



# The New York State Accountability Report 2011-12

**DISTRICT:** CARLE PLACE UNION FREE  
SCHOOL DISTRICT  
**DISTRICT ID:** 280411030000  
**SUPERINTENDENT:** DAVID FLATLEY  
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	663	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	9	—
Hispanic or Latino	✓	85	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	47	100%
White	✓	519	100%
Multiracial	—	2	—
Students With Disabilities	✓	121	99%
Limited English Proficient	—	24	—
Economically Disadvantaged	✓	104	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	656	175	146	146
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	9	—	—	—
Hispanic or Latino	✓	82	157	121	121
Asian or Native Hawaiian/Other Pacific Islander	✓	46	174	151	151
White	✓	516	178	159	159
Multiracial	—	2	—	—	—
Students With Disabilities	✓	134†	130†	92	92
Limited English Proficient	—	23	—	—	—
Economically Disadvantaged	✓	103	161	124	124

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	662	100%
Not Black or African American	654	100%
Not Hispanic or Latino	578	100%
Not Asian or Native Hawaiian/Other Pacific Islander	616	100%
Not White	144	100%
Not Multiracial	661	100%
General Education	542	100%
English Proficient	639	100%
Not Economically Disadvantaged	559	100%
Male	357	100%
Female	306	100%
Migrant	0	—
Not Migrant	663	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	655	175
Not Black or African American	647	175
Not Hispanic or Latino	574	178
Not Asian or Native Hawaiian/Other Pacific Islander	610	175
Not White	140	166
Not Multiracial	654	175
General Education	536	186
English Proficient	633	178
Not Economically Disadvantaged	553	178
Male	353	168
Female	303	183
Migrant	0	—
Not Migrant	656	175

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	663	100%
American Indian or Alaska Native	—	1	—
Black or African American	—	9	—
Hispanic or Latino	✓	86	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	46	100%
White	✓	519	100%
Multiracial	—	2	—
Students With Disabilities	✓	121	99%
Limited English Proficient	—	24	—
Economically Disadvantaged	✓	104	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.



# Elementary/Middle-Level Math: Performance

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	656	184	160	160
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	9	—	—	—
Hispanic or Latino	✓	82	168	139	139
Asian or Native Hawaiian/Other Pacific Islander	✓	45	189	171	171
White	✓	517	187	169	169
Multiracial	—	2	—	—	—
Students With Disabilities	✓	134†	156†	113	113
Limited English Proficient	—	23	—	—	—
Economically Disadvantaged	✓	103	168	141	141

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	662	100%
Not Black or African American	654	100%
Not Hispanic or Latino	577	100%
Not Asian or Native Hawaiian/Other Pacific Islander	617	100%
Not White	144	100%
Not Multiracial	661	100%
General Education	542	100%
English Proficient	639	100%
Not Economically Disadvantaged	559	100%
Male	357	100%
Female	306	100%
Migrant	0	—
Not Migrant	663	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	655	184
Not Black or African American	647	185
Not Hispanic or Latino	574	187
Not Asian or Native Hawaiian/Other Pacific Islander	611	184
Not White	139	175
Not Multiracial	654	184
General Education	536	191
English Proficient	633	187
Not Economically Disadvantaged	553	187
Male	352	181
Female	304	188
Migrant	0	—
Not Migrant	656	184

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	213	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	5	—
Hispanic or Latino	—	28	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—
White	✓	160	99%
Multiracial	—	0	—
Students With Disabilities	✓	40	100%
Limited English Proficient	—	12	—
Economically Disadvantaged	✓	40	100%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	210	196	171	171
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✓	158	198	183	183
Multiracial	—	0	—	—	—
Students With Disabilities	✓	45†	189†	140	140
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✓	40	188	153	1

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	213	100%
Not Black or African American	208	100%
Not Hispanic or Latino	185	99%
Not Asian or Native Hawaiian/Other Pacific Islander	193	99%
Not White	53	100%
Not Multiracial	213	100%
General Education	173	99%
English Proficient	201	100%
Not Economically Disadvantaged	173	99%
Male	111	99%
Female	102	100%
Migrant	0	—
Not Migrant	213	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	210	196
Not Black or African American	205	196
Not Hispanic or Latino	183	197
Not Asian or Native Hawaiian/Other Pacific Islander	190	197
Not White	52	190
Not Multiracial	210	196
General Education	170	198
English Proficient	199	197
Not Economically Disadvantaged	170	198
Male	109	195
Female	101	197
Migrant	0	—
Not Migrant	210	196

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	124	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	24	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	90	100%
Multiracial	—	0	—
Students With Disabilities	—	18	—
Limited English Proficient	—	3	—
Economically Disadvantaged	—	13	—

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.



# Secondary-Level ELA: Performance

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	124	183	150	150
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	89	185	163	163
Multiracial	—	0	—	—	—
Students With Disabilities	—	18	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	13	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level ELA: Non-AYP Groups

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	124	100%
Not Black or African American	123	100%
Not Hispanic or Latino	100	100%
Not Asian or Native Hawaiian/Other Pacific Islander	115	100%
Not White	34	—
Not Multiracial	124	100%
General Education	106	100%
English Proficient	121	100%
Not Economically Disadvantaged	111	100%
Male	64	100%
Female	60	100%
Migrant	0	—
Not Migrant	124	100%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	124	183
Not Black or African American	123	183
Not Hispanic or Latino	99	185
Not Asian or Native Hawaiian/Other Pacific Islander	115	183
Not White	35	177
Not Multiracial	124	183
General Education	106	188
English Proficient	121	184
Not Economically Disadvantaged	111	184
Male	66	185
Female	58	181
Migrant	0	—
Not Migrant	124	183

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	124	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	24	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
White	✓	90	99%
Multiracial	—	0	—
Students With Disabilities	—	18	—
Limited English Proficient	—	3	—
Economically Disadvantaged	—	13	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	124	173	127	127
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	25	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	89	175	143	143
Multiracial	—	0	—	—	—
Students With Disabilities	—	18	—	—	—
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	13	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	124	99%
Not Black or African American	123	99%
Not Hispanic or Latino	100	99%
Not Asian or Native Hawaiian/Other Pacific Islander	115	99%
Not White	34	—
Not Multiracial	124	99%
General Education	106	100%
English Proficient	121	99%
Not Economically Disadvantaged	111	99%
Male	64	100%
Female	60	98%
Migrant	0	—
Not Migrant	124	99%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	124	173
Not Black or African American	123	173
Not Hispanic or Latino	99	176
Not Asian or Native Hawaiian/Other Pacific Islander	115	173
Not White	35	169
Not Multiracial	124	173
General Education	106	182
English Proficient	121	174
Not Economically Disadvantaged	111	175
Male	66	174
Female	58	172
Migrant	0	—
Not Migrant	124	173

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	175	184	183	173	179
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	157	168	—	—	163
Asian or Native Hawaiian/Other Pacific Islander	174	189	—	—	182
White	178	187	185	175	181
Multiracial	—	—	—	—	—
Students With Disabilities	130	156	—	—	143
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	161	168	—	—	165

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

## All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination



# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	110	96%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✓	86	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	16	—	—	—
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	—	12	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	124	95%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—	—
White	✓	97	95%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	25	—	—	—
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	—	12	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

DISTRICT: CARLE PLACE UNION FREE SCHOOL DISTRICT

DISTRICT ID: 280411030000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	110	96%	124	95%
Not Black or African American	108	96%	122	95%
Not Hispanic or Latino	98	96%	111	95%
Not Asian or Native Hawaiian/Other Pacific Islander	100	96%	112	95%
Not White	24	—	27	—
Not Multiracial	110	96%	124	95%
General Education	94	98%	99	100%
English Proficient	104	97%	119	95%
Not Economically Disadvantaged	98	96%	112	95%
Male	52	92%	65	92%
Female	58	100%	59	98%
Migrant	0	—	0	—
Not Migrant	110	96%	124	95%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 63%, which exceeded the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 3%, which did not exceed the State average of 3%.