



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **CENTRAL ISLIP UNION FREE  
SCHOOL DISTRICT**  
District ID **580513030000**  
Superintendent **FADHILIKA ATIBA-WEZA**  
Telephone **(631) 348-5001**  
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

## 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 **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## 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	164	138	130
Kindergarten	470	472	485
Grade 1	523	487	517
Grade 2	513	483	458
Grade 3	512	480	448
Grade 4	536	462	455
Grade 5	523	524	458
Grade 6	528	496	504
Ungraded Elementary	0	0	0
Grade 7	552	530	480
Grade 8	539	499	523
Grade 9	649	698	648
Grade 10	518	474	517
Grade 11	374	405	376
Grade 12	340	305	326
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>6577</b>	<b>6315</b>	<b>6195</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	22	21	20
<b>Grade 8</b>			
English	22	28	24
Mathematics	27	27	22
Science	26	27	24
Social Studies	24	26	
<b>Grade 10</b>			
English	19	17	19
Mathematics	24	16	6
Science	26	20	22
Social Studies	21	21	20

### 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 **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2576	39%	2496	40%	2475	40%
Reduced-Price Lunch	863	13%	948	15%	819	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1419	22%	890	14%	1559	25%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	32	0%	25	0%	55	1%
Black or African American	2261	34%	2129	34%	1935	31%
Hispanic or Latino	3144	48%	3193	51%	3383	55%
Asian or Native Hawaiian/Other Pacific Islander	257	4%	225	4%	177	3%
White	883	13%	743	12%	645	10%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		91%		94%		93%
Student Suspensions	498	N/A	516	8%	565	9%

## Demographic Factors Information

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

## Attendance and Suspensions Information

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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1590	1535	1649
Percent Not Taught by Highly Qualified Teachers	2%	4%	1%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	2	2	0
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	8	22	3
Percentage of Total	2%	4%	1%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	52%	54%	59%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	515	517	526
Total Other Professional Staff	57	56	58
Total Paraprofessionals*	147	153	183
Assistant Principals	8	8	9
Principals	8	8	8

\* 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:

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

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.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:

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

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.




District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**


## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 4)

##### Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Improvement (Year 3)

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 4)

Math  Improvement (Year 3)

Graduation Rate  Good Standing

### Title I Part A Funding

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

**2004–05**

YES







































**2005–06**

YES




**2006–07**

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 8	 8 of 8	 1 of 1	 1 of 7	 1 of 7	 1 of 1

#### AYP Status

-  Made AYP
-  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)  |



District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (2006–07)**  Improvement (Year 4)

**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 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

### 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> (2936:2660)			97%		132	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (14:14)	–	–	–	–	–	–	–
Black or African American (935:883)			99%		128	118	
Hispanic or Latino (1590:1390)			95%		131	119	
Asian or Native Hawaiian/Other Pacific Islander (136:90)			95%		154	112	
White (298:283)			97%		145	116	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (412:370)			96%		81	116	87    93
Limited English Proficient (784:475)			92%		112	117	117    121
Economically Disadvantaged (1959:1751)			96%		129	119	
<b>Final AYP Determination</b>	 6 of 8						

#### 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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## Elementary/Middle-Level Mathematics

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



Improvement (Year 3)

### Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [218]

### 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> (2901:2654)	✓	✓	98%	✓	119	84		
<b>Ethnicity</b>								
American Indian or Alaska Native (14:14)	–	–	–	–	–	–	–	
Black or African American (922:854)	✓	✓	98%	✓	113	82		
Hispanic or Latino (1574:1409)	✓	✓	98%	✓	118	83		
Asian or Native Hawaiian/Other Pacific Islander (98:94)	✓	✓	98%	✓	143	76		
White (293:283)	✓	✓	99%	✓	132	80		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (405:362)	✓	✓	97%	✓	84	80		
Limited English Proficient (597:517)	✓	✓	98%	✓	101	81		
Economically Disadvantaged (1953:1757)	✓	✓	98%	✓	116	83		
<b>Final AYP Determination</b>	✓	8 of 8						

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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

















## 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> (1001:875)		Qualified		95%		158	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (349:306)		Qualified		95%		158	100	
Hispanic or Latino (524:451)		Qualified		95%		155	100	
Asian or Native Hawaiian/Other Pacific Islander (31:27)	–	–	–	–	–	–	–	–
White (94:88)		Qualified		97%		175	100	
<b>Other Groups</b>								
Students with Disabilities (146:125)		Qualified		91%		137	100	
Limited English Proficient (193:158)		Qualified		96%		134	100	
Economically Disadvantaged (625:546)		Qualified		96%		157	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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## Secondary-Level English Language Arts






















**Accountability Status for This Subject (2006–07)**  Improvement (Year 4)

**Accountability Measures** 1 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 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]




### 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> (642:363)			92%		157	148		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (241:135)			90%		154	145		
Hispanic or Latino (148:154)			95%		153	146		
Asian or Native Hawaiian/Other Pacific Islander (20:19)	–	–	–	–	–	–	–	–
White (95:52)			93%		169	141		
<b>Other Groups</b>								
Students with Disabilities (120:54)			88%		78	141	121‡	90
Limited English Proficient (25:36)		–	–		128	138	132	135
Economically Disadvantaged (193:120)			88%		153	145		
<b>Final AYP Determination</b>	 1 of 7							

#### 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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## Secondary-Level Mathematics






















**Accountability Status for This Subject (2006–07)**  Improvement (Year 3)

**Accountability Measures** 1 of 7 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in Mathematics, 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 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### 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> (642:363)			90%		146	140	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (241:135)			90%		140	137	
Hispanic or Latino (265:154)			88%		144	138	
Asian or Native Hawaiian/Other Pacific Islander (20:19)	–	–	–	–	–	–	–
White (95:52)			94%		160	133	
<b>Other Groups</b>							
Students with Disabilities (120:54)			92%		93	133	107‡    104
Limited English Proficient (25:36)		–	–		136	130	
Economically Disadvantaged (193:120)			87%		148	137	
<b>Final AYP Determination</b>	 1 of 7						

#### 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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**










## 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		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students (415)</b>			61%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–	–	–
Black or African American (159)			61%	55%		
Hispanic or Latino (179)			54%	55%	55%	55%
Asian or Native Hawaiian/Other Pacific Islander (17)		–	–	–	–	–
White (59)			71%	55%		
<b>Other Groups</b>						
Students with Disabilities (113)			45%	55%	55%	46%
Limited English Proficient (35)			49%	55%	44%	50%
Economically Disadvantaged (99)			66%	55%		
<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 **CENTRAL 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**

4 schools identified 50% of total

ANDREW T. MORROW SCHOOL

CENTRAL ISLIP EARLY CHILDHOOD CENTER

FRANCIS J. O'NEILL SCHOOL

MARGUERITE L. MULVEY SCHOOL

#### **Improvement (Year1)**

2 schools identified 25% of total

CHARLES A. MULLIGAN SCHOOL

CORDELLO AVENUE ELEMENTARY SCHOOL

#### **Planning for Restructuring**

1 school identified 13% of total

CENTRAL ISLIP SENIOR HIGH SCHOOL

#### **Restructuring (Year 1)**

1 school identified 13% of total















RALPH REED SCHOOL






District **CENTRAL 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	56%			336
Grade 4	56%			341
Grade 5	45%			410
Grade 6	43%			437
Grade 7	33%			429
Grade 8	33%			469
<b>Mathematics</b>				
Grade 3	69%			455
Grade 4	61%			457
Grade 5	28%			447
Grade 6	27%			493
Grade 7	24%			468
Grade 8	30%			504
<b>Science</b>				
Grade 4	73%			445
Grade 8	51%			501

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	70%			399
Mathematics	60%			399

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	61%			399

### 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:

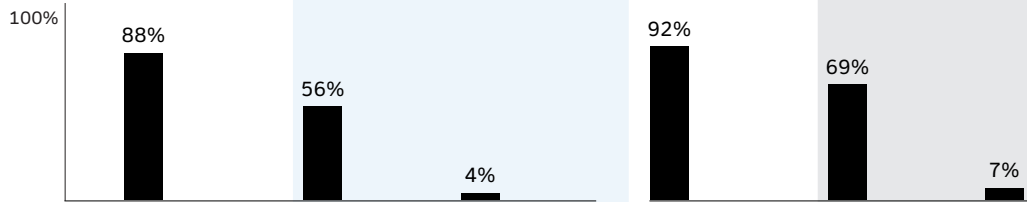
#### High Need/Resource Urban-Suburban Districts

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

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 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
Mean Score: 656	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	295	187	15	92%	69%	7%



## 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>88%</b>	<b>56%</b>	<b>4%</b>				
Female	158	91%	62%	7%				
Male	178	85%	50%	2%				
American Indian or Alaska Native	6	83%	33%	17%				
Black or African American	125	86%	50%	6%				
Hispanic or Latino	141	88%	54%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	0%				
White	53	91%	70%	4%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	276	95%	64%	5%				
Students with Disabilities	60	57%	18%	2%				
English Proficient	324	89%	56%	5%				
Limited English Proficient	12	67%	42%	0%				
Economically Disadvantaged	224	88%	52%	4%				
Not Disadvantaged	112	88%	63%	4%				
Migrant								
Not Migrant	336	88%	56%	4%				

### 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.

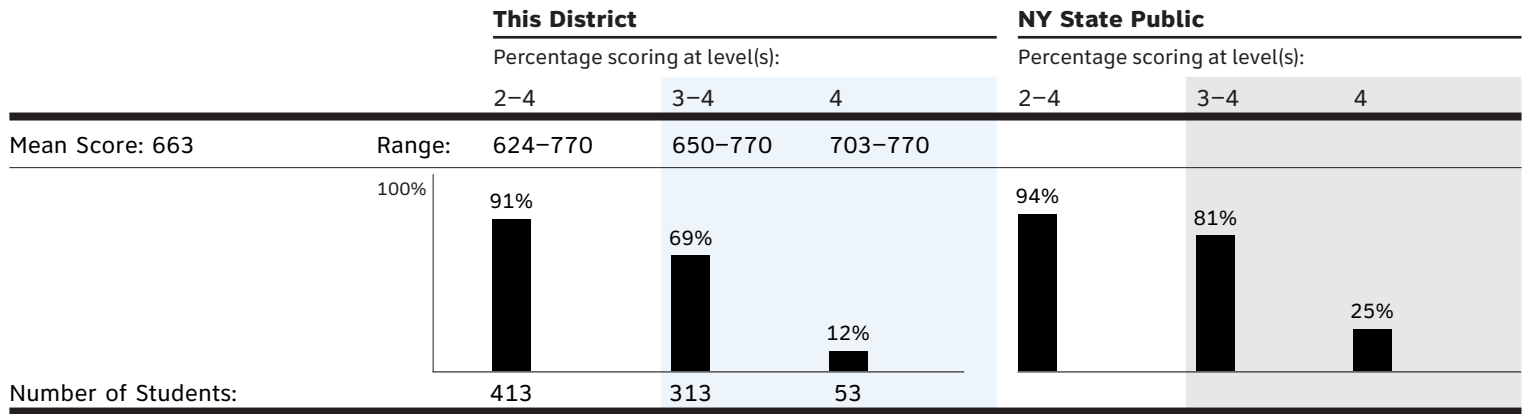
## Other Assessments

	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	1	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	113	71	62	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 **CENTRAL 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>455</b>	<b>91%</b>	<b>69%</b>	<b>12%</b>				
Female	222	93%	70%	12%				
Male	233	89%	67%	11%				
American Indian or Alaska Native	6	100%	83%	17%				
Black or African American	129	89%	61%	5%				
Hispanic or Latino	255	91%	70%	13%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	46%				
White	52	88%	75%	12%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	384	94%	74%	13%				
Students with Disabilities	71	72%	38%	4%				
English Proficient	325	90%	70%	11%				
Limited English Proficient	130	92%	67%	12%				
Economically Disadvantaged	339	91%	66%	11%				
Not Disadvantaged	116	91%	76%	13%				
Migrant								
Not Migrant	455	91%	69%	12%				

### 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.

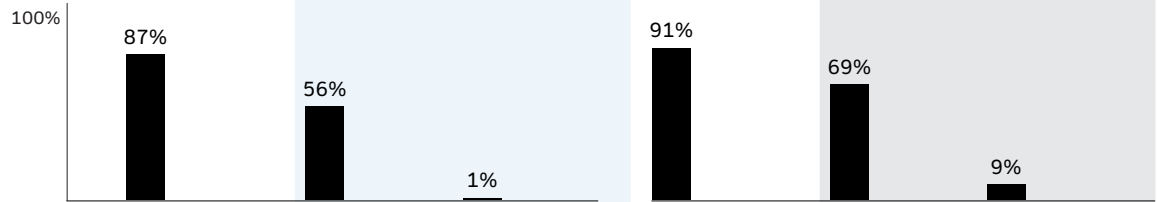
## Other Assessments

	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	1	–	–	–	This test was not given in 2004-05.			

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 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
Mean Score: 650	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	296	192	5			



## 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>341</b>	<b>87%</b>	<b>56%</b>	<b>1%</b>				
Female	177	86%	66%	2%				
Male	164	87%	46%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	148	85%	53%	3%				
Hispanic or Latino	142	89%	58%	1%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	39	82%	54%	0%				
Small Group Totals	12	100%	83%	0%				
General-Education Students	291	92%	63%	2%				
Students with Disabilities	50	54%	18%	0%				
English Proficient	330	88%	58%	2%				
Limited English Proficient	11	55%	9%	0%				
Economically Disadvantaged	231	86%	56%	2%				
Not Disadvantaged	110	88%	57%	1%				
Migrant								
Not Migrant	341	87%	56%	1%				

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.

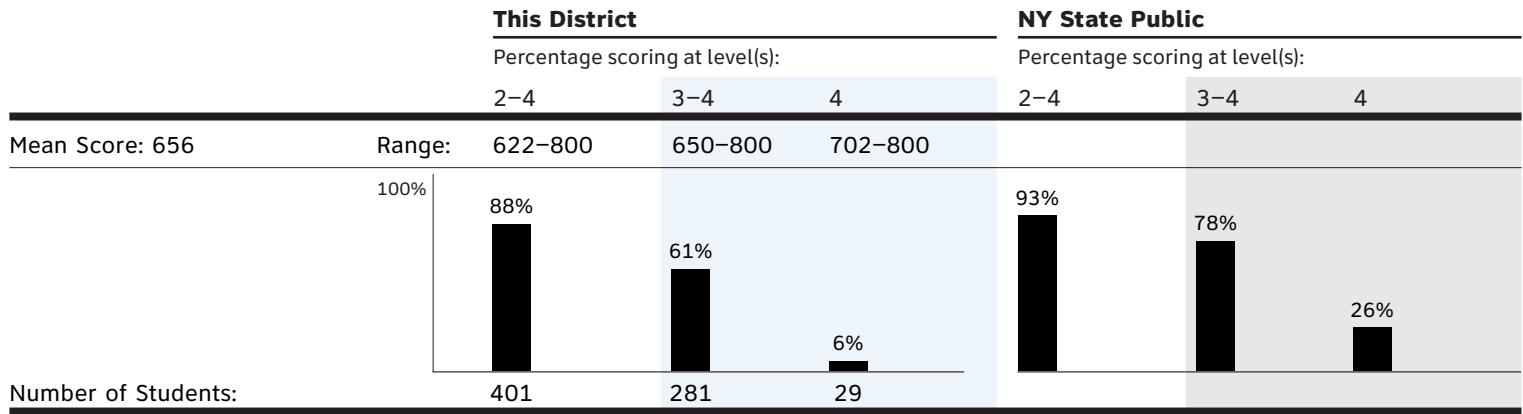
## Other Assessments

	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	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	102	69	54	N/A	103	74	57	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 **CENTRAL 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>457</b>	<b>88%</b>	<b>61%</b>	<b>6%</b>				
Female	224	88%	64%	7%				
Male	233	88%	59%	6%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	151	83%	58%	6%				
Hispanic or Latino	257	91%	63%	5%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	36	86%	64%	14%				
Small Group Totals	13	85%	69%	23%				
General-Education Students	394	92%	68%	7%				
Students with Disabilities	63	63%	22%	2%				
English Proficient	332	88%	64%	8%				
Limited English Proficient	125	87%	54%	2%				
Economically Disadvantaged	339	88%	60%	6%				
Not Disadvantaged	118	86%	65%	7%				
Migrant								
Not Migrant	457	88%	61%	6%				

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

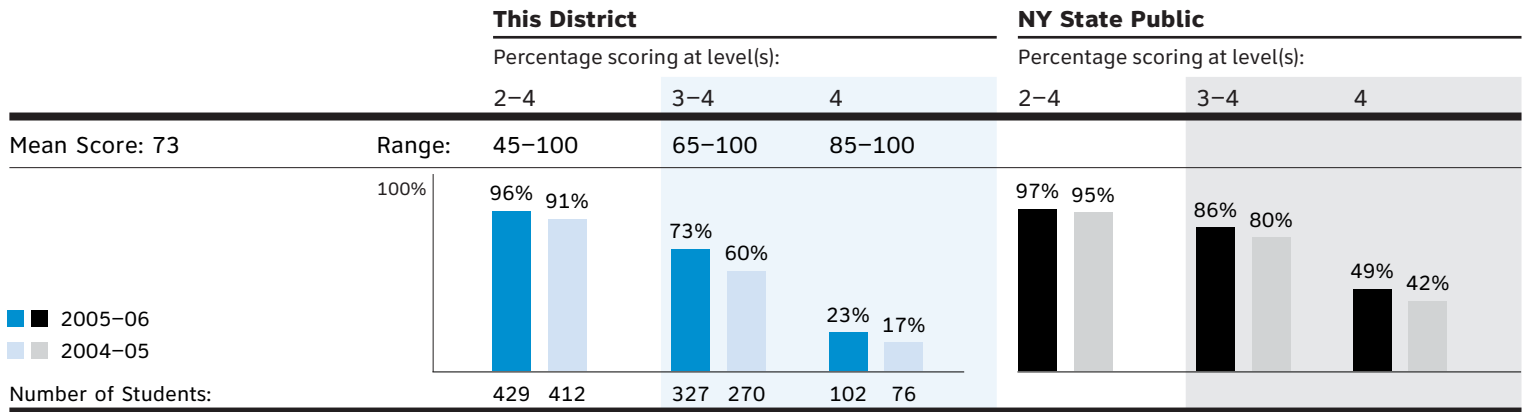
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## 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	3	-	-	-	3	-	-	-

District **CENTRAL 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>445</b>	<b>96%</b>	<b>73%</b>	<b>23%</b>	<b>452</b>	<b>91%</b>	<b>60%</b>	<b>17%</b>
Female	218	97%	74%	25%	235	91%	56%	15%
Male	227	96%	73%	21%	217	91%	64%	19%
American Indian or Alaska Native	1	-	-	-	6	100%	83%	50%
Black or African American	146	97%	77%	29%	126	94%	59%	12%
Hispanic or Latino	251	96%	69%	17%	255	89%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	17	100%	76%	41%
White	35	97%	86%	37%	48	94%	77%	33%
Small Group Totals	13	92%	92%	31%				
General-Education Students	386	96%	75%	26%	415	93%	62%	18%
Students with Disabilities	59	97%	61%	5%	37	68%	35%	3%
English Proficient	322	98%	83%	30%	344	96%	69%	22%
Limited English Proficient	123	91%	48%	5%	108	77%	31%	1%
Economically Disadvantaged	324	97%	70%	21%	334	89%	57%	14%
Not Disadvantaged	121	95%	83%	29%	118	97%	69%	24%
Migrant								
Not Migrant	445	96%	73%	23%	452	91%	60%	17%

### 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.

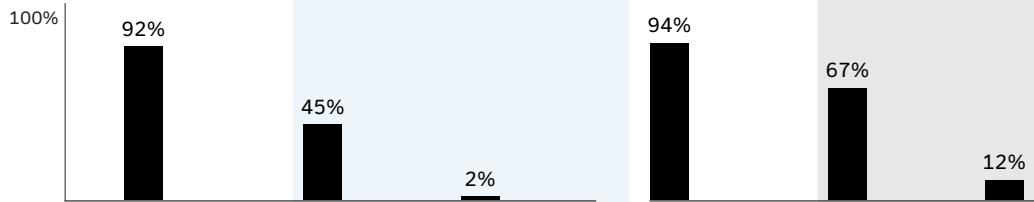
## Other Assessments

	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	2	-	-	-	4	-	-	-

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 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
Mean Score: 644	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	377	185	9	94%	67%	12%



## 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>410</b>	<b>92%</b>	<b>45%</b>	<b>2%</b>				
Female	198	94%	48%	4%				
Male	212	90%	42%	1%				
American Indian or Alaska Native	5	100%	60%	20%				
Black or African American	131	92%	39%	3%				
Hispanic or Latino	218	91%	46%	1%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	50%	0%				
White	42	90%	55%	2%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	359	94%	48%	3%				
Students with Disabilities	51	76%	22%	0%				
English Proficient	352	94%	49%	3%				
Limited English Proficient	58	78%	21%	0%				
Economically Disadvantaged	265	91%	43%	2%				
Not Disadvantaged	145	94%	48%	2%				
Migrant								
Not Migrant	410	92%	45%	2%				

### 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	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	38	32	29	N/A	N/A	N/A	N/A	N/A

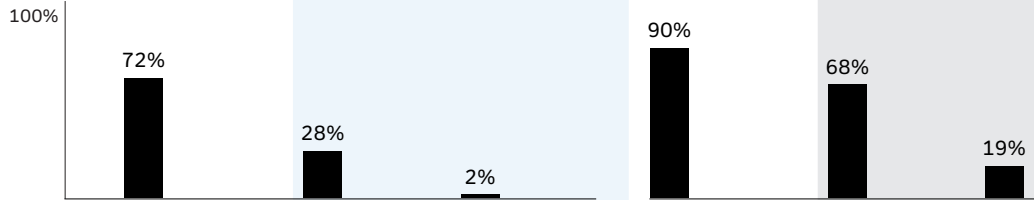
† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics

	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
Mean Score: 633	619-780	650-780	699-780			
Range:						
	72%	28%	2%	90%	68%	19%
Number of Students:	324	126	7			



## 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>447</b>	<b>72%</b>	<b>28%</b>	<b>2%</b>				
Female	222	73%	26%	1%				
Male	225	72%	31%	2%				
American Indian or Alaska Native	5	80%	20%	0%				
Black or African American	124	69%	24%	0%				
Hispanic or Latino	259	73%	27%	1%				
Asian or Native Hawaiian/Other Pacific Islander	15	73%	53%	0%				
White	44	75%	39%	9%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	397	75%	29%	2%				
Students with Disabilities	50	50%	22%	0%				
English Proficient	350	76%	33%	2%				
Limited English Proficient	97	60%	9%	1%				
Economically Disadvantaged	298	71%	25%	1%				
Not Disadvantaged	149	75%	34%	3%				
Migrant								
Not Migrant	447	72%	28%	2%				

### 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.

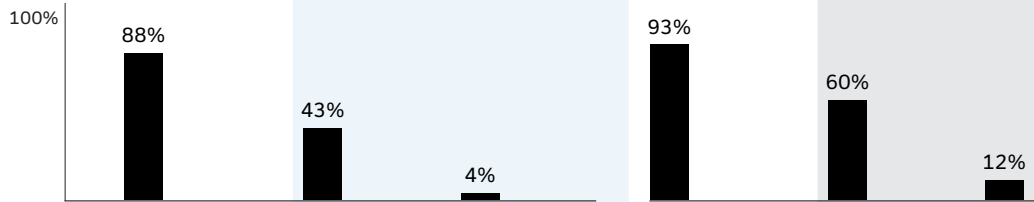
## Other Assessments

	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	4	–	–	–	This test was not given in 2004-05.			

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## 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
Mean Score: 641	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	384	188	16	384	188	16



## 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>437</b>	<b>88%</b>	<b>43%</b>	<b>4%</b>				
Female	220	89%	45%	4%				
Male	217	87%	41%	4%				
American Indian or Alaska Native								
Black or African American	155	88%	45%	4%				
Hispanic or Latino	216	88%	36%	3%				
Asian or Native Hawaiian/Other Pacific Islander	19	89%	79%	5%				
White	47	87%	57%	6%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	380	93%	48%	4%				
Students with Disabilities	57	56%	11%	0%				
English Proficient	399	90%	46%	4%				
Limited English Proficient	38	63%	11%	0%				
Economically Disadvantaged	294	87%	39%	2%				
Not Disadvantaged	143	90%	51%	7%				
Migrant								
Not Migrant	437	88%	43%	4%				

### 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

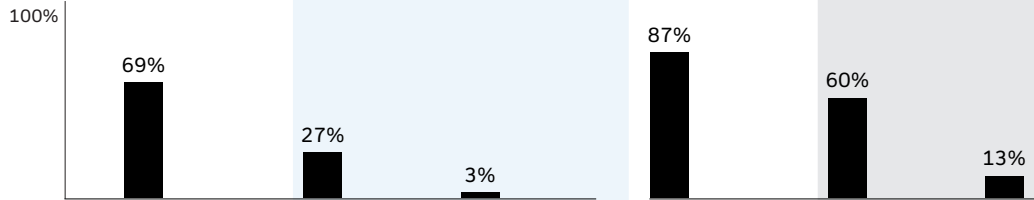
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	53	39	33	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 **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	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
Mean Score: 630	616-780	650-780	696-780			
Range:						
	69%	27%	3%	87%	60%	13%
Number of Students:	340	133	14			



## 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>493</b>	<b>69%</b>	<b>27%</b>	<b>3%</b>				
Female	249	65%	22%	2%				
Male	244	73%	32%	3%				
American Indian or Alaska Native								
Black or African American	151	74%	23%	2%				
Hispanic or Latino	275	61%	24%	1%				
Asian or Native Hawaiian/Other Pacific Islander	20	95%	65%	20%				
White	47	87%	40%	9%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	433	71%	30%	3%				
Students with Disabilities	60	52%	8%	0%				
English Proficient	398	77%	32%	4%				
Limited English Proficient	95	36%	5%	0%				
Economically Disadvantaged	348	66%	22%	2%				
Not Disadvantaged	145	76%	39%	4%				
Migrant								
Not Migrant	493	69%	27%	3%				

### 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.

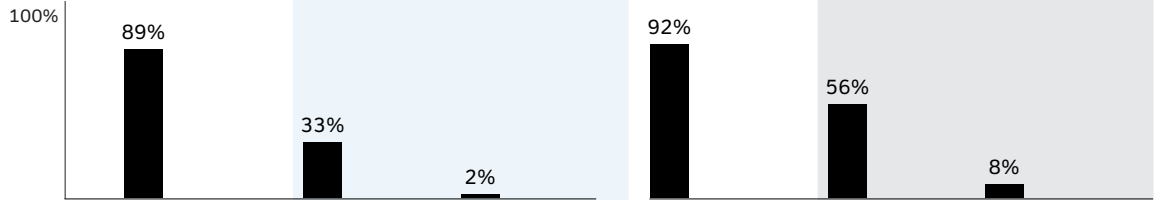
## Other Assessments

	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 6 Equivalent	3	–	–	–	This test was not given in 2004-05.			

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 636	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	382	143	7	92%	56%	8%



## 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>429</b>	<b>89%</b>	<b>33%</b>	<b>2%</b>				
Female	203	91%	33%	1%				
Male	226	87%	33%	2%				
American Indian or Alaska Native								
Black or African American	155	87%	29%	1%				
Hispanic or Latino	203	92%	33%	1%				
Asian or Native Hawaiian/Other Pacific Islander	17	88%	35%	0%				
White	54	85%	46%	4%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	370	93%	37%	2%				
Students with Disabilities	59	64%	12%	0%				
English Proficient	399	90%	36%	2%				
Limited English Proficient	30	73%	0%	0%				
Economically Disadvantaged	279	90%	28%	1%				
Not Disadvantaged	150	87%	43%	2%				
Migrant								
Not Migrant	429	89%	33%	2%				

### 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

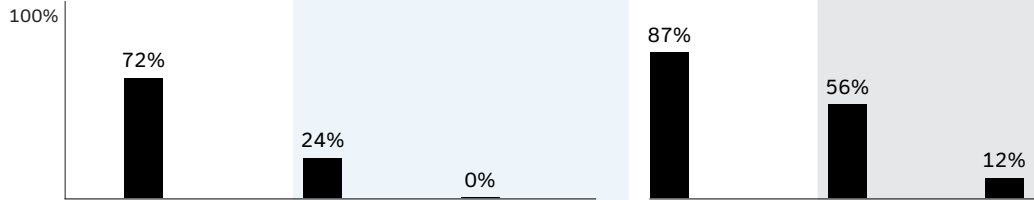
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	48	34	30	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 **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics

	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
Mean Score: 625	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	72%	24%	0%	87%	56%	12%
Number of Students:	336	112	1			



## 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>468</b>	<b>72%</b>	<b>24%</b>	<b>0%</b>				
Female	222	68%	21%	0%				
Male	246	75%	26%	0%				
American Indian or Alaska Native								
Black or African American	153	73%	20%	0%				
Hispanic or Latino	243	70%	23%	0%				
Asian or Native Hawaiian/Other Pacific Islander	18	67%	33%	0%				
White	54	78%	37%	2%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	409	76%	26%	0%				
Students with Disabilities	59	46%	7%	0%				
English Proficient	390	77%	27%	0%				
Limited English Proficient	78	46%	8%	0%				
Economically Disadvantaged	318	69%	22%	0%				
Not Disadvantaged	150	78%	29%	1%				
Migrant								
Not Migrant	468	72%	24%	0%				

### 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 7 Equivalent	6	5	5	5	This test was not given in 2004-05.			

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 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
Mean Score: 637	602-790	650-790	715-790			
Number of Students:	414	154	7			

## 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>469</b>	<b>88%</b>	<b>33%</b>	<b>1%</b>				
Female	230	92%	38%	2%				
Male	239	85%	28%	1%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	189	85%	32%	2%				
Hispanic or Latino	211	91%	28%	0%				
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-				
White	52	92%	48%	4%				
Small Group Totals	17	88%	59%	12%				
General-Education Students	402	94%	36%	2%				
Students with Disabilities	67	57%	12%	0%				
English Proficient	449	89%	34%	2%				
Limited English Proficient	20	70%	0%	0%				
Economically Disadvantaged	248	88%	30%	1%				
Not Disadvantaged	221	88%	36%	2%				
Migrant								
Not Migrant	469	88%	33%	1%				

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

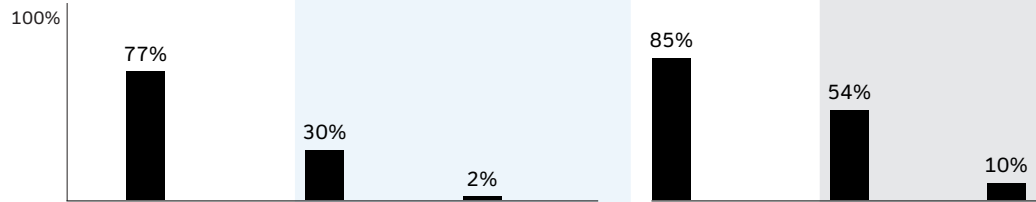
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	5	5	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	36	23	15	N/A	56	48	41	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 **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	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
Mean Score: 634	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	388	150	10	85%	54%	10%



## 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>504</b>	<b>77%</b>	<b>30%</b>	<b>2%</b>				
Female	252	81%	27%	2%				
Male	252	73%	33%	2%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	185	73%	26%	2%				
Hispanic or Latino	246	78%	30%	2%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	54	83%	31%	2%				
Small Group Totals	19	79%	53%	5%				
General-Education Students	436	80%	32%	2%				
Students with Disabilities	68	56%	15%	0%				
English Proficient	444	78%	32%	2%				
Limited English Proficient	60	72%	17%	0%				
Economically Disadvantaged	277	76%	30%	1%				
Not Disadvantaged	227	78%	30%	3%				
Migrant								
Not Migrant	504	77%	30%	2%				

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.

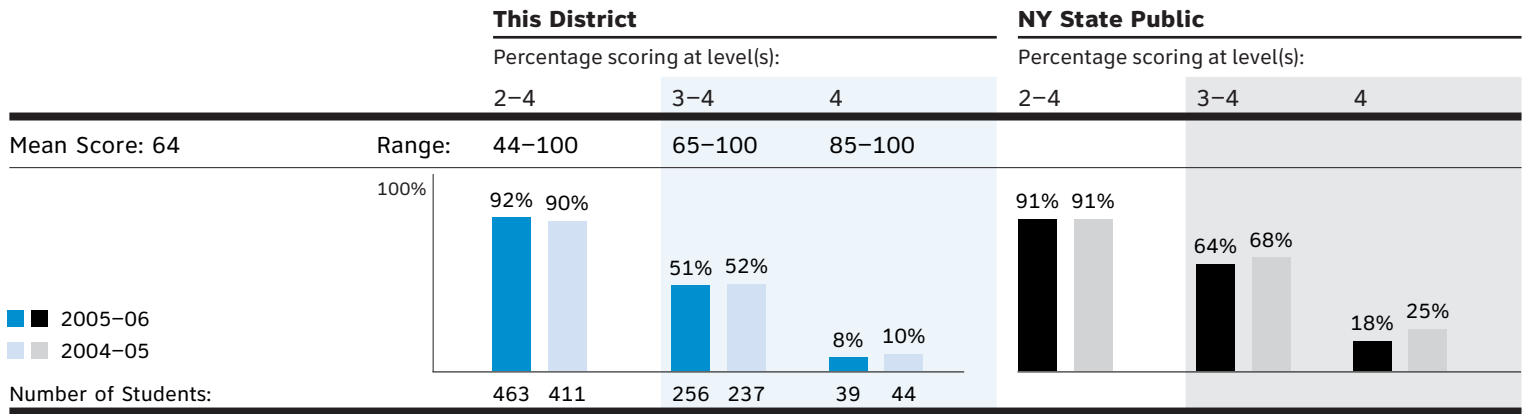
## Other Assessments

	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 8 Equivalent	7	7	6	5	6	6	6	5



District **CENTRAL 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>501</b>	<b>92%</b>	<b>51%</b>	<b>8%</b>	<b>455</b>	<b>90%</b>	<b>52%</b>	<b>10%</b>
Female	253	92%	45%	7%	227	92%	53%	9%
Male	248	92%	57%	8%	228	89%	51%	10%
American Indian or Alaska Native	2	-	-	-				
Black or African American	182	94%	49%	5%	157	89%	44%	6%
Hispanic or Latino	246	91%	47%	7%	227	89%	52%	8%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	17	100%	59%	12%
White	55	96%	73%	15%	54	98%	74%	28%
Small Group Totals	18	89%	67%	28%				
General-Education Students	436	94%	54%	9%	388	93%	58%	11%
Students with Disabilities	65	82%	29%	2%	67	76%	18%	1%
English Proficient	439	94%	55%	9%	405	91%	54%	11%
Limited English Proficient	62	82%	23%	2%	50	84%	38%	2%
Economically Disadvantaged	275	92%	50%	8%	263	89%	46%	8%
Not Disadvantaged	226	93%	53%	8%	192	93%	60%	11%
Migrant								
Not Migrant	501	92%	51%	8%	455	90%	52%	10%

### 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 8 Equivalent	7	7	6	6	6	6	5	5
Regents Science	0				0			

District **CENTRAL 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

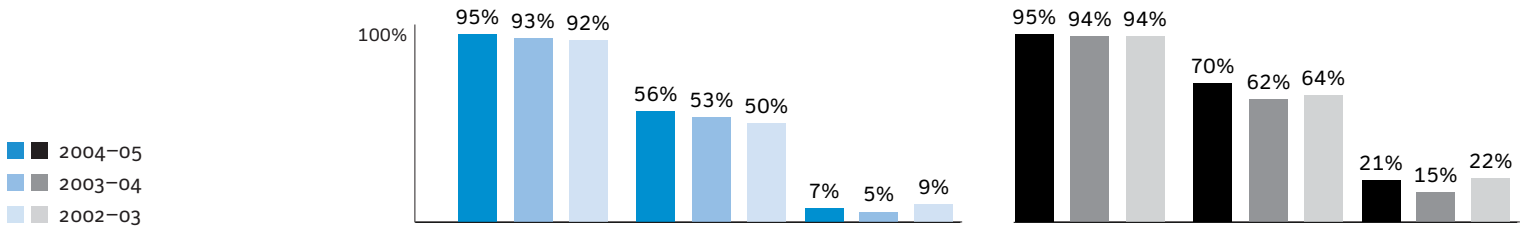
Percentage scoring at level(s):

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	19	135	173	25	352	647
Feb 2004	28	175	204	22	429	646
Feb 2003	35	180	175	37	427	644

### Grade 8

#### This School

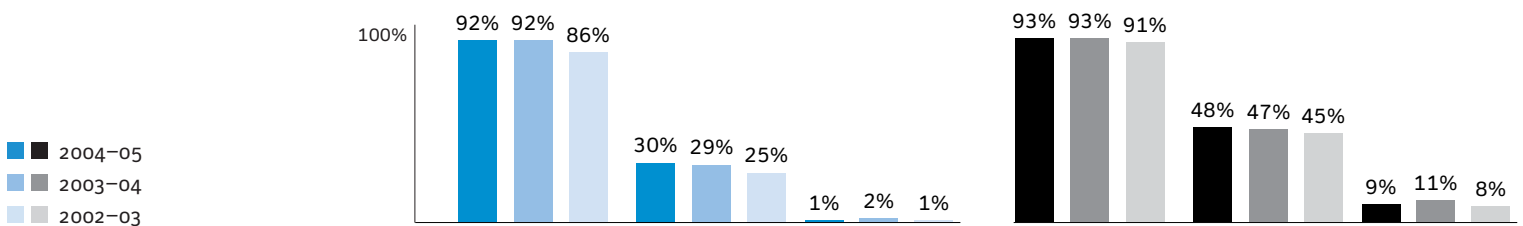
Percentage scoring at level(s):

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	36	275	126	6	443	685
Jan 2004	38	290	127	8	463	687
Jan 2003	64	277	108	4	453	682

District **CENTRAL 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

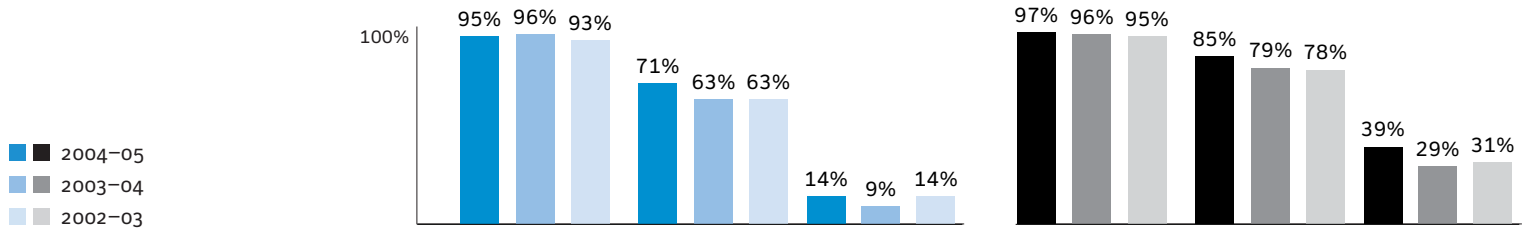
Percentage scoring at level(s):

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	24	106	258	63	451	648
May 2004	23	170	283	46	522	644
May 2003	37	153	255	74	519	645

### Grade 8

#### This School

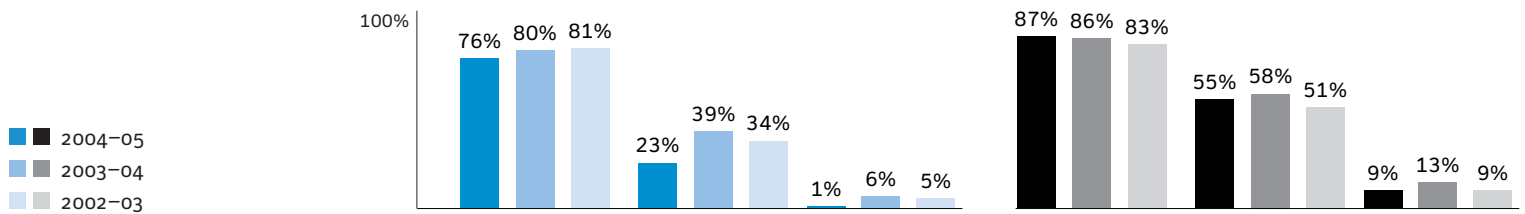
Percentage scoring at level(s):

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	117	260	111	3	491	697
May 2004	104	212	177	29	522	704
May 2003	84	212	131	21	448	703

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

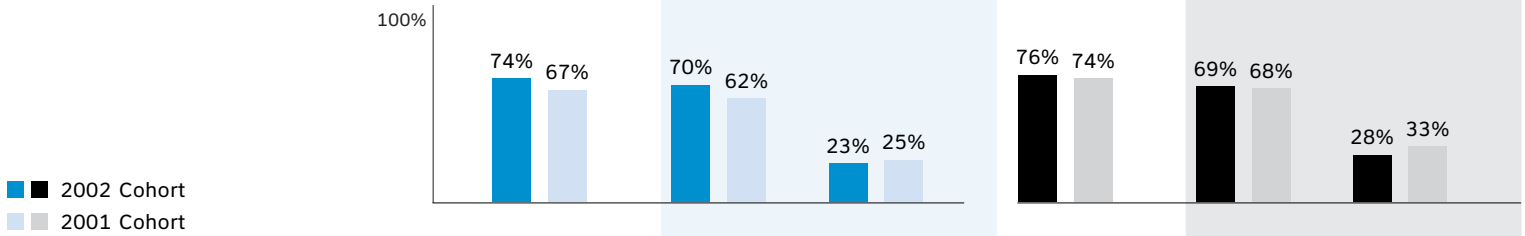
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>399</b>	<b>74%</b>	<b>70%</b>	<b>23%</b>	<b>459</b>	<b>67%</b>	<b>62%</b>	<b>25%</b>
Female	209	77%	73%	25%	243	73%	68%	29%
Male	190	72%	67%	19%	216	61%	55%	22%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	146	75%	71%	20%	174	66%	60%	22%
Hispanic or Latino	175	70%	65%	22%	201	64%	58%	21%
Asian or Native Hawaiian/Other Pacific Islander	20	–	–	–	18	–	–	–
White	55	82%	78%	29%	64	75%	70%	41%
Small Group Totals	23	87%	83%	30%	20	85%	85%	45%
General-Education Students	340	81%	77%	26%	335	73%	67%	31%
Students with Disabilities	59	32%	27%	2%	124	52%	47%	10%
English Proficient	355	77%	72%	24%	411	69%	64%	27%
Limited English Proficient	44	55%	50%	9%	48	54%	42%	8%
Economically Disadvantaged	125	76%	70%	27%				
Not Disadvantaged	274	73%	70%	20%				
Migrant								
Not Migrant	399	74%	70%	23%				

### 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	2

\* 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 **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

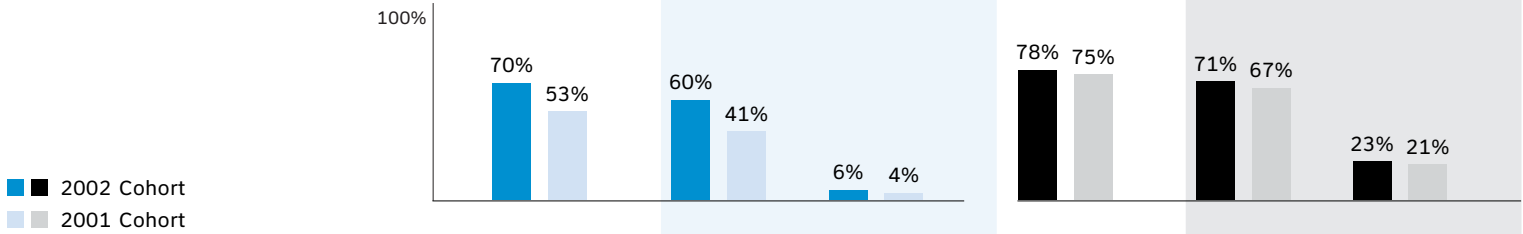
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>399</b>	<b>70%</b>	<b>60%</b>	<b>6%</b>	<b>459</b>	<b>53%</b>	<b>41%</b>	<b>4%</b>
Female	209	75%	63%	5%	243	57%	42%	5%
Male	190	65%	56%	7%	216	49%	40%	4%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	146	68%	56%	4%	174	52%	36%	1%
Hispanic or Latino	175	67%	58%	7%	201	48%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	18	-	-	-
White	55	76%	67%	7%	64	66%	55%	11%
Small Group Totals	23	87%	74%	4%	20	85%	80%	30%
General-Education Students	340	77%	66%	7%	335	59%	47%	5%
Students with Disabilities	59	27%	22%	0%	124	38%	23%	2%
English Proficient	355	71%	61%	6%	411	55%	43%	5%
Limited English Proficient	44	61%	45%	9%	48	35%	21%	0%
Economically Disadvantaged	125	74%	63%	8%				
Not Disadvantaged	274	68%	58%	5%				
Migrant								
Not Migrant	399	70%	60%	6%				

### 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	2

\* 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.

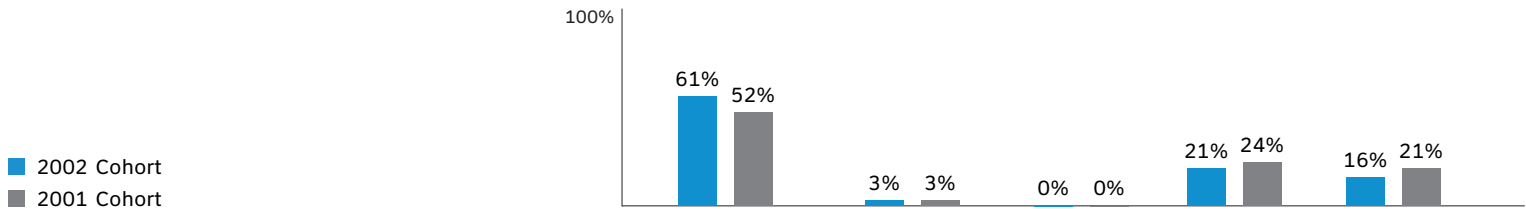
District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**

## 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>399</b>	<b>61%</b>	<b>3%</b>	<b>0%</b>	<b>21%</b>	<b>16%</b>
	<b>2001</b>	<b>459</b>	<b>52%</b>	<b>3%</b>	<b>0%</b>	<b>24%</b>	<b>21%</b>
Female	2002	209	64%	2%	0%	20%	14%
	2001	243	60%	3%	0%	19%	18%
Male	2002	190	57%	4%	0%	23%	17%
	2001	216	43%	4%	0%	29%	25%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	146	59%	4%	0%	26%	11%
	2001	174	50%	4%	0%	26%	20%
Hispanic or Latino	2002	175	57%	2%	0%	21%	20%
	2001	201	46%	2%	0%	27%	25%
Asian or Native Hawaiian/Other Pacific Islander	2002	20	–	–	–	–	–
	2001	18	–	–	–	–	–
White	2002	55	69%	2%	0%	11%	18%
	2001	64	66%	8%	0%	16%	11%
Small Group Totals	2002	23	83%	0%	0%	13%	4%
	2001	20	85%	0%	0%	0%	15%
General-Education Students	2002	340	67%	0%	0%	19%	14%
	2001	335	58%	0%	0%	20%	22%
Students with Disabilities	2002	59	22%	19%	0%	36%	24%
	2001	124	35%	13%	0%	35%	18%
English Proficient	2002	355	64%	3%	0%	19%	14%
	2001	411	54%	4%	0%	23%	19%
Limited English Proficient	2002	44	36%	0%	0%	34%	30%
	2001	48	31%	0%	0%	29%	40%
Economically Disadvantaged	2002	125	65%	6%	0%	20%	9%
	2001	125	65%	6%	0%	20%	9%
Not Disadvantaged	2002	274	59%	1%	0%	22%	19%
	2001	274	59%	1%	0%	22%	19%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	399	61%	3%	0%	21%	16%
	2001	459	52%	3%	0%	24%	21%

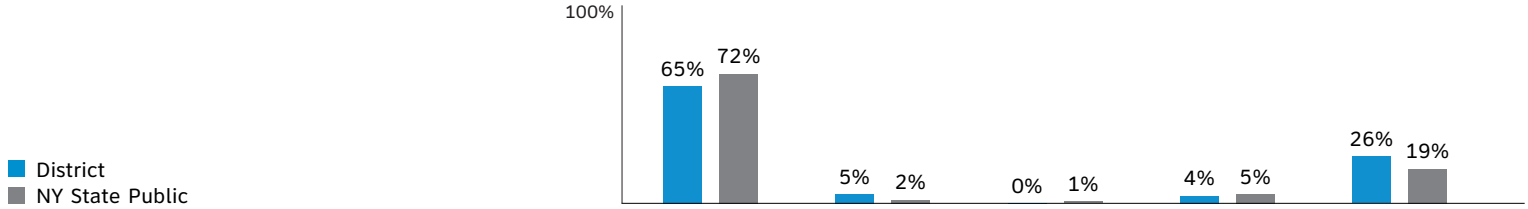
### NOTES

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.

District **CENTRAL 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>435</b>	<b>65%</b>	<b>5%</b>	<b>0%</b>	<b>4%</b>	<b>26%</b>
Female	228	74%	5%	0%	1%	21%
Male	207	56%	6%	0%	7%	31%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	165	67%	6%	0%	4%	23%
Hispanic or Latino	186	60%	5%	0%	3%	32%
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	–	–
White	64	70%	6%	0%	5%	19%
Small Group Totals	20	85%	0%	0%	0%	15%
General-Education Students	323	71%	0%	0%	3%	26%
Students with Disabilities	112	50%	20%	0%	6%	24%
English Proficient	392	67%	6%	0%	4%	23%
Limited English Proficient	43	47%	0%	0%	2%	51%
Economically Disadvantaged	104	69%	10%	0%	4%	17%
Not Disadvantaged	331	64%	4%	0%	4%	28%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	435	65%	5%	0%	4%	26%

### 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.