



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **CENTRAL ISLIP UNION FREE  
SCHOOL DISTRICT**

District ID **58-05-13-03-0000**

Superintendent **CRAIG CARR**

Telephone **(631) 348-5001**

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

## This District's Report Card

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

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

### 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 2007–08 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 ID **58-05-13-03-0000**

## District Profile

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

### Enrollment

	2004-05	2005-06	2006-07
Pre-K	138	130	139
Kindergarten	472	485	494
Grade 1	487	517	501
Grade 2	483	458	475
Grade 3	480	448	467
Grade 4	462	455	455
Grade 5	524	458	459
Grade 6	496	504	450
Ungraded Elementary	0	0	6
Grade 7	530	480	493
Grade 8	499	523	467
Grade 9	698	648	632
Grade 10	474	517	483
Grade 11	405	376	382
Grade 12	305	326	303
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>6315</b>	<b>6195</b>	<b>6067</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	21	20	22
<b>Grade 8</b>			
English	28	24	19
Mathematics	27	22	22
Science	27	24	23
Social Studies	26		22
<b>Grade 10</b>			
English	17	19	16
Mathematics	16	6	18
Science	20	22	18
Social Studies	21	20	19

### 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**District ID **58-05-13-03-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2496	40%	2475	40%	2751	45%
Reduced-Price Lunch	948	15%	819	13%	905	15%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	890	14%	1559	25%	1675	28%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	25	0%	55	1%	74	1%
Black or African American	2129	34%	1935	31%	1825	30%
Hispanic or Latino	3193	51%	3383	55%	3456	57%
Asian or Native Hawaiian/Other Pacific Islander	225	4%	177	3%	150	2%
White	743	12%	645	10%	561	9%
Multiracial**	N/A	N/A	N/A	N/A	1	0%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		93%
Student Suspensions	516	8%	565	9%	404	7%

## 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**District ID **58-05-13-03-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	515	496	482
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	4%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	59%	66%
<b>Total Number of Core Classes*</b>	N/A	1649	1314
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
<b>Total Number of Classes</b>	1797	1397	1566
Percent Taught by Teachers Without Appropriate Certification	4%	2%	1%

\* Data for 2004-05 were not weighted, so are not shown.

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	18%	21%
Turnover Rate of All Teachers	22%	15%	11%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	56	58	57
Total Paraprofessionals*	153	183	155
Assistant Principals	8	9	6
Principals	8	8	8

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [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 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### 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).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### 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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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 2006–07 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007-08)

#### ▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

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

2005-06	2006-07	2007-08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	—	—	—
<b>Student groups making AYP in each subject</b>	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

#### AYP Status

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


#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing ▲                       | ■ Good Standing                                |
| Improvement (Year 1) ▲                | ■ Requiring Academic Progress (Year 1)         |
| Improvement (Year 2) ▲                | ■ Requiring Academic Progress (Year 2)         |
| Improvement (Year 3) ▲                | ■ Requiring Academic Progress (Year 3)         |
| Improvement (Year 4) ▲                | ■ Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above) ▲        | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |



## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (2007-08)**  Improvement (Year 5)

**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 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

### 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 2006-07 2007-08	
<b>All Students</b> (2844:2650)			99%		133	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (10:7)	—	—	—	—	—	—	—	
Black or African American (873:839)			99%		135	118		
Hispanic or Latino (1605:1462)			99%		128	119		
Asian or Native Hawaiian/Other Pacific Islander (97:96)			100%		166	112		
White (259:246)			99%		146	115		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (374:353)			99%		88	116	93 99	
Limited English Proficient <sup>5</sup> (626:626)			99%		102	118	118 112	
Economically Disadvantaged (1896:1758)			99%		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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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**  Good Standing  
**for This Subject**  
**(2007-08)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2008-09. [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 2006-07 2007-08
<b>All Students</b> (2829:2652)			99%		139	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:8)	—	—	—	—	—	—	—
Black or African American (869:829)			100%		132	82	
Hispanic or Latino (1596:1477)			99%		139	83	
Asian or Native Hawaiian/Other Pacific Islander (94:92)			100%		172	76	
White (260:246)			100%		149	79	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (377:349)			99%		98	80	
Limited English Proficient <sup>5</sup> (615:658)			99%		128	82	
Economically Disadvantaged (1884:1763)			100%		137	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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 Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [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 2006–07 2007–08
<b>All Students</b> (941:869)		Qualified		99%		159	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (290:271)		Qualified		100%		158	100	
Hispanic or Latino (514:471)		Qualified		98%		155	100	
Asian or Native Hawaiian/Other Pacific Islander (27:26)	—	—	—	—	—	—	—	—
White (106:97)		Qualified		99%		180	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (133:123)		Qualified		97%		135	100	
Limited English Proficient <sup>4</sup> (183:196)		Qualified		98%		140	100	
Economically Disadvantaged (613:563)		Qualified		99%		159	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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.


<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### 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 (2007–08)**  Improvement (Year 5)

**Accountability Measures** 4 of 5 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 2007-08, the district will be In Need of Improvement (Year 6) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will remain In Need of Improvement (Year 5) in 2008-09. [210]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students (324:351)</b>			97%		173	153	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (104:109)			95%		177	149	
Hispanic or Latino (146:169)			98%		167	151	
Asian or Native Hawaiian/Other Pacific Islander (15:14)	—	—	—	—	—	—	—
White (57:57)			95%		175	146	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (34:38)		—	—		100	143	90‡    110
Limited English Proficient <sup>4</sup> (20:25)	—	—	—	—	—	—	—
Economically Disadvantaged (2:0)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>		4 of 5					

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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
















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 4 of 5 Student groups making AYP in Mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group	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 2006–07    2007–08	
(12th Graders: 2003 Cohort) <sup>1</sup>								
<b>All Students</b> (324:351)			97%		167	146		
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	
Black or African American (104:109)			97%		166	142		
Hispanic or Latino (146:169)			96%		166	144		
Asian or Native Hawaiian/Other Pacific Islander (15:14)	—	—	—	—	—	—	—	
White (57:57)			96%		165	139		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (34:38)		—	—		76	136	104 <sup>‡</sup> 88	
Limited English Proficient <sup>4</sup> (20:25)	—	—	—	—	—	—	—	
Economically Disadvantaged (2:0)	—	—	—	—	—	—	—	
<b>Final AYP Determination</b>		4 of 5						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


<sup>‡</sup> 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**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [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 2006–07 2007–08	
<b>All Students</b> (366)			65%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (142)			58%	55%		
Hispanic or Latino (153)			64%	55%		
Asian or Native Hawaiian/Other Pacific Islander (19)		–	–	–		
White (49)			76%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (55)			24%	55%	46%	25%
Limited English Proficient <sup>3</sup> (17)		–	–	–		
Economically Disadvantaged (122)			65%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (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**

District ID **58-05-13-03-0000**

## 2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 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 (Year 1)**

1 school identified 13% of total

CORDELLO AVENUE ELEMENTARY SCHOOL

#### **Improvement (Year 2)**

1 school identified 13% of total

CHARLES A MULLIGAN SCHOOL

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

1 school identified 13% of total

CENTRAL ISLIP SENIOR HIGH SCHOOL

#### **Restructuring (Year 2)**

1 school identified 13% of total

RALPH REED SCHOOL

District **CENTRAL ISLIP UNION FREE SCHOOL DISTRICT**District ID **58-05-13-03-0000**

## Summary of 2006–07 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	51%			458
Grade 4	46%			444
Grade 5	50%			426
Grade 6	41%			430
Grade 7	34%			477
Grade 8	32%			462

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	69%			467
Grade 4	68%			453
Grade 5	43%			440
Grade 6	52%			439
Grade 7	34%			505
Grade 8	35%			479

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	73%			448
Grade 8	53%			472

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	74%			412
Mathematics	72%			412

### 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.

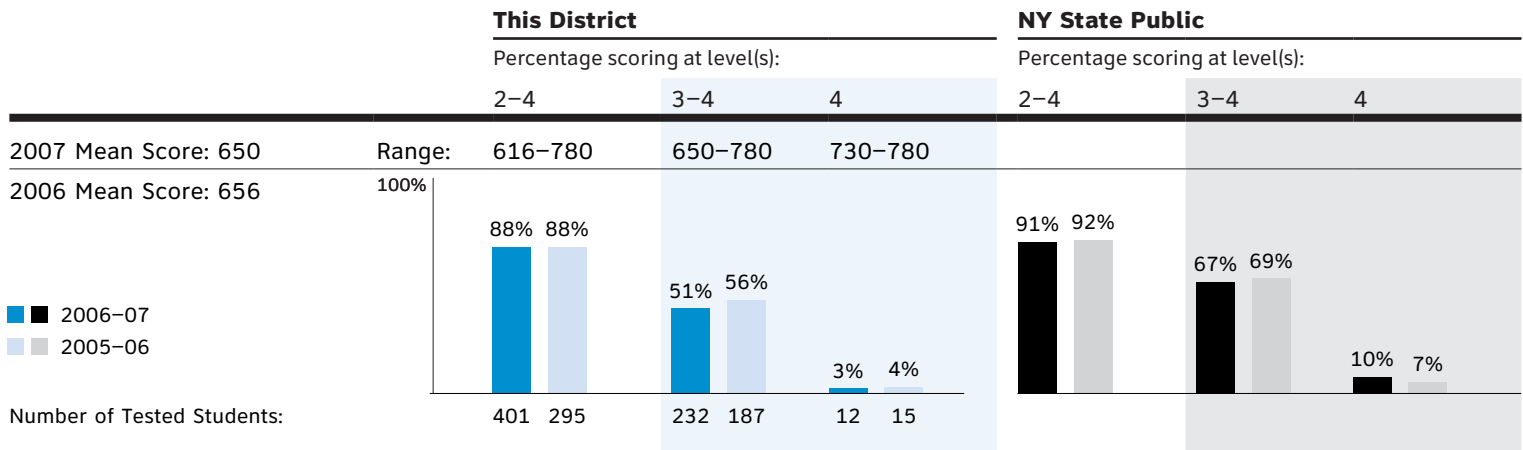
### This District's N/RC Category:

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

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



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



### Results by Student Group

	2006-07 School Year				2005-06 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>458</b>	<b>88%</b>	<b>51%</b>	<b>3%</b>	<b>336</b>	<b>88%</b>	<b>56%</b>	<b>4%</b>
Female	233	91%	59%	4%	158	91%	62%	7%
Male	225	84%	42%	1%	178	85%	50%	2%
American Indian or Alaska Native	2	-	-	-	6	83%	33%	17%
Black or African American	143	88%	50%	2%	125	86%	50%	6%
Hispanic or Latino	260	87%	50%	2%	141	88%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	11	100%	91%	0%
White	32	78%	50%	9%	53	91%	70%	4%
Multiracial								
Small Group Totals	23	100%	61%	4%				
General-Education Students	397	91%	57%	3%	276	95%	64%	5%
Students with Disabilities	61	62%	8%	0%	60	57%	18%	2%
English Proficient	336	90%	58%	4%	324	89%	56%	5%
Limited English Proficient	122	80%	31%	0%	12	67%	42%	0%
Economically Disadvantaged	328	88%	47%	2%	224	88%	52%	4%
Not Disadvantaged	130	87%	60%	5%	112	88%	63%	4%
Migrant								
Not Migrant	458	88%	51%	3%	336	88%	56%	4%

#### NOTES

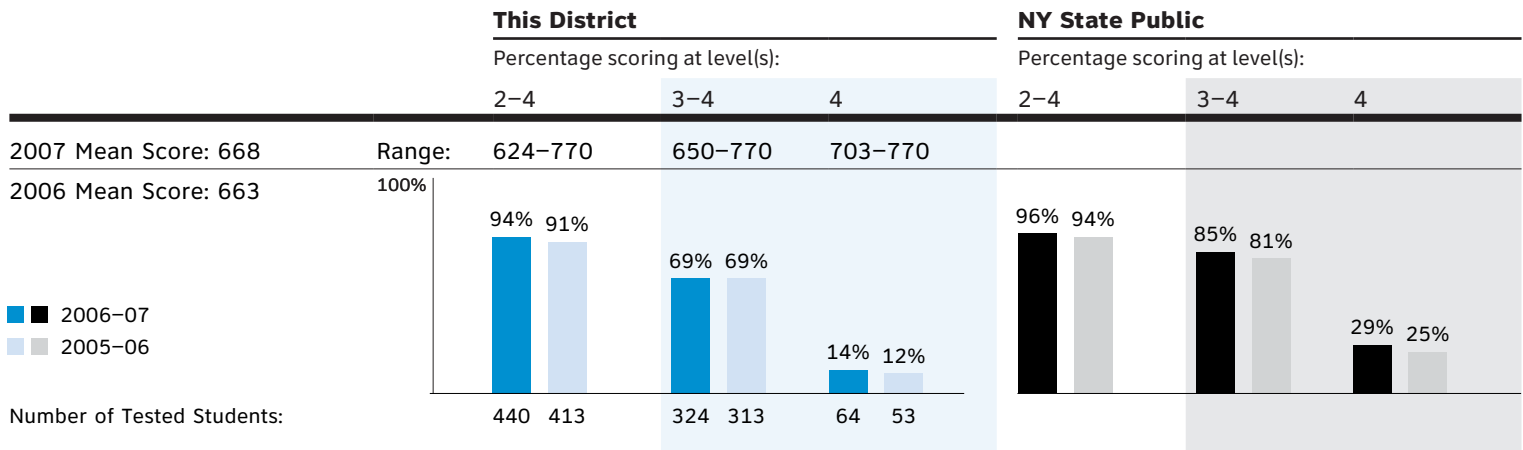
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 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>467</b>	<b>94%</b>	<b>69%</b>	<b>14%</b>	<b>455</b>	<b>91%</b>	<b>69%</b>	<b>12%</b>
Female	236	94%	69%	13%	222	93%	70%	12%
Male	231	95%	70%	15%	233	89%	67%	11%
American Indian or Alaska Native	2	-	-	-	6	100%	83%	17%
Black or African American	142	90%	67%	11%	129	89%	61%	5%
Hispanic or Latino	272	97%	71%	15%	255	91%	70%	13%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	13	100%	92%	46%
White	31	87%	68%	10%	52	88%	75%	12%
Multiracial								
Small Group Totals	22	100%	73%	23%				
General-Education Students	407	97%	75%	16%	384	94%	74%	13%
Students with Disabilities	60	78%	28%	0%	71	72%	38%	4%
English Proficient	331	94%	71%	15%	325	90%	70%	11%
Limited English Proficient	136	96%	65%	12%	130	92%	67%	12%
Economically Disadvantaged	332	94%	67%	14%	339	91%	66%	11%
Not Disadvantaged	135	94%	76%	13%	116	91%	76%	13%
Migrant								
Not Migrant	467	94%	69%	14%	455	91%	69%	12%

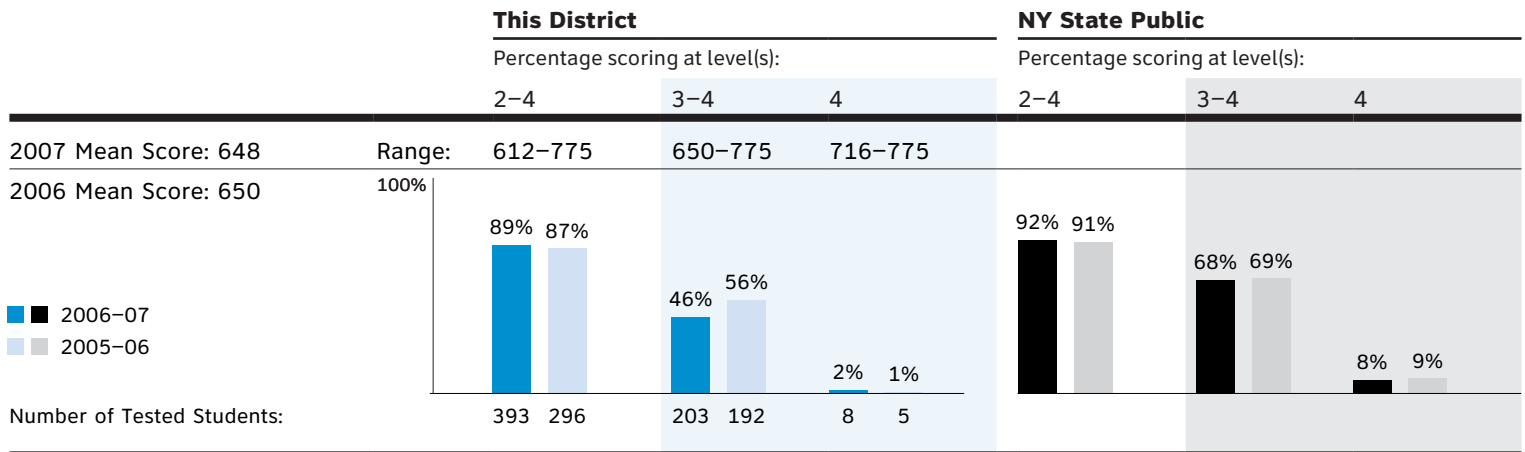
### NOTES

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

## Other Assessments

	2006-07 School Year			2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>444</b>	<b>89%</b>	<b>46%</b>	<b>2%</b>	<b>341</b>	<b>87%</b>	<b>56%</b>	<b>1%</b>
Female	216	89%	49%	2%	177	86%	66%	2%
Male	228	88%	43%	2%	164	87%	46%	1%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	139	87%	44%	3%	148	85%	53%	3%
Hispanic or Latino	242	86%	42%	2%	142	89%	58%	1%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	11	-	-	-
White	46	100%	63%	0%	39	82%	54%	0%
Multiracial								
Small Group Totals	17	100%	71%	0%	12	100%	83%	0%
General-Education Students	371	93%	50%	2%	291	92%	63%	2%
Students with Disabilities	73	67%	22%	0%	50	54%	18%	0%
English Proficient	337	93%	54%	2%	330	88%	58%	2%
Limited English Proficient	107	75%	20%	0%	11	55%	9%	0%
Economically Disadvantaged	321	87%	41%	1%	231	86%	56%	2%
Not Disadvantaged	123	93%	59%	3%	110	88%	57%	1%
Migrant								
Not Migrant	444	89%	46%	2%	341	87%	56%	1%

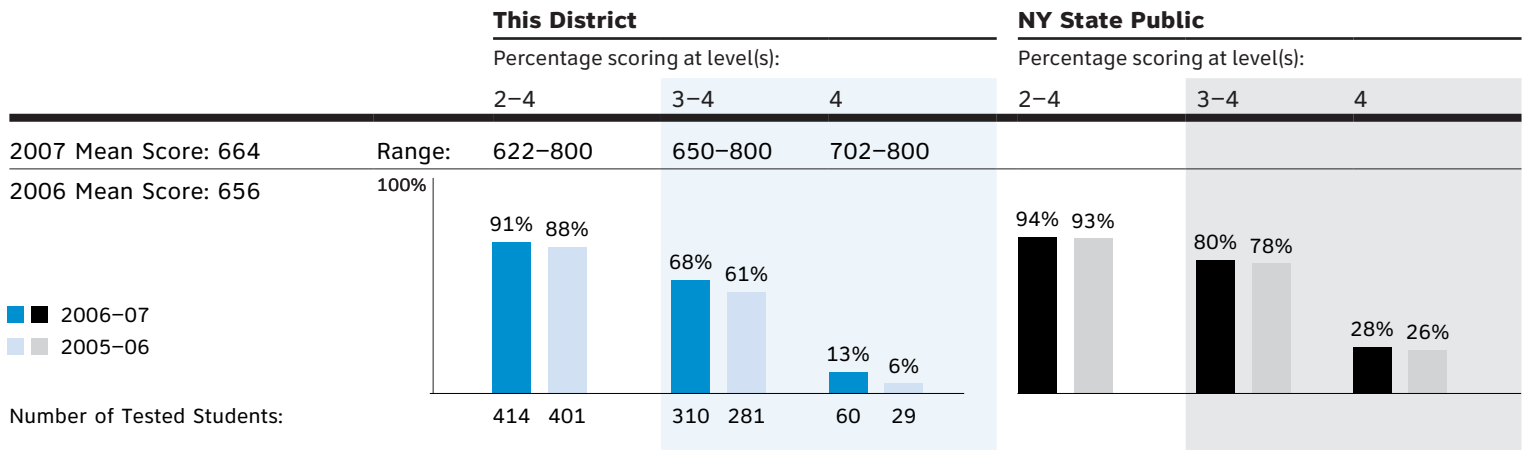
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

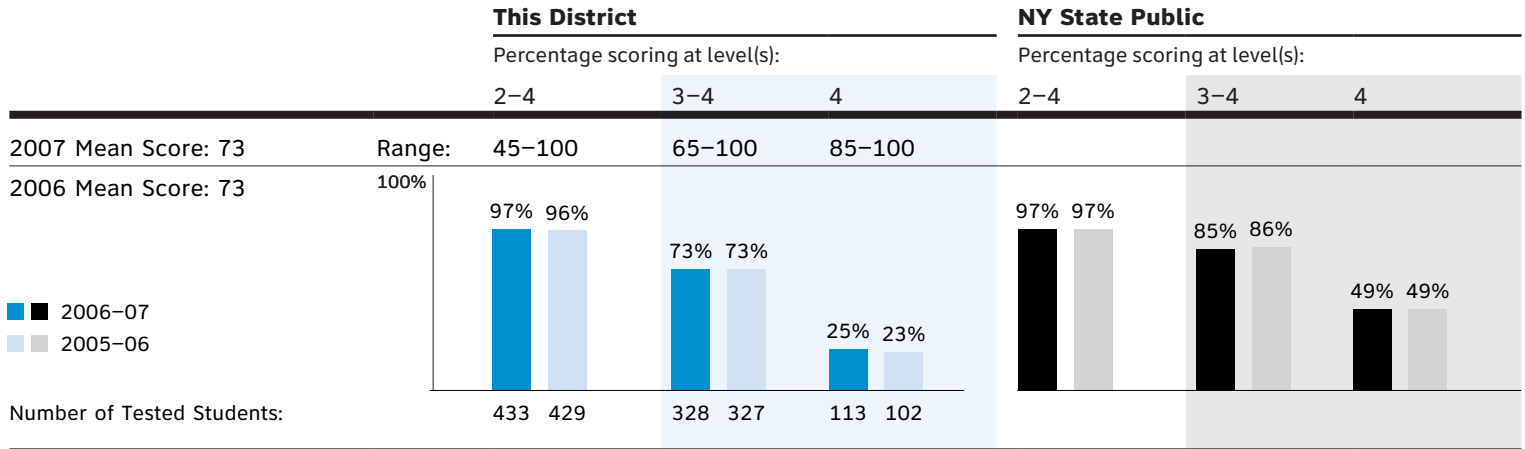
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>453</b>	<b>91%</b>	<b>68%</b>	<b>13%</b>	<b>457</b>	<b>88%</b>	<b>61%</b>	<b>6%</b>
Female	219	91%	64%	10%	224	88%	64%	7%
Male	234	92%	72%	16%	233	88%	59%	6%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	137	88%	66%	12%	151	83%	58%	6%
Hispanic or Latino	253	91%	68%	12%	257	91%	63%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	12	-	-	-
White	46	100%	74%	17%	36	86%	64%	14%
Multiracial								
Small Group Totals	17	94%	82%	29%	13	85%	69%	23%
General-Education Students	379	94%	72%	15%	394	92%	68%	7%
Students with Disabilities	74	76%	50%	4%	63	63%	22%	2%
English Proficient	338	92%	71%	13%	332	88%	64%	8%
Limited English Proficient	115	90%	62%	13%	125	87%	54%	2%
Economically Disadvantaged	328	91%	66%	11%	339	88%	60%	6%
Not Disadvantaged	125	94%	74%	19%	118	86%	65%	7%
Migrant								
Not Migrant	453	91%	68%	13%	457	88%	61%	6%

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

### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

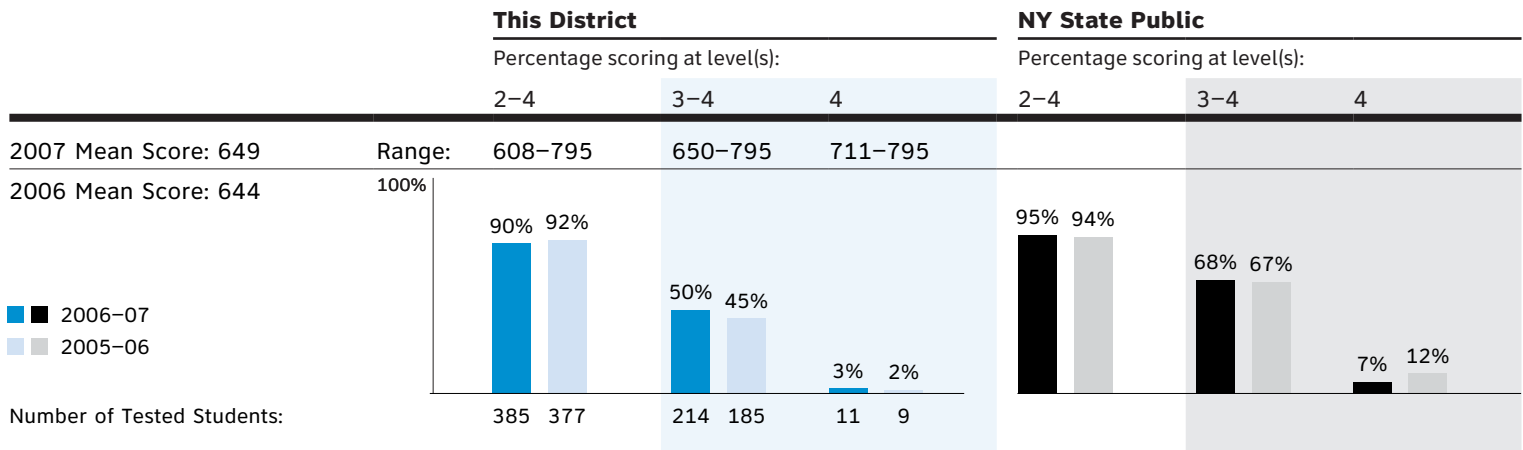
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>448</b>	<b>97%</b>	<b>73%</b>	<b>25%</b>	<b>445</b>	<b>96%</b>	<b>73%</b>	<b>23%</b>
Female	214	96%	71%	21%	218	97%	74%	25%
Male	234	97%	75%	29%	227	96%	73%	21%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	138	98%	72%	25%	146	97%	77%	29%
Hispanic or Latino	246	95%	70%	22%	251	96%	69%	17%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	12	-	-	-
White	47	100%	87%	38%	35	97%	86%	37%
Multiracial								
Small Group Totals	17	100%	94%	35%	13	92%	92%	31%
General-Education Students	376	97%	77%	28%	386	96%	75%	26%
Students with Disabilities	72	94%	56%	13%	59	97%	61%	5%
English Proficient	340	98%	79%	31%	322	98%	83%	30%
Limited English Proficient	108	93%	54%	8%	123	91%	48%	5%
Economically Disadvantaged	321	96%	71%	19%	324	97%	70%	21%
Not Disadvantaged	127	99%	79%	40%	121	95%	83%	29%
Migrant								
Not Migrant	448	97%	73%	25%	445	96%	73%	23%

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

## Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>426</b>	<b>90%</b>	<b>50%</b>	<b>3%</b>	<b>410</b>	<b>92%</b>	<b>45%</b>	<b>2%</b>
Female	201	92%	55%	4%	198	94%	48%	4%
Male	225	89%	46%	1%	212	90%	42%	1%
American Indian or Alaska Native	1	-	-	-	5	100%	60%	20%
Black or African American	146	92%	53%	3%	131	92%	39%	3%
Hispanic or Latino	234	89%	45%	2%	218	91%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	14	100%	50%	0%
White	33	85%	61%	3%	42	90%	55%	2%
Multiracial								
Small Group Totals	13	100%	85%	0%				
General-Education Students	368	94%	56%	3%	359	94%	48%	3%
Students with Disabilities	58	66%	14%	0%	51	76%	22%	0%
English Proficient	325	94%	60%	3%	352	94%	49%	3%
Limited English Proficient	101	79%	19%	0%	58	78%	21%	0%
Economically Disadvantaged	300	91%	46%	3%	265	91%	43%	2%
Not Disadvantaged	126	88%	60%	2%	145	94%	48%	2%
Migrant								
Not Migrant	426	90%	50%	3%	410	92%	45%	2%

#### NOTES

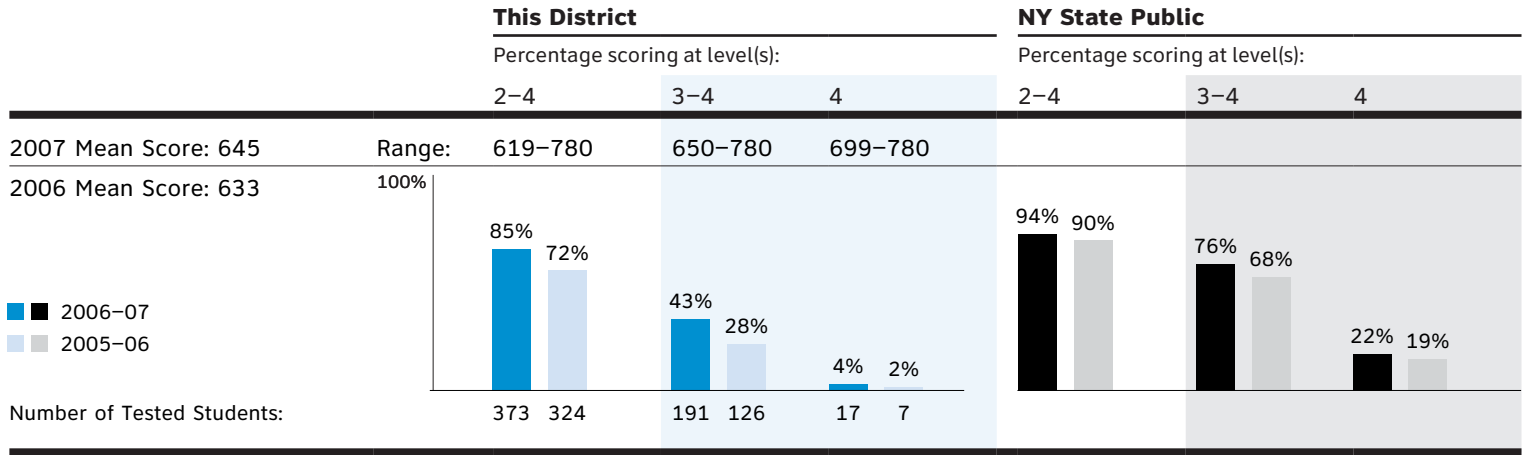
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 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>440</b>	<b>85%</b>	<b>43%</b>	<b>4%</b>	<b>447</b>	<b>72%</b>	<b>28%</b>	<b>2%</b>
Female	211	85%	47%	3%	222	73%	26%	1%
Male	229	84%	40%	4%	225	72%	31%	2%
American Indian or Alaska Native	1	-	-	-	5	80%	20%	0%
Black or African American	144	85%	48%	3%	124	69%	24%	0%
Hispanic or Latino	247	83%	40%	3%	259	73%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	15	73%	53%	0%
White	36	89%	42%	3%	44	75%	39%	9%
Multiracial								
Small Group Totals	13	100%	69%	31%				
General-Education Students	383	87%	47%	4%	397	75%	29%	2%
Students with Disabilities	57	67%	21%	2%	50	50%	22%	0%
English Proficient	325	88%	52%	5%	350	76%	33%	2%
Limited English Proficient	115	75%	20%	0%	97	60%	9%	1%
Economically Disadvantaged	306	86%	42%	3%	298	71%	25%	1%
Not Disadvantaged	134	83%	47%	5%	149	75%	34%	3%
Migrant								
Not Migrant	440	85%	43%	4%	447	72%	28%	2%

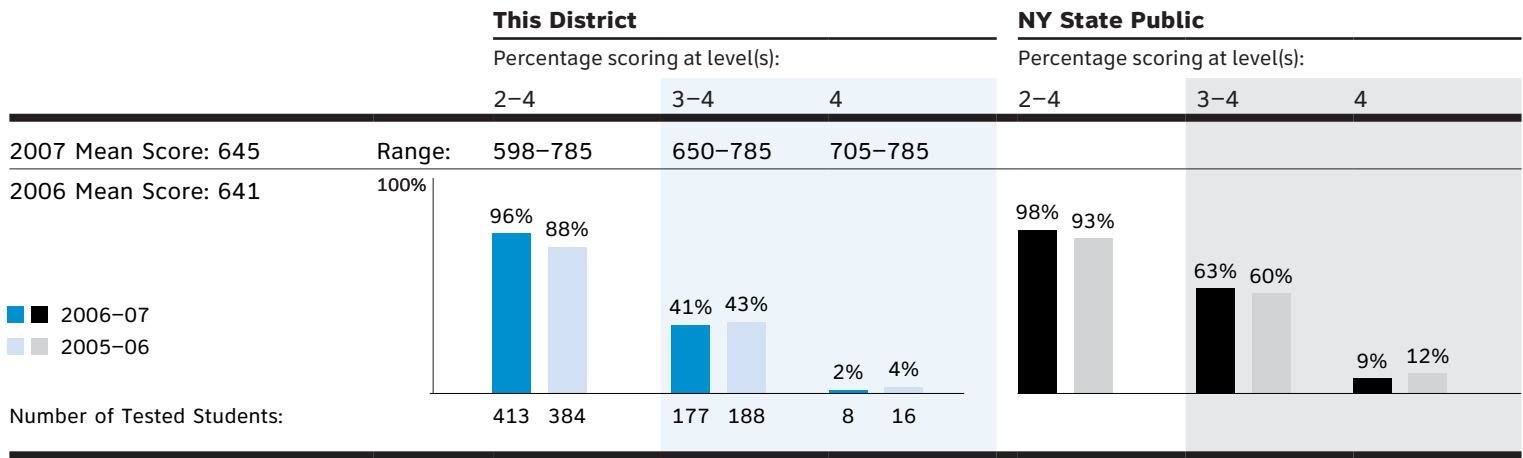
### NOTES

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## Other Assessments

	2006-07 School Year			2005-06 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	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>430</b>	<b>96%</b>	<b>41%</b>	<b>2%</b>	<b>437</b>	<b>88%</b>	<b>43%</b>	<b>4%</b>
Female	222	96%	45%	2%	220	89%	45%	4%
Male	208	96%	38%	1%	217	87%	41%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	127	97%	44%	2%	155	88%	45%	4%
Hispanic or Latino	248	95%	38%	0%	216	88%	36%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	19	89%	79%	5%
White	39	97%	51%	10%	47	87%	57%	6%
Multiracial								
Small Group Totals	16	100%	50%	0%				
General-Education Students	383	97%	46%	2%	380	93%	48%	4%
Students with Disabilities	47	85%	4%	0%	57	56%	11%	0%
English Proficient	364	99%	48%	2%	399	90%	46%	4%
Limited English Proficient	66	82%	3%	0%	38	63%	11%	0%
Economically Disadvantaged	260	95%	38%	1%	294	87%	39%	2%
Not Disadvantaged	170	98%	45%	3%	143	90%	51%	7%
Migrant								
Not Migrant	430	96%	41%	2%	437	88%	43%	4%

#### NOTES

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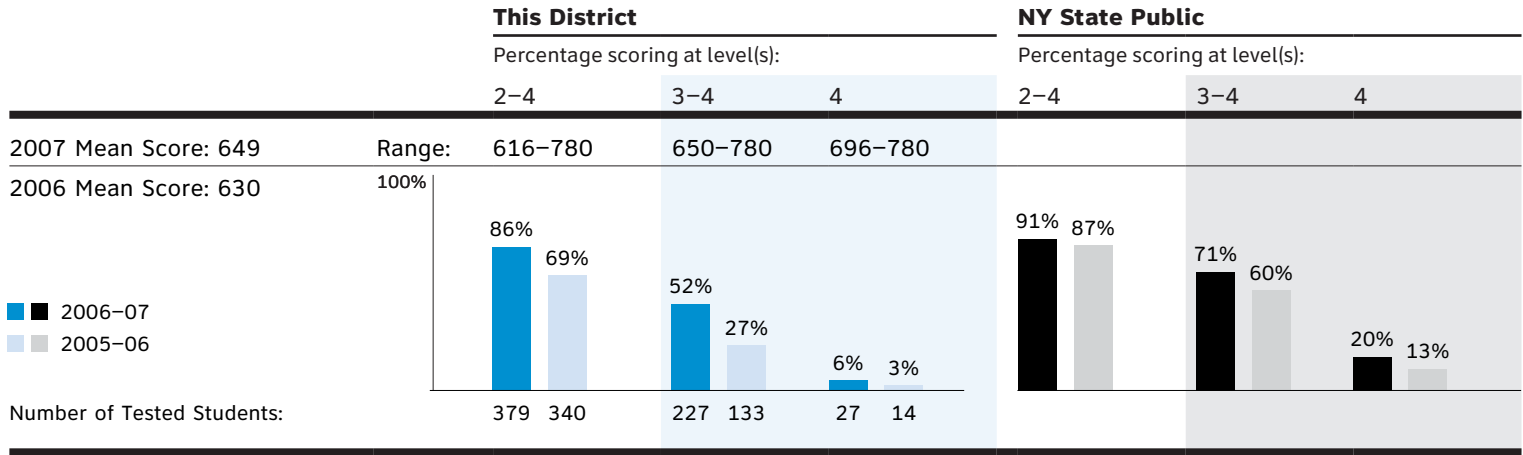
### Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>439</b>	<b>86%</b>	<b>52%</b>	<b>6%</b>	<b>493</b>	<b>69%</b>	<b>27%</b>	<b>3%</b>
Female	221	88%	51%	6%	249	65%	22%	2%
Male	218	85%	53%	6%	244	73%	32%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	125	87%	46%	5%	151	74%	23%	2%
Hispanic or Latino	259	85%	52%	5%	275	61%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	20	95%	65%	20%
White	40	90%	63%	15%	47	87%	40%	9%
Multiracial								
Small Group Totals	15	93%	73%	7%				
General-Education Students	391	90%	55%	6%	433	71%	30%	3%
Students with Disabilities	48	54%	23%	4%	60	52%	8%	0%
English Proficient	359	90%	58%	8%	398	77%	32%	4%
Limited English Proficient	80	70%	24%	0%	95	36%	5%	0%
Economically Disadvantaged	265	86%	51%	5%	348	66%	22%	2%
Not Disadvantaged	174	87%	53%	8%	145	76%	39%	4%
Migrant								
Not Migrant	439	86%	52%	6%	493	69%	27%	3%

### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 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	5	5	3	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## 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
2007 Mean Score: 636	600-790	650-790	712-790			
2006 Mean Score: 636						
	90%	89%		94%	92%	
		34%	33%		58%	56%
			1%			6%
						8%
Number of Tested Students:	428	382	162	143	7	7

### Results by Student Group

	2006-07 School Year				2005-06 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>477</b>	<b>90%</b>	<b>34%</b>	<b>1%</b>	<b>429</b>	<b>89%</b>	<b>33%</b>	<b>2%</b>
Female	236	89%	35%	3%	203	91%	33%	1%
Male	241	90%	33%	0%	226	87%	33%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	155	92%	37%	2%	155	87%	29%	1%
Hispanic or Latino	257	86%	26%	1%	203	92%	33%	1%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	17	88%	35%	0%
White	45	100%	49%	0%	54	85%	46%	4%
Multiracial								
Small Group Totals	20	100%	75%	5%				
General-Education Students	424	92%	38%	2%	370	93%	37%	2%
Students with Disabilities	53	68%	4%	0%	59	64%	12%	0%
English Proficient	408	95%	39%	2%	399	90%	36%	2%
Limited English Proficient	69	58%	3%	0%	30	73%	0%	0%
Economically Disadvantaged	330	88%	30%	1%	279	90%	28%	1%
Not Disadvantaged	147	93%	44%	3%	150	87%	43%	2%
Migrant								
Not Migrant	477	90%	34%	1%	429	89%	33%	2%

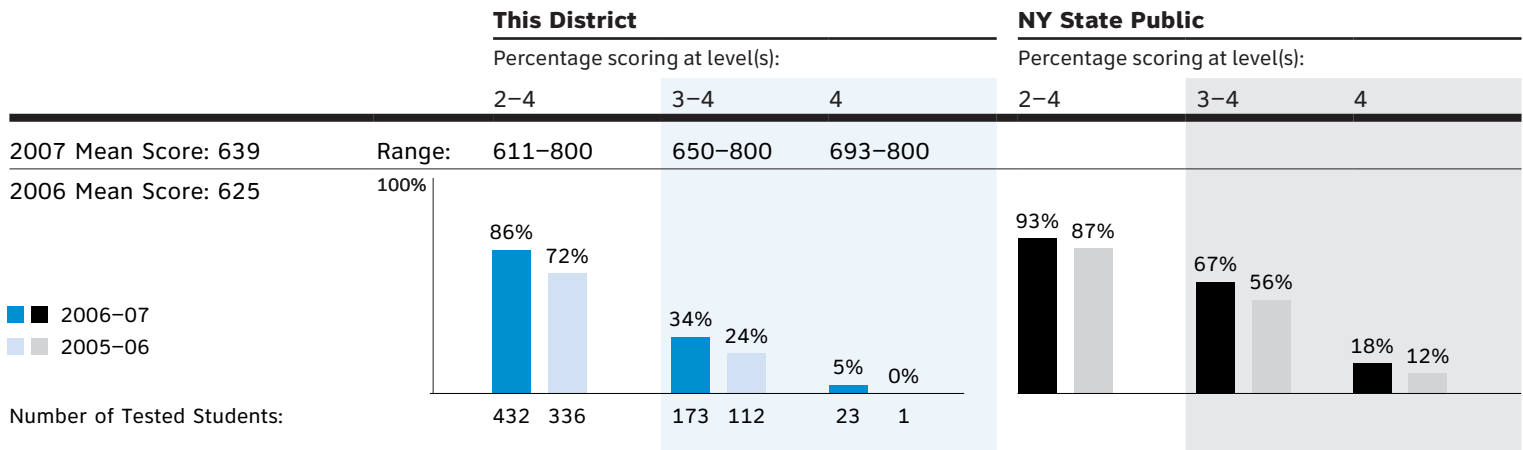
**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 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	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	21	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2006-07 School Year				2005-06 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>505</b>	<b>86%</b>	<b>34%</b>	<b>5%</b>	<b>468</b>	<b>72%</b>	<b>24%</b>	<b>0%</b>
Female	254	83%	32%	4%	222	68%	21%	0%
Male	251	88%	37%	5%	246	75%	26%	0%
American Indian or Alaska Native	2	-	-	-				
Black or African American	159	82%	31%	5%	153	73%	20%	0%
Hispanic or Latino	280	85%	30%	3%	243	70%	23%	0%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	18	67%	33%	0%
White	45	98%	58%	7%	54	78%	37%	2%
Multiracial								
Small Group Totals	21	100%	71%	14%				
General-Education Students	452	88%	38%	5%	409	76%	26%	0%
Students with Disabilities	53	64%	2%	0%	59	46%	7%	0%
English Proficient	416	88%	39%	5%	390	77%	27%	0%
Limited English Proficient	89	75%	11%	1%	78	46%	8%	0%
Economically Disadvantaged	353	84%	29%	3%	318	69%	22%	0%
Not Disadvantaged	152	88%	47%	8%	150	78%	29%	1%
Migrant								
Not Migrant	505	86%	34%	5%	468	72%	24%	0%

### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 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	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## 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
2007 Mean Score: 636	602-790	650-790	715-790			
2006 Mean Score: 637						
Number of Tested Students:	415	414	149	154	5	7

### Results by Student Group

	2006-07 School Year				2005-06 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>462</b>	<b>90%</b>	<b>32%</b>	<b>1%</b>	<b>469</b>	<b>88%</b>	<b>33%</b>	<b>1%</b>
Female	213	92%	33%	2%	230	92%	38%	2%
Male	249	88%	32%	0%	239	85%	28%	1%
American Indian or Alaska Native					2	-	-	-
Black or African American	148	89%	33%	1%	189	85%	32%	2%
Hispanic or Latino	244	89%	30%	1%	211	91%	28%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	47%	0%	15	-	-	-
White	55	95%	36%	2%	52	92%	48%	4%
Multiracial								
Small Group Totals					17	88%	59%	12%
General-Education Students	416	94%	35%	1%	402	94%	36%	2%
Students with Disabilities	46	57%	4%	0%	67	57%	12%	0%
English Proficient	403	94%	37%	1%	449	89%	34%	2%
Limited English Proficient	59	63%	2%	0%	20	70%	0%	0%
Economically Disadvantaged	271	88%	31%	1%	248	88%	30%	1%
Not Disadvantaged	191	92%	35%	1%	221	88%	36%	2%
Migrant								
Not Migrant	462	90%	32%	1%	469	88%	33%	1%

#### NOTES

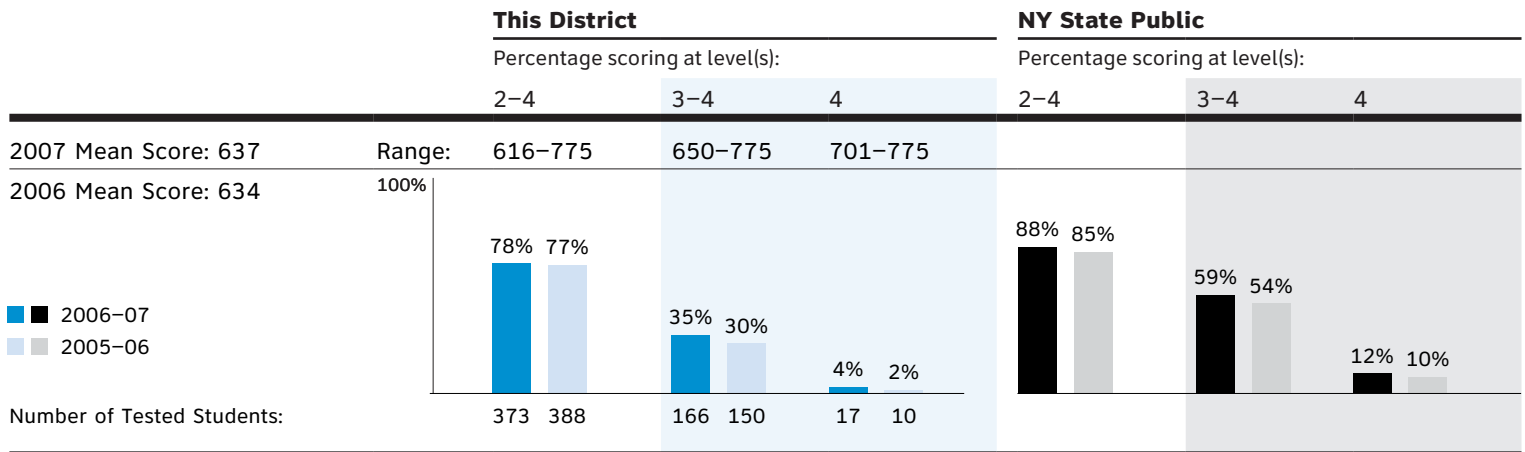
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### Other Assessments

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

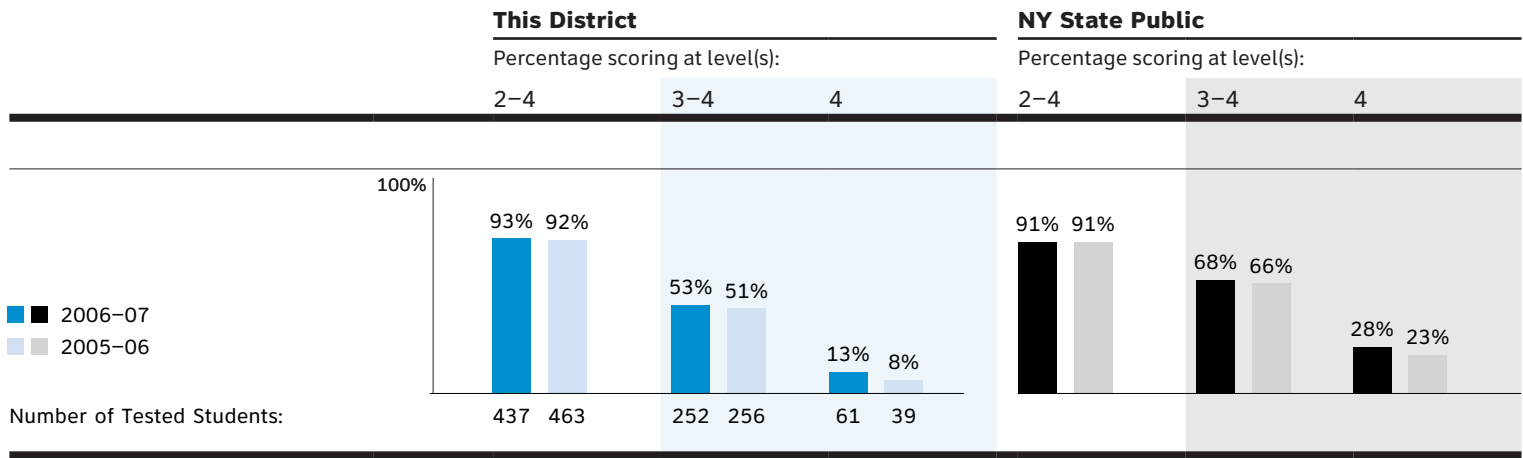
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>479</b>	<b>78%</b>	<b>35%</b>	<b>4%</b>	<b>504</b>	<b>77%</b>	<b>30%</b>	<b>2%</b>
Female	223	77%	33%	4%	252	81%	27%	2%
Male	256	79%	36%	4%	252	73%	33%	2%
American Indian or Alaska Native					2	-	-	-
Black or African American	152	72%	30%	1%	185	73%	26%	2%
Hispanic or Latino	255	80%	36%	2%	246	78%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	64%	14%	17	-	-	-
White	58	83%	33%	12%	54	83%	31%	2%
Multiracial								
Small Group Totals					19	79%	53%	5%
General-Education Students	429	84%	37%	4%	436	80%	32%	2%
Students with Disabilities	50	28%	14%	2%	68	56%	15%	0%
English Proficient	410	80%	37%	4%	444	78%	32%	2%
Limited English Proficient	69	67%	23%	1%	60	72%	17%	0%
Economically Disadvantaged	287	81%	36%	3%	277	76%	30%	1%
Not Disadvantaged	192	73%	32%	4%	227	78%	30%	3%
Migrant								
Not Migrant	479	78%	35%	4%	504	77%	30%	2%

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

### Other Assessments

	2006-07 School Year				2005-06 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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 Science



### Results by Student Group

	2006-07 School Year				2005-06 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>472</b>	<b>93%</b>	<b>53%</b>	<b>13%</b>	<b>501</b>	<b>92%</b>	<b>51%</b>	<b>8%</b>
Female	219	91%	46%	10%	253	92%	45%	7%
Male	253	94%	60%	16%	248	92%	57%	8%
American Indian or Alaska Native					2	-	-	-
Black or African American	149	93%	52%	13%	182	94%	49%	5%
Hispanic or Latino	253	92%	49%	10%	246	91%	47%	7%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	71%	21%	16	-	-	-
White	56	96%	75%	25%	55	96%	73%	15%
Multiracial								
Small Group Totals					18	89%	67%	28%
General-Education Students	425	94%	57%	14%	436	94%	54%	9%
Students with Disabilities	47	77%	19%	2%	65	82%	29%	2%
English Proficient	401	94%	60%	15%	439	94%	55%	9%
Limited English Proficient	71	83%	14%	0%	62	82%	23%	2%
Economically Disadvantaged	285	93%	53%	11%	275	92%	50%	8%
Not Disadvantaged	187	93%	55%	16%	226	93%	53%	8%
Migrant								
Not Migrant	472	93%	53%	13%	501	92%	51%	8%

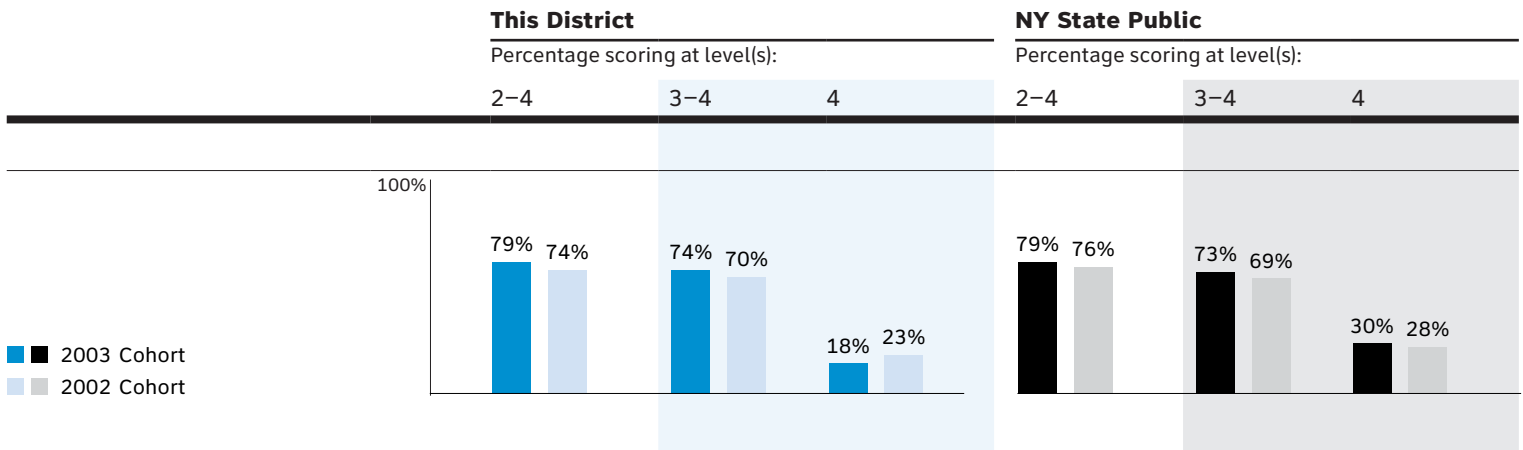
#### NOTES

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

### Other Assessments

	2006-07 School Year				2005-06 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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



### Results by Student Group

	2003 Cohort				2002 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>412</b>	<b>79%</b>	<b>74%</b>	<b>18%</b>	<b>399</b>	<b>74%</b>	<b>70%</b>	<b>23%</b>
Female	198	84%	78%	21%	209	77%	73%	25%
Male	214	74%	70%	14%	190	72%	67%	19%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	129	81%	74%	12%	146	75%	71%	20%
Hispanic or Latino	202	74%	70%	14%	175	70%	65%	22%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	20	-	-	-
White	62	82%	79%	34%	55	82%	78%	29%
Multiracial								
Small Group Totals	19	100%	100%	42%	23	87%	83%	30%
General-Education Students	357	85%	81%	20%	340	81%	77%	26%
Students with Disabilities	55	36%	27%	2%	59	32%	27%	2%
English Proficient	379	80%	77%	19%	355	77%	72%	24%
Limited English Proficient	33	64%	45%	6%	44	55%	50%	9%
Economically Disadvantaged	15	27%	27%	7%	125	76%	70%	27%
Not Disadvantaged	397	81%	76%	18%	274	73%	70%	20%
Migrant								
Not Migrant					399	74%	70%	23%

#### NOTES

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

### Other Assessments

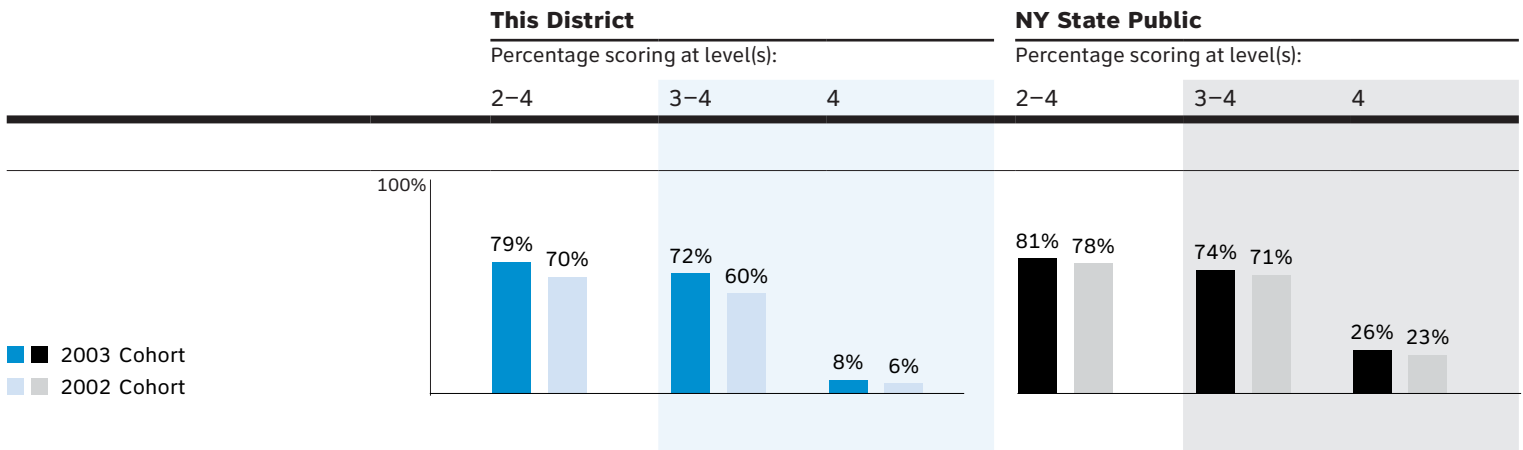
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	-	-	-

\* 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



### Results by Student Group

	2003 Cohort				2002 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>412</b>	<b>79%</b>	<b>72%</b>	<b>8%</b>	<b>399</b>	<b>70%</b>	<b>60%</b>	<b>6%</b>
Female	198	83%	77%	9%	209	75%	63%	5%
Male	214	75%	67%	8%	190	65%	56%	7%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	129	79%	71%	5%	146	68%	56%	4%
Hispanic or Latino	202	75%	70%	6%	175	67%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	20	-	-	-
White	62	82%	73%	11%	55	76%	67%	7%
Multiracial								
Small Group Totals	19	100%	95%	42%	23	87%	74%	4%
General-Education Students	357	87%	80%	10%	340	77%	66%	7%
Students with Disabilities	55	27%	16%	2%	59	27%	22%	0%
English Proficient	379	79%	73%	8%	355	71%	61%	6%
Limited English Proficient	33	73%	58%	9%	44	61%	45%	9%
Economically Disadvantaged	15	47%	40%	13%	125	74%	63%	8%
Not Disadvantaged	397	80%	73%	8%	274	68%	58%	5%
Migrant								
Not Migrant					399	70%	60%	6%

#### NOTES

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

### Other Assessments

	2003 Cohort				2002 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.

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