



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **CENTRAL ISLIP UNION FREE
SCHOOL DISTRICT**
District ID **58-05-13-03-0000**
Superintendent **CRAIG CARR**
Telephone **(631) 348-5001**
Grades **PK-12, 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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	130	139	168
Kindergarten	485	494	502
Grade 1	517	501	517
Grade 2	458	475	503
Grade 3	448	467	464
Grade 4	455	455	461
Grade 5	458	459	453
Grade 6	504	450	420
Ungraded Elementary	0	6	0
Grade 7	480	493	426
Grade 8	523	467	486
Grade 9	648	632	655
Grade 10	517	483	460
Grade 11	376	382	357
Grade 12	326	303	313
Ungraded Secondary	0	0	3
Total K-12	6195	6067	6020

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	22	22
Grade 8			
English	24	19	16
Mathematics	22	22	
Science	24	23	20
Social Studies		22	
Grade 10			
English	19	16	16
Mathematics	6	18	17
Science	22	18	17
Social Studies	20	19	22

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	2475	40%	2751	45%	2732	45%
Reduced-Price Lunch	819	13%	905	15%	833	14%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1559	25%	1675	28%	1483	25%
Racial/Ethnic Origin						
American Indian or Alaska Native	55	1%	74	1%	74	1%
Black or African American	1935	31%	1825	30%	1785	30%
Hispanic or Latino	3383	55%	3456	57%	3537	59%
Asian or Native Hawaiian/Other Pacific Islander	177	3%	150	2%	144	2%
White	645	10%	561	9%	478	8%
Multiracial**	N/A	N/A	1	0%	2	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	565	9%	404	7%	525	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**District ID **58-05-13-03-0000**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	496	482	516
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	5%	3%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	66%	63%
Total Number of Core Classes	1649	1314	1201
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
Total Number of Classes	1397	1566	1462
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	21%	N/A
Turnover Rate of All Teachers	15%	11%	11%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	58	57	68
Total Paraprofessionals*	183	155	163
Assistant Principals	9	6	8
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 who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, 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.



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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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.

Graduation-Rate Total 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.

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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.

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 (2008–09)

⬆ Improvement (Year 6)

ELA	⬆ Improvement (Year 6)	Science	⬆ Good Standing
Math	⬆ Good Standing	Graduation Rate	⬆ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✓	—	✗	✓ ^{SH}	—
Limited English Proficient	✓ ^{SH}	✓	—	✓ ^{SH}	✓	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts










Accountability Status for This Subject (2008–09)  Improvement (Year 6)

Accountability Measures 7 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 2008-09, the district will be In Need of Improvement (Year 7) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 6) in 2009-10. [210]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (2771:2618)							
Ethnicity							
American Indian or Alaska Native (9:9)	—						
Black or African American (824:785)							
Hispanic or Latino (1619:1517)							
Asian or Native Hawaiian/Other Pacific Islander (109:103)							
White (210:204)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (427:400)							
Limited English Proficient ⁵ (1286:782)							
Economically Disadvantaged (1913:1802)							
Final AYP Determination	 7 of 8						

NOTES

¹ 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.

² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.

⁵ 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
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (2784:2606)			99%		156	100	
Ethnicity							
American Indian or Alaska Native (9:9)	—	—	—	—	—	—	—
Black or African American (834:770)			99%		154	98	
Hispanic or Latino (1623:1523)			99%		155	99	
Asian or Native Hawaiian/Other Pacific Islander (109:103)			100%		181	92	
White (209:201)			100%		163	94	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (426:391)			98%		110	96	
Limited English Proficient ⁵ (668:805)			100%		148	98	
Economically Disadvantaged (1902:1798)			100%		156	99	
Final AYP Determination	 8 of 8						

NOTES

¹ 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.

² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.

⁵ 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (964:878)		Qualified		97%		169	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (299:273)		Qualified		97%		167	100	
Hispanic or Latino (549:496)		Qualified		96%		168	100	
Asian or Native Hawaiian/Other Pacific Islander (43:40)		Qualified		100%		190	100	
White (70:66)		Qualified		97%		179	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (144:124)		Qualified		93%		138	100	
Limited English Proficient ⁴ (213:245)		Qualified		96%		161	100	
Economically Disadvantaged (665:619)		Qualified		97%		168	100	
Final AYP Determination		1 of 1						

NOTES

¹ 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.

² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.


⁴ 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 (2008–09)  Improvement (Year 6)

Accountability Measures 6 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 7) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 6) in 2009-10. [210]




How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (308:383)							
Ethnicity							
American Indian or Alaska Native (0:1)	—						
Black or African American (103:149)							
Hispanic or Latino (155:178)							
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—						
White (39:46)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities (20:64)							
Limited English Proficient ⁴ (23:47)							
Economically Disadvantaged (95:126)							
Final AYP Determination	 6 of 7						


NOTES


- ¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ 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
(2008–09)

Accountability Measures 7 of 7 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (308:383)			98%		161	153	
Ethnicity							
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—
Black or African American (103:149)			98%		150	150	
Hispanic or Latino (155:178)			99%		166	151	
Asian or Native Hawaiian/Other Pacific Islander (11:9)	—	—	—	—	—	—	—
White (39:46)		—	—		174	145	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (20:64)		—	—		92	147	88 103
Limited English Proficient ⁴ (23:47)		—	—		147	145	
Economically Disadvantaged (95:126)			100%		160	150	
Final AYP Determination	 7 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.


⁴ 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









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2007–08	2008–09
All Students (403)			65%	55%	
Ethnicity					
American Indian or Alaska Native (2)		–	–	–	
Black or African American (126)			69%	55%	
Hispanic or Latino (198)			58%	55%	
Asian or Native Hawaiian/Other Pacific Islander (16)		–	–	–	
White (61)			75%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (54)			28%	55%	25% 29%
Limited English Proficient ³ (40)			38%	55%	1% 39%
Economically Disadvantaged (14)		–	–	–	
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ 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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

New York State Status

Good Standing

5 schools identified 63% of total

ANDREW T MORROW SCHOOL

CENTRAL ISLIP EARLY CHILDHOOD CENTER

CORDELLO AVENUE ELEMENTARY SCHOOL

FRANCIS J O'NEILL SCHOOL

MARGUERITE L MULVEY SCHOOL

Improvement (Year 2)

1 school identified 13% of total

CHARLES A MULLIGAN SCHOOL

Restructuring (Year 2)

2 schools identified 25% of total

CENTRAL ISLIP SENIOR HIGH SCHOOL

RALPH REED SCHOOL

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

Summary of 2007–08 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	52%			461
Grade 4	58%			448
Grade 5	63%			450
Grade 6	53%			419
Grade 7	56%			423
Grade 8	36%			475

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	82%			474
Grade 4	75%			459
Grade 5	66%			457
Grade 6	54%			429
Grade 7	54%			429
Grade 8	48%			479

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	85%			454
Grade 8	59%			465

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	65%			462
Mathematics	63%			462

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.

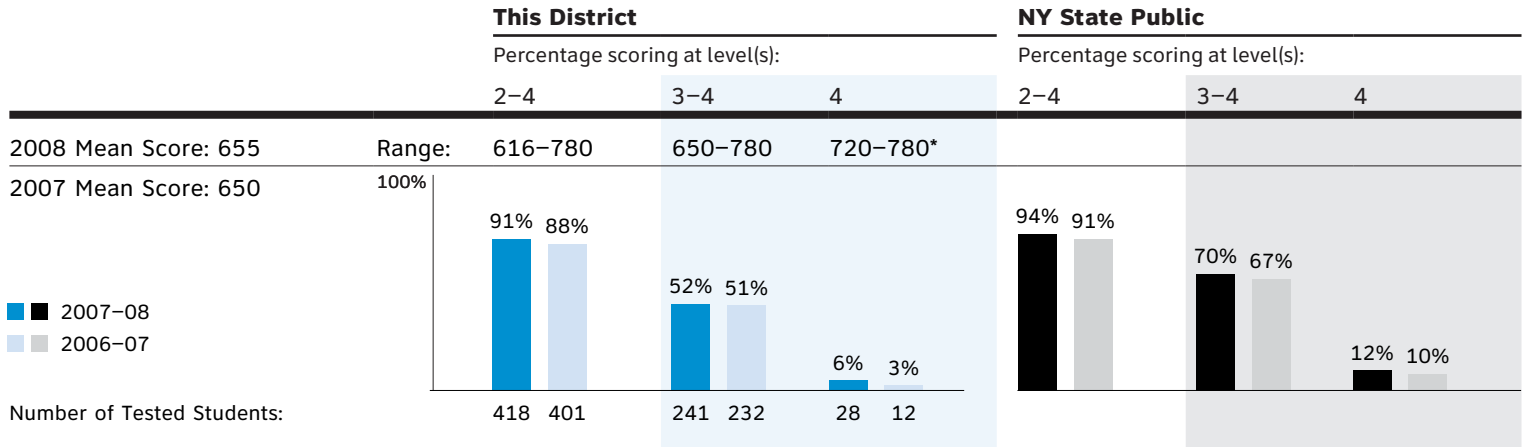
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	461	91%	52%	6%	458	88%	51%	3%
Female	218	95%	56%	10%	233	91%	59%	4%
Male	243	86%	49%	2%	225	84%	42%	1%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	122	89%	52%	7%	143	88%	50%	2%
Hispanic or Latino	286	91%	50%	5%	260	87%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	21	-	-	-
White	31	94%	68%	10%	32	78%	50%	9%
Multiracial								
Small Group Totals	22	95%	55%	14%	23	100%	61%	4%
General-Education Students	386	96%	59%	7%	397	91%	57%	3%
Students with Disabilities	75	65%	17%	0%	61	62%	8%	0%
English Proficient	293	94%	61%	9%	336	90%	58%	4%
Limited English Proficient	168	86%	36%	1%	122	80%	31%	0%
Economically Disadvantaged	350	90%	50%	4%	328	88%	47%	2%
Not Disadvantaged	111	92%	59%	14%	130	87%	60%	5%
Migrant								
Not Migrant	461	91%	52%	6%	458	88%	51%	3%

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.

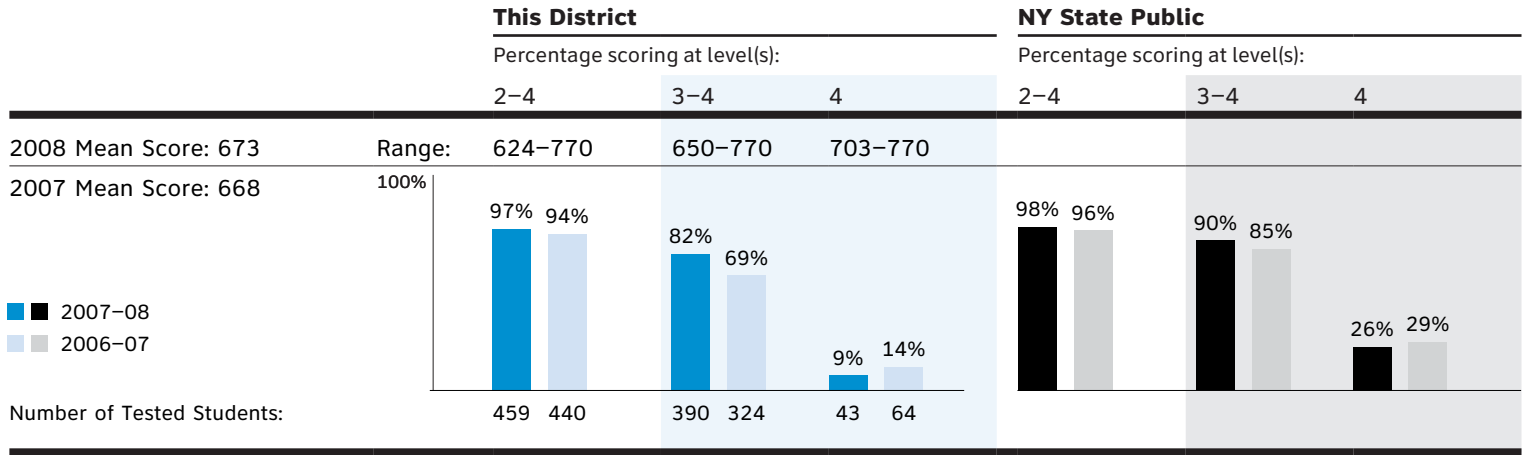
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	6	6	5	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	18	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	474	97%	82%	9%	467	94%	69%	14%
Female	228	99%	82%	9%	236	94%	69%	13%
Male	246	95%	83%	9%	231	95%	70%	15%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	123	95%	71%	7%	142	90%	67%	11%
Hispanic or Latino	296	98%	86%	9%	272	97%	71%	15%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	20	-	-	-
White	32	97%	84%	16%	31	87%	68%	10%
Multiracial								
Small Group Totals	23	96%	87%	9%	22	100%	73%	23%
General-Education Students	399	100%	89%	11%	407	97%	75%	16%
Students with Disabilities	75	81%	45%	0%	60	78%	28%	0%
English Proficient	294	97%	82%	13%	331	94%	71%	15%
Limited English Proficient	180	96%	82%	3%	136	96%	65%	12%
Economically Disadvantaged	352	97%	84%	8%	332	94%	67%	14%
Not Disadvantaged	122	98%	79%	13%	135	94%	76%	13%
Migrant								
Not Migrant	474	97%	82%	9%	467	94%	69%	14%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	6	5	4	3	4	-	-	-

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
2008 Mean Score: 653	612-775	650-775	716-775			
2007 Mean Score: 648						
	89%	58%	2%	93%	71%	8%
	89%	46%	2%	92%	68%	8%
Number of Tested Students:	400	260	11			
	393	203	8			

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	448	89%	58%	2%	444	89%	46%	2%
Female	224	92%	65%	4%	216	89%	49%	2%
Male	224	87%	51%	1%	228	88%	43%	2%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	138	88%	56%	2%	139	87%	44%	3%
Hispanic or Latino	259	89%	59%	2%	242	86%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	13	-	-	-
White	30	93%	53%	3%	46	100%	63%	0%
Multiracial								
Small Group Totals	21	90%	62%	5%	17	100%	71%	0%
General-Education Students	381	95%	66%	3%	371	93%	50%	2%
Students with Disabilities	67	55%	12%	0%	73	67%	22%	0%
English Proficient	336	91%	66%	3%	337	93%	54%	2%
Limited English Proficient	112	83%	33%	1%	107	75%	20%	0%
Economically Disadvantaged	342	88%	55%	1%	321	87%	41%	1%
Not Disadvantaged	106	93%	67%	6%	123	93%	59%	3%
Migrant								
Not Migrant	448	89%	58%	2%	444	89%	46%	2%

NOTES

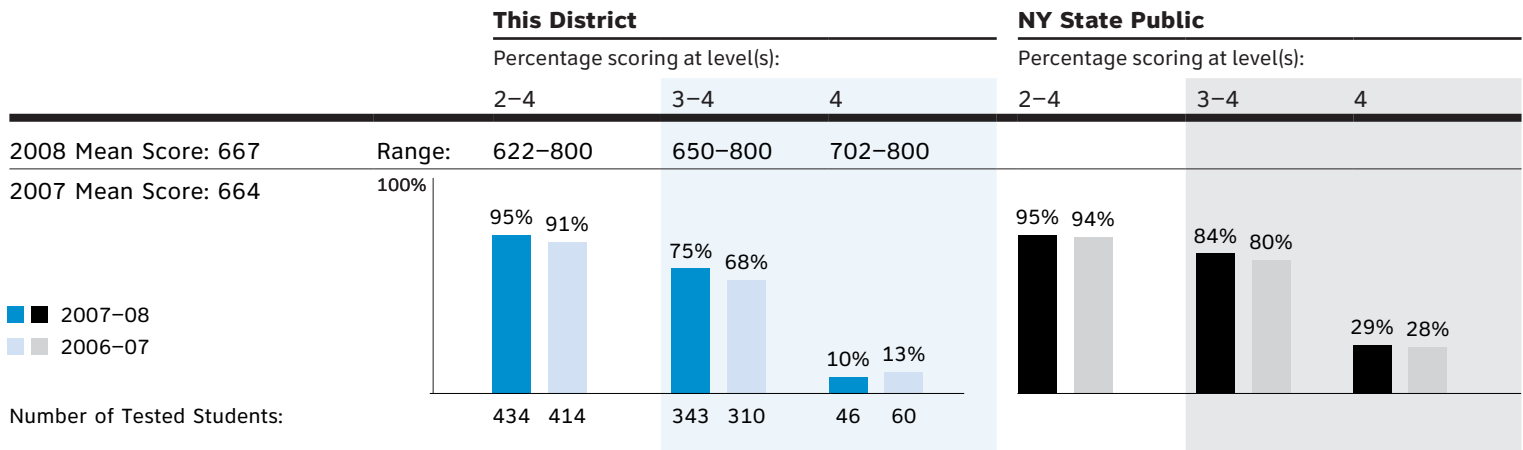
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	9	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	459	95%	75%	10%	453	91%	68%	13%
Female	230	96%	75%	8%	219	91%	64%	10%
Male	229	93%	75%	12%	234	92%	72%	16%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	140	91%	74%	6%	137	88%	66%	12%
Hispanic or Latino	269	96%	76%	12%	253	91%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	13	-	-	-
White	29	93%	69%	14%	46	100%	74%	17%
Multiracial								
Small Group Totals	21	95%	71%	10%	17	94%	82%	29%
General-Education Students	391	98%	81%	11%	379	94%	72%	15%
Students with Disabilities	68	76%	38%	4%	74	76%	50%	4%
English Proficient	338	94%	77%	9%	338	92%	71%	13%
Limited English Proficient	121	95%	68%	12%	115	90%	62%	13%
Economically Disadvantaged	348	95%	74%	10%	328	91%	66%	11%
Not Disadvantaged	111	94%	77%	11%	125	94%	74%	19%
Migrant								
Not Migrant	459	95%	75%	10%	453	91%	68%	13%

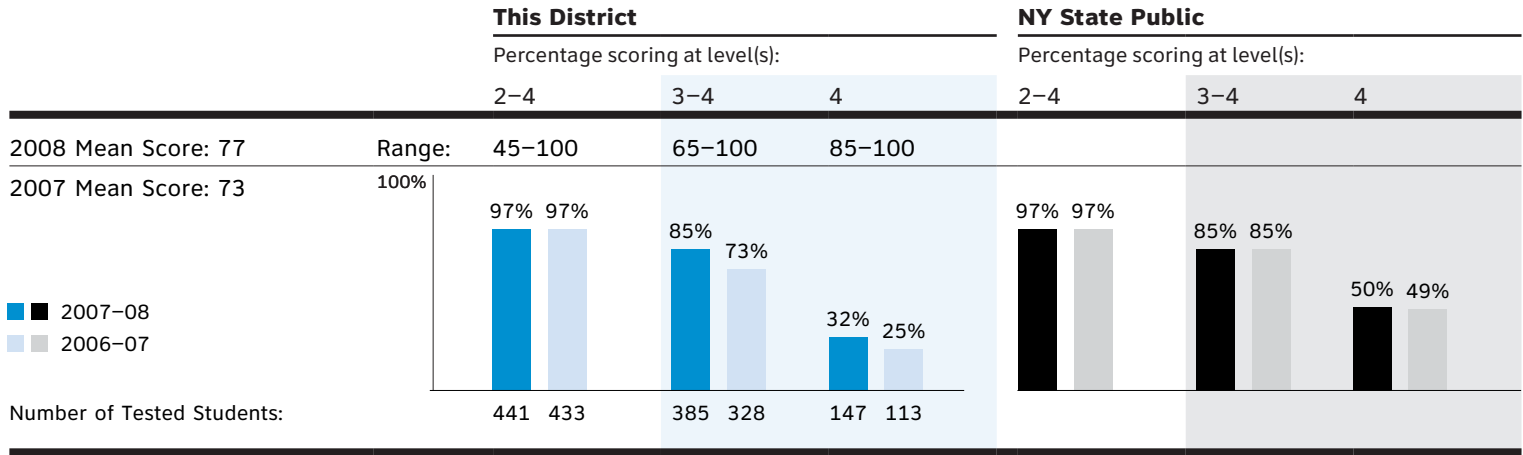
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	5	5	5	4

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	454	97%	85%	32%	448	97%	73%	25%
Female	226	97%	83%	31%	214	96%	71%	21%
Male	228	97%	86%	33%	234	97%	75%	29%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	141	98%	84%	32%	138	98%	72%	25%
Hispanic or Latino	263	97%	86%	31%	246	95%	70%	22%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	13	-	-	-
White	29	93%	83%	45%	47	100%	87%	38%
Multiracial								
Small Group Totals	21	100%	86%	33%	17	100%	94%	35%
General-Education Students	388	99%	88%	36%	376	97%	77%	28%
Students with Disabilities	66	88%	65%	9%	72	94%	56%	13%
English Proficient	335	98%	89%	39%	340	98%	79%	31%
Limited English Proficient	119	96%	74%	13%	108	93%	54%	8%
Economically Disadvantaged	341	97%	84%	30%	321	96%	71%	19%
Not Disadvantaged	113	96%	88%	38%	127	99%	79%	40%
Migrant								
Not Migrant	454	97%	85%	32%	448	97%	73%	25%

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	5	5	5	3

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
2008 Mean Score: 656	608-795	650-795	711-795			
2007 Mean Score: 649						
	98%	90%		98%	95%	
	63%	50%		78%	68%	
	2%		3%	6%		7%
Number of Tested Students:	440	385	284	214	11	11

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	450	98%	63%	2%	426	90%	50%	3%
Female	214	98%	65%	3%	201	92%	55%	4%
Male	236	97%	61%	2%	225	89%	46%	1%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	141	99%	66%	1%	146	92%	53%	3%
Hispanic or Latino	253	97%	60%	2%	234	89%	45%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	12	-	-	-
White	39	100%	72%	8%	33	85%	61%	3%
Multiracial								
Small Group Totals	17	94%	71%	0%	13	100%	85%	0%
General-Education Students	373	99%	71%	3%	368	94%	56%	3%
Students with Disabilities	77	94%	25%	0%	58	66%	14%	0%
English Proficient	366	99%	70%	3%	325	94%	60%	3%
Limited English Proficient	84	94%	33%	0%	101	79%	19%	0%
Economically Disadvantaged	320	98%	60%	2%	300	91%	46%	3%
Not Disadvantaged	130	98%	70%	3%	126	88%	60%	2%
Migrant								
Not Migrant	450	98%	63%	2%	426	90%	50%	3%

NOTES

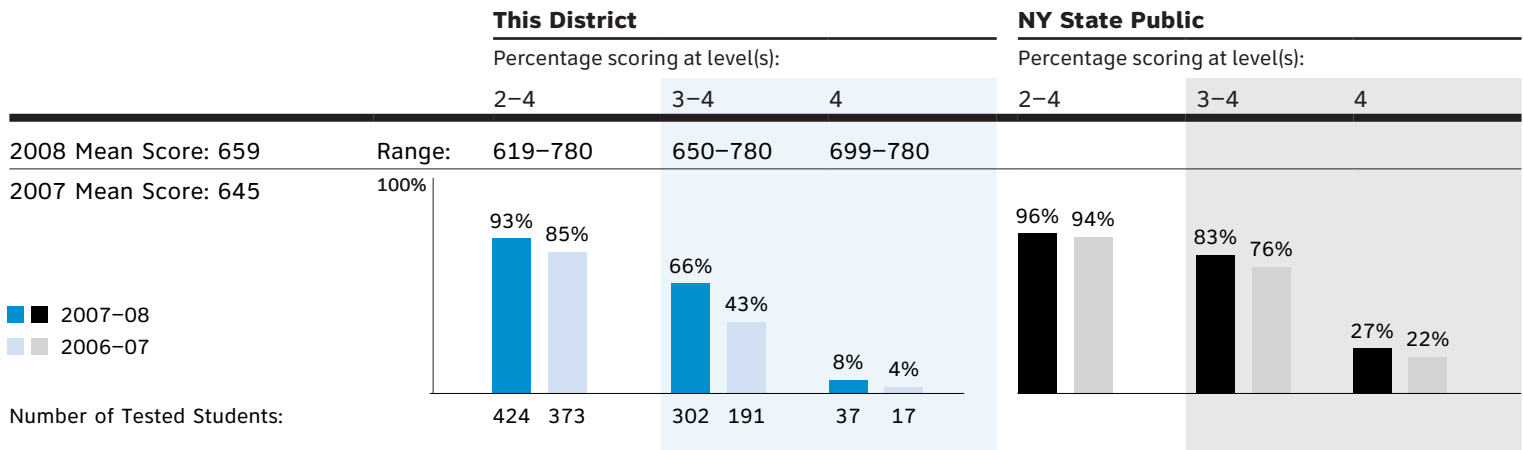
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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	16	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	457	93%	66%	8%	440	85%	43%	4%
Female	217	91%	66%	9%	211	85%	47%	3%
Male	240	94%	66%	8%	229	84%	40%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	144	92%	63%	6%	144	85%	48%	3%
Hispanic or Latino	257	92%	65%	6%	247	83%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	12	-	-	-
White	39	100%	74%	15%	36	89%	42%	3%
Multiracial								
Small Group Totals	17	100%	94%	41%	13	100%	69%	31%
General-Education Students	381	95%	72%	9%	383	87%	47%	4%
Students with Disabilities	76	83%	38%	1%	57	67%	21%	2%
English Proficient	364	95%	70%	9%	325	88%	52%	5%
Limited English Proficient	93	83%	53%	4%	115	75%	20%	0%
Economically Disadvantaged	322	93%	63%	6%	306	86%	42%	3%
Not Disadvantaged	135	93%	74%	13%	134	83%	47%	5%
Migrant								
Not Migrant	457	93%	66%	8%	440	85%	43%	4%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	-	-	-	4	-	-	-

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
2008 Mean Score: 649	598-785	650-785	705-785			
2007 Mean Score: 645						
Number of Tested Students:	407	413	221	177	2	8

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	419	97%	53%	0%	430	96%	41%	2%
Female	205	97%	60%	0%	222	96%	45%	2%
Male	214	97%	45%	0%	208	96%	38%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	137	99%	53%	1%	127	97%	44%	2%
Hispanic or Latino	237	96%	51%	0%	248	95%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	6%	15	-	-	-
White	29	93%	48%	0%	39	97%	51%	10%
Multiracial								
Small Group Totals					16	100%	50%	0%
General-Education Students	358	99%	60%	1%	383	97%	46%	2%
Students with Disabilities	61	84%	8%	0%	47	85%	4%	0%
English Proficient	325	98%	63%	1%	364	99%	48%	2%
Limited English Proficient	94	95%	17%	0%	66	82%	3%	0%
Economically Disadvantaged	283	97%	50%	0%	260	95%	38%	1%
Not Disadvantaged	136	98%	58%	1%	170	98%	45%	3%
Migrant								
Not Migrant	419	97%	53%	0%	430	96%	41%	2%

NOTES

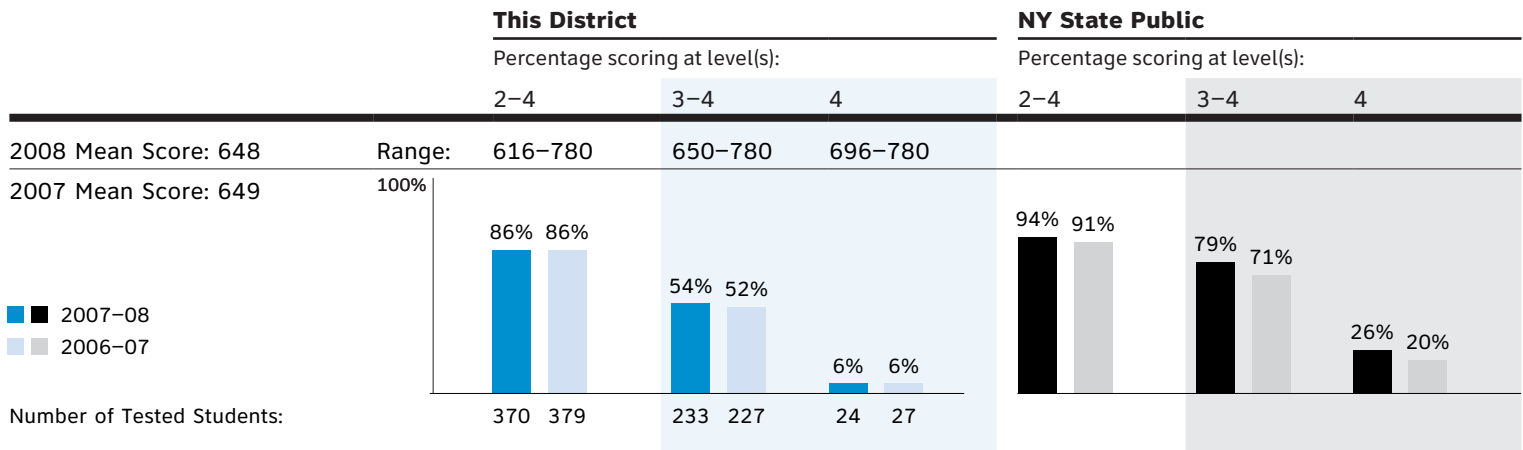
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Other Assessments

	2007-08 School Year				2006-07 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	4	3	5	5	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	18	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	429	86%	54%	6%	439	86%	52%	6%
Female	209	89%	59%	6%	221	88%	51%	6%
Male	220	84%	50%	5%	218	85%	53%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	137	88%	57%	7%	125	87%	46%	5%
Hispanic or Latino	247	85%	51%	3%	259	85%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	81%	38%	14	-	-	-
White	29	79%	52%	7%	40	90%	63%	15%
Multiracial								
Small Group Totals					15	93%	73%	7%
General-Education Students	368	92%	60%	7%	391	90%	55%	6%
Students with Disabilities	61	52%	20%	0%	48	54%	23%	4%
English Proficient	326	91%	64%	7%	359	90%	58%	8%
Limited English Proficient	103	71%	22%	1%	80	70%	24%	0%
Economically Disadvantaged	291	85%	52%	4%	265	86%	51%	5%
Not Disadvantaged	138	88%	60%	8%	174	87%	53%	8%
Migrant								
Not Migrant	429	86%	54%	6%	439	86%	52%	6%

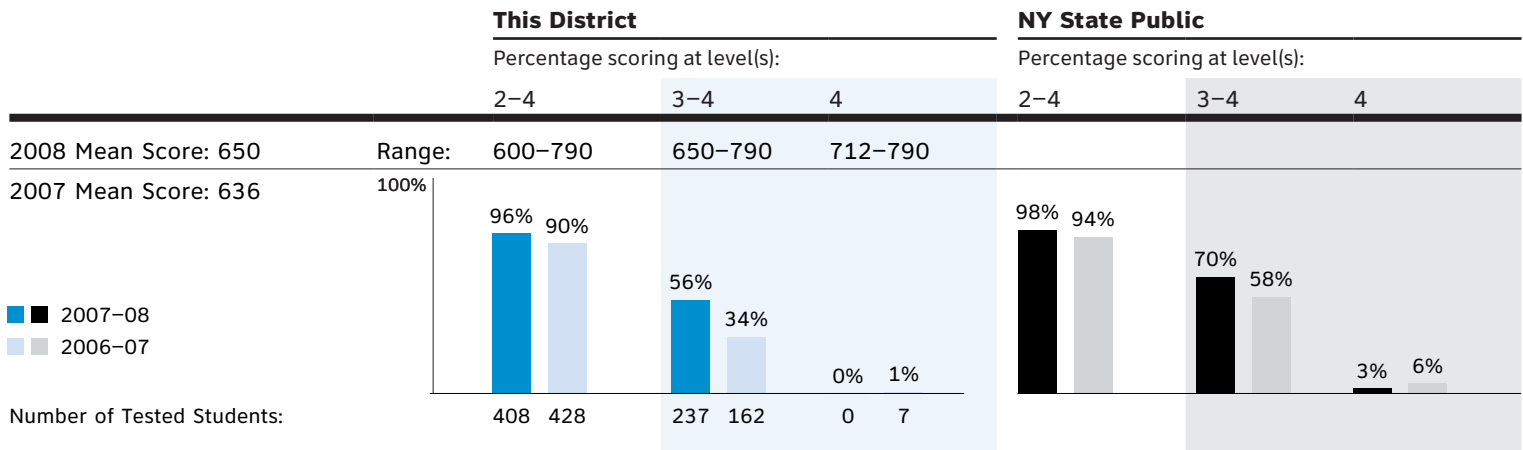
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	4	3	5	5	3	2

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	423	96%	56%	0%	477	90%	34%	1%
Female	208	97%	62%	0%	236	89%	35%	3%
Male	215	96%	50%	0%	241	90%	33%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	123	99%	65%	0%	155	92%	37%	2%
Hispanic or Latino	249	95%	49%	0%	257	86%	26%	1%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	67%	0%	19	-	-	-
White	36	97%	69%	0%	45	100%	49%	0%
Multiracial								
Small Group Totals					20	100%	75%	5%
General-Education Students	378	97%	60%	0%	424	92%	38%	2%
Students with Disabilities	45	89%	22%	0%	53	68%	4%	0%
English Proficient	357	99%	64%	0%	408	95%	39%	2%
Limited English Proficient	66	82%	11%	0%	69	58%	3%	0%
Economically Disadvantaged	252	97%	56%	0%	330	88%	30%	1%
Not Disadvantaged	171	96%	57%	0%	147	93%	44%	3%
Migrant								
Not Migrant	423	96%	56%	0%	477	90%	34%	1%

NOTES

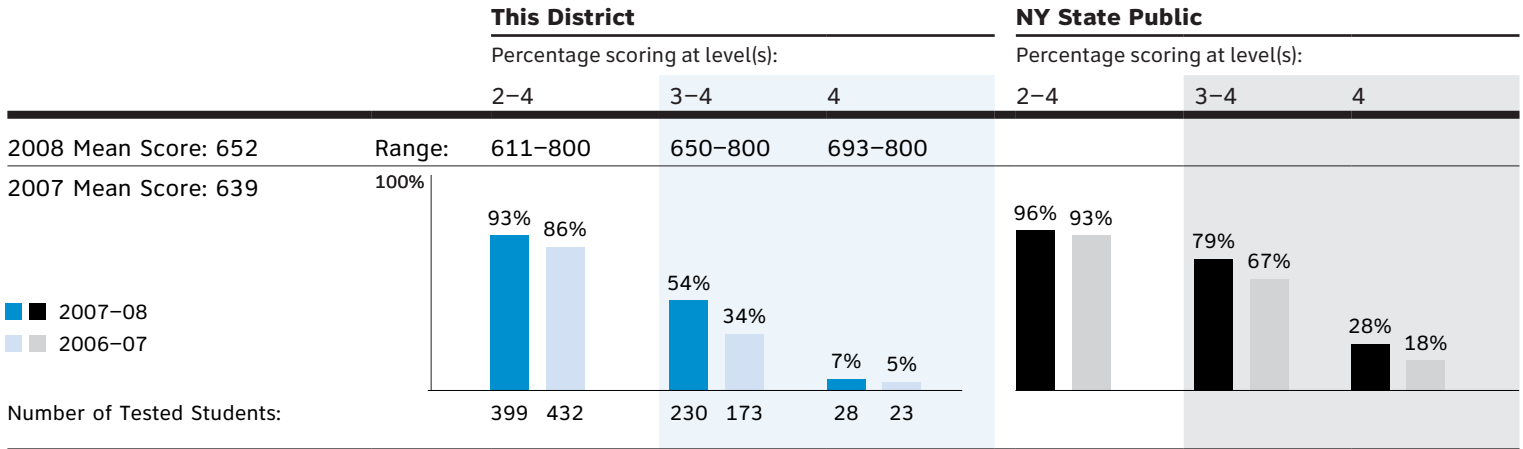
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Other Assessments

	2007-08 School Year				2006-07 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	1	1	8	8	7	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	21	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

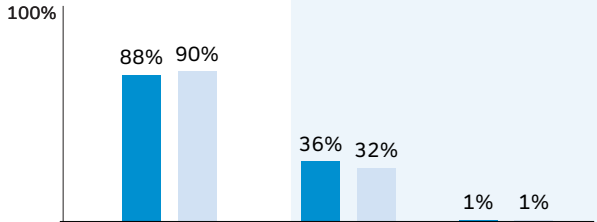
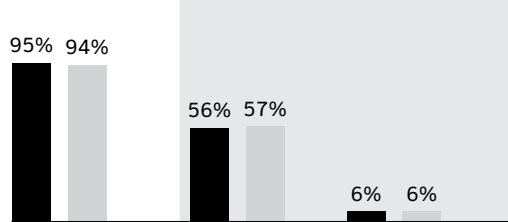
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	429	93%	54%	7%	505	86%	34%	5%
Female	213	92%	57%	7%	254	83%	32%	4%
Male	216	94%	50%	6%	251	88%	37%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	119	94%	57%	7%	159	82%	31%	5%
Hispanic or Latino	259	93%	50%	5%	280	85%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	13%	19	-	-	-
White	36	89%	61%	14%	45	98%	58%	7%
Multiracial								
Small Group Totals					21	100%	71%	14%
General-Education Students	385	95%	58%	7%	452	88%	38%	5%
Students with Disabilities	44	73%	18%	0%	53	64%	2%	0%
English Proficient	350	96%	62%	8%	416	88%	39%	5%
Limited English Proficient	79	81%	18%	1%	89	75%	11%	1%
Economically Disadvantaged	258	94%	51%	5%	353	84%	29%	3%
Not Disadvantaged	171	92%	57%	8%	152	88%	47%	8%
Migrant								
Not Migrant	429	93%	54%	7%	505	86%	34%	5%

NOTES
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Other Assessments

	2007-08 School Year				2006-07 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	4	3	3	8	8	6	5

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
2008 Mean Score: 640	602-790	650-790	715-790			
2007 Mean Score: 636						
						
Number of Tested Students:	418	415	171	149	5	5

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	475	88%	36%	1%	462	90%	32%	1%
Female	237	89%	37%	2%	213	92%	33%	2%
Male	238	87%	35%	0%	249	88%	32%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	150	94%	44%	2%	148	89%	33%	1%
Hispanic or Latino	262	82%	27%	0%	244	89%	30%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	15	100%	47%	0%
White	40	100%	48%	0%	55	95%	36%	2%
Multiracial								
Small Group Totals	23	96%	70%	4%				
General-Education Students	415	91%	40%	1%	416	94%	35%	1%
Students with Disabilities	60	67%	8%	0%	46	57%	4%	0%
English Proficient	394	95%	43%	1%	403	94%	37%	1%
Limited English Proficient	81	53%	1%	0%	59	63%	2%	0%
Economically Disadvantaged	314	87%	32%	1%	271	88%	31%	1%
Not Disadvantaged	161	91%	43%	1%	191	92%	35%	1%
Migrant								
Not Migrant	475	88%	36%	1%	462	90%	32%	1%

NOTES

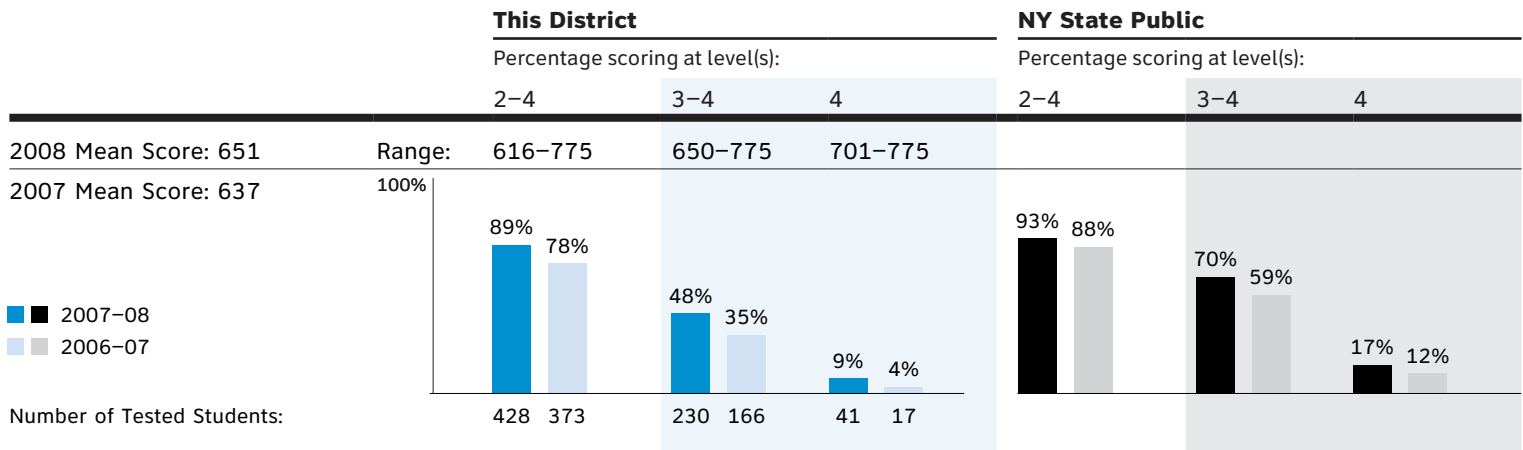
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Other Assessments

	2007-08 School Year				2006-07 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	9	9	7	7	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	12	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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	479	89%	48%	9%	479	78%	35%	4%
Female	242	88%	47%	9%	223	77%	33%	4%
Male	237	90%	49%	8%	256	79%	36%	4%
American Indian or Alaska Native	1	-	-	-				
Black or African American	153	90%	46%	9%	152	72%	30%	1%
Hispanic or Latino	264	87%	44%	6%	255	80%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	14	86%	64%	14%
White	39	100%	69%	13%	58	83%	33%	12%
Multiracial								
Small Group Totals	23	91%	78%	22%				
General-Education Students	418	93%	53%	10%	429	84%	37%	4%
Students with Disabilities	61	67%	15%	0%	50	28%	14%	2%
English Proficient	393	91%	53%	10%	410	80%	37%	4%
Limited English Proficient	86	81%	27%	2%	69	67%	23%	1%
Economically Disadvantaged	317	90%	45%	6%	287	81%	36%	3%
Not Disadvantaged	162	88%	54%	13%	192	73%	32%	4%
Migrant								
Not Migrant	479	89%	48%	9%	479	78%	35%	4%

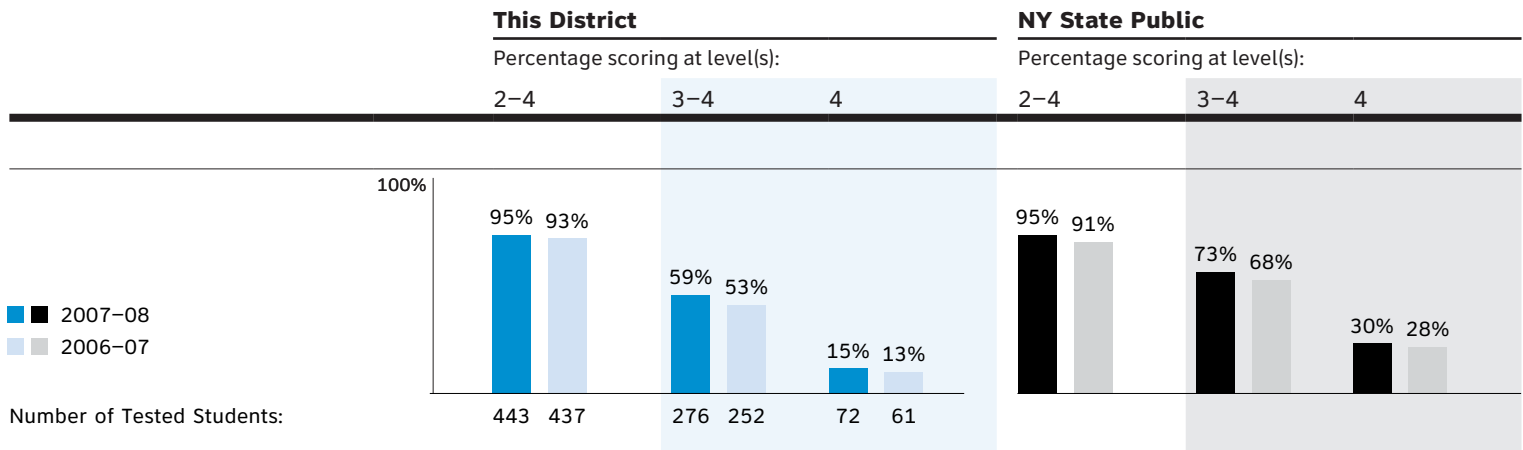
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	7	7	3	5	5	5	4

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	465	95%	59%	15%	472	93%	53%	13%
Female	237	95%	51%	11%	219	91%	46%	10%
Male	228	96%	68%	20%	253	94%	60%	16%
American Indian or Alaska Native	1	-	-	-				
Black or African American	146	95%	58%	14%	149	93%	52%	13%
Hispanic or Latino	258	94%	55%	11%	253	92%	49%	10%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	14	86%	71%	21%
White	38	100%	79%	32%	56	96%	75%	25%
Multiracial								
Small Group Totals	23	100%	87%	48%				
General-Education Students	410	98%	63%	17%	425	94%	57%	14%
Students with Disabilities	55	78%	29%	4%	47	77%	19%	2%
English Proficient	382	97%	65%	19%	401	94%	60%	15%
Limited English Proficient	83	89%	31%	0%	71	83%	14%	0%
Economically Disadvantaged	306	95%	58%	12%	285	93%	53%	11%
Not Disadvantaged	159	96%	63%	21%	187	93%	55%	16%
Migrant								
Not Migrant	465	95%	59%	15%	472	93%	53%	13%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	8	7	6	5	5	5	4
Regents Science	0				0			

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

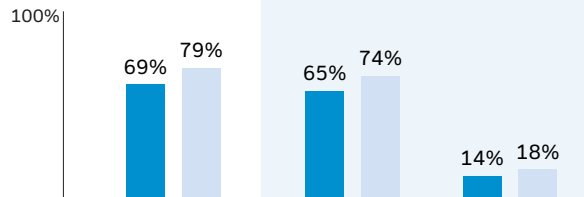
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

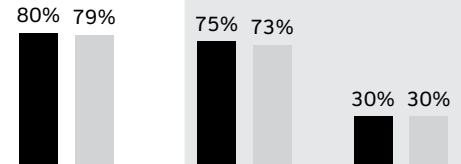
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4

3-4

4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	462	69%	65%	14%	412	79%	74%	18%
Female	217	75%	71%	17%	198	84%	78%	21%
Male	245	64%	59%	12%	214	74%	70%	14%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	164	70%	65%	17%	129	81%	74%	12%
Hispanic or Latino	235	64%	60%	9%	202	74%	70%	14%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	17	-	-	-
White	51	82%	82%	20%	62	82%	79%	34%
Multiracial								
Small Group Totals	12	100%	92%	50%	19	100%	100%	42%
General-Education Students	389	77%	74%	17%	357	85%	81%	20%
Students with Disabilities	73	25%	16%	1%	55	36%	27%	2%
English Proficient	414	72%	69%	16%	379	80%	77%	19%
Limited English Proficient	48	42%	31%	2%	33	64%	45%	6%
Economically Disadvantaged	147	71%	66%	14%	15	27%	27%	7%
Not Disadvantaged	315	68%	64%	15%	397	81%	76%	18%
Migrant								
Not Migrant	462	69%	65%	14%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

2003 Cohort

Number of Students Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

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

** 2003 cohort data are those reported in the 2006-07 *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

This District

Percentage scoring at level(s):

2-4

3-4

4

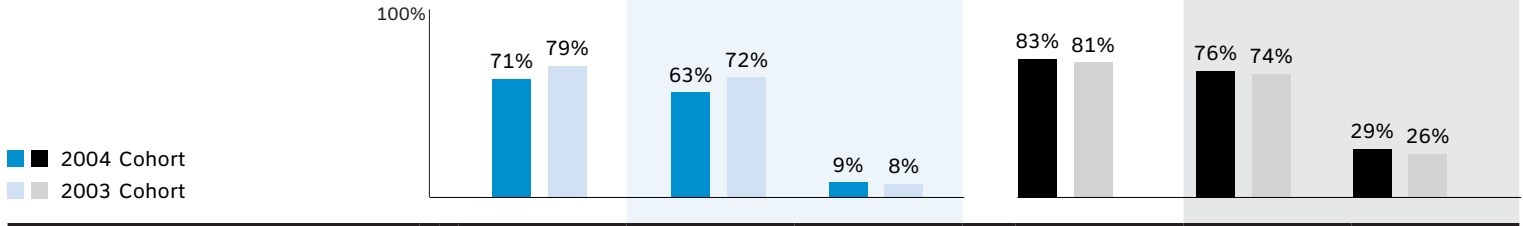
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	462	71%	63%	9%	412	79%	72%	8%
Female	217	77%	67%	9%	198	83%	77%	9%
Male	245	65%	59%	9%	214	75%	67%	8%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	164	66%	60%	8%	129	79%	71%	5%
Hispanic or Latino	235	69%	59%	9%	202	75%	70%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	17	-	-	-
White	51	86%	80%	8%	62	82%	73%	11%
Multiracial								
Small Group Totals	12	100%	100%	25%	19	100%	95%	42%
General-Education Students	389	80%	73%	10%	357	87%	80%	10%
Students with Disabilities	73	19%	10%	0%	55	27%	16%	2%
English Proficient	414	73%	67%	10%	379	79%	73%	8%
Limited English Proficient	48	48%	31%	0%	33	73%	58%	9%
Economically Disadvantaged	147	69%	61%	12%	15	47%	40%	13%
Not Disadvantaged	315	71%	64%	7%	397	80%	73%	8%
Migrant								
Not Migrant	462	71%	63%	9%				

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

	2004 Cohort			2003 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

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

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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