Characteristics of students attending school in this district:

- Student participation in public school: 88.0%
  - Public: 10.9%
  - Non-Public: 1.0%
  - Not Eligible: 6%
  - Eligible for Free or Reduced-Lunch: 94%

- Student eligibility for subsidized lunch programs: 6%
- Students from various ethnic backgrounds: 1%
  - White: 1%
  - Black: 1%
  - Hispanic: 2%
  - Asian/Pacific Islander: 96%
  - Native American: 1%
- Students receiving ESL or bilingual education: 1%
  - ESL: 1%
  - Bilingual: 1%
  - In Both Programs: 0%

Number of schools in this district whose students met or exceeded the standard compared with similar students statewide:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Total Number of Schools*</th>
<th>Below Standard</th>
<th>The Same As Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Middle School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

PERCENT OF SCHOOLS IN EACH PERFORMANCE CATEGORY:

- High Performing: 20%
- Not Improving: 60%
- Not Categorized: 20%

REGENTS’ COMMENDED SCHOOLS:
- Number of schools: 0

SCHOOLS IN NEED OF IMPROVEMENT:
- Percent of schools: 0%
- Number of schools: 0

Selected district indicators:

1. SALT Survey Teacher Response Rate (%): This District 99, The State 80
2. SALT Survey Student Response Rate (%): This District 89, The State 86
3. Student Attendance (%): This District 100, The State 95
4. ELA Standardized Test for Grades 3-8: This District 79, The State 83
5. Stability Index (%): This District 17, The State 17
6. Mobility Index (%): This District 17, The State 17
7. Suspensions / Total # of Students: This District 823, The State 158046
8. Drop-out Rate (%): This District 3, The State 5
9. Graduation Rate (%): This District 97, The State 84
10. Teachers with emergency/special provisional certification (%): This District 1, The State 1

+ This is the percent of students in the tested grades who are beginning English language learners (IEP Level I) and/or students whose Individual Education Plan (IEP) exempts them from the regular state assessments. These exempted IEP students took the state’s Alternate Assessment in Spring 2002. Their results are reported in the state section.