



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **EAST ISLIP UNION FREE SCHOOL  
DISTRICT**

District ID **580503030000**

Superintendent **DENNIS MALONEY**

Telephone **(631) 224-2000**

Grades **PK-12**

## 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.

### For more information:

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

## 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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3 View School Accountability Status.**

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

## 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

	2003-04	2004-05	2005-06
Pre-K	150	142	163
Kindergarten	335	390	303
Grade 1	391	341	404
Grade 2	395	389	333
Grade 3	414	399	390
Grade 4	440	426	405
Grade 5	402	440	431
Grade 6	465	406	444
Ungraded Elementary	0	0	0
Grade 7	450	479	416
Grade 8	431	452	481
Grade 9	436	440	454
Grade 10	405	407	419
Grade 11	364	407	396
Grade 12	354	354	388
Ungraded Secondary	0	0	0
<b>Total K-12</b>	5282	5330	5264

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	24	23	23
<b>Grade 8</b>			
English	22	24	23
Mathematics	22	23	25
Science	24	24	24
Social Studies	22	24	24
<b>Grade 10</b>			
English	23	24	24
Mathematics	23	27	26
Science	23	27	26
Social Studies	23	25	25

### 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.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	229	4%	219	4%	225	4%
Reduced-Price Lunch	207	4%	202	4%	210	4%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	73	1%	83	2%	79	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	5	0%	5	0%
Black or African American	42	1%	51	1%	58	1%
Hispanic or Latino	219	4%	222	4%	255	5%
Asian or Native Hawaiian/Other Pacific Islander	110	2%	117	2%	111	2%
White	4907	93%	4935	93%	4835	92%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	184	N/A	196	4%	173	3%

## 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.

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## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1057	1010	1451
Percent Not Taught by Highly Qualified Teachers	1%	1%	1%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	1	1	2
Percent with No Valid Teaching Certificate	0%	0%	1%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	2	3	6
Percentage of Total	1%	1%	2%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	49%	54%	63%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	386	371	356
Total Other Professional Staff	40	43	60
Total Paraprofessionals*	93	90	85
Assistant Principals	5	4	4
Principals	6	7	7

\* Not available at the school level.

## Teacher Qualifications Information

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

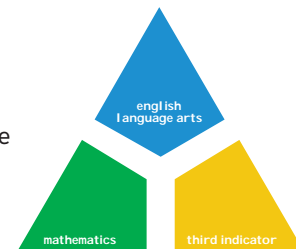
## Staff Counts Information

*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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

### 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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 (PI) 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### 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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [( \text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4} ) \div \text{Count of All Continuously Enrolled Tested Students}]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [( \text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4} ) \div \text{Count of All Cohort Members}]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## 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: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### 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.

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

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

2004–05

2005–06

2006–07

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 Language Arts	Mathematics	Science	English 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	✓	✓		✓	✓	
<b>Other Groups</b>						
Students with Disabilities	✓	✓		–	–	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged	✓	✓		–	–	
<b>Student groups making AYP in each subject</b>	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 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

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

District EAST ISLIP UNION FREE SCHOOL DISTRICT

## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in English Language Arts



Made AYP

### Prospective Status

This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
<b>All Students</b> (2571:2534)	✓	✓	100%	✓	170	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (27:26)	–	–	–	–	–	–	–
Hispanic or Latino (125:116)	✓	✓	99%	✓	160	112	
Asian or Native Hawaiian/Other Pacific Islander (47:47)	✓	✓	100%	✓	166	108	
White (2371:2344)	✓	✓	100%	✓	171	120	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (225:215)	✓	✓	97%	✗	111	114	114 120
Limited English Proficient (27:24)	–	–	–	–	–	–	–
Economically Disadvantaged (266:248)	✓	✓	99%	✓	145	115	
<b>Final AYP Determination</b>	✓ 6 of 6						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06      2006–07
<b>All Students</b> (2567:2523)	✓	✓	100%	✓	178	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (27:26)	–	–	–	–	–	–	–
Hispanic or Latino (126:115)	✓	✓	99%	✓	161	76	
Asian or Native Hawaiian/Other Pacific Islander (47:47)	✓	✓	100%	✓	177	72	
White (2366:2334)	✓	✓	100%	✓	178	84	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (224:219)	✓	✓	100%	✓	126	78	
Limited English Proficient (27:25)	–	–	–	–	–	–	–
Economically Disadvantaged (261:244)	✓	✓	99%	✓	161	79	
<b>Final AYP Determination</b>	✓ 6 of 6						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.


<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status













## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

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

**Prospective Status** This district will be in good standing in 2007-08. [201]




### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (887:863)		Qualified		99%		188	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (12:11)		–	–	–	–	–	–	–
Hispanic or Latino (43:35)		Qualified		98%		189	100	
Asian or Native Hawaiian/Other Pacific Islander (13:13)		–	–	–	–	–	–	–
White (818:803)		Qualified		100%		188	100	
<b>Other Groups</b>								
Students with Disabilities (84:81)		Qualified		98%		165	100	
Limited English Proficient (6:6)		–	–	–	–	–	–	–
Economically Disadvantaged (81:72)		Qualified		99%		176	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

2 of 2

Student groups making AYP in English Language Arts



Made AYP

### Prospective Status

This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (391:381)	✓	✓	99%	✓	193	148		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (11:11)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (17:16)	–	–	–	–	–	–	–	–
White (359:350)	✓	✓	99%	✓	195	148		
<b>Other Groups</b>								
Students with Disabilities (23:22)	–	–	–	–	–	–	–	–
Limited English Proficient (3:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (18:18)	–	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 2 of 2							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District EAST ISLIP UNION FREE SCHOOL DISTRICT

## Secondary-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

2 of 2

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (391:381)	✓	✓	100%	✓	193	140		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (11:11)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (17:16)	–	–	–	–	–	–	–	–
White (359:350)	✓	✓	100%	✓	194	140		
<b>Other Groups</b>								
Students with Disabilities (23:22)	–	–	–	–	–	–	–	–
Limited English Proficient (3:4)	–	–	–	–	–	–	–	–
Economically Disadvantaged (18:18)	–	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	✓ 2 of 2							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status



Made AYP




Made AYP Using Safe Harbor Target




Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status





## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (353)			93%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (1)		–	–	–	–
Hispanic or Latino (10)		–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6)		–	–	–	–
White (336)			94%	55%	
<b>Other Groups</b>					
Students with Disabilities (26)		–	–	–	–
Limited English Proficient (1)		–	–	–	–
Economically Disadvantaged (6)		–	–	–	–
<b>Final AYP Determination</b>	 1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3

# School Accountability Status

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing







7 schools identified 100% of total

CONNETQUOT ELEMENTARY SCHOOL  
EARLY CHILDHOOD CENTER  
EAST ISLIP HIGH SCHOOL  
EAST ISLIP MIDDLE SCHOOL  
JOHN F. KENNEDY ELEMENTARY SCHOOL  
RUTH C. KINNEY ELEMENTARY SCHOOL  
TIMBER POINT ELEMENTARY SCHOOL




District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## Summary of 2005–06 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	78%			379
Grade 4	77%			397
Grade 5	84%			422
Grade 6	75%			436
Grade 7	69%			411
Grade 8	59%			473


### Mathematics

Grade 3	96%		381
Grade 4	89%		404
Grade 5	86%		422
Grade 6	71%		435
Grade 7	67%		412
Grade 8	76%		470

### Science

Grade 4	96%		402
Grade 8	75%		336

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	92%			394
Mathematics	94%			394

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	88%			394

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

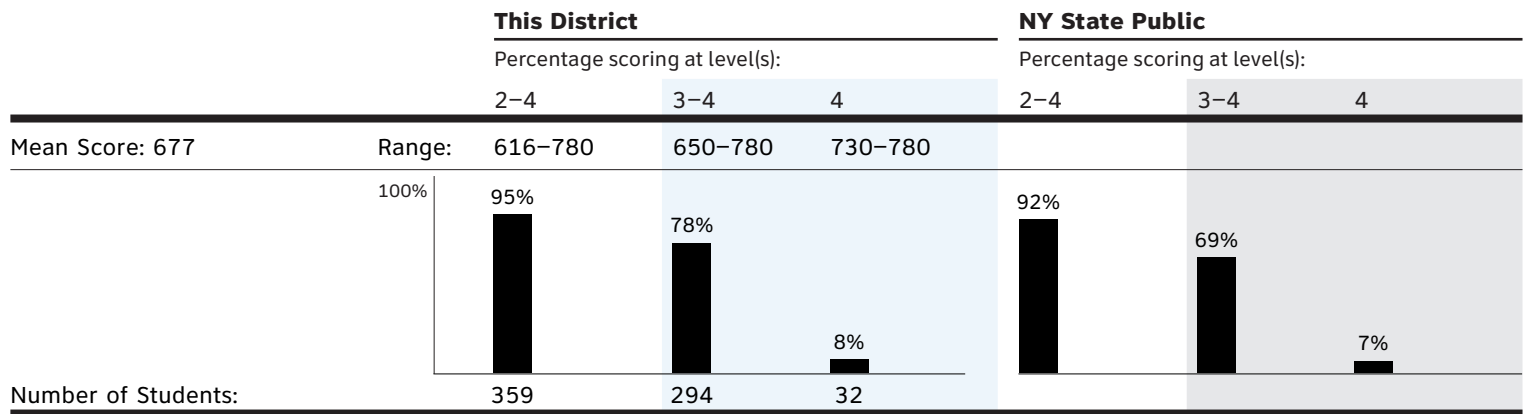
## This District's N/RC Category:

### Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>379</b>	<b>95%</b>	<b>78%</b>	<b>8%</b>				
Female	184	97%	82%	9%				
Male	195	93%	74%	8%				
American Indian or Alaska Native								
Black or African American	3	—	—	—				
Hispanic or Latino	15	80%	40%	7%				
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—				
White	355	96%	80%	9%	This test was not given in 2004-05.			
Small Group Totals	9	78%	44%	0%				
General-Education Students	354	98%	81%	9%				
Students with Disabilities	25	52%	36%	0%				
English Proficient	376	—	—	—				
Limited English Proficient	3	—	—	—				
Economically Disadvantaged	43	84%	58%	0%				
Not Disadvantaged	336	96%	80%	10%				
Migrant								
Not Migrant	379	95%	78%	8%				

### NOTES

The — symbol indicates that data for a group of students has 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.

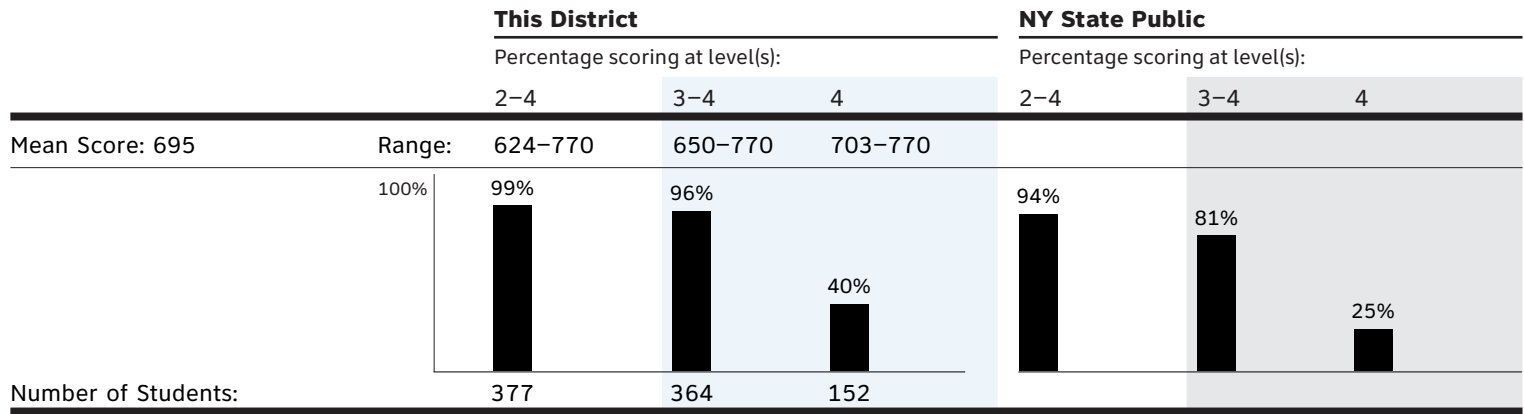
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	4	3	1	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	3	—	—	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>381</b>	<b>99%</b>	<b>96%</b>	<b>40%</b>				
Female	185	99%	96%	39%				
Male	196	98%	95%	41%				
American Indian or Alaska Native								
Black or African American	3	—	—	—				
Hispanic or Latino	16	100%	75%	25%				
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—				
White	356	99%	97%	41%	This test was not given in 2004-05.			
Small Group Totals	9	89%	78%	33%				
General-Education Students	355	100%	97%	42%				
Students with Disabilities	26	88%	77%	15%				
English Proficient	375	99%	96%	40%				
Limited English Proficient	6	83%	50%	17%				
Economically Disadvantaged	44	98%	86%	32%				
Not Disadvantaged	337	99%	97%	41%				
Migrant								
Not Migrant	381	99%	96%	40%				

### NOTES

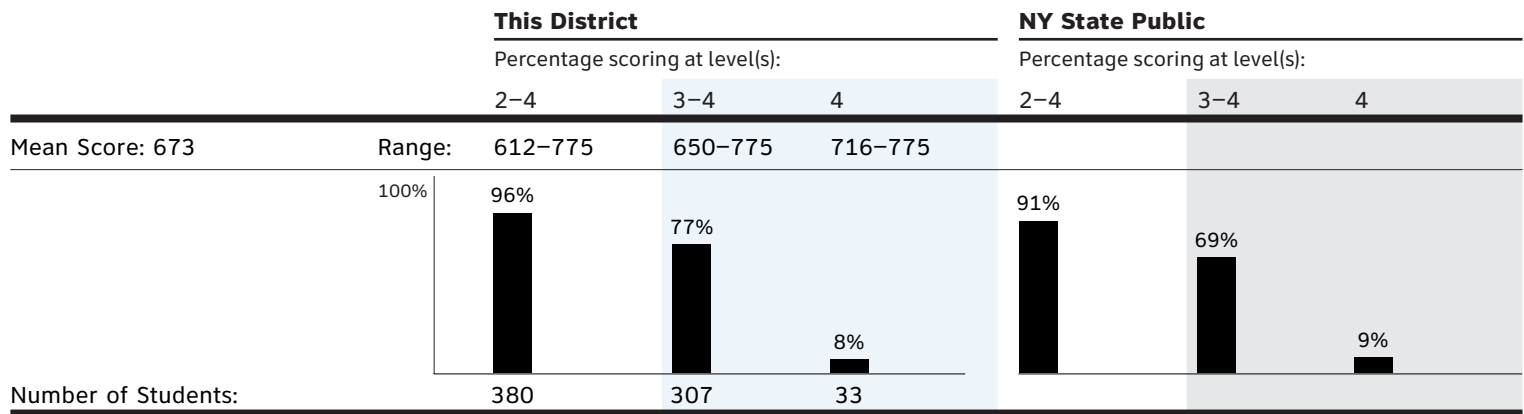
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	4	3	2	This test was not given in 2004-05.			

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>397</b>	<b>96%</b>	<b>77%</b>	<b>8%</b>				
Female	183	97%	83%	10%				
Male	214	94%	73%	7%				
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	21	100%	86%	10%				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	369	95%	77%	8%				
Small Group Totals	7	100%	71%	0%				
General-Education Students	352	99%	83%	9%				
Students with Disabilities	45	73%	31%	0%				
English Proficient	397	96%	77%	8%				
Limited English Proficient								
Economically Disadvantaged	33	91%	73%	9%				
Not Disadvantaged	364	96%	78%	8%				
Migrant								
Not Migrant	397	96%	77%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The — symbol indicates that data for a group of students has 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.

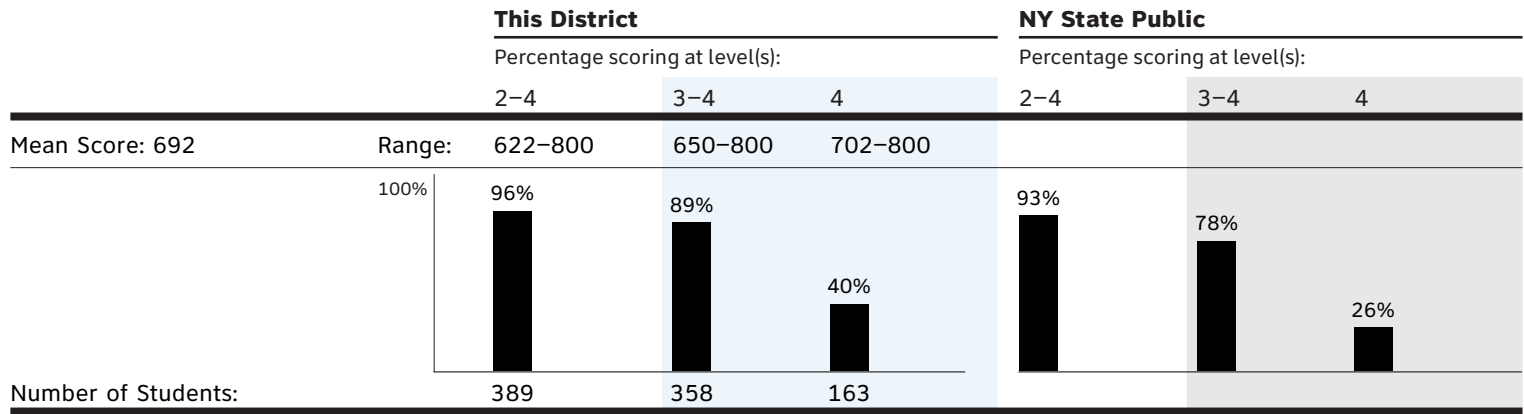
## Other Assessments

	2005-06 School Year				2004-05 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	4	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	5	5	4	N/A	5	5	5	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>404</b>	<b>96%</b>	<b>89%</b>	<b>40%</b>				
Female	185	98%	90%	40%				
Male	219	95%	87%	41%				
American Indian or Alaska Native								
Black or African American	4	—	—	—				
Hispanic or Latino	24	96%	83%	25%				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	372	97%	89%	42%				
Small Group Totals	8	88%	88%	13%				
General-Education Students	358	99%	92%	44%				
Students with Disabilities	46	78%	61%	13%				
English Proficient	399	96%	89%	41%				
Limited English Proficient	5	80%	80%	0%				
Economically Disadvantaged	35	94%	83%	34%				
Not Disadvantaged	369	96%	89%	41%				
Migrant								
Not Migrant	404	96%	89%	40%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

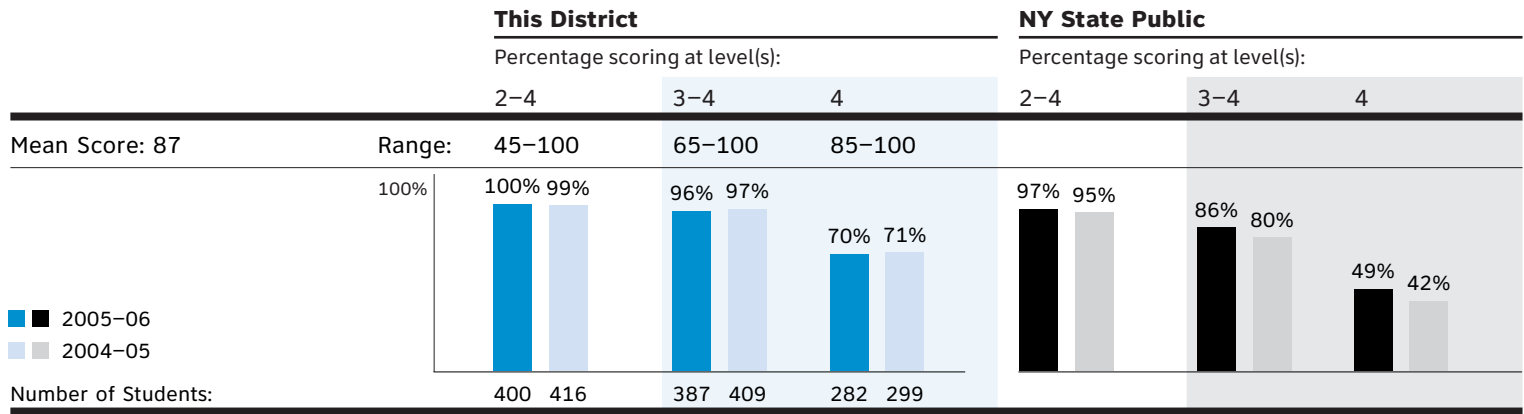
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## Other Assessments

	2005-06 School Year				2004-05 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	4	—	—	—	4	—	—	—

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 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>402</b>	<b>100%</b>	<b>96%</b>	<b>70%</b>	<b>420</b>	<b>99%</b>	<b>97%</b>	<b>71%</b>
Female	184	100%	97%	70%	213	99%	97%	68%
Male	218	99%	96%	70%	207	100%	98%	75%
American Indian or Alaska Native								
Black or African American	4	—	—	—	5	100%	100%	40%
Hispanic or Latino	25	100%	96%	64%	13	100%	92%	54%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	7	100%	100%	71%
White	369	99%	96%	70%	395	99%	97%	72%
Small Group Totals	8	100%	88%	75%				
General-Education Students	356	100%	97%	73%	396	99%	98%	74%
Students with Disabilities	46	96%	87%	48%	24	92%	92%	29%
English Proficient	397	99%	96%	71%	414	99%	97%	72%
Limited English Proficient	5	100%	80%	20%	6	100%	100%	33%
Economically Disadvantaged	36	97%	94%	56%	45	100%	96%	64%
Not Disadvantaged	366	100%	96%	72%	375	99%	98%	72%
Migrant								
Not Migrant	402	100%	96%	70%	420	99%	97%	71%

### NOTES

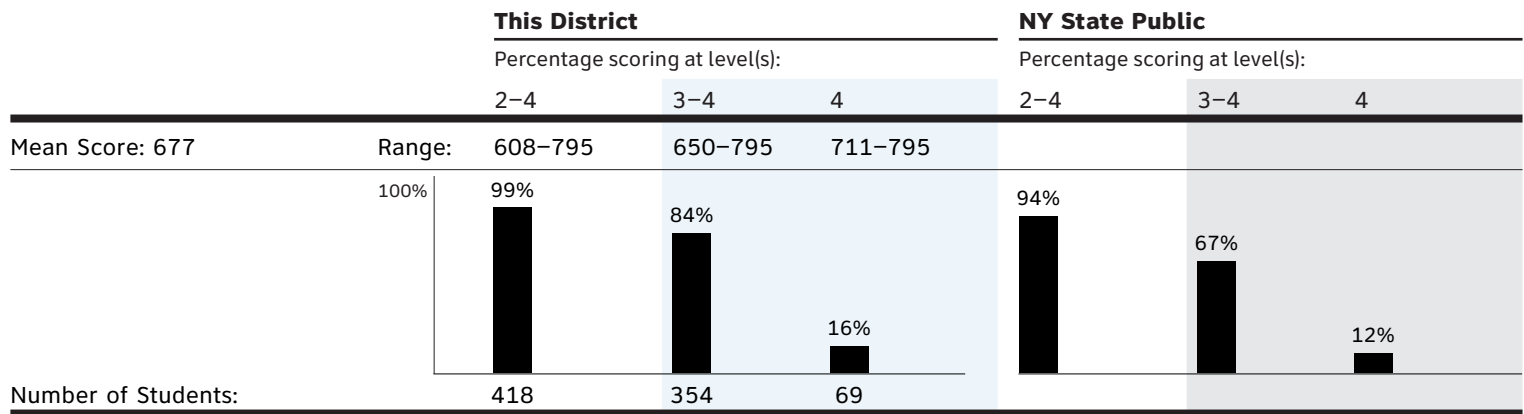
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## Other Assessments

	2005-06 School Year				2004-05 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	4	—	—	—	4	—	—	—

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



### Results by Student Group

	2005-06 School Year				2004-05 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>422</b>	<b>99%</b>	<b>84%</b>	<b>16%</b>				
Female	211	100%	84%	13%				
Male	211	98%	83%	19%				
American Indian or Alaska Native								
Black or African American	5	100%	40%	0%				
Hispanic or Latino	14	93%	71%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%				
White	396	99%	85%	17%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	390	100%	87%	17%				
Students with Disabilities	32	88%	44%	3%				
English Proficient	418	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	44	95%	68%	9%				
Not Disadvantaged	378	99%	86%	17%				
Migrant								
Not Migrant	422	99%	84%	16%				

#### NOTES

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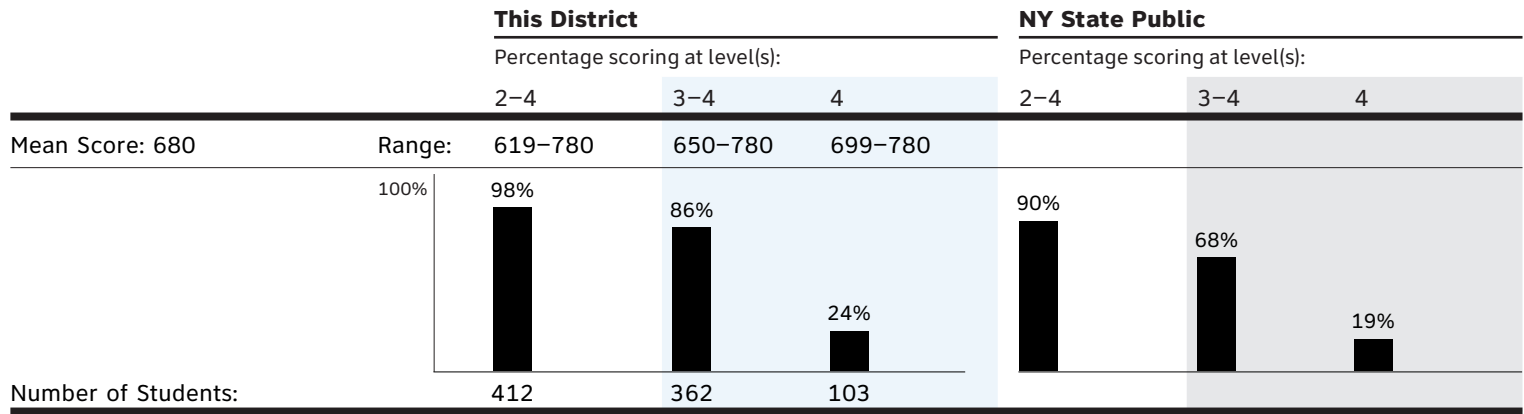
### Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0							
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>422</b>	<b>98%</b>	<b>86%</b>	<b>24%</b>				
Female	210	99%	84%	19%				
Male	212	96%	87%	30%				
American Indian or Alaska Native								
Black or African American	5	100%	80%	0%				
Hispanic or Latino	14	100%	79%	14%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%				
White	396	97%	86%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	390	99%	89%	26%				
Students with Disabilities	32	75%	41%	6%				
English Proficient	417	98%	86%	25%				
Limited English Proficient	5	100%	80%	0%				
Economically Disadvantaged	44	95%	82%	16%				
Not Disadvantaged	378	98%	86%	25%				
Migrant								
Not Migrant	422	98%	86%	24%				

### NOTES

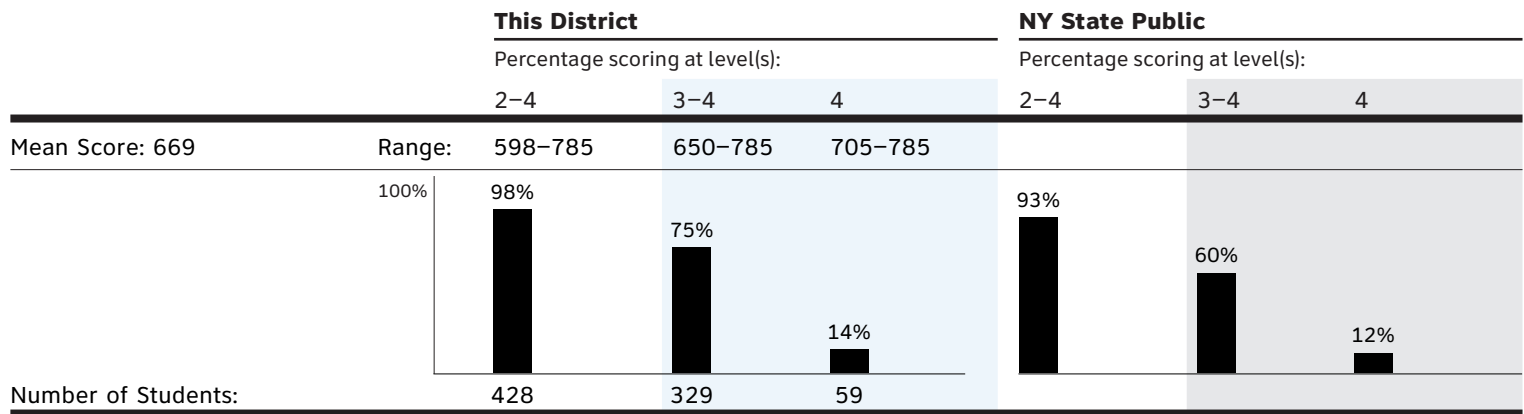
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	5	This test was not given in 2004-05.			

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>436</b>	<b>98%</b>	<b>75%</b>	<b>14%</b>				
Female	220	99%	73%	15%				
Male	216	97%	78%	12%				
American Indian or Alaska Native								
Black or African American	2	—	—	—				
Hispanic or Latino	29	100%	69%	21%				
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—				
White	394	98%	76%	13%	This test was not given in 2004-05.			
Small Group Totals	13	100%	77%	23%				
General-Education Students	407	99%	79%	14%				
Students with Disabilities	29	83%	28%	3%				
English Proficient	432	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	42	93%	60%	12%				
Not Disadvantaged	394	99%	77%	14%				
Migrant								
Not Migrant	436	98%	75%	14%				

### NOTES

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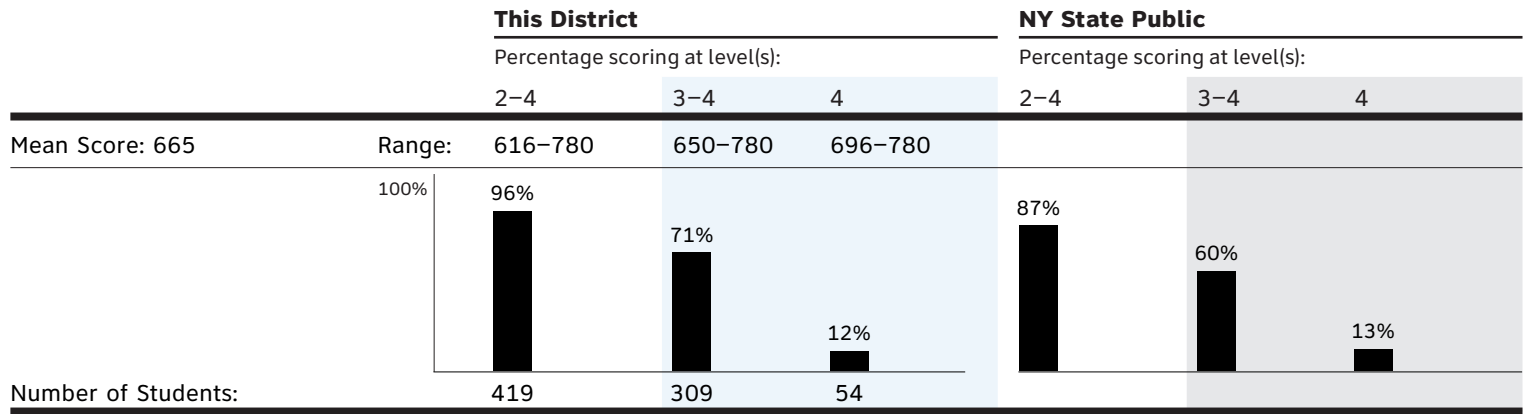
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	—	—	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>435</b>	<b>96%</b>	<b>71%</b>	<b>12%</b>				
Female	220	98%	69%	12%				
Male	215	95%	73%	13%				
American Indian or Alaska Native								
Black or African American	2	—	—	—				
Hispanic or Latino	32	84%	53%	6%				
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—				
White	390	97%	72%	12%	This test was not given in 2004-05.			
Small Group Totals	13	100%	77%	38%				
General-Education Students	404	99%	74%	13%				
Students with Disabilities	31	65%	29%	0%				
English Proficient	429	97%	72%	13%				
Limited English Proficient	6	50%	17%	0%				
Economically Disadvantaged	41	88%	51%	7%				
Not Disadvantaged	394	97%	73%	13%				
Migrant								
Not Migrant	435	96%	71%	12%				

### NOTES

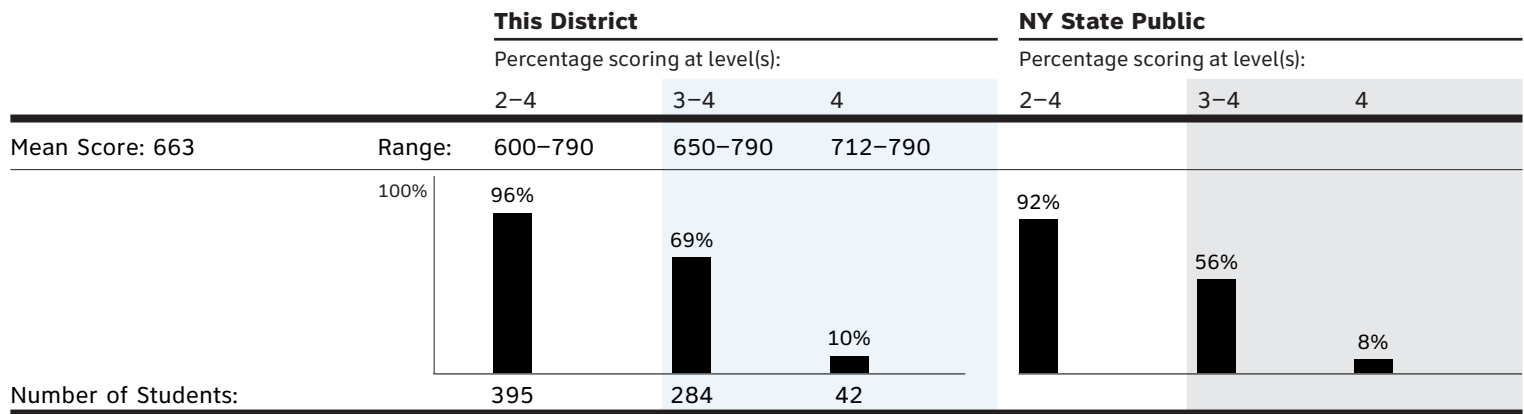
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	This test was not given in 2004-05.			

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 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>411</b>	<b>96%</b>	<b>69%</b>	<b>10%</b>				
Female	189	95%	69%	11%				
Male	222	97%	69%	9%				
American Indian or Alaska Native								
Black or African American	5	100%	20%	0%				
Hispanic or Latino	18	89%	61%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	88%	75%	13%				
White	380	97%	70%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	386	98%	72%	11%				
Students with Disabilities	25	72%	20%	0%				
English Proficient	408	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	45	89%	40%	11%				
Not Disadvantaged	366	97%	73%	10%				
Migrant								
Not Migrant	411	96%	69%	10%				

### NOTES

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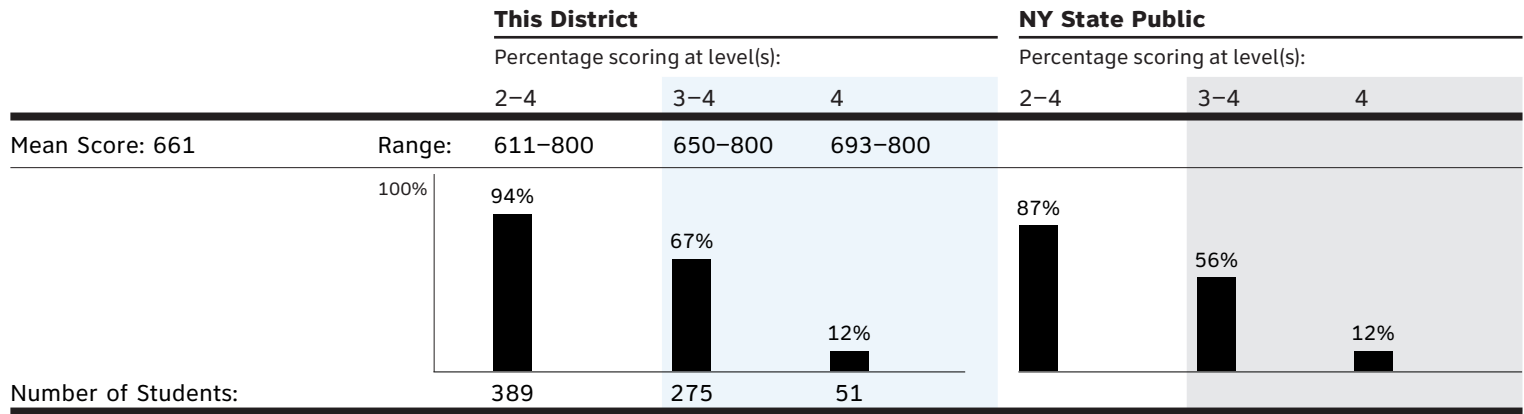
## Other Assessments

	2005-06 School Year				2004-05 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	8	8	7	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	1	-	-	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>412</b>	<b>94%</b>	<b>67%</b>	<b>12%</b>				
Female	190	95%	64%	12%				
Male	222	94%	69%	13%				
American Indian or Alaska Native								
Black or African American	5	100%	20%	0%				
Hispanic or Latino	19	84%	58%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	88%	88%	50%				
White	380	95%	67%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	387	97%	70%	13%				
Students with Disabilities	25	56%	12%	0%				
English Proficient	408	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	45	80%	42%	9%				
Not Disadvantaged	367	96%	70%	13%				
Migrant								
Not Migrant	412	94%	67%	12%				

### NOTES

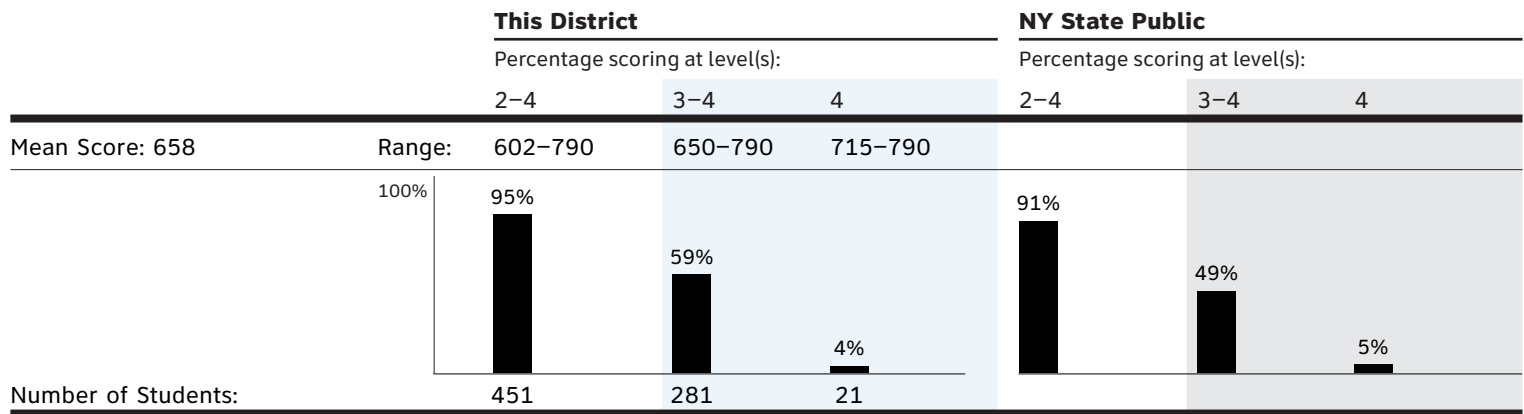
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## Other Assessments

	2005-06 School Year				2004-05 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	8	8	7	7	This test was not given in 2004-05.			

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 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>473</b>	<b>95%</b>	<b>59%</b>	<b>4%</b>				
Female	216	99%	68%	5%				
Male	257	93%	53%	4%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	7	—	—	—				
Hispanic or Latino	18	100%	39%	0%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	0%				
White	438	95%	60%	5%				
Small Group Totals	8	100%	50%	0%				
General-Education Students	443	98%	63%	5%				
Students with Disabilities	30	53%	3%	0%				
English Proficient	472	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	44	89%	25%	0%				
Not Disadvantaged	429	96%	63%	5%				
Migrant								
Not Migrant	473	95%	59%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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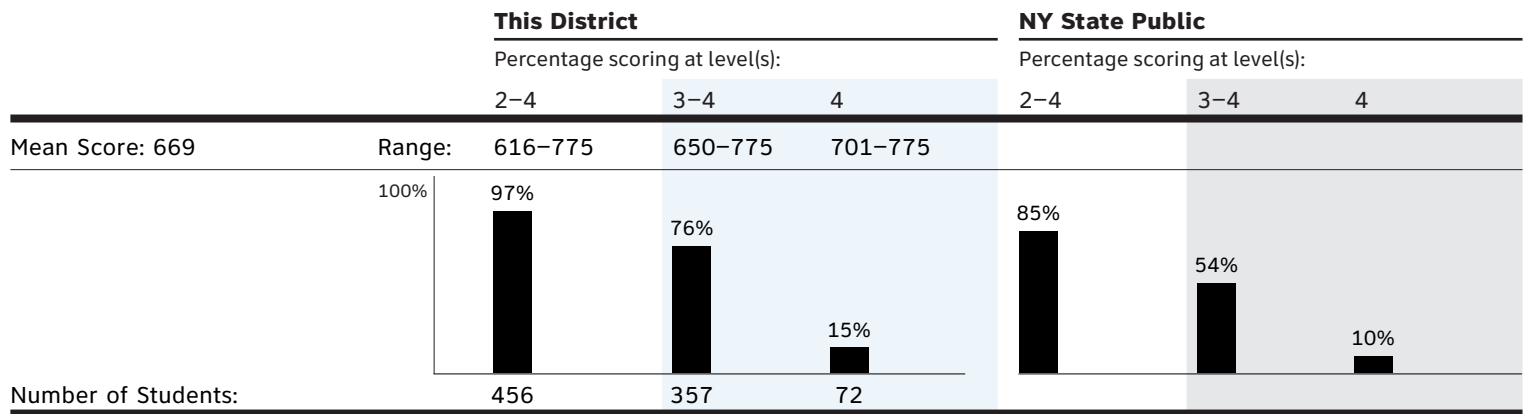
## Other Assessments

	2005-06 School Year				2004-05 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	3	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 8	0				4	—	—	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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>470</b>	<b>97%</b>	<b>76%</b>	<b>15%</b>				
Female	216	97%	77%	13%				
Male	254	97%	75%	17%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	7	—	—	—				
Hispanic or Latino	17	94%	41%	0%				
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	22%				
White	436	97%	77%	16%				
Small Group Totals	8	100%	63%	13%				
General-Education Students	441	98%	80%	16%				
Students with Disabilities	29	76%	21%	0%				
English Proficient	469	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	43	91%	56%	2%				
Not Disadvantaged	427	98%	78%	17%				
Migrant								
Not Migrant	470	97%	76%	15%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

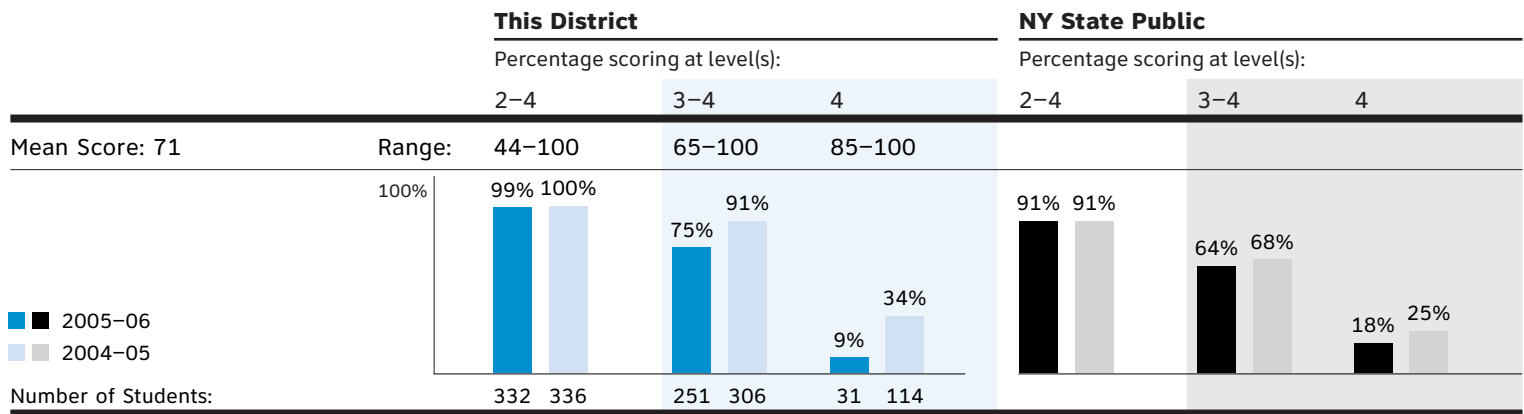
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## Other Assessments

	2005-06 School Year				2004-05 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	5	5	5	5	4	—	—	—

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 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>336</b>	<b>99%</b>	<b>75%</b>	<b>9%</b>	<b>337</b>	<b>100%</b>	<b>91%</b>	<b>34%</b>
Female	158	99%	72%	6%	151	100%	87%	23%
Male	178	99%	77%	12%	186	99%	94%	43%
American Indian or Alaska Native	1	—	—	—				
Black or African American	7	100%	71%	14%	1	—	—	—
Hispanic or Latino	17	100%	71%	6%	19	100%	84%	26%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	6	—	—	—
White	306	99%	75%	9%	311	100%	92%	34%
Small Group Totals	6	100%	83%	17%	7	100%	71%	29%
General-Education Students	308	100%	78%	10%	311	100%	92%	35%
Students with Disabilities	28	89%	43%	0%	26	100%	81%	19%
English Proficient	335	—	—	—	333	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	41	100%	59%	5%	19	100%	95%	26%
Not Disadvantaged	295	99%	77%	10%	318	100%	91%	34%
Migrant								
Not Migrant	336	99%	75%	9%	337	100%	91%	34%

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	—	—	—	2	—	—	—
Regents Science	136	136	135	91	104	104	104	78

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

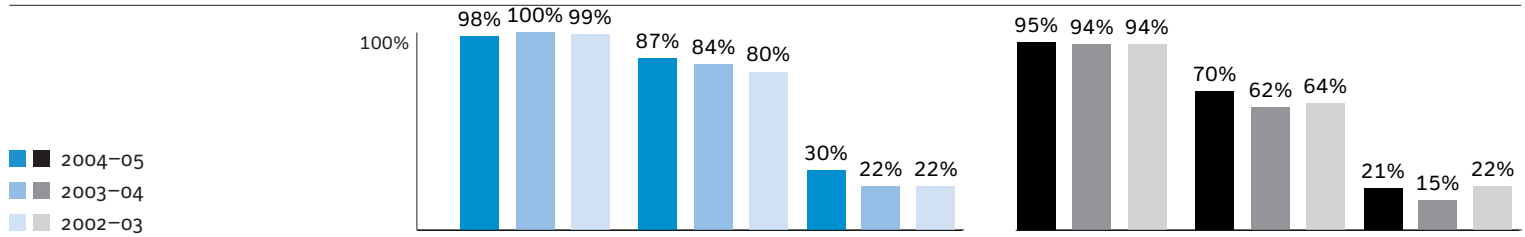
Percentage scoring at level(s):

2-4      3-4      4  
Range: 603-800      645-800      692-800

#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	9	45	241	124	419	679
Feb 2004	2	68	262	96	428	673
Feb 2003	5	71	223	85	384	669

### Grade 8

#### This School

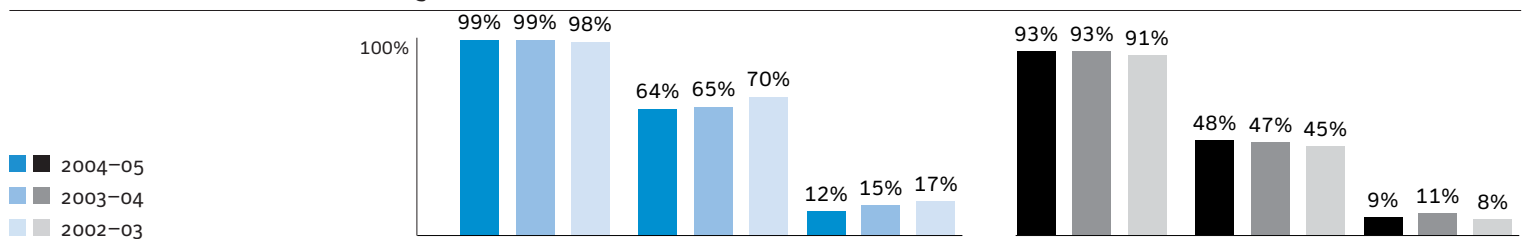
Percentage scoring at level(s):

2-4      3-4      4  
Range: 658-830      697-830      737-830

#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	4	156	229	51	440	708
Jan 2004	4	142	209	65	420	712
Jan 2003	7	116	218	69	410	711

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

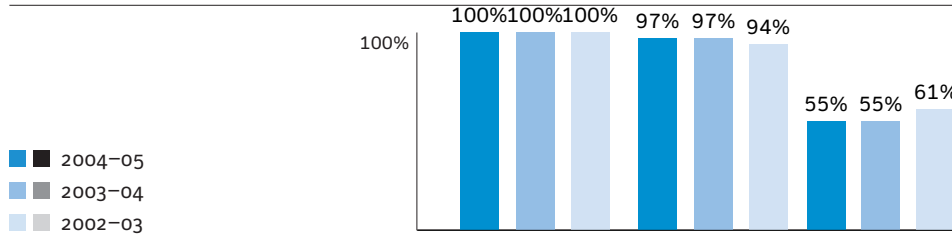
Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

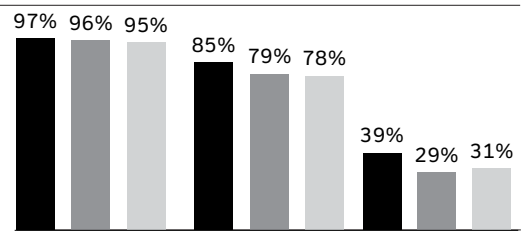
2-4      3-4      4  
Range: 602-810      637-810      678-810



#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Number of students scoring at each performance level:

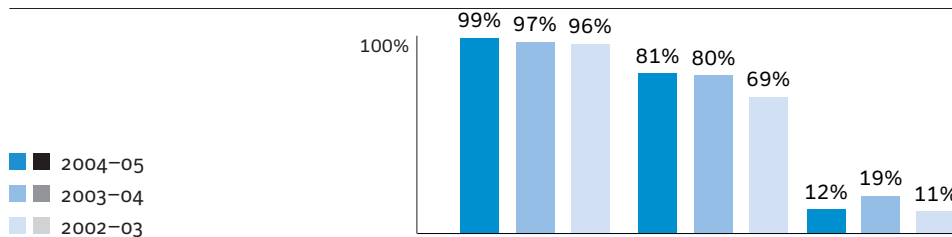
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	1	12	176	234	423	684
May 2004	0	11	187	241	439	684
May 2003	0	23	132	241	396	684

### Grade 8

#### This School

Percentage scoring at level(s):

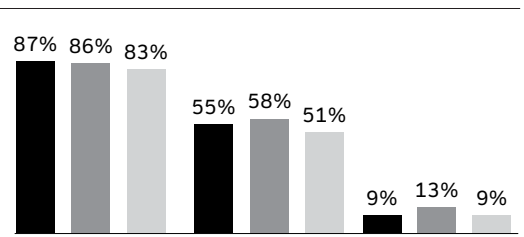
2-4      3-4      4  
Range: 681-882      716-882      760-882



#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4

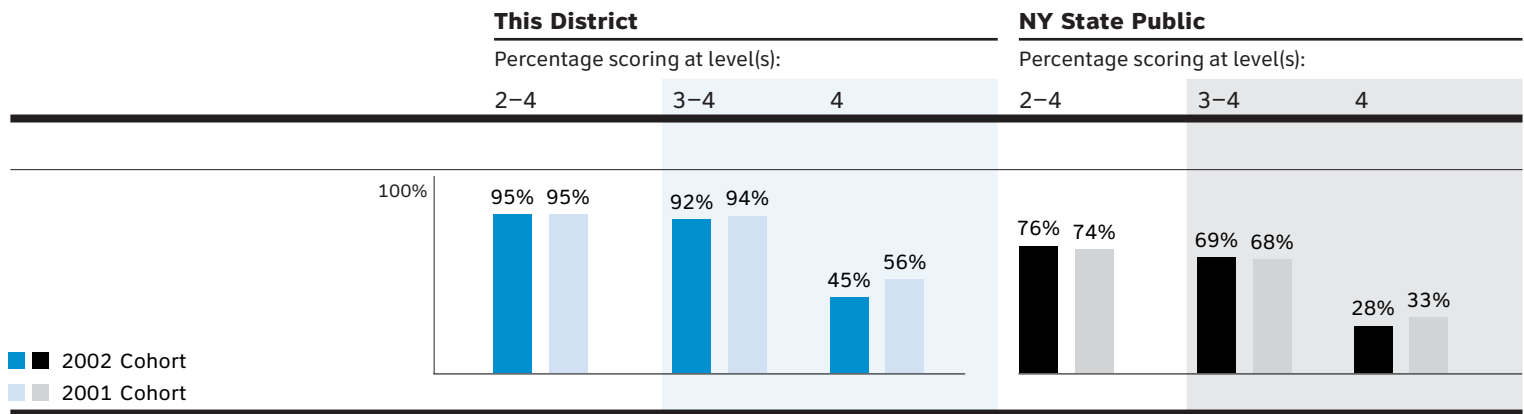


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	6	78	302	55	441	735
May 2004	14	69	260	78	421	736
May 2003	18	107	236	46	407	729

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2002 Cohort*				2001 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>394</b>	<b>95%</b>	<b>92%</b>	<b>45%</b>	<b>358</b>	<b>95%</b>	<b>94%</b>	<b>56%</b>
Female	174	96%	95%	52%	155	95%	95%	67%
Male	220	95%	90%	40%	203	94%	93%	48%
American Indian or Alaska Native								
Black or African American	5	80%	60%	20%	2	—	—	—
Hispanic or Latino	12	67%	67%	17%	13	69%	62%	31%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	88%	53%	6	—	—	—
White	360	96%	94%	46%	337	96%	95%	57%
Small Group Totals					8	88%	88%	63%
General-Education Students	369	96%	95%	48%	329	97%	97%	60%
Students with Disabilities	25	80%	56%	8%	29	72%	62%	10%
English Proficient	390	—	—	—	356	—	—	—
Limited English Proficient	4	—	—	—	2	—	—	—
Economically Disadvantaged	19	79%	74%	16%				
Not Disadvantaged	375	96%	93%	47%				
Migrant								
Not Migrant	394	95%	92%	45%				

### NOTES

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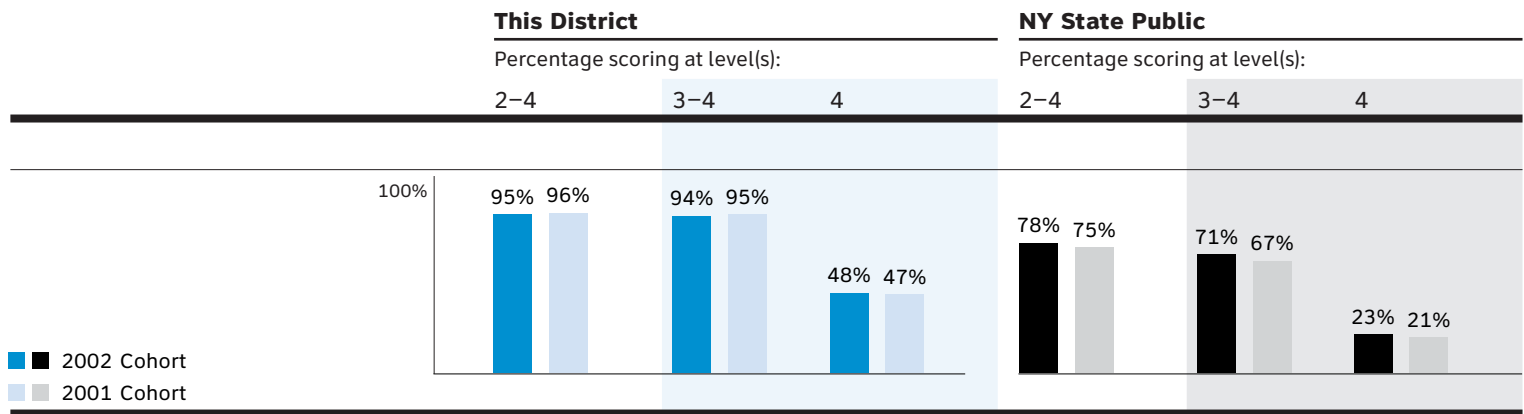
## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

\* 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.

District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

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



## Results by Student Group

	2002 Cohort*				2001 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>394</b>	<b>95%</b>	<b>94%</b>	<b>48%</b>	<b>358</b>	<b>96%</b>	<b>95%</b>	<b>47%</b>
Female	174	95%	94%	49%	155	96%	95%	46%
Male	220	95%	93%	47%	203	96%	95%	47%
American Indian or Alaska Native								
Black or African American	5	100%	100%	20%	2	—	—	—
Hispanic or Latino	12	67%	67%	17%	13	77%	69%	15%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	65%	6	—	—	—
White	360	95%	94%	49%	337	97%	96%	48%
Small Group Totals	8	88%	88%	50%	8	88%	88%	50%
General-Education Students	369	96%	96%	49%	329	97%	97%	49%
Students with Disabilities	25	68%	56%	28%	29	79%	72%	21%
English Proficient	390	—	—	—	356	—	—	—
Limited English Proficient	4	—	—	—	2	—	—	—
Economically Disadvantaged	19	84%	84%	42%				
Not Disadvantaged	375	95%	94%	48%				
Migrant								
Not Migrant	394	95%	94%	48%				

### NOTES

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## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				1	—	—	—

\* 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.

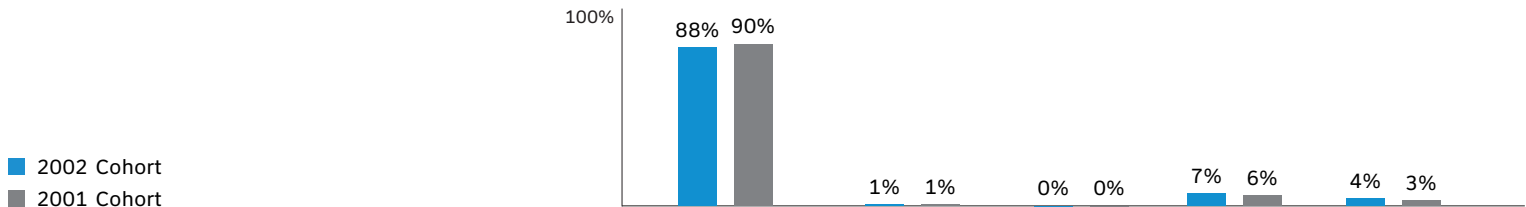
District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>394</b>	<b>88%</b>	<b>1%</b>	<b>0%</b>	<b>7%</b>	<b>4%</b>
	<b>2001</b>	<b>358</b>	<b>90%</b>	<b>1%</b>	<b>0%</b>	<b>6%</b>	<b>3%</b>
Female	2002	174	90%	1%	1%	5%	3%
	2001	155	91%	1%	0%	6%	2%
Male	2002	220	87%	0%	0%	9%	4%
	2001	203	90%	0%	0%	6%	3%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	5	60%	0%	0%	20%	20%
	2001	2	—	—	—	—	—
Hispanic or Latino	2002	12	33%	0%	0%	50%	17%
	2001	13	54%	0%	0%	38%	8%
Asian or Native Hawaiian/Other Pacific Islander	2002	17	100%	0%	0%	0%	0%
	2001	6	—	—	—	—	—
White	2002	360	90%	1%	0%	6%	3%
	2001	337	92%	1%	0%	5%	2%
Small Group Totals	2001	8	88%	0%	0%	0%	13%
General-Education Students	2002	369	90%	0%	0%	7%	3%
	2001	329	92%	0%	0%	5%	2%
Students with Disabilities	2002	25	60%	12%	4%	16%	8%
	2001	29	69%	10%	0%	10%	10%
English Proficient	2002	390	—	—	—	—	—
	2001	356	—	—	—	—	—
Limited English Proficient	2002	4	—	—	—	—	—
	2001	2	—	—	—	—	—
Economically Disadvantaged	2002	19	63%	0%	0%	32%	5%
Not Disadvantaged	2002	375	90%	1%	0%	6%	3%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	394	88%	1%	0%	7%	4%

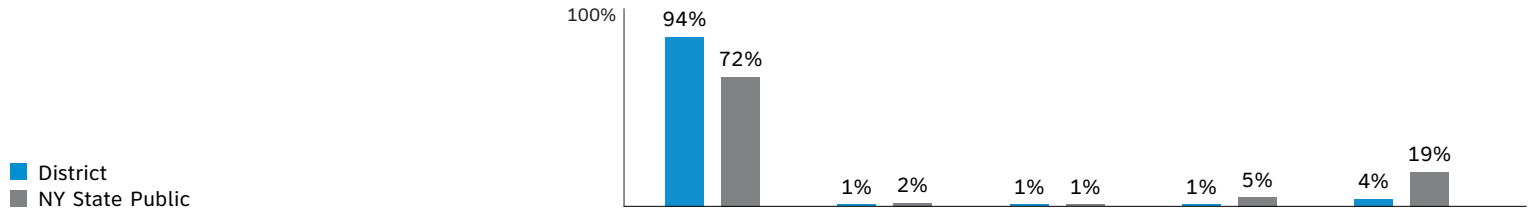
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District **EAST ISLIP UNION FREE SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>360</b>	<b>94%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>4%</b>
Female	156	94%	2%	1%	0%	3%
Male	204	94%	0%	1%	1%	4%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2	—	—	—	—	—
Hispanic or Latino	12	75%	8%	0%	8%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—
White	340	95%	1%	1%	0%	3%
Small Group Totals	8	88%	0%	0%	0%	13%
General-Education Students	332	95%	0%	1%	1%	3%
Students with Disabilities	28	79%	11%	0%	0%	11%
English Proficient	359	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—
Economically Disadvantaged	6	67%	17%	0%	0%	17%
Not Disadvantaged	354	94%	1%	1%	1%	3%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	360	94%	1%	1%	1%	4%

### NOTES

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