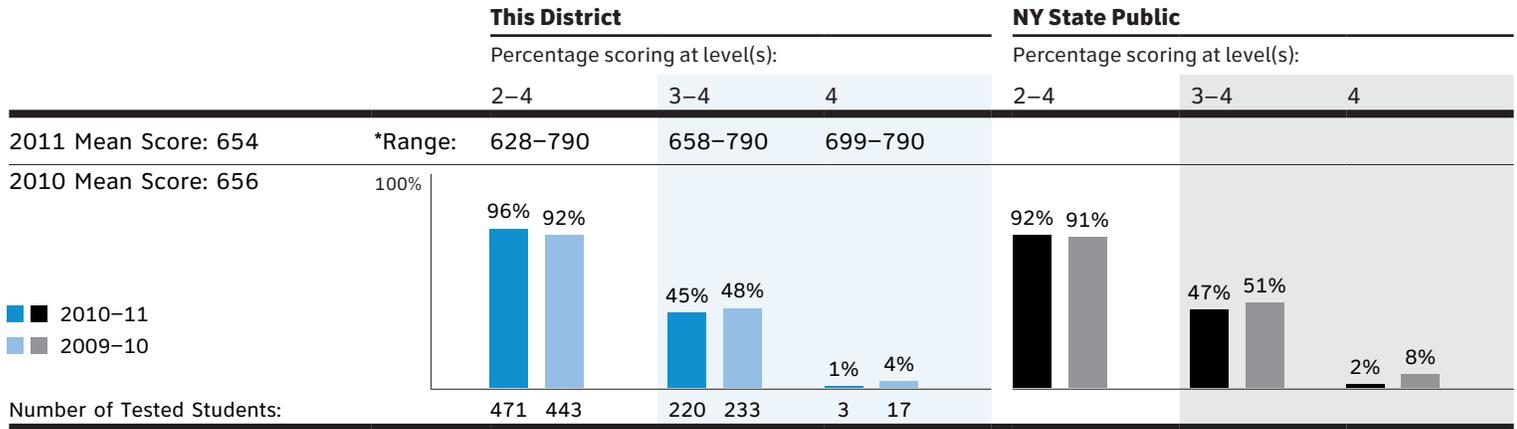
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	4	0	4	-	-	-

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

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



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>492</b>	<b>96%</b>	<b>45%</b>	<b>1%</b>	<b>481</b>	<b>92%</b>	<b>48%</b>	<b>4%</b>
Female	230	97%	57%	1%	217	94%	54%	6%
Male	262	95%	34%	0%	264	91%	44%	2%
American Indian or Alaska Native								
Black or African American	276	97%	50%	1%	273	93%	52%	4%
Hispanic or Latino	210	93%	38%	0%	201	90%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	-	-	-
White	2	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	6	100%	50%	0%	7	100%	57%	0%
General-Education Students	460	97%	48%	1%	445	94%	52%	4%
Students with Disabilities	32	75%	3%	0%	36	72%	6%	0%
English Proficient	444	98%	49%	1%	442	95%	52%	4%
Limited English Proficient	48	79%	4%	0%	39	56%	8%	0%
Economically Disadvantaged	296	96%	42%	1%	284	89%	48%	4%
Not Disadvantaged	196	96%	49%	1%	197	96%	50%	3%
Migrant								
Not Migrant	492	96%	45%	1%	481	92%	48%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	8	8	8	6	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	10	N/A	N/A	N/A	13	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	10	N/A	N/A	N/A	13	N/A	N/A	N/A

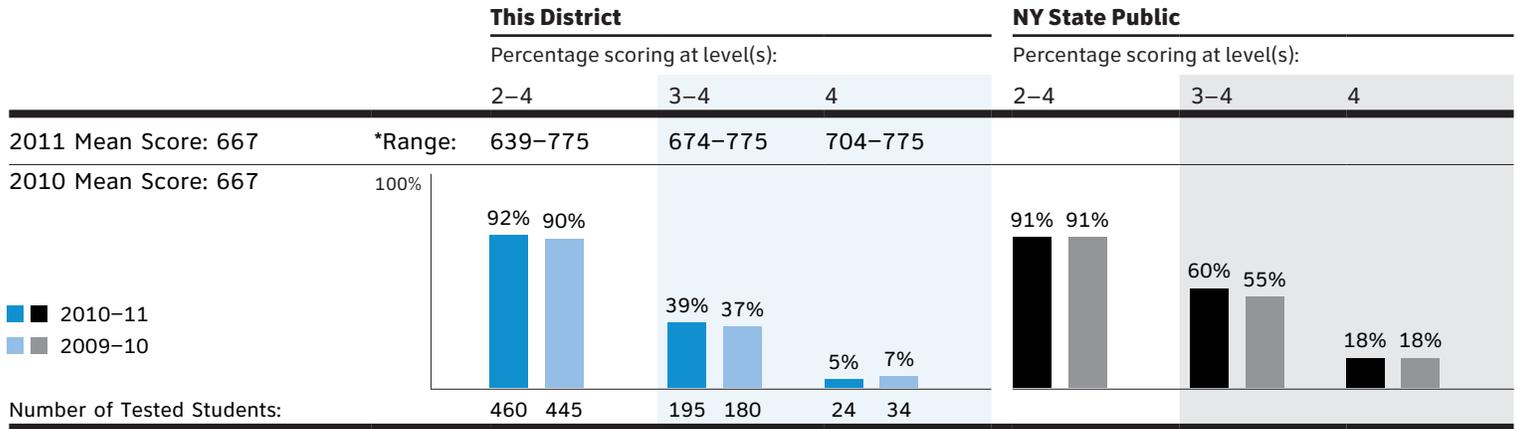
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>502</b>	<b>92%</b>	<b>39%</b>	<b>5%</b>	<b>493</b>	<b>90%</b>	<b>37%</b>	<b>7%</b>
Female	238	94%	48%	7%	224	92%	43%	9%
Male	264	89%	31%	3%	269	88%	31%	5%
American Indian or Alaska Native								
Black or African American	276	94%	41%	5%	279	92%	39%	8%
Hispanic or Latino	220	89%	35%	4%	207	88%	33%	6%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	-	-	-
White	2	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	6	100%	50%	17%	7	100%	43%	0%
General-Education Students	470	94%	41%	5%	457	92%	39%	7%
Students with Disabilities	32	50%	9%	0%	36	67%	11%	0%
English Proficient	442	94%	41%	5%	441	93%	40%	8%
Limited English Proficient	60	72%	20%	0%	52	71%	8%	0%
Economically Disadvantaged	304	92%	39%	4%	294	88%	35%	6%
Not Disadvantaged	198	90%	38%	7%	199	93%	39%	8%
Migrant								
Not Migrant	502	92%	39%	5%	493	90%	37%	7%

#### NOTES

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

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	8	7	7	1	4	-	-	-

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

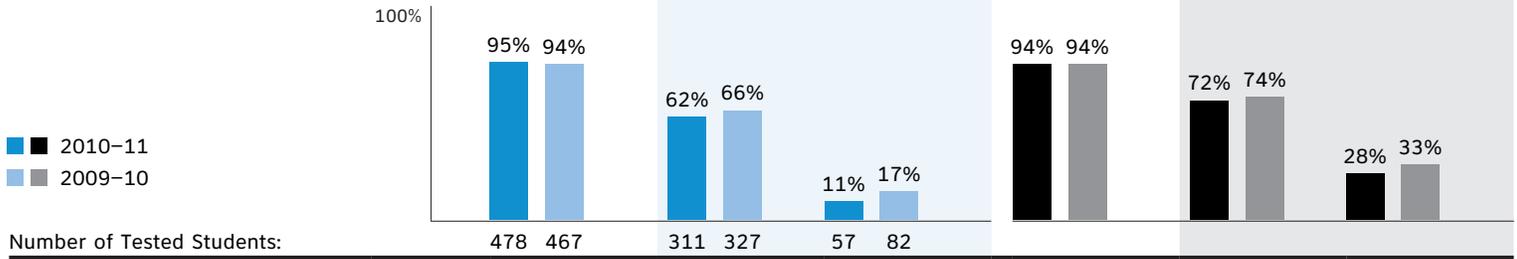
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

478 467

311 327

57 82

## Results by Student Group

### 2010-11 School Year

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

### 2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>501</b>	<b>95%</b>	<b>62%</b>	<b>11%</b>	<b>495</b>	<b>94%</b>	<b>66%</b>	<b>17%</b>
Female	239	97%	67%	13%	226	95%	65%	15%
Male	262	94%	57%	10%	269	94%	67%	18%
American Indian or Alaska Native								
Black or African American	274	97%	67%	11%	278	95%	71%	18%
Hispanic or Latino	221	94%	55%	11%	210	94%	59%	15%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	5	-	-	-
White	2	-	-	-	2	-	-	-
Multiracial								
Small Group Totals	6	100%	100%	33%	7	100%	86%	29%
General-Education Students	471	96%	65%	12%	461	95%	69%	18%
Students with Disabilities	30	80%	17%	3%	34	82%	24%	0%
English Proficient	441	97%	68%	13%	443	96%	72%	19%
Limited English Proficient	60	85%	20%	0%	52	77%	17%	0%
Economically Disadvantaged	301	96%	61%	11%	295	93%	63%	15%
Not Disadvantaged	200	95%	64%	13%	200	97%	70%	19%
Migrant								
Not Migrant	501	95%	62%	11%	495	94%	66%	17%

### 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

### 2010-11 School Year

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

### 2009-10 School Year

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

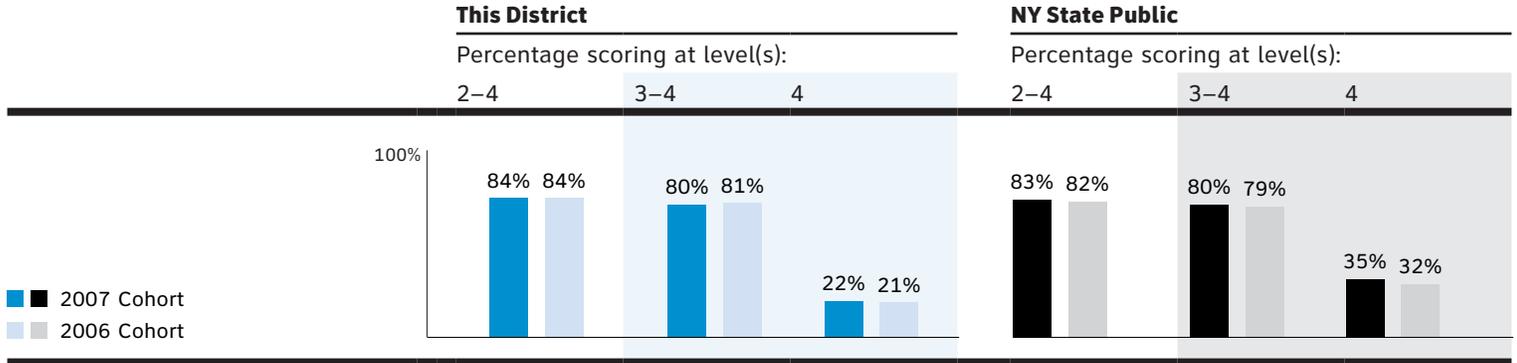
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	4
Regents Science	0	0

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

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

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>548</b>	<b>84%</b>	<b>80%</b>	<b>22%</b>	<b>507</b>	<b>84%</b>	<b>81%</b>	<b>21%</b>
Female	275	87%	84%	28%	254	86%	85%	29%
Male	273	81%	76%	15%	253	81%	76%	12%
American Indian or Alaska Native	2	-	-	-				
Black or African American	355	85%	81%	23%	329	87%	84%	21%
Hispanic or Latino	184	83%	79%	18%	166	78%	75%	16%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	9	-	-	-
White	3	-	-	-	3	-	-	-
Multiracial								
Small Group Totals	9	89%	67%	56%	12	83%	75%	58%
General-Education Students	490	89%	86%	24%	457	87%	85%	23%
Students with Disabilities	58	40%	29%	2%	50	52%	38%	0%
English Proficient	505	86%	83%	24%	474	87%	84%	22%
Limited English Proficient	43	58%	44%	0%	33	36%	36%	0%
Economically Disadvantaged	238	89%	85%	20%	228	89%	86%	22%
Not Disadvantaged	310	80%	76%	24%	279	79%	76%	19%
Migrant								
Not Migrant	548	84%	80%	22%	507	84%	81%	21%

#### NOTES

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

\* 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.

\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **UNIONDALE UNION FREE SCHOOL DISTRICT**

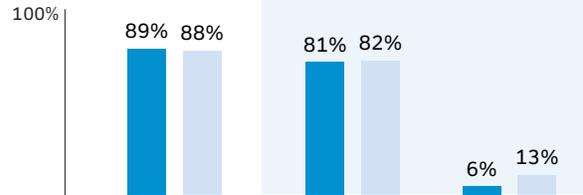
District ID **28-02-02-03-0000**

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

### This District

Percentage scoring at level(s):

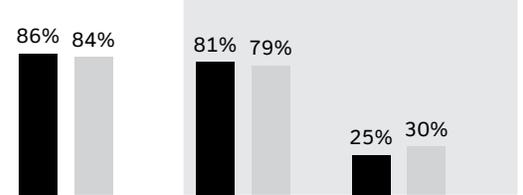
2-4      3-4      4



### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



■ 2007 Cohort  
■ 2006 Cohort

## Results by Student Group

	2007 Cohort				2006 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
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Female	275	93%	87%	5%	254	93%	85%	14%
Male	273	84%	75%	7%	253	82%	78%	13%
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Hispanic or Latino	184	89%	80%	4%	166	85%	78%	8%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	9	-	-	-
White	3	-	-	-	3	-	-	-
Multiracial								
Small Group Totals	9	89%	89%	11%	12	92%	83%	50%
General-Education Students	490	93%	86%	7%	457	92%	87%	15%
Students with Disabilities	58	55%	36%	0%	50	50%	32%	0%
English Proficient	505	89%	82%	7%	474	88%	83%	14%
Limited English Proficient	43	84%	65%	0%	33	76%	61%	3%
Economically Disadvantaged	238	93%	86%	5%	228	92%	85%	14%
Not Disadvantaged	310	85%	77%	7%	279	84%	79%	13%
Migrant								
Not Migrant	548	89%	81%	6%	507	88%	82%	13%

### NOTES

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