



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **COPIAGUE UNION FREE SCHOOL
DISTRICT**

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

Superintendent **CHARLES LEUNIG**

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

This District's Report Card

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

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 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

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

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	203	180	218
Kindergarten	346	333	359
Grade 1	336	376	335
Grade 2	342	348	383
Grade 3	341	349	347
Grade 4	337	344	363
Grade 5	363	351	347
Grade 6	352	369	344
Ungraded Elementary	2	1	5
Grade 7	334	356	387
Grade 8	364	342	363
Grade 9	390	405	404
Grade 10	384	366	392
Grade 11	354	376	330
Grade 12	345	344	357
Ungraded Secondary	2	3	4
Total K-12	4592	4663	4720

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	23	23
Grade 8			
English	22	23	23
Mathematics	22	21	21
Science	23	23	24
Social Studies	22	20	22
Grade 10			
English	20	22	22
Mathematics	20	19	17
Science	21	22	12
Social Studies	20	20	16

Enrollment Information

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

Average Class Size Information

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

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

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2104	46%	1940	42%	2379	50%
Reduced-Price Lunch	644	14%	518	11%	552	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	729	16%	682	15%	676	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	4	0%	5	0%
Black or African American	1448	32%	1444	31%	1416	30%
Hispanic or Latino	1993	43%	2119	45%	2238	47%
Asian or Native Hawaiian/Other Pacific Islander	86	2%	84	2%	83	2%
White	1060	23%	1012	22%	963	20%
Multiracial	0	0%	0	0%	15	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		95%
Student Suspensions	421	9%	267	6%	298	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	350	346	328
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	6%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	51%	52%	56%
Total Number of Core Classes	1062	936	848
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%
Total Number of Classes	1322	1323	1196
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	17%	37%
Turnover Rate of All Teachers	12%	12%	24%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	48	43	45
Total Paraprofessionals*	56	36	30
Assistant Principals	10	9	8
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 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

12th Graders

The count of 12th 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.

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.

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 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th 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.

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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	✓	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✗ 6 of 8	✗ 6 of 8	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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 6 of 8 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
Accountability Groups							
All Students (2243:2103)			100%		143	120	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (681:637)			100%		139	118	
Hispanic or Latino (1065:987)			100%		136	119	
Asian or Native Hawaiian/Other Pacific Islander (42:41)			98%		178	107	
White (453:436)			100%		161	117	
Multiracial (2:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (329:337)			99%		82	116	97 94
Limited English Proficient (307:449)			100%		114	117	117 123
Economically Disadvantaged (1365:1248)			100%		131	119	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1069:992)			100%		152	119	
Male (1174:1111)			100%		134	119	
Migrant (2:2)			—		—	—	


Symbols

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

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

Elementary/Middle-Level Mathematics


























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

Accountability Measures 6 of 8 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
Accountability Groups							
All Students (2241:2127)			100%		154	135	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (681:640)			100%		152	133	
Hispanic or Latino (1063:1006)			100%		147	134	
Asian or Native Hawaiian/Other Pacific Islander (42:42)			100%		188	122	
White (453:437)			100%		172	132	
Multiracial (2:2)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (328:338)			100%		110	131	116 119
Limited English Proficient (305:470)			100%		129	132	132 136
Economically Disadvantaged (1364:1270)			100%		147	134	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (1068:1004)			100%		160	134	
Male (1173:1123)			100%		149	134	
Migrant (2:2)			–		–	–	

Symbols

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

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

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(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
Accountability Groups									
All Students (769:710)		Qualified		99%		184	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (225:203)		Qualified		100%		186	100		
Hispanic or Latino (367:341)		Qualified		99%		180	100		
Asian or Native Hawaiian/Other Pacific Islander (13:13)		—	—	—	—	—	—		—
White (162:152)		Qualified		99%		191	100		
Multiracial (2:1)		—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (112:113)		Qualified		97%		168	100		
Limited English Proficient (109:148)		Qualified		98%		167	100		
Economically Disadvantaged (463:417)		Qualified		99%		182	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (358:331)				99%		184	100		
Male (411:379)				99%		184	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 6 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 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
Accountability Groups							
All Students (399:376)			99%		187	177	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (157:148)			99%		187	174	
Hispanic or Latino (155:144)			99%		185	174	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—
White (79:77)			100%		190	172	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (57:61)			96%		157	171	152‡ 161
Limited English Proficient (41:47)			100%		174	169	
Economically Disadvantaged (214:199)			100%		190	175	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (206:188)			100%		193	175	
Male (193:188)			98%		181	175	
Migrant (1:2)			—		—	—	


Symbols

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

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























Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(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 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
Accountability Groups							
All Students (399:376)			99%		189	174	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (157:148)			99%		186	171	
Hispanic or Latino (155:144)			98%		188	171	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—
White (79:77)			100%		196	169	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (57:61)			96%		154	168	159 [‡] 159
Limited English Proficient (41:47)			100%		189	166	
Economically Disadvantaged (214:199)			99%		188	172	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (206:188)			100%		196	172	
Male (193:188)			98%		182	172	
Migrant (1:2)			—		—	—	

Symbols

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

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










Graduation Rate

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

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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
Accountability Groups					
All Students (428)			83%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (161)			86%	80%	
Hispanic or Latino (157)			76%	80%	71%
Asian or Native Hawaiian/Other Pacific Islander (8)		—	—	—	
White (102)			89%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (68)			68%	80%	70%
Limited English Proficient (56)			61%	80%	46%
Economically Disadvantaged (183)			86%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (214)			86%	80%	
Male (214)			81%	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 **86%** 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

3 schools identified 60% of total

GREAT NECK ROAD ELEMENTARY SCHOOL

SUSAN E WILEY SCHOOL

WALTER G O'CONNELL COPIAGUE HIGH SCHOOL

Improvement (year 1) Basic

1 school identified 20% of total

DEAUVILLE GARDENS ELEMENTARY SCHOOL

Improvement (year 1) Focused

1 school identified 20% of total

COPIAGUE MIDDLE SCHOOL

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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	61%			342
Grade 4	61%			368
Grade 5	66%			345
Grade 6	46%			342
Grade 7	35%			387
Grade 8	43%			370

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	59%			345
Grade 4	71%			380
Grade 5	76%			352
Grade 6	55%			350
Grade 7	56%			396
Grade 8	42%			379

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	93%			376
Grade 8	73%			318

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	85%			415
Mathematics	86%			415

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.

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

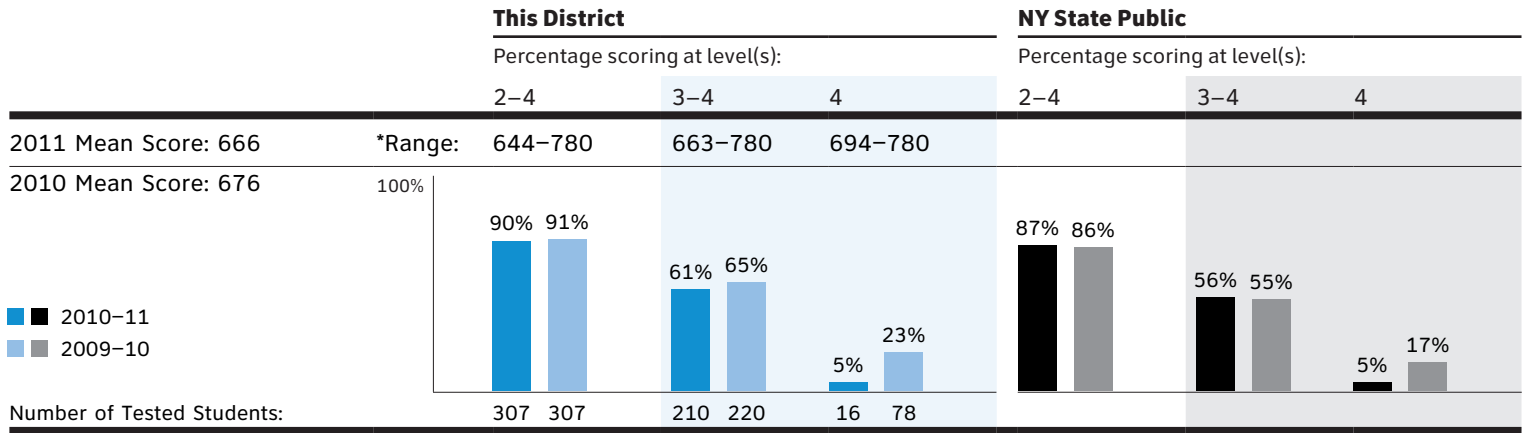
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	342	90%	61%	5%	338	91%	65%	23%
Female	163	96%	64%	6%	166	95%	72%	22%
Male	179	84%	59%	4%	172	87%	59%	24%
American Indian or Alaska Native								
Black or African American	95	91%	56%	4%	89	88%	61%	24%
Hispanic or Latino	172	89%	60%	3%	162	90%	59%	17%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	0%	7	100%	100%	43%
White	65	89%	69%	9%	80	96%	80%	34%
Multiracial								
Small Group Totals								
General-Education Students	294	95%	68%	5%	292	97%	72%	27%
Students with Disabilities	48	58%	23%	0%	46	54%	20%	0%
English Proficient	290	93%	66%	5%	281	93%	70%	26%
Limited English Proficient	52	73%	37%	2%	57	79%	40%	11%
Economically Disadvantaged	215	87%	55%	3%	199	91%	65%	22%
Not Disadvantaged	127	94%	72%	7%	139	91%	65%	24%
Migrant								
Not Migrant	342	90%	61%	5%	338	91%	65%	23%

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	7	6	6	3	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	N/A	N/A	N/A	10	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	3	N/A	N/A	N/A	10	N/A	N/A	N/A

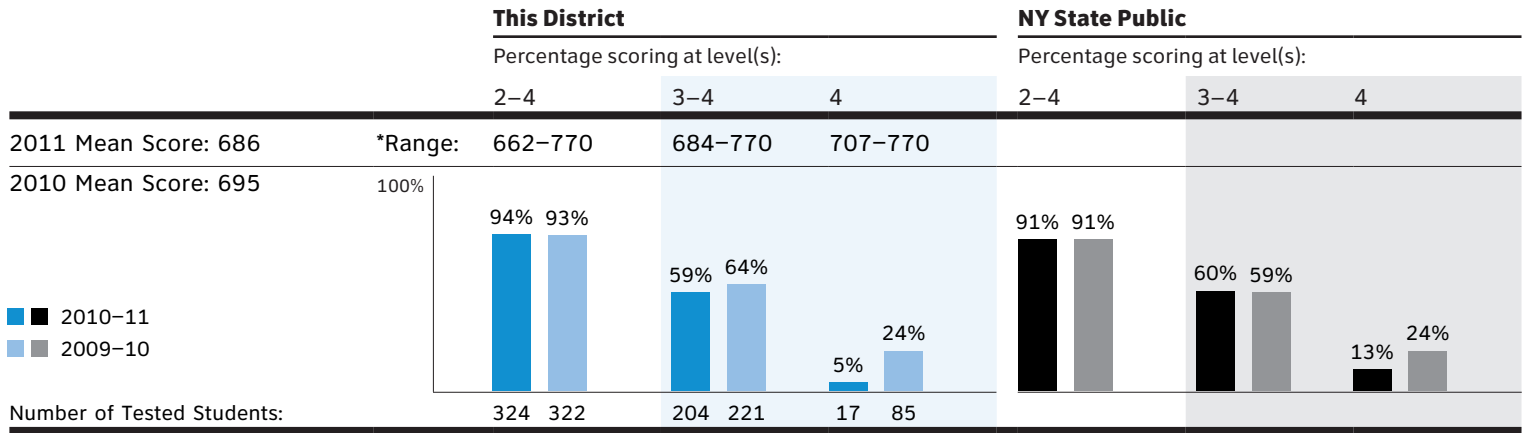
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	345	94%	59%	5%	348	93%	64%	24%
Female	166	96%	58%	2%	170	92%	66%	28%
Male	179	92%	60%	8%	178	93%	61%	21%
American Indian or Alaska Native								
Black or African American	97	96%	58%	3%	89	93%	58%	22%
Hispanic or Latino	173	92%	54%	4%	172	90%	58%	19%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	10%	7	100%	100%	71%
White	65	94%	71%	9%	80	98%	78%	35%
Multiracial								
Small Group Totals								
General-Education Students	298	97%	65%	6%	302	95%	69%	27%
Students with Disabilities	47	72%	21%	0%	46	76%	26%	7%
English Proficient	290	96%	66%	6%	281	96%	70%	29%
Limited English Proficient	55	84%	22%	0%	67	78%	34%	6%
Economically Disadvantaged	218	92%	53%	2%	207	92%	59%	22%
Not Disadvantaged	127	98%	70%	10%	141	93%	70%	28%
Migrant								
Not Migrant	345	94%	59%	5%	348	93%	64%	24%

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

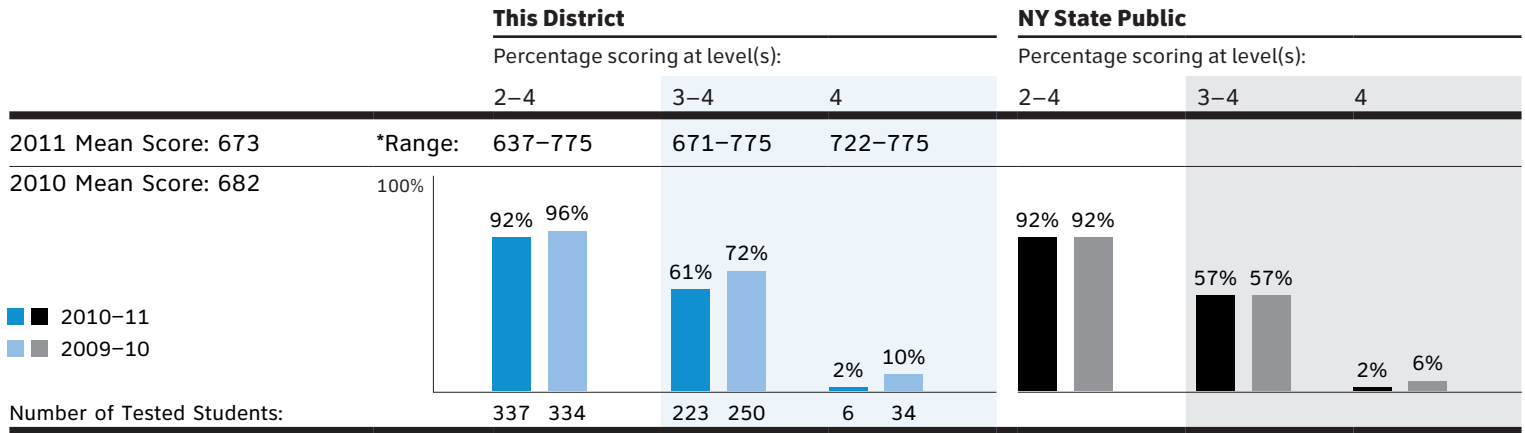
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	6	5	4	5	5	5	4

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	368	92%	61%	2%	347	96%	72%	10%
Female	174	95%	70%	2%	173	97%	72%	12%
Male	194	89%	53%	2%	174	95%	72%	7%
American Indian or Alaska Native								
Black or African American	105	90%	63%	3%	120	98%	73%	7%
Hispanic or Latino	178	92%	53%	1%	151	94%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	2	-	-	-
White	79	94%	76%	3%	74	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	6	100%	50%	0%	76	97%	92%	24%
General-Education Students	324	96%	68%	2%	319	98%	76%	11%
Students with Disabilities	44	59%	9%	0%	28	79%	25%	0%
English Proficient	317	94%	68%	2%	292	98%	79%	12%
Limited English Proficient	51	75%	14%	0%	55	87%	36%	0%
Economically Disadvantaged	238	93%	58%	0%	194	96%	65%	5%
Not Disadvantaged	130	89%	65%	4%	153	97%	80%	16%
Migrant					1	-	-	-
Not Migrant	368	92%	61%	2%	346	-	-	-

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	5	5	5	5	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	8	N/A	N/A	N/A	8	N/A	N/A	N/A

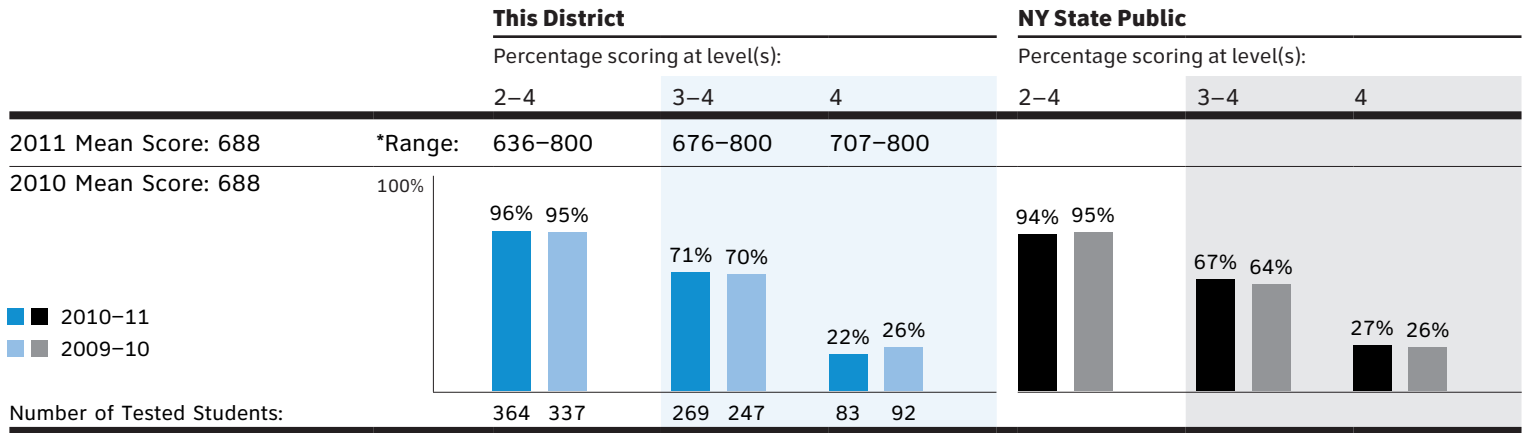
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	380	96%	71%	22%	354	95%	70%	26%
Female	181	94%	76%	24%	176	98%	68%	29%
Male	199	97%	66%	20%	178	93%	71%	23%
American Indian or Alaska Native								
Black or African American	107	95%	66%	20%	119	96%	68%	24%
Hispanic or Latino	187	94%	66%	16%	159	93%	61%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	79	100%	86%	37%	74	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	43%	76	99%	91%	47%
General-Education Students	334	97%	75%	24%	327	97%	73%	28%
Students with Disabilities	46	87%	43%	4%	27	70%	26%	0%
English Proficient	321	98%	77%	25%	291	98%	77%	31%
Limited English Proficient	59	83%	39%	3%	63	84%	35%	3%
Economically Disadvantaged	248	96%	68%	16%	198	95%	64%	20%
Not Disadvantaged	132	95%	76%	33%	156	95%	78%	33%
Migrant					1	-	-	-
Not Migrant	380	96%	71%	22%	353	-	-	-

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

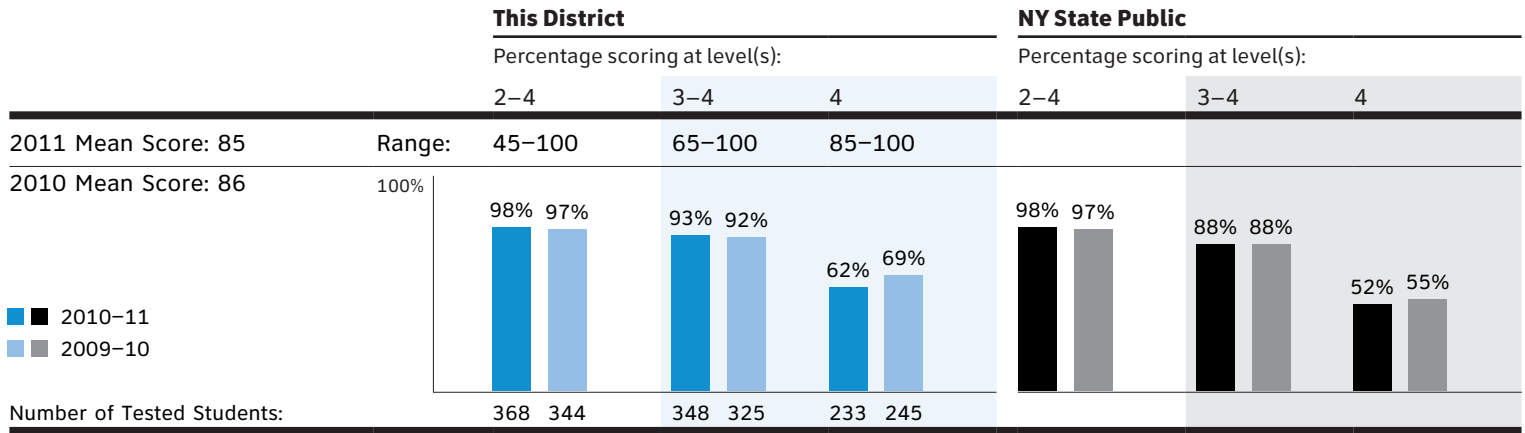
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	3	6	6	4	4

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	376	98%	93%	62%	353	97%	92%	69%
Female	180	98%	93%	61%	175	98%	93%	70%
Male	196	98%	92%	63%	178	97%	92%	69%
American Indian or Alaska Native								
Black or African American	107	98%	91%	61%	119	98%	93%	68%
Hispanic or Latino	184	97%	91%	55%	158	96%	88%	63%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	78	99%	99%	79%	74	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	57%	76	99%	99%	86%
General-Education Students	331	98%	95%	66%	326	98%	94%	72%
Students with Disabilities	45	93%	76%	31%	27	89%	74%	33%
English Proficient	319	99%	95%	68%	290	99%	96%	76%
Limited English Proficient	57	91%	79%	26%	63	90%	73%	38%
Economically Disadvantaged	244	98%	93%	58%	198	97%	91%	64%
Not Disadvantaged	132	98%	92%	70%	155	97%	94%	76%
Migrant					1	-	-	-
Not Migrant	376	98%	93%	62%	352	-	-	-

NOTES

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Other Assessments

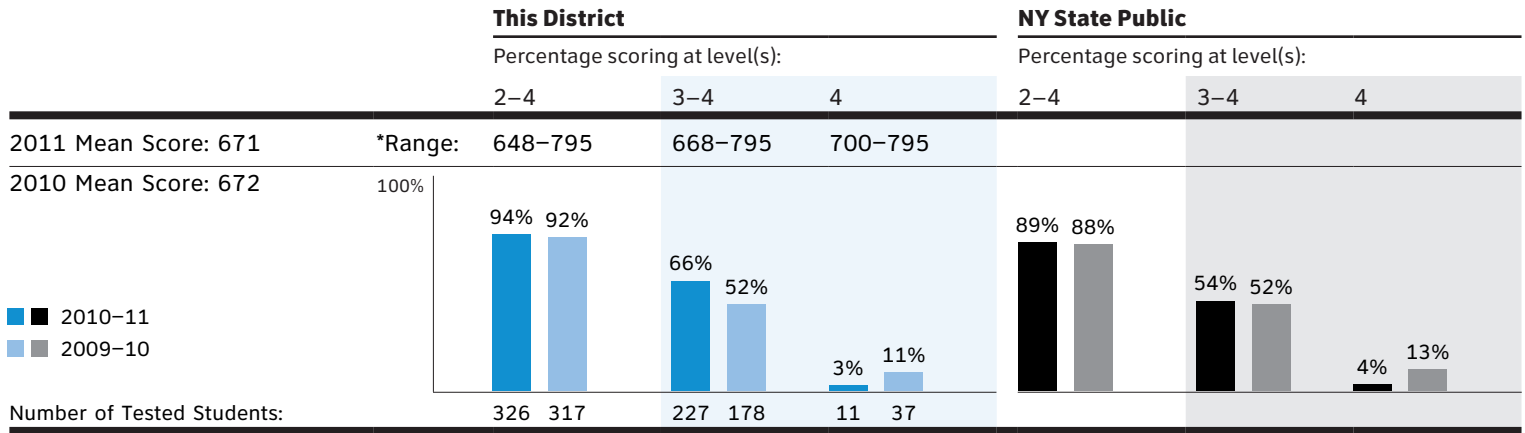
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	5	6	6	6	5

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	345	94%	66%	3%	345	92%	52%	11%
Female	173	96%	71%	5%	163	94%	56%	15%
Male	172	93%	60%	1%	182	90%	48%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	113	92%	65%	4%	109	91%	48%	7%
Hispanic or Latino	158	94%	56%	1%	157	90%	51%	9%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	9	-	-	-
White	72	-	-	-	69	97%	58%	16%
Multiracial								
Small Group Totals	74	99%	86%	5%	10	100%	60%	40%
General-Education Students	315	97%	70%	3%	297	97%	57%	12%
Students with Disabilities	30	73%	17%	0%	48	58%	17%	0%
English Proficient	304	96%	71%	4%	299	95%	57%	12%
Limited English Proficient	41	80%	27%	0%	46	70%	17%	0%
Economically Disadvantaged	208	92%	56%	3%	200	91%	47%	7%
Not Disadvantaged	137	98%	81%	4%	145	93%	59%	16%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	344	-	-	-	344	-	-	-

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 5 Equivalent	5	5	5	3	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	8	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	7	N/A	N/A	N/A	7	N/A	N/A	N/A

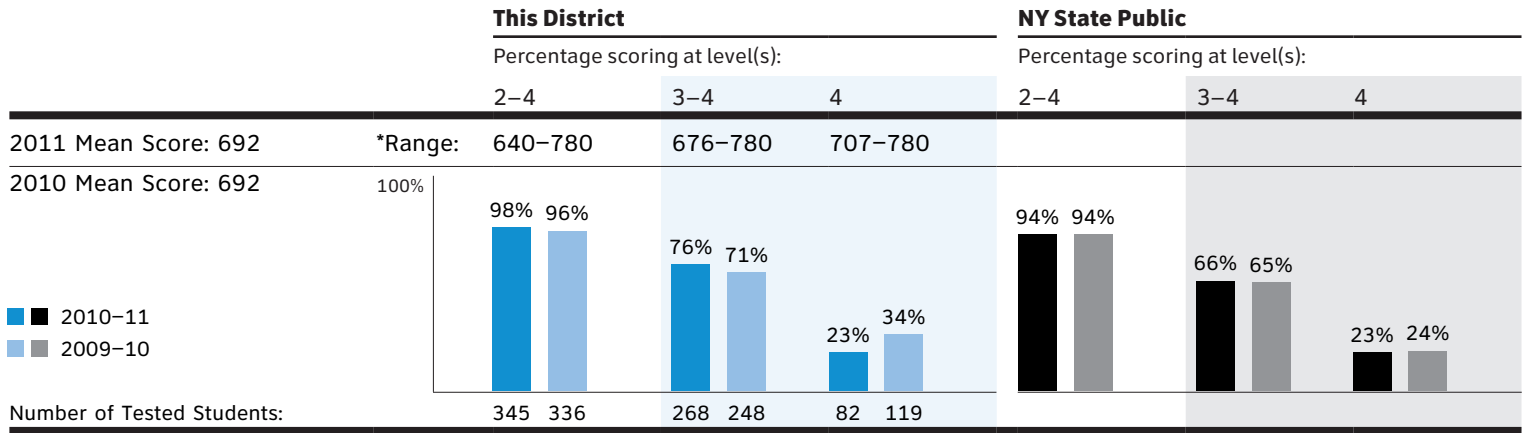
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	352	98%	76%	23%	349	96%	71%	34%
Female	177	98%	80%	23%	165	95%	68%	35%
Male	175	98%	72%	23%	184	97%	73%	34%
American Indian or Alaska Native					1	-	-	-
Black or African American	113	99%	74%	23%	107	97%	69%	34%
Hispanic or Latino	163	97%	69%	16%	163	95%	66%	25%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	9	-	-	-
White	74	-	-	-	69	97%	83%	55%
Multiracial								
Small Group Totals	76	99%	95%	39%	10	100%	90%	50%
General-Education Students	322	98%	78%	25%	302	98%	75%	38%
Students with Disabilities	30	93%	53%	10%	47	87%	43%	9%
English Proficient	304	99%	81%	26%	296	98%	76%	39%
Limited English Proficient	48	92%	48%	4%	53	89%	42%	8%
Economically Disadvantaged	213	100%	71%	16%	204	97%	66%	26%
Not Disadvantaged	139	96%	84%	34%	145	95%	79%	46%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	351	-	-	-	348	-	-	-

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 5 Equivalent	5	5	5	3	6	6	5	3

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 6 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: 659	*Range: 644-785	662-785	694-785			
2010 Mean Score: 660						
Number of Tested Students:	295	324	158	185	7	11

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
All Students	342	86%	46%	2%	377	86%	49%	3%
Female	170	90%	50%	3%	174	89%	51%	2%
Male	172	83%	42%	1%	203	83%	48%	3%
American Indian or Alaska Native								
Black or African American	107	85%	46%	3%	129	86%	46%	2%
Hispanic or Latino	159	83%	36%	1%	164	84%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	0%	9	78%	78%	0%
White	67	94%	69%	4%	75	91%	60%	8%
Multiracial								
Small Group Totals								
General-Education Students	294	94%	53%	2%	326	93%	56%	3%
Students with Disabilities	48	40%	2%	0%	51	39%	6%	0%
English Proficient	310	90%	50%	2%	341	90%	53%	3%
Limited English Proficient	32	47%	6%	0%	36	50%	14%	0%
Economically Disadvantaged	206	83%	35%	0%	230	82%	40%	1%
Not Disadvantaged	136	92%	63%	4%	147	93%	63%	5%
Migrant	1	-	-	-				
Not Migrant	341	-	-	-	377	86%	49%	3%

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	11	10	8	6	6	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	9	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	8	N/A	N/A	N/A	9	N/A	N/A	N/A

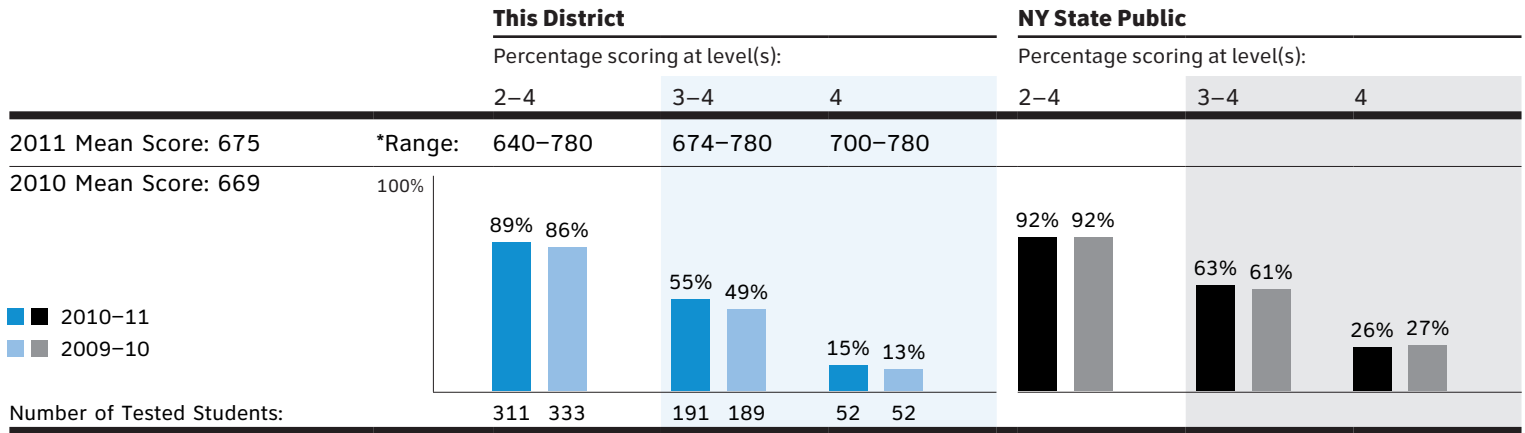
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	350	89%	55%	15%	386	86%	49%	13%
Female	173	89%	57%	16%	178	88%	50%	11%
Male	177	89%	53%	14%	208	85%	48%	15%
American Indian or Alaska Native								
Black or African American	107	88%	51%	12%	130	86%	45%	11%
Hispanic or Latino	167	85%	46%	8%	172	83%	44%	9%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	22%	9	89%	78%	67%
White	67	99%	79%	34%	75	95%	64%	23%
Multiracial								
Small Group Totals								
General-Education Students	302	94%	62%	17%	336	90%	54%	15%
Students with Disabilities	48	58%	10%	0%	50	58%	14%	0%
English Proficient	310	94%	61%	16%	340	91%	54%	15%
Limited English Proficient	40	50%	8%	3%	46	50%	13%	0%
Economically Disadvantaged	213	85%	44%	9%	237	84%	39%	8%
Not Disadvantaged	137	94%	71%	23%	149	91%	64%	21%
Migrant	1	-	-	-				
Not Migrant	349	-	-	-	386	86%	49%	13%

NOTES

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Other Assessments

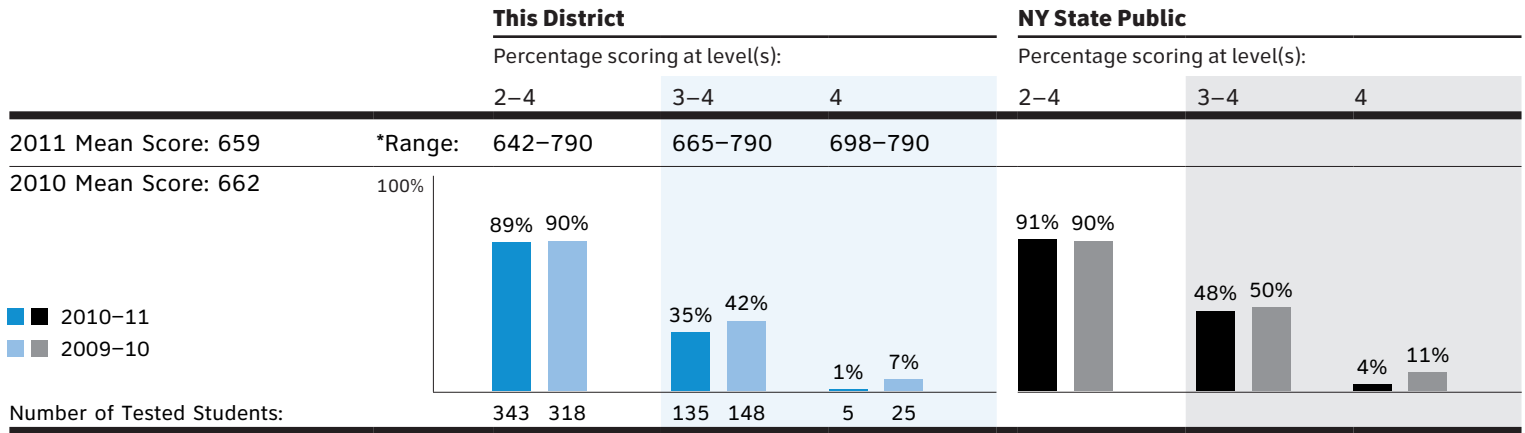
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	12	12	11	9	6	6	4	3

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 7 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
All Students	387	89%	35%	1%	355	90%	42%	7%
Female	177	90%	40%	2%	168	92%	50%	9%
Male	210	87%	31%	1%	187	88%	34%	5%
American Indian or Alaska Native								
Black or African American	125	87%	30%	2%	112	90%	38%	6%
Hispanic or Latino	176	86%	31%	0%	151	89%	34%	5%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	7	100%	57%	14%
White	77	95%	47%	3%	85	89%	60%	11%
Multiracial	1	-	-	-				
Small Group Totals	9	100%	78%	0%				
General-Education Students	327	95%	41%	2%	299	95%	48%	8%
Students with Disabilities	60	53%	3%	0%	56	63%	7%	4%
English Proficient	349	93%	38%	1%	324	93%	46%	8%
Limited English Proficient	38	53%	3%	0%	31	58%	0%	0%
Economically Disadvantaged	244	84%	26%	0%	207	86%	33%	6%
Not Disadvantaged	143	96%	50%	3%	148	95%	54%	9%
Migrant								
Not Migrant	387	89%	35%	1%	355	90%	42%	7%

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	6	6	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	9	N/A	N/A	N/A	11	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	9	N/A	N/A	N/A	10	N/A	N/A	N/A

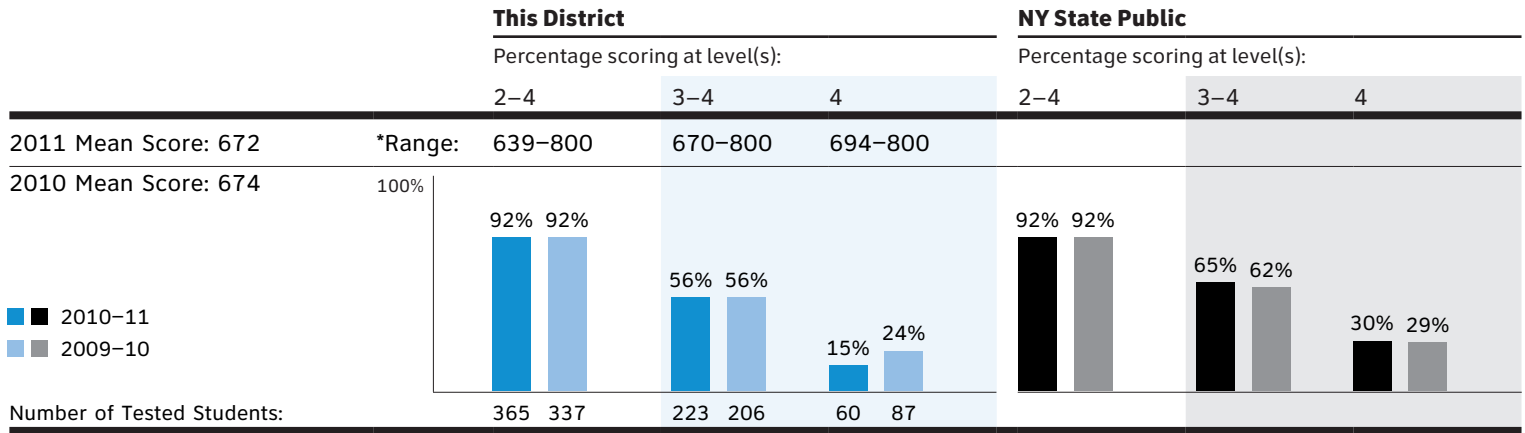
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	396	92%	56%	15%	366	92%	56%	24%
Female	184	92%	60%	15%	173	91%	63%	26%
Male	212	92%	53%	16%	193	93%	50%	22%
American Indian or Alaska Native								
Black or African American	126	92%	57%	16%	112	94%	55%	18%
Hispanic or Latino	184	90%	50%	11%	161	90%	50%	22%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	7	100%	71%	43%
White	77	97%	65%	18%	86	93%	69%	34%
Multiracial	1	-	-	-				
Small Group Totals	9	100%	100%	67%				
General-Education Students	336	95%	65%	18%	309	96%	62%	27%
Students with Disabilities	60	77%	8%	0%	57	70%	25%	5%
English Proficient	349	95%	62%	17%	325	95%	62%	27%
Limited English Proficient	47	68%	15%	0%	41	66%	7%	0%
Economically Disadvantaged	252	90%	48%	11%	215	92%	52%	20%
Not Disadvantaged	144	97%	72%	22%	151	93%	63%	29%
Migrant								
Not Migrant	396	92%	56%	15%	366	92%	56%	24%

NOTES

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Other Assessments

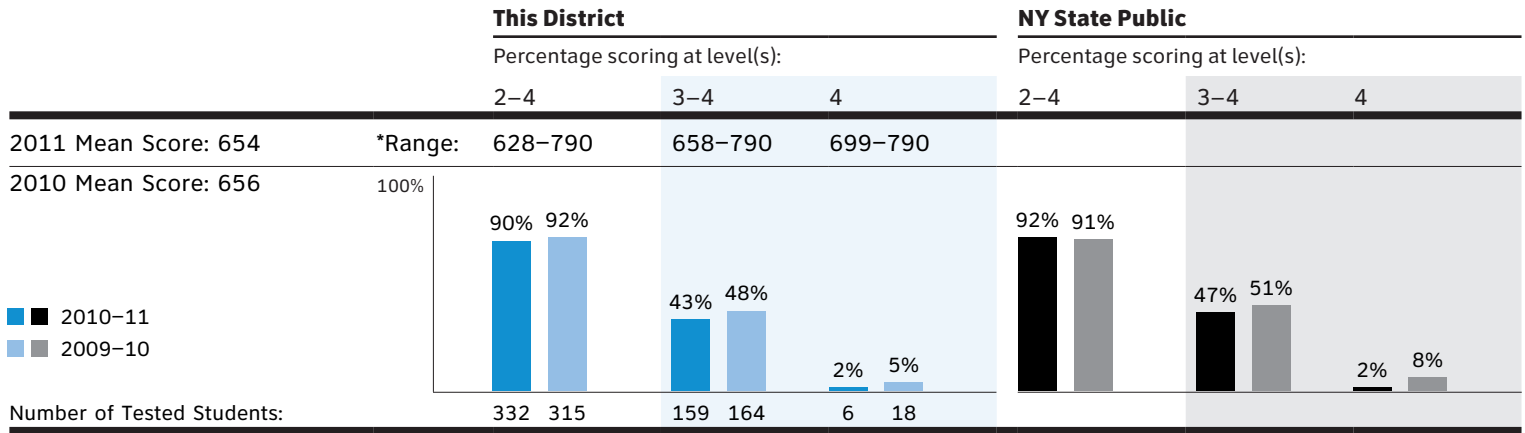
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	5	5	5	5	5

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	370	90%	43%	2%	343	92%	48%	5%
Female	170	91%	52%	3%	176	94%	58%	9%
Male	200	89%	36%	1%	167	89%	37%	2%
American Indian or Alaska Native								
Black or African American	116	91%	39%	1%	102	89%	49%	5%
Hispanic or Latino	165	87%	38%	2%	149	91%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	0%	3	-	-	-
White	82	93%	56%	2%	89	-	-	-
Multiracial								
Small Group Totals					92	97%	61%	10%
General-Education Students	312	95%	49%	2%	292	97%	55%	6%
Students with Disabilities	58	64%	9%	0%	51	65%	4%	0%
English Proficient	333	94%	47%	2%	321	94%	51%	6%
Limited English Proficient	37	51%	3%	0%	22	64%	0%	0%
Economically Disadvantaged	204	86%	31%	1%	203	90%	44%	4%
Not Disadvantaged	166	95%	58%	2%	140	94%	54%	7%
Migrant								
Not Migrant	370	90%	43%	2%	343	92%	48%	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 8 Equivalent	4	-	-	-	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	10	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	10	N/A	N/A	N/A	7	N/A	N/A	N/A

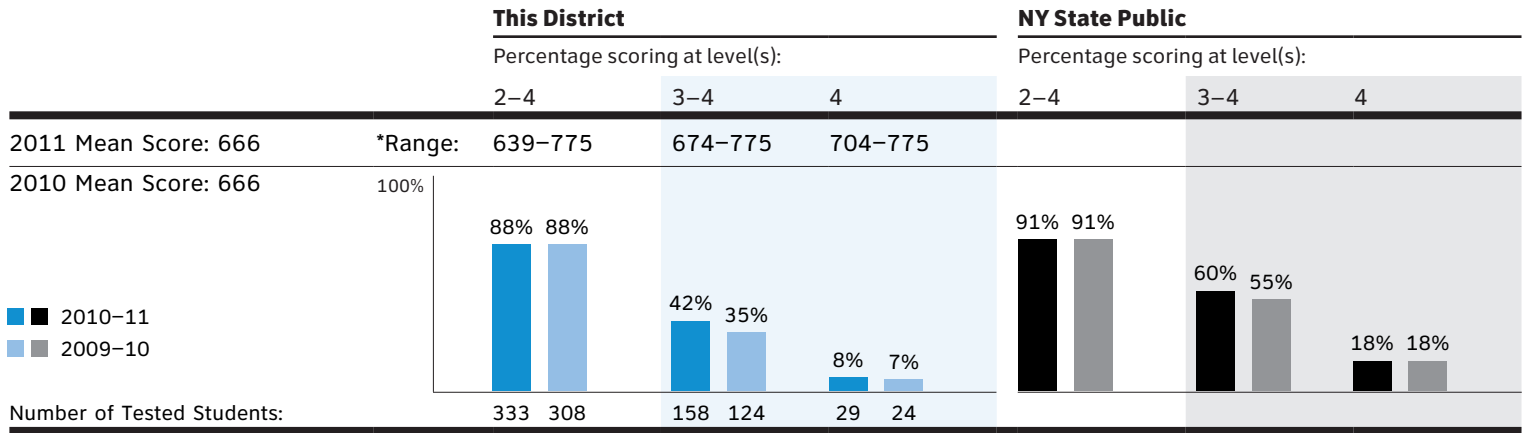
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	379	88%	42%	8%	351	88%	35%	7%
Female	174	91%	47%	7%	182	90%	43%	10%
Male	205	85%	38%	8%	169	85%	27%	3%
American Indian or Alaska Native								
Black or African American	116	89%	39%	3%	101	86%	28%	4%
Hispanic or Latino	174	85%	36%	5%	157	85%	27%	2%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	86%	57%	3	-	-	-
White	82	93%	55%	16%	90	-	-	-
Multiracial								
Small Group Totals					93	95%	58%	18%
General-Education Students	321	91%	45%	9%	300	90%	40%	8%
Students with Disabilities	58	72%	21%	2%	51	75%	6%	0%
English Proficient	333	92%	46%	8%	321	91%	38%	7%
Limited English Proficient	46	61%	13%	2%	30	57%	7%	0%
Economically Disadvantaged	213	85%	33%	5%	207	86%	32%	5%
Not Disadvantaged	166	91%	53%	11%	144	90%	40%	9%
Migrant								
Not Migrant	379	88%	42%	8%	351	88%	35%	7%

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 8 Equivalent	4	-	-	-	9	9	9	5

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science

This District

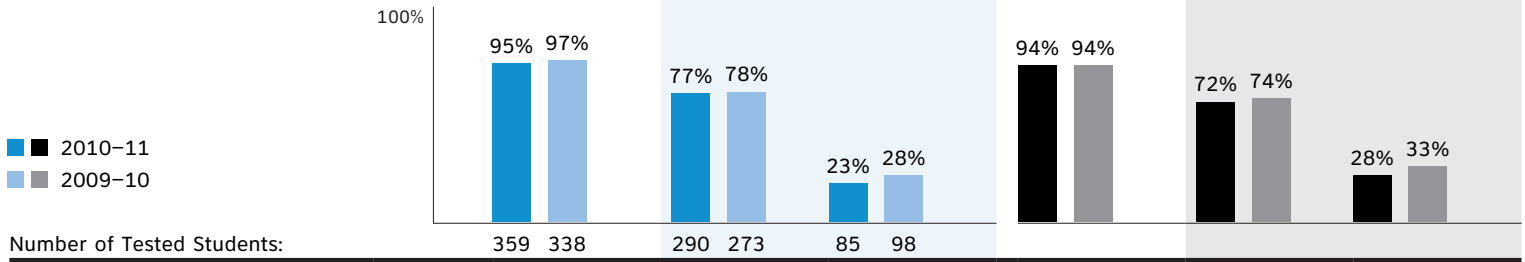
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



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
All Students	318	94%	73%	12%	294	96%	74%	18%
Female	138	92%	72%	9%	146	96%	69%	19%
Male	180	96%	73%	14%	148	96%	78%	18%
American Indian or Alaska Native								
Black or African American	100	99%	77%	7%	88	95%	66%	17%
Hispanic or Latino	156	90%	67%	10%	144	96%	71%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	58	-	-	-	59	-	-	-
Multiracial	1	-	-	-				
Small Group Totals	62	98%	81%	23%	62	97%	92%	32%
General-Education Students	264	94%	76%	14%	244	96%	79%	21%
Students with Disabilities	54	94%	56%	2%	50	94%	50%	6%
English Proficient	272	99%	79%	14%	263	97%	79%	21%
Limited English Proficient	46	65%	33%	0%	31	87%	32%	0%
Economically Disadvantaged	194	93%	69%	7%	184	96%	73%	16%
Not Disadvantaged	124	96%	79%	19%	110	96%	75%	22%
Migrant								
Not Migrant	318	94%	73%	12%	294	96%	74%	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.

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

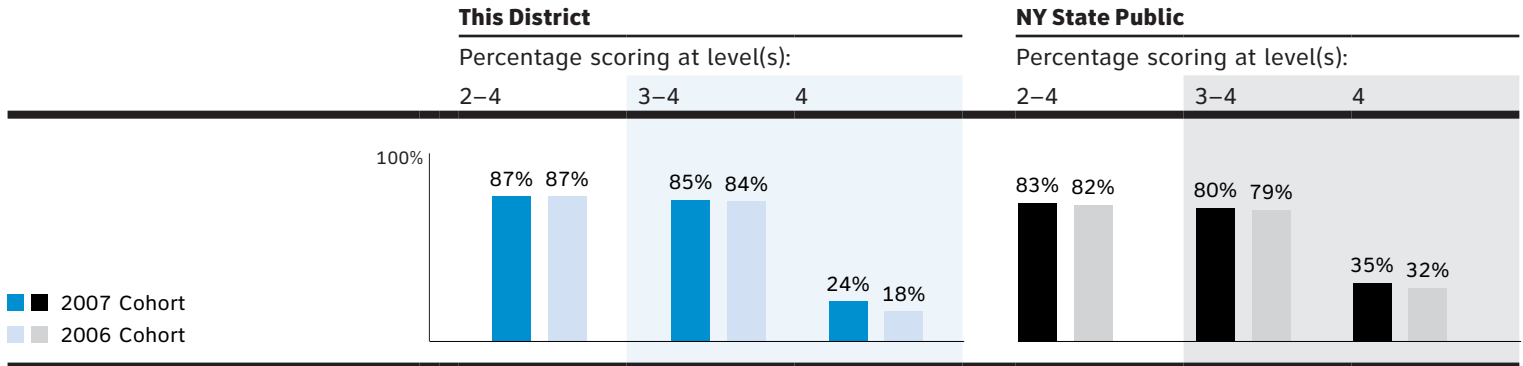
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	9
Regents Science	59	56

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

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
All Students	415	87%	85%	24%	428	87%	84%	18%
Female	204	92%	91%	31%	214	89%	86%	22%
Male	211	83%	79%	17%	214	85%	82%	14%
American Indian or Alaska Native	1	-	-	-				
Black or African American	160	91%	87%	21%	161	91%	86%	17%
Hispanic or Latino	167	81%	79%	14%	157	80%	77%	10%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	8	100%	100%	50%
White	81	91%	90%	43%	102	90%	88%	30%
Multiracial								
Small Group Totals	7	100%	100%	86%				
General-Education Students	348	91%	90%	28%	363	91%	90%	21%
Students with Disabilities	67	69%	57%	1%	65	62%	51%	0%
English Proficient	369	90%	87%	27%	384	90%	87%	20%
Limited English Proficient	46	63%	63%	2%	44	59%	55%	0%
Economically Disadvantaged	213	92%	90%	19%	183	92%	89%	18%
Not Disadvantaged	202	82%	79%	29%	245	83%	80%	18%
Migrant	1	-	-	-				
Not Migrant	414	-	-	-	428	87%	84%	18%

NOTES

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

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

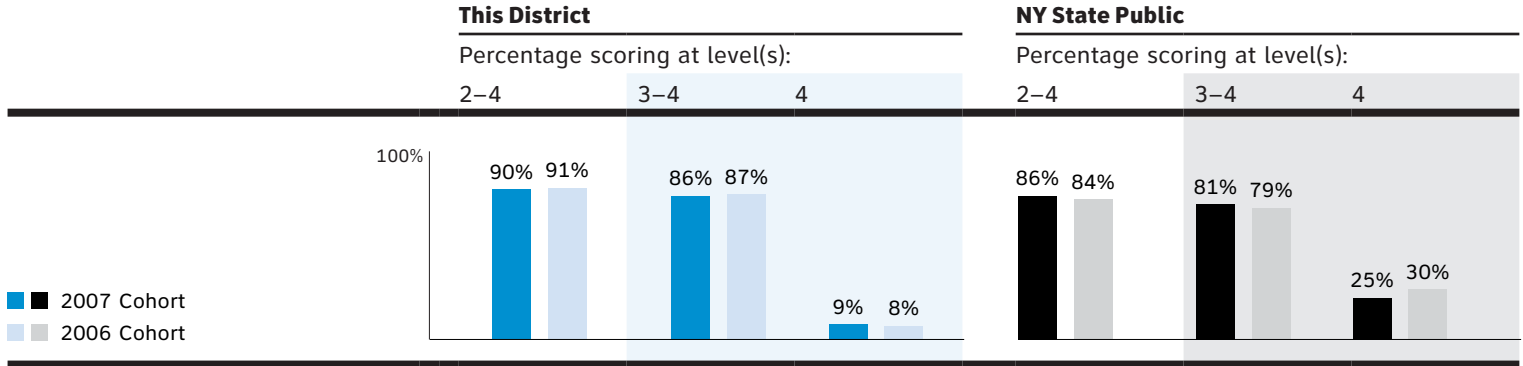
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **COPIAGUE UNION FREE SCHOOL DISTRICT**

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

This District's Total Cohort* Results in Secondary-Level Mathematics 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
All Students	415	90%	86%	9%	428	91%	87%	8%
Female	204	95%	92%	10%	214	92%	89%	9%
Male	211	86%	80%	8%	214	89%	84%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	160	89%	85%	6%	161	95%	86%	7%
Hispanic or Latino	167	89%	82%	7%	157	84%	83%	4%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	8	100%	100%	25%
White	81	95%	94%	17%	102	93%	91%	16%
Multiracial								
Small Group Totals	7	100%	100%	43%				
General-Education Students	348	95%	93%	11%	363	95%	92%	9%
Students with Disabilities	67	66%	49%	1%	65	68%	55%	3%
English Proficient	369	91%	87%	10%	384	93%	88%	9%
Limited English Proficient	46	85%	74%	4%	44	73%	73%	2%
Economically Disadvantaged	213	92%	88%	7%	183	96%	94%	8%
Not Disadvantaged	202	88%	83%	12%	245	87%	81%	9%
Migrant	1	-	-	-				
Not Migrant	414	-	-	-	428	91%	87%	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.

* 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*.