



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **CENTRAL ISLIP UNION FREE
SCHOOL DISTRICT**

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

Superintendent **CRAIG CARR**

Telephone **(631) 348-5001**

Grades **PK-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.

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 the district's accountability status.

3 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

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

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

	2006-07	2007-08	2008-09
Pre-K	139	168	255
Kindergarten	494	502	553
Grade 1	501	517	561
Grade 2	475	503	522
Grade 3	467	464	488
Grade 4	455	461	483
Grade 5	459	453	453
Grade 6	450	420	446
Ungraded Elementary	6	0	3
Grade 7	493	426	420
Grade 8	467	486	418
Grade 9	632	655	632
Grade 10	483	460	528
Grade 11	382	357	380
Grade 12	303	313	318
Ungraded Secondary	0	3	22
Total K-12	6067	6020	6227

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	22	22
Grade 8			
English	19	16	14
Mathematics	22		34
Science	23	20	
Social Studies	22		8
Grade 10			
English	16	16	18
Mathematics	18	17	18
Science	18	17	16
Social Studies	19	22	20

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

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

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2751	45%	2732	45%	2753	44%
Reduced-Price Lunch	905	15%	833	14%	789	13%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1675	28%	1483	25%	1592	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	74	1%	74	1%	54	1%
Black or African American	1825	30%	1785	30%	1797	29%
Hispanic or Latino	3456	57%	3537	59%	3775	61%
Asian or Native Hawaiian/Other Pacific Islander	150	2%	144	2%	163	3%
White	561	9%	478	8%	431	7%
Multiracial	1	0%	2	0%	7	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		94%
Student Suspensions	404	7%	525	9%	1271	21%

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

	2006-07	2007-08	2008-09
Total Number of Teachers	482	516	536
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	3%	6%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	66%	63%	65%
Total Number of Core Classes	1314	1201	1173
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	1566	1462	1357
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	N/A	9%
Turnover Rate of All Teachers	11%	11%	10%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	57	68	79
Total Paraprofessionals*	155	163	184
Assistant Principals	6	8	11
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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

▲ 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

2007–08	2008–09	2009–10
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	✓	✓	—	✗	✗	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 7	✗ 5 of 7	✗ 0 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  Improvement (Year 6)
for This Subject
(2009–10)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made 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 2009-10, the district will be In Need of Improvement (Year 7) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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 2008–09 2009–10
All Students (2754:2593)			99%		161	142	
Ethnicity							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (804:768)			100%		164	140	
Hispanic or Latino (1673:1559)			99%		158	141	
Asian or Native Hawaiian/Other Pacific Islander (84:79)			99%		177	133	
White (182:176)			99%		169	136	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (439:419)			99%		120	139	107 128
Limited English Proficient ⁵ (701:812)			99%		143	140	
Economically Disadvantaged (1870:1773)			100%		160	141	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (2752:2575)			99%		171	117	
Ethnicity							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (807:750)			99%		167	115	
Hispanic or Latino (1665:1556)			99%		172	116	
Asian or Native Hawaiian/Other Pacific Islander (84:83)			100%		188	108	
White (185:175)			98%		175	111	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (441:413)			98%		131	114	
Limited English Proficient ⁵ (695:822)			98%		166	115	
Economically Disadvantaged (1858:1761)			99%		172	116	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (908:844)		Qualified		99%		168	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (256:235)		Qualified		99%		163	100	
Hispanic or Latino (559:520)		Qualified		99%		169	100	
Asian or Native Hawaiian/Other Pacific Islander (31:31)		Qualified	—	—		187	100	
White (59:55)		Qualified		97%		167	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (138:131)		Qualified		98%		137	100	
Limited English Proficient ⁴ (240:261)		Qualified		99%		159	100	
Economically Disadvantaged (594:561)		Qualified		100%		170	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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  Improvement (Year 6)
for This Subject
(2009–10)

Accountability Measures 5 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 2009-10, the district will be In Need of Improvement (Year 7) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [220]

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 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (333:377)			97%		172	165	
Ethnicity							
American Indian or Alaska Native (0:2)	–	–	–	–	–	–	–
Black or African American (118:134)			97%		178	162	
Hispanic or Latino (169:198)			98%		168	163	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–
White (36:33)		–	–		173	154	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (36:51)		–	–		94	158	105 [‡] 105
Limited English Proficient ⁵ (23:43)		–	–		123	156	152 131
Economically Disadvantaged (102:124)			99%		177	162	
Final AYP Determination	 5 of 7						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

Accountability Measures 5 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (333:377)			97%		165	160	
Ethnicity							
American Indian or Alaska Native (0:2)	–	–	–	–	–	–	–
Black or African American (118:134)			96%		172	157	
Hispanic or Latino (169:198)			97%		158	158	
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–	–
White (36:33)		–	–		173	149	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (36:51)		–	–		92	153	103 [‡] 103
Limited English Proficient ⁵ (23:43)		–	–		123	151	151 131
Economically Disadvantaged (102:124)			98%		173	157	
Final AYP Determination		5 of 7					

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in Graduates for two consecutive years is placed in improvement status. If this district fails to make AYP in 2009-10, the district will be District In Need of Improvement (Year 1) in 2010-11. If this district makes AYP in 2009-10, the district will be in good standing in 2010-11. [203]

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
All Students (462)			54%	55%	55%	55%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (162)			57%	55%		
Hispanic or Latino (237)			49%	55%	55%	50%
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–		
White (51)			63%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (74)			15%	55%	29%	16%
Limited English Proficient ² (67)			40%	55%	39%	41%
Economically Disadvantaged (146)			60%	55%		
Final AYP Determination		0 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.















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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.



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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

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

Summary of 2008–09 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	67%			471
Grade 4	65%			479
Grade 5	70%			440
Grade 6	67%			440
Grade 7	62%			409
Grade 8	45%			410
Mathematics				
Grade 3	89%			475
Grade 4	77%			488
Grade 5	80%			440
Grade 6	61%			447
Grade 7	66%			417
Grade 8	66%			414
Science				
Grade 4	84%			482
Grade 8	55%			407

	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
Secondary Level				
English	72%			444
Mathematics	68%			444

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.

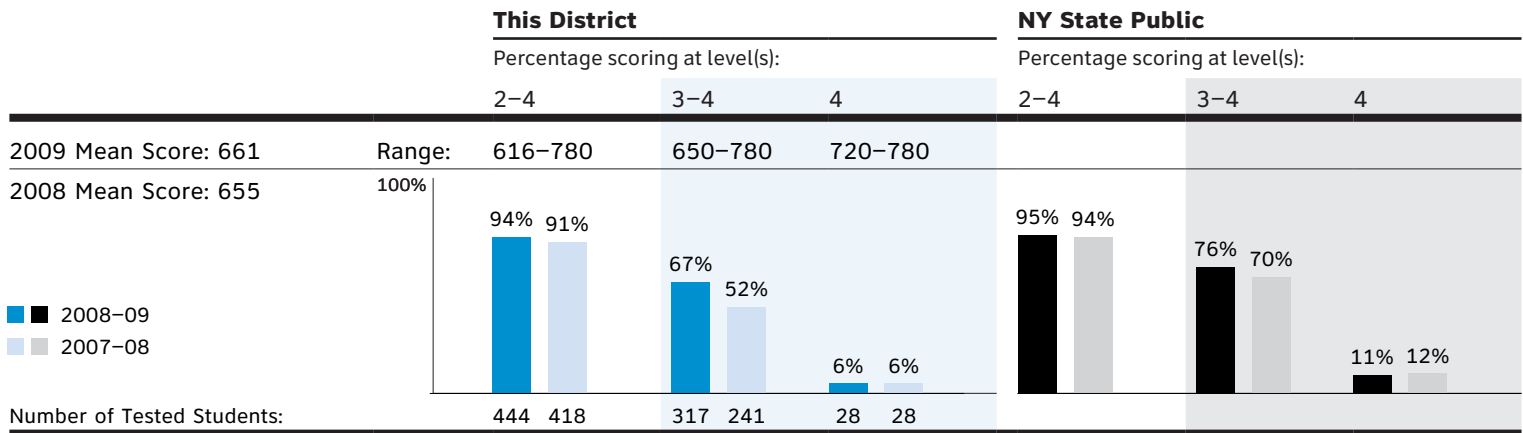
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	471	94%	67%	6%	461	91%	52%	6%
Female	236	95%	72%	7%	218	95%	56%	10%
Male	235	93%	62%	5%	243	86%	49%	2%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	125	97%	74%	10%	122	89%	52%	7%
Hispanic or Latino	298	94%	62%	4%	286	91%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	19	-	-	-
White	34	91%	79%	6%	31	94%	68%	10%
Multiracial								
Small Group Totals	14	93%	86%	7%	22	95%	55%	14%
General-Education Students	405	97%	74%	7%	386	96%	59%	7%
Students with Disabilities	66	77%	27%	0%	75	65%	17%	0%
English Proficient	306	96%	76%	9%	293	94%	61%	9%
Limited English Proficient	165	90%	50%	0%	168	86%	36%	1%
Economically Disadvantaged	345	94%	65%	5%	350	90%	50%	4%
Not Disadvantaged	126	95%	74%	10%	111	92%	59%	14%
Migrant								
Not Migrant	471	94%	67%	6%	461	91%	52%	6%

NOTES

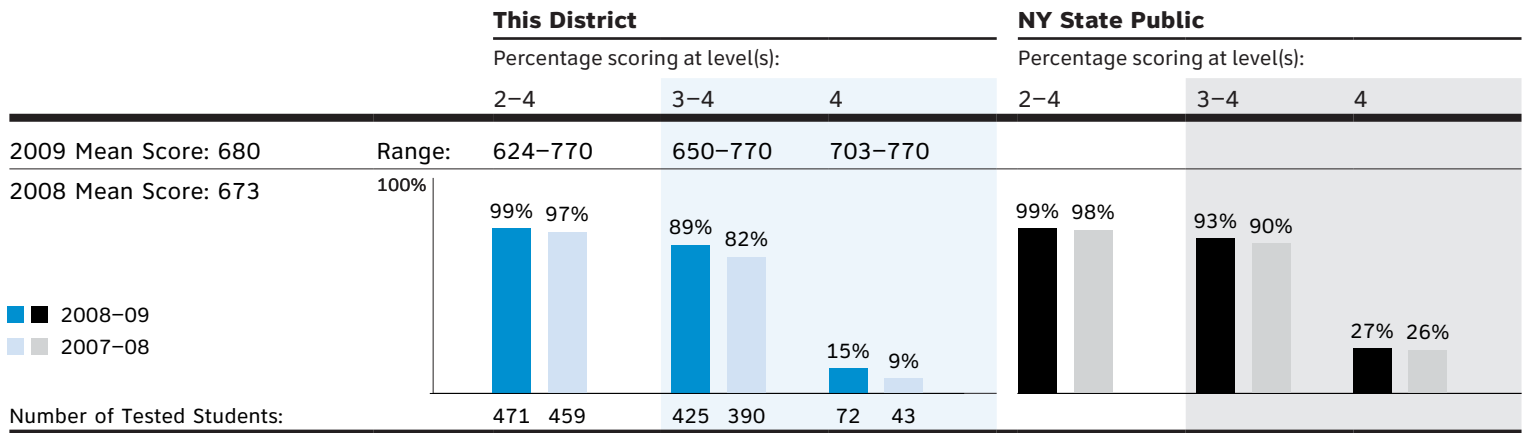
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	10	8	7	5	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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	99%	89%	15%	474	97%	82%	9%
Female	237	99%	90%	13%	228	99%	82%	9%
Male	238	100%	89%	18%	246	95%	83%	9%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	124	99%	85%	12%	123	95%	71%	7%
Hispanic or Latino	302	99%	91%	15%	296	98%	86%	9%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	20	-	-	-
White	34	97%	94%	26%	32	97%	84%	16%
Multiracial								
Small Group Totals	15	100%	87%	27%	23	96%	87%	9%
General-Education Students	408	100%	94%	17%	399	100%	89%	11%
Students with Disabilities	67	96%	64%	6%	75	81%	45%	0%
English Proficient	304	99%	88%	17%	294	97%	82%	13%
Limited English Proficient	171	100%	92%	12%	180	96%	82%	3%
Economically Disadvantaged	345	99%	90%	14%	352	97%	84%	8%
Not Disadvantaged	130	98%	88%	19%	122	98%	79%	13%
Migrant								
Not Migrant	475	99%	89%	15%	474	97%	82%	9%

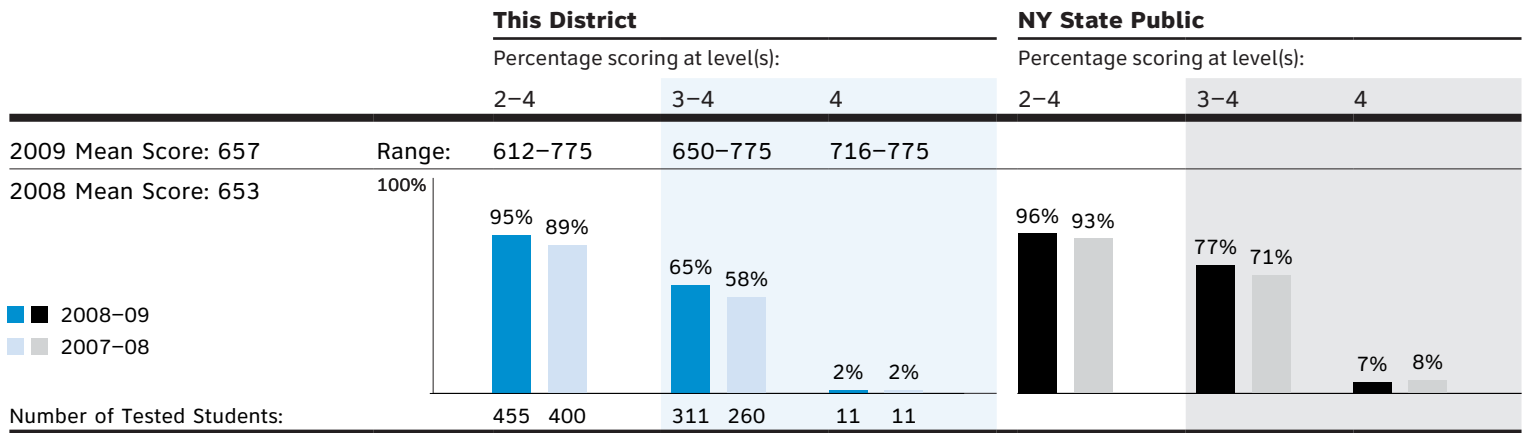
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	10	10	8	5	6	5	4	3

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	95%	65%	2%	448	89%	58%	2%
Female	225	97%	65%	4%	224	92%	65%	4%
Male	254	93%	65%	0%	224	87%	51%	1%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	135	94%	61%	3%	138	88%	56%	2%
Hispanic or Latino	296	96%	65%	2%	259	89%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	19	-	-	-
White	28	89%	79%	0%	30	93%	53%	3%
Multiracial								
Small Group Totals	20	100%	75%	10%	21	90%	62%	5%
General-Education Students	396	99%	70%	3%	381	95%	66%	3%
Students with Disabilities	83	77%	39%	0%	67	55%	12%	0%
English Proficient	328	96%	72%	3%	336	91%	66%	3%
Limited English Proficient	151	93%	50%	0%	112	83%	33%	1%
Economically Disadvantaged	365	95%	62%	1%	342	88%	55%	1%
Not Disadvantaged	114	94%	73%	5%	106	93%	67%	6%
Migrant	1	-	-	-				
Not Migrant	478	-	-	-	448	89%	58%	2%

NOTES

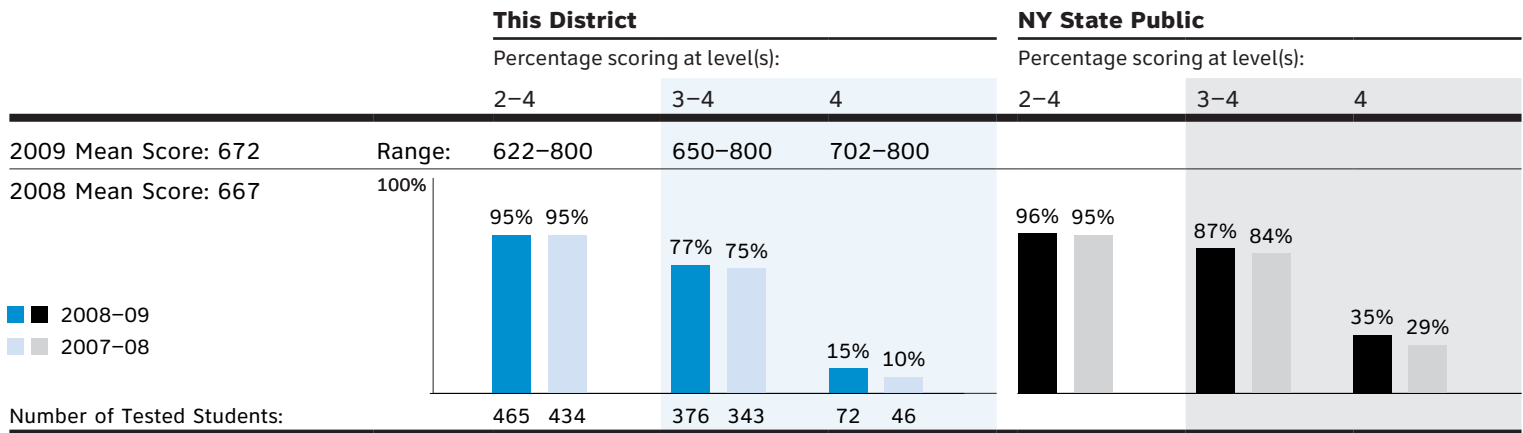
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Other Assessments

	2008-09 School Year				2007-08 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	6	5	4	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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	488	95%	77%	15%	459	95%	75%	10%
Female	230	96%	77%	13%	230	96%	75%	8%
Male	258	95%	77%	17%	229	93%	75%	12%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	138	93%	66%	8%	140	91%	74%	6%
Hispanic or Latino	301	96%	82%	17%	269	96%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	19	-	-	-
White	28	96%	64%	25%	29	93%	69%	14%
Multiracial								
Small Group Totals	21	100%	90%	19%	21	95%	71%	10%
General-Education Students	404	99%	83%	17%	391	98%	81%	11%
Students with Disabilities	84	80%	46%	5%	68	76%	38%	4%
English Proficient	328	96%	77%	17%	338	94%	77%	9%
Limited English Proficient	160	94%	78%	11%	121	95%	68%	12%
Economically Disadvantaged	368	96%	79%	13%	348	95%	74%	10%
Not Disadvantaged	120	94%	72%	22%	111	94%	77%	11%
Migrant	1	-	-	-				
Not Migrant	487	-	-	-	459	95%	75%	10%

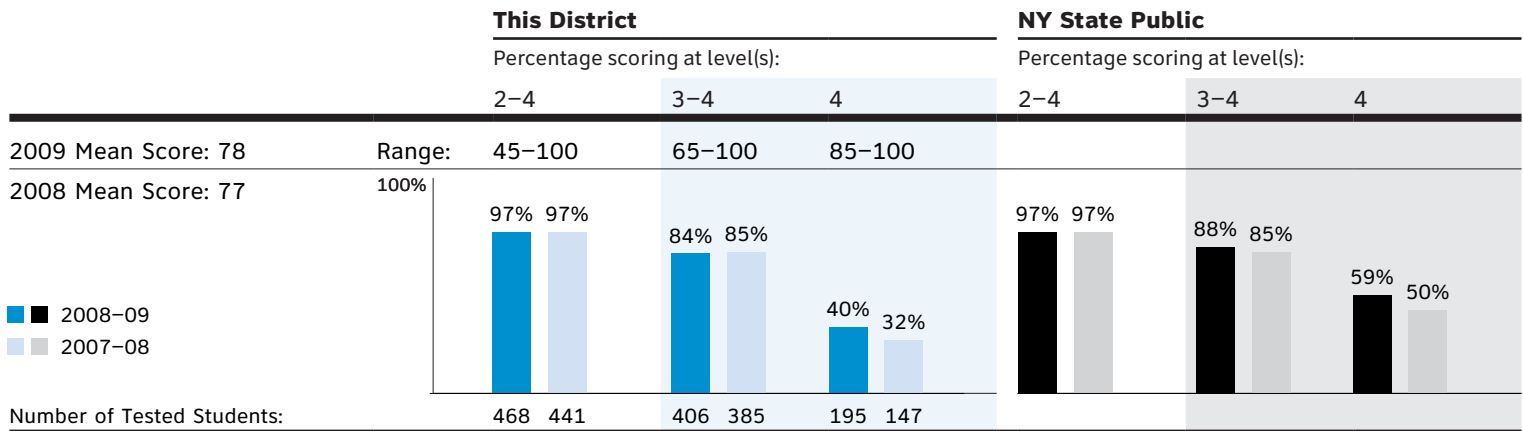
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	4	2	4	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	482	97%	84%	40%	454	97%	85%	32%
Female	228	99%	85%	40%	226	97%	83%	31%
Male	254	95%	84%	41%	228	97%	86%	33%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	136	96%	78%	34%	141	98%	84%	32%
Hispanic or Latino	297	98%	88%	42%	263	97%	86%	31%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	19	-	-	-
White	28	93%	75%	46%	29	93%	83%	45%
Multiracial								
Small Group Totals	21	95%	90%	57%	21	100%	86%	33%
General-Education Students	399	99%	90%	46%	388	99%	88%	36%
Students with Disabilities	83	89%	57%	14%	66	88%	65%	9%
English Proficient	324	97%	86%	49%	335	98%	89%	39%
Limited English Proficient	158	97%	81%	23%	119	96%	74%	13%
Economically Disadvantaged	365	98%	85%	37%	341	97%	84%	30%
Not Disadvantaged	117	96%	83%	52%	113	96%	88%	38%
Migrant	1	-	-	-				
Not Migrant	481	-	-	-	454	97%	85%	32%

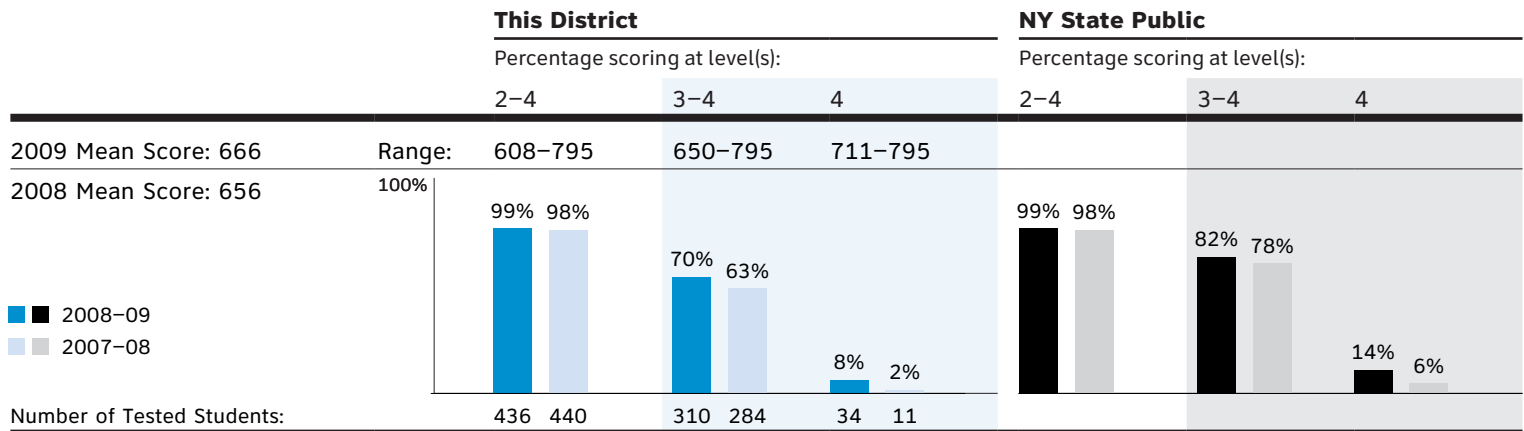
NOTES

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

	2008-09 School Year				2007-08 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	6	6	5	3	4	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	440	99%	70%	8%	450	98%	63%	2%
Female	213	99%	77%	8%	214	98%	65%	3%
Male	227	100%	64%	8%	236	97%	61%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	142	100%	70%	7%	141	99%	66%	1%
Hispanic or Latino	258	98%	69%	7%	253	97%	60%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	14	-	-	-
White	24	100%	88%	21%	39	100%	72%	8%
Multiracial								
Small Group Totals	16	100%	69%	6%	17	94%	71%	0%
General-Education Students	377	99%	79%	9%	373	99%	71%	3%
Students with Disabilities	63	97%	21%	0%	77	94%	25%	0%
English Proficient	341	100%	79%	10%	366	99%	70%	3%
Limited English Proficient	99	97%	42%	0%	84	94%	33%	0%
Economically Disadvantaged	323	99%	70%	7%	320	98%	60%	2%
Not Disadvantaged	117	99%	73%	11%	130	98%	70%	3%
Migrant								
Not Migrant	440	99%	70%	8%	450	98%	63%	2%

NOTES

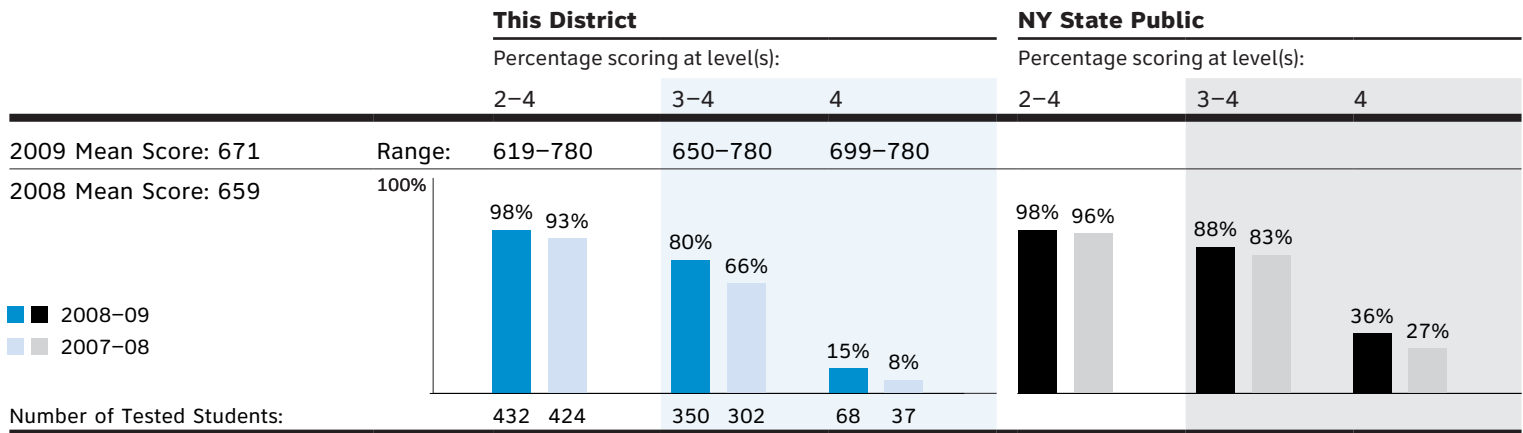
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Other Assessments

	2008-09 School Year				2007-08 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	8	8	7	3	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	1	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

	2008-09 School Year				2007-08 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	440	98%	80%	15%	457	93%	66%	8%
Female	213	98%	80%	13%	217	91%	66%	9%
Male	227	98%	79%	18%	240	94%	66%	8%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	139	99%	81%	17%	144	92%	63%	6%
Hispanic or Latino	260	98%	80%	14%	257	92%	65%	6%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	14	-	-	-
White	24	100%	67%	21%	39	100%	74%	15%
Multiracial								
Small Group Totals	17	94%	82%	12%	17	100%	94%	41%
General-Education Students	379	100%	84%	18%	381	95%	72%	9%
Students with Disabilities	61	89%	52%	0%	76	83%	38%	1%
English Proficient	338	98%	82%	18%	364	95%	70%	9%
Limited English Proficient	102	98%	73%	8%	93	83%	53%	4%
Economically Disadvantaged	324	99%	80%	15%	322	93%	63%	6%
Not Disadvantaged	116	97%	79%	18%	135	93%	74%	13%
Migrant								
Not Migrant	440	98%	80%	15%	457	93%	66%	8%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	8	8	8	2	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
2009 Mean Score: 657	598-785	650-785	696-785*			
2008 Mean Score: 649						
Number of Tested Students:	438	407	296	221	8	2

Results by Student Group

	2008-09 School Year				2007-08 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	440	100%	67%	2%	419	97%	53%	0%
Female	207	100%	71%	2%	205	97%	60%	0%
Male	233	100%	64%	2%	214	97%	45%	0%
American Indian or Alaska Native	3	-	-	-				
Black or African American	137	100%	68%	3%	137	99%	53%	1%
Hispanic or Latino	253	99%	64%	1%	237	96%	51%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	100%	88%	6%
White	35	100%	80%	3%	29	93%	48%	0%
Multiracial								
Small Group Totals	15	100%	87%	7%				
General-Education Students	362	100%	75%	2%	358	99%	60%	1%
Students with Disabilities	78	99%	32%	0%	61	84%	8%	0%
English Proficient	369	100%	74%	2%	325	98%	63%	1%
Limited English Proficient	71	97%	31%	0%	94	95%	17%	0%
Economically Disadvantaged	296	100%	64%	1%	283	97%	50%	0%
Not Disadvantaged	144	99%	75%	3%	136	98%	58%	1%
Migrant								
Not Migrant	440	100%	67%	2%	419	97%	53%	0%

NOTES

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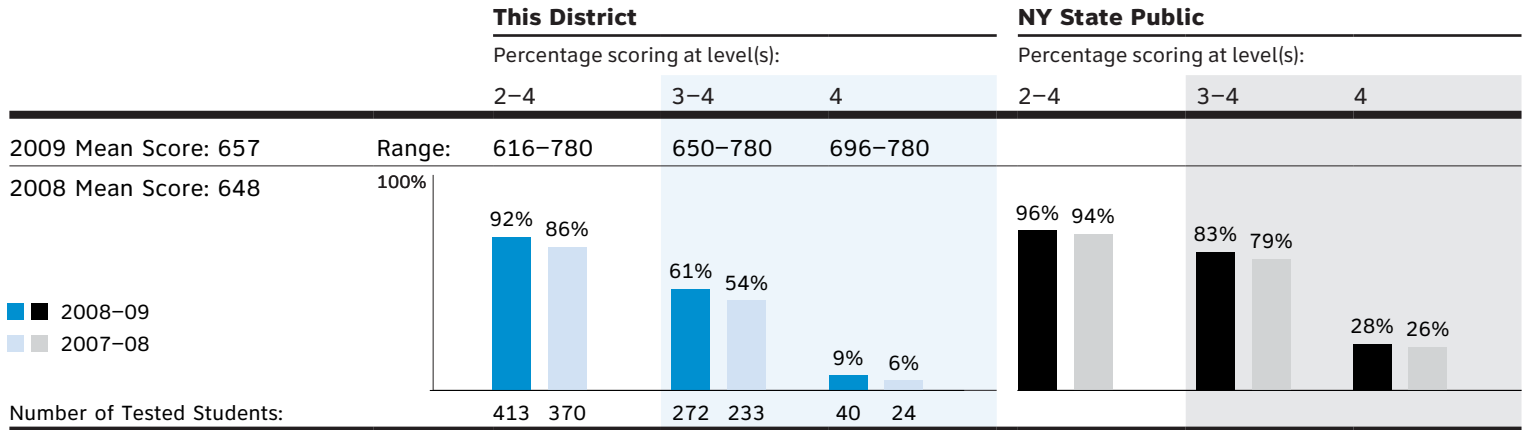
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	3	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	6	N/A	N/A	N/A	1	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

	2008-09 School Year				2007-08 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	447	92%	61%	9%	429	86%	54%	6%
Female	212	94%	60%	9%	209	89%	59%	6%
Male	235	91%	61%	9%	220	84%	50%	5%
American Indian or Alaska Native	3	-	-	-				
Black or African American	140	89%	61%	7%	137	88%	57%	7%
Hispanic or Latino	257	93%	57%	7%	247	85%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-	16	94%	81%	38%
White	35	100%	80%	14%	29	79%	52%	7%
Multiracial								
Small Group Totals	15	100%	80%	53%				
General-Education Students	369	96%	68%	10%	368	92%	60%	7%
Students with Disabilities	78	77%	27%	3%	61	52%	20%	0%
English Proficient	371	94%	67%	10%	326	91%	64%	7%
Limited English Proficient	76	83%	33%	3%	103	71%	22%	1%
Economically Disadvantaged	300	91%	58%	6%	291	85%	52%	4%
Not Disadvantaged	147	95%	67%	14%	138	88%	60%	8%
Migrant								
Not Migrant	447	92%	61%	9%	429	86%	54%	6%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	3	5	5	4	3

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
2009 Mean Score: 653	600-790	650-790	705-790*			
2008 Mean Score: 650						
Number of Tested Students:	403	408	252	237	3	0

Results by Student Group

	2008-09 School Year				2007-08 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	409	99%	62%	1%	423	96%	56%	0%
Female	201	99%	66%	0%	208	97%	62%	0%
Male	208	99%	58%	1%	215	96%	50%	0%
American Indian or Alaska Native								
Black or African American	133	100%	65%	1%	123	99%	65%	0%
Hispanic or Latino	238	97%	57%	0%	249	95%	49%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	8%	15	100%	67%	0%
White	26	100%	69%	0%	36	97%	69%	0%
Multiracial								
Small Group Totals								
General-Education Students	348	99%	68%	1%	378	97%	60%	0%
Students with Disabilities	61	97%	23%	0%	45	89%	22%	0%
English Proficient	329	100%	74%	1%	357	99%	64%	0%
Limited English Proficient	80	94%	10%	0%	66	82%	11%	0%
Economically Disadvantaged	262	98%	60%	1%	252	97%	56%	0%
Not Disadvantaged	147	99%	65%	1%	171	96%	57%	0%
Migrant								
Not Migrant	409	99%	62%	1%	423	96%	56%	0%

NOTES

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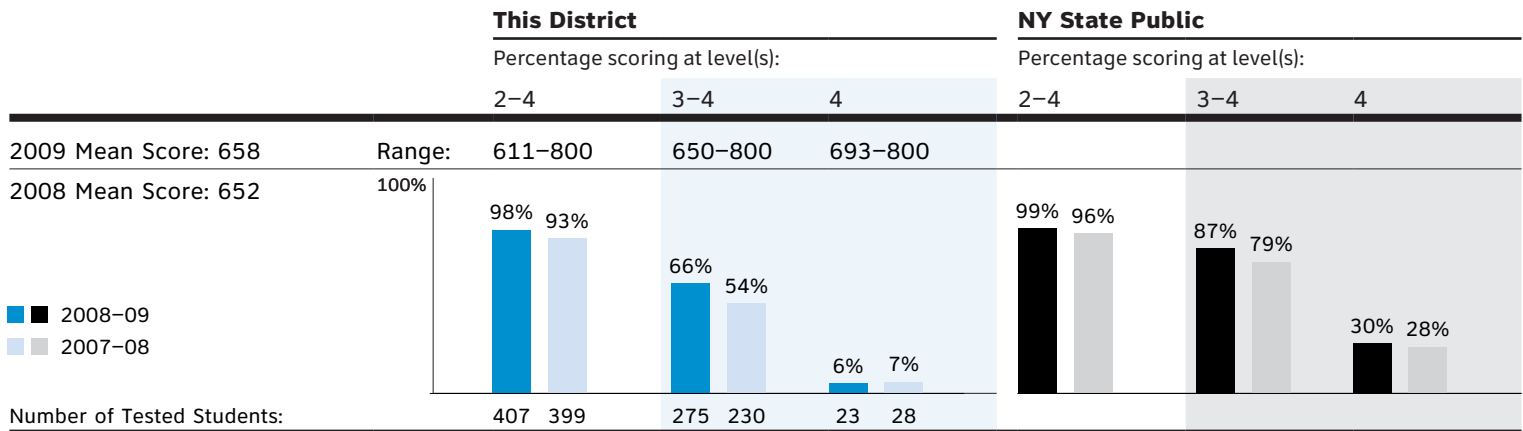
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	5	5	5	2	6	5	1	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	12	N/A	N/A	N/A	3	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

	2008-09 School Year				2007-08 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	417	98%	66%	6%	429	93%	54%	7%
Female	207	99%	66%	6%	213	92%	57%	7%
Male	210	96%	66%	5%	216	94%	50%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	128	96%	70%	5%	119	94%	57%	7%
Hispanic or Latino	248	98%	62%	3%	259	93%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	36%	15	100%	73%	13%
White	27	100%	78%	11%	36	89%	61%	14%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	358	99%	72%	6%	385	95%	58%	7%
Students with Disabilities	59	90%	31%	0%	44	73%	18%	0%
English Proficient	330	98%	75%	7%	350	96%	62%	8%
Limited English Proficient	87	97%	30%	0%	79	81%	18%	1%
Economically Disadvantaged	268	97%	64%	4%	258	94%	51%	5%
Not Disadvantaged	149	99%	69%	9%	171	92%	57%	8%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	417	98%	66%	6%	429	93%	54%	7%

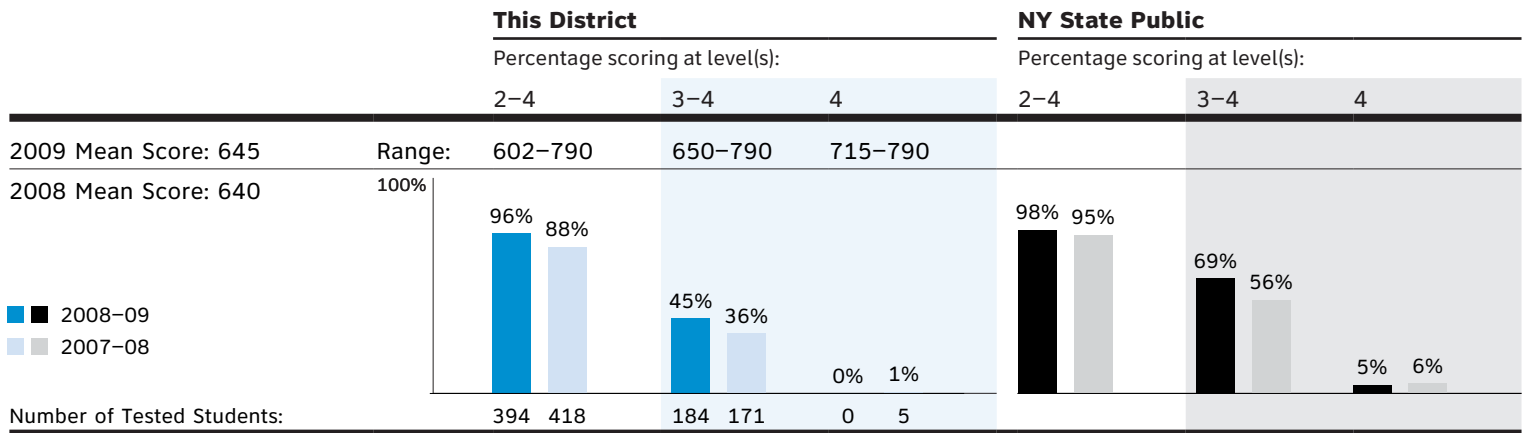
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	5	4	3	0	6	4	3	3

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	410	96%	45%	0%	475	88%	36%	1%
Female	208	99%	49%	0%	237	89%	37%	2%
Male	202	94%	41%	0%	238	87%	35%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	120	98%	51%	0%	150	94%	44%	2%
Hispanic or Latino	248	96%	40%	0%	262	82%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	62%	0%	22	-	-	-
White	29	93%	52%	0%	40	100%	48%	0%
Multiracial								
Small Group Totals					23	96%	70%	4%
General-Education Students	365	98%	49%	0%	415	91%	40%	1%
Students with Disabilities	45	80%	13%	0%	60	67%	8%	0%
English Proficient	338	98%	54%	0%	394	95%	43%	1%
Limited English Proficient	72	86%	3%	0%	81	53%	1%	0%
Economically Disadvantaged	224	96%	45%	0%	314	87%	32%	1%
Not Disadvantaged	186	97%	45%	0%	161	91%	43%	1%
Migrant								
Not Migrant	410	96%	45%	0%	475	88%	36%	1%

NOTES

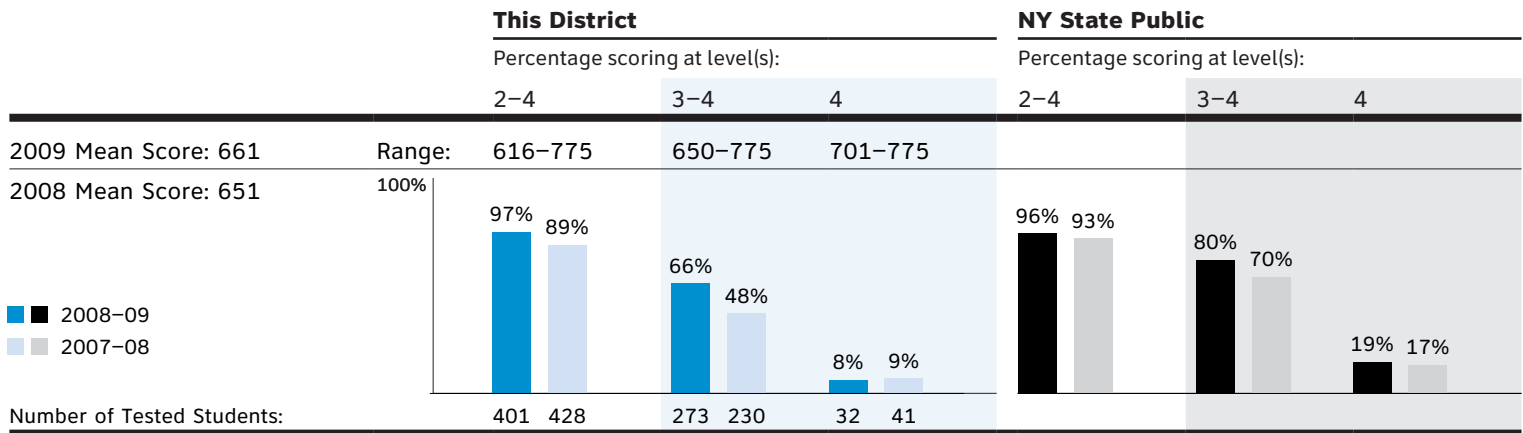
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Other Assessments

	2008-09 School Year				2007-08 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	3	1	9	9	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	10	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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	414	97%	66%	8%	479	89%	48%	9%
Female	210	96%	65%	8%	242	88%	47%	9%
Male	204	98%	67%	8%	237	90%	49%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	119	96%	65%	6%	153	90%	46%	9%
Hispanic or Latino	252	97%	65%	7%	264	87%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	23%	22	-	-	-
White	30	97%	70%	17%	39	100%	69%	13%
Multiracial								
Small Group Totals					23	91%	78%	22%
General-Education Students	370	98%	70%	9%	418	93%	53%	10%
Students with Disabilities	44	84%	32%	0%	61	67%	15%	0%
English Proficient	336	98%	72%	8%	393	91%	53%	10%
Limited English Proficient	78	92%	40%	5%	86	81%	27%	2%
Economically Disadvantaged	229	97%	69%	6%	317	90%	45%	6%
Not Disadvantaged	185	97%	63%	10%	162	88%	54%	13%
Migrant								
Not Migrant	414	97%	66%	8%	479	89%	48%	9%

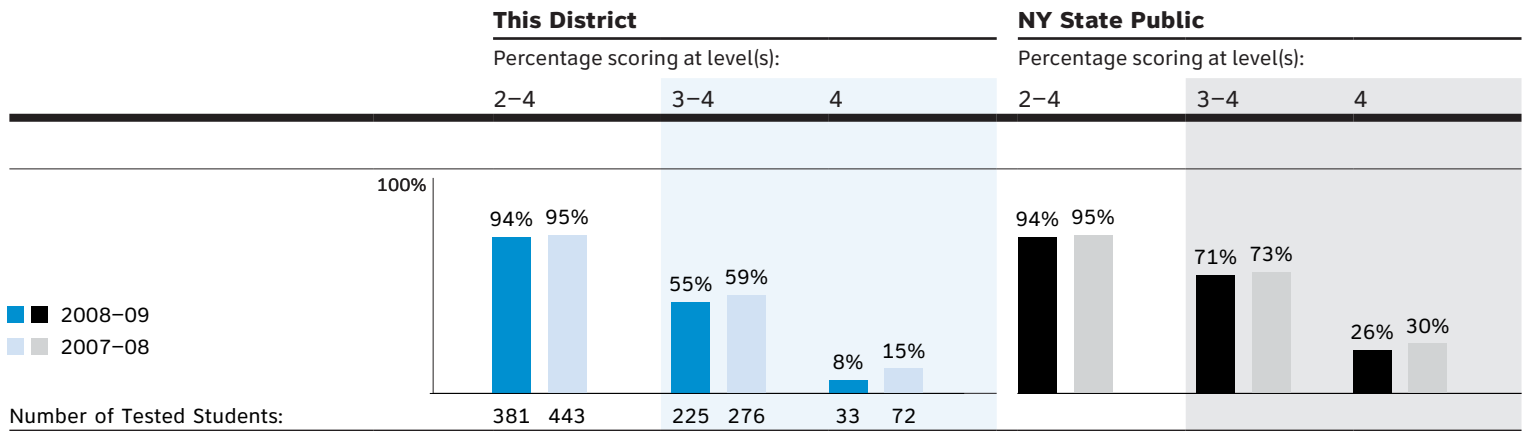
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	2	2	0	9	7	7	3

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	407	94%	55%	8%	465	95%	59%	15%
Female	206	92%	48%	6%	237	95%	51%	11%
Male	201	95%	63%	10%	228	96%	68%	20%
American Indian or Alaska Native					1	-	-	-
Black or African American	116	95%	57%	9%	146	95%	58%	14%
Hispanic or Latino	250	92%	51%	6%	258	94%	55%	11%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	8%	22	-	-	-
White	28	100%	71%	21%	38	100%	79%	32%
Multiracial								
Small Group Totals					23	100%	87%	48%
General-Education Students	366	95%	58%	9%	410	98%	63%	17%
Students with Disabilities	41	80%	27%	0%	55	78%	29%	4%
English Proficient	331	97%	65%	9%	382	97%	65%	19%
Limited English Proficient	76	78%	14%	3%	83	89%	31%	0%
Economically Disadvantaged	223	92%	52%	8%	306	95%	58%	12%
Not Disadvantaged	184	96%	60%	8%	159	96%	63%	21%
Migrant								
Not Migrant	407	94%	55%	8%	465	95%	59%	15%

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

	2008-09 School Year				2007-08 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	2	2	9	8	7	6
Regents Science	0				0			

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

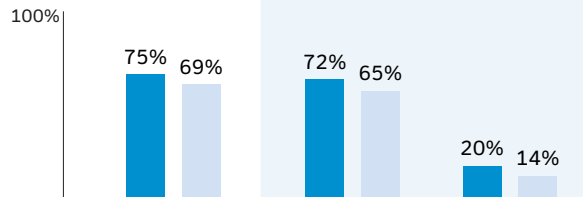
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

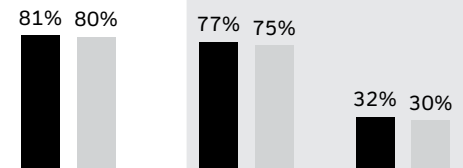
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	444	75%	72%	20%	462	69%	65%	14%
Female	222	80%	77%	26%	217	75%	71%	17%
Male	222	69%	66%	14%	245	64%	59%	12%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	153	80%	76%	22%	164	70%	65%	17%
Hispanic or Latino	237	72%	69%	17%	235	64%	60%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	11	-	-	-
White	39	72%	69%	23%	51	82%	82%	20%
Multiracial								
Small Group Totals	15	73%	73%	33%	12	100%	92%	50%
General-Education Students	386	81%	79%	22%	389	77%	74%	17%
Students with Disabilities	58	33%	24%	3%	73	25%	16%	1%
English Proficient	400	79%	77%	22%	414	72%	69%	16%
Limited English Proficient	44	36%	27%	0%	48	42%	31%	2%
Economically Disadvantaged	139	81%	78%	19%	147	71%	66%	14%
Not Disadvantaged	305	72%	69%	20%	315	68%	64%	15%
Migrant								
Not Migrant	444	75%	72%	20%	462	69%	65%	14%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *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

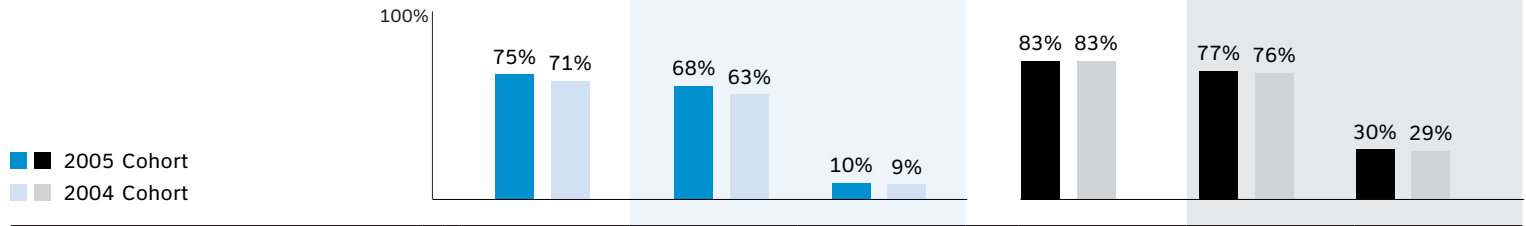
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

2004 Cohort**

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	444	75%	68%	10%	462	71%	63%	9%
Female	222	79%	72%	10%	217	77%	67%	9%
Male	222	72%	64%	10%	245	65%	59%	9%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	153	79%	73%	8%	164	66%	60%	8%
Hispanic or Latino	237	73%	64%	11%	235	69%	59%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	11	-	-	-
White	39	77%	72%	8%	51	86%	80%	8%
Multiracial								
Small Group Totals	15	80%	80%	13%	12	100%	100%	25%
General-Education Students	386	82%	75%	12%	389	80%	73%	10%
Students with Disabilities	58	34%	24%	0%	73	19%	10%	0%
English Proficient	400	78%	72%	11%	414	73%	67%	10%
Limited English Proficient	44	55%	34%	5%	48	48%	31%	0%
Economically Disadvantaged	139	83%	74%	12%	147	69%	61%	12%
Not Disadvantaged	305	72%	66%	9%	315	71%	64%	7%
Migrant								
Not Migrant	444	75%	68%	10%	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

2005 Cohort

Number of Students | Number scoring at level(s):
2-4 | 3-4 | 4

2004 Cohort

Number of Students | Number scoring at level(s):
2-4 | 3-4 | 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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