



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **LONGWOOD CENTRAL SCHOOL
DISTRICT**

District ID **580212060000**

Superintendent **ALLAN GERSTENLAUER**

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

This District's Report Card

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

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

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	672	680	683
Grade 1	685	701	685
Grade 2	636	698	688
Grade 3	687	654	721
Grade 4	715	712	634
Grade 5	693	731	712
Grade 6	700	710	728
Ungraded Elementary	266	61	14
Grade 7	764	746	737
Grade 8	737	818	712
Grade 9	862	860	866
Grade 10	766	899	848
Grade 11	622	761	760
Grade 12	630	667	737
Ungraded Secondary	359	47	44
Total K-12	9794	9745	9569

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	24	24
Grade 8			
English	24	24	24
Mathematics	26	23	22
Science	26	23	22
Social Studies	25	26	25
Grade 10			
English	24	24	26
Mathematics	25	21	25
Science	23	23	24
Social Studies	25	23	26

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 **LONGWOOD CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1646	17%	1626	17%	1553	16%
Reduced-Price Lunch	638	7%	639	7%	658	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	296	3%	353	4%	318	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	48	0%	39	0%	35	0%
Black or African American	2019	21%	1977	20%	1976	21%
Hispanic or Latino	1112	11%	1221	13%	1204	13%
Asian or Native Hawaiian/Other Pacific Islander	334	3%	346	4%	351	4%
White	6281	64%	6162	63%	6003	63%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	895	N/A	886	9%	858	9%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1748	1683	2536
Percent Not Taught by Highly Qualified Teachers	0%	0%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	0	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	0	3	6
Percentage of Total	0%	0%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	50%	49%	49%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	679	704	704
Total Other Professional Staff	83	85	82
Total Paraprofessionals*	193	213	231
Assistant Principals	17	17	18
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

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

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 1)

Elementary/Middle Level

ELA  Improvement (Year 1)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 1)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES





































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American			–			–
Hispanic or Latino			–			–
Asian or Native Hawaiian/Other Pacific Islander			–	–	–	–
White			–			–
Other Groups						
Students with Disabilities			–			–
Limited English Proficient			–	–	–	–
Economically Disadvantaged			–			–
Student groups making AYP in each subject	 7 of 8	 8 of 8	 1 of 1	 5 of 6	 5 of 6	 1 of 1

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

7 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [206]

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 2005–06 2006–07
All Students (4315:4162)	✓	✓	99%	✓	160	120	
Ethnicity							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (899:844)	✓	✓	98%	✓	139	118	
Hispanic or Latino (571:541)	✓	✓	99%	✓	149	117	
Asian or Native Hawaiian/Other Pacific Islander (150:140)	✓	✓	100%	✓	181	113	
White (2686:2628)	✓	✓	100%	✓	168	120	
Other Groups							
Students with Disabilities ⁴ (728:684)	✗	✓	98%	✗	84	118	91 96
Limited English Proficient (86:67)	✓	✓	100%	✓	140	110	
Economically Disadvantaged (1171:1097)	✓	✓	99%	✓	139	119	
Final AYP Determination	✗						
		✗	7 of 8				

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level 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 2005–06 2006–07
All Students (4303:4125)			100%		168	84	
Ethnicity							
American Indian or Alaska Native (7:7)	–	–	–	–	–	–	–
Black or African American (893:829)			99%		142	82	
Hispanic or Latino (577:540)			100%		157	81	
Asian or Native Hawaiian/Other Pacific Islander (141:134)			100%		191	77	
White (2685:2615)			100%		178	84	
Other Groups							
Students with Disabilities ⁴ (728:677)			98%		102	82	
Limited English Proficient (81:66)			100%		108	74	
Economically Disadvantaged (1185:1100)			100%		147	83	
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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) 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 2005–06 2006–07
All Students (1387:1297)		Qualified		98%		187	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (303:267)		Qualified		97%		172	100	
Hispanic or Latino (185:167)		Qualified		98%		182	100	
Asian or Native Hawaiian/Other Pacific Islander (37:33)	–	–	–	–		194	100	
White (860:828)		Qualified		99%		193	100	
Other Groups								
Students with Disabilities (259:224)		Qualified		94%		156	100	
Limited English Proficient (33:23)	–	–	–	–	–	–	–	–
Economically Disadvantaged (383:342)		Qualified		98%		173	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 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

5 of 6

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [206]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (703:700)	✓	✓	99%	✓	172	150		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	
Black or African American (137:137)	✓	✓	97%	✓	150	145		
Hispanic or Latino (67:69)	✓	✓	100%	✓	165	142		
Asian or Native Hawaiian/Other Pacific Islander (28:27)	–	–	–	–	–	–	–	
White (469:466)	✓	✓	100%	✓	179	149		
Other Groups								
Students with Disabilities (132:138)	✗	✓	98%	✗	120	145	124‡ 128	
Limited English Proficient (2:3)	–	–	–	–	–	–	–	
Economically Disadvantaged (121:121)	✓	✓	98%	✓	155	145		
Final AYP Determination	✗	5 of 6						

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics




















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (703:700)			99%		177	142	
Ethnicity							
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–
Black or African American (137:137)			99%		161	137	
Hispanic or Latino (67:69)			100%		171	134	
Asian or Native Hawaiian/Other Pacific Islander (28:27)	–	–	–	–	–	–	–
White (469:466)			99%		183	141	
Other Groups							
Students with Disabilities (132:138)			99%		133	137	127† 140
Limited English Proficient (2:3)	–	–	–	–	–	–	–
Economically Disadvantaged (121:121)			98%		162	137	
Final AYP Determination	 5 of 6						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

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 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (679)			74%	55%		
Ethnicity						
American Indian or Alaska Native (5)		–	–	–	–	–
Black or African American (141)			57%	55%		
Hispanic or Latino (76)			70%	55%		
Asian or Native Hawaiian/Other Pacific Islander (28)		–	–	–	–	–
White (429)			80%	55%		
Other Groups						
Students with Disabilities (121)			45%	55%	55%	46%
Limited English Proficient (4)		–	–	–	–	–
Economically Disadvantaged (98)			68%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

6 schools identified 86% of total

C.E. WALTERS SCHOOL
CORAM ELEMENTARY SCHOOL
LONGWOOD JUNIOR HIGH SCHOOL
LONGWOOD MIDDLE SCHOOL
RIDGE ELEMENTARY SCHOOL
WEST MIDDLE ISLAND SCHOOL

Requiring Academic Progress (Year 1)















1 school identified 14% of total



LONGWOOD HIGH SCHOOL


District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	74%			698
Grade 4	77%			622
Grade 5	72%			692
Grade 6	63%			721
Grade 7	59%			738
Grade 8	58%			696
Mathematics				
Grade 3	86%			716
Grade 4	85%			641
Grade 5	68%			695
Grade 6	72%			733
Grade 7	64%			743
Grade 8	74%			710
Science				
Grade 4	94%			645
Grade 8	82%			627

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	77%			753
Mathematics	80%			753

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	72%			753

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:

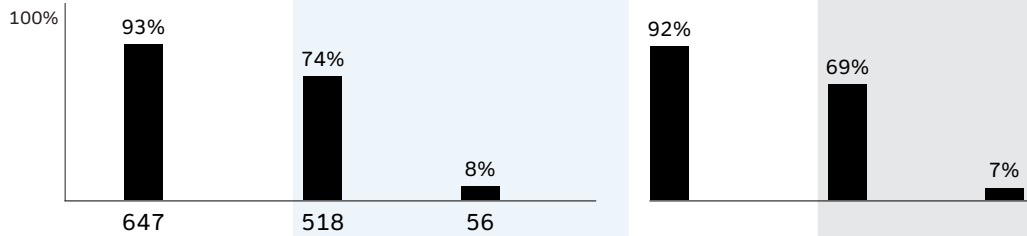
Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	647	518	56	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	698	93%	74%	8%				
Female	340	95%	81%	11%				
Male	358	90%	68%	6%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	137	87%	59%	2%				
Hispanic or Latino	73	95%	68%	5%				
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-				
White	460	94%	79%	9%	This test was not given in 2004-05.			
Small Group Totals	28	96%	86%	21%				
General-Education Students	608	98%	82%	9%				
Students with Disabilities	90	59%	22%	0%				
English Proficient	696	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	195	88%	59%	4%				
Not Disadvantaged	503	95%	80%	10%				
Migrant								
Not Migrant	698	93%	74%	8%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	19	13	11	N/A	N/A	N/A	N/A	N/A

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 684	Range: 624-770	650-770	703-770			
Number of Students:	687	618	214			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	716	96%	86%	30%				
Female	347	97%	87%	29%				
Male	369	95%	85%	31%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	134	90%	75%	12%				
Hispanic or Latino	87	95%	80%	22%				
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-				
White	465	97%	90%	35%	This test was not given in 2004-05.			
Small Group Totals	30	100%	93%	50%				
General-Education Students	625	99%	92%	34%				
Students with Disabilities	91	76%	49%	3%				
English Proficient	696	96%	88%	31%				
Limited English Proficient	20	85%	45%	5%				
Economically Disadvantaged	208	93%	79%	18%				
Not Disadvantaged	508	97%	89%	35%				
Migrant								
Not Migrant	716	96%	86%	30%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	612-775	650-775	716-775			
Number of Students:	574	479	81			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	622	92%	77%	13%				
Female	307	92%	77%	16%				
Male	315	92%	77%	10%				
American Indian or Alaska Native								
Black or African American	120	84%	62%	4%				
Hispanic or Latino	83	87%	66%	8%				
Asian or Native Hawaiian/Other Pacific Islander	16	94%	75%	31%				
White	403	96%	84%	16%				
Small Group Totals								
General-Education Students	520	99%	87%	15%				
Students with Disabilities	102	56%	26%	2%				
English Proficient	621	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	170	84%	58%	4%				
Not Disadvantaged	452	96%	84%	17%				
Migrant								
Not Migrant	622	92%	77%	13%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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

Other Assessments

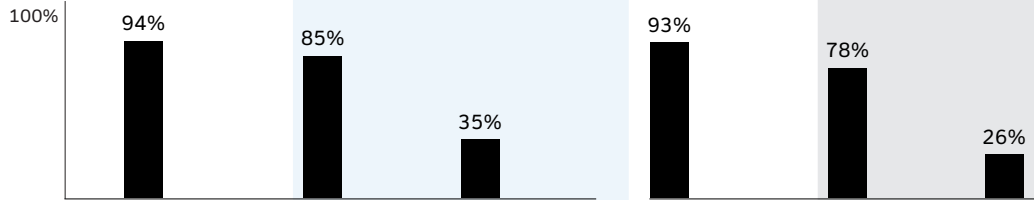
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	7	6	9	8	8	4
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	19	14	13	N/A	13	12	11	N/A

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 686	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
	94%	85%	35%	93%	78%	26%
Number of Students:	604	547	223			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	641	94%	85%	35%				
Female	316	92%	85%	33%				
Male	325	96%	85%	36%				
American Indian or Alaska Native								
Black or African American	127	86%	65%	17%				
Hispanic or Latino	91	96%	77%	20%				
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	63%				
White	407	97%	93%	43%				
Small Group Totals								
General-Education Students	536	99%	93%	40%				
Students with Disabilities	105	71%	49%	6%				
English Proficient	622	95%	86%	35%				
Limited English Proficient	19	84%	58%	16%				
Economically Disadvantaged	184	90%	73%	16%				
Not Disadvantaged	457	96%	90%	42%				
Migrant								
Not Migrant	641	94%	85%	35%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

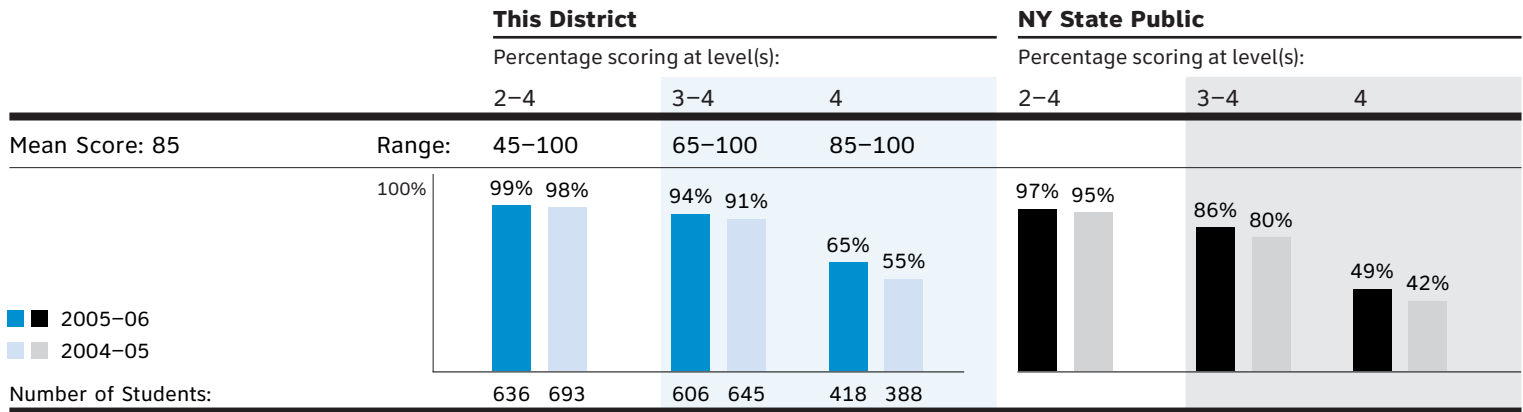
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	7	7	8	8	6	4

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	645	99%	94%	65%	705	98%	91%	55%
Female	320	98%	91%	63%	342	99%	94%	55%
Male	325	99%	97%	66%	363	98%	89%	55%
American Indian or Alaska Native					1	-	-	-
Black or African American	130	98%	83%	50%	138	99%	85%	39%
Hispanic or Latino	90	99%	96%	46%	92	95%	85%	45%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	82%	71%	30	-	-	-
White	408	99%	98%	74%	444	99%	95%	61%
Small Group Totals					31	100%	97%	65%
General-Education Students	538	99%	97%	73%	610	99%	95%	60%
Students with Disabilities	107	95%	80%	24%	95	93%	66%	22%
English Proficient	624	99%	95%	66%	684	98%	92%	56%
Limited English Proficient	21	90%	71%	24%	21	95%	76%	10%
Economically Disadvantaged	185	98%	87%	45%	188	98%	85%	42%
Not Disadvantaged	460	99%	97%	73%	517	98%	94%	60%
Migrant								
Not Migrant	645	99%	94%	65%	705	98%	91%	55%

NOTES

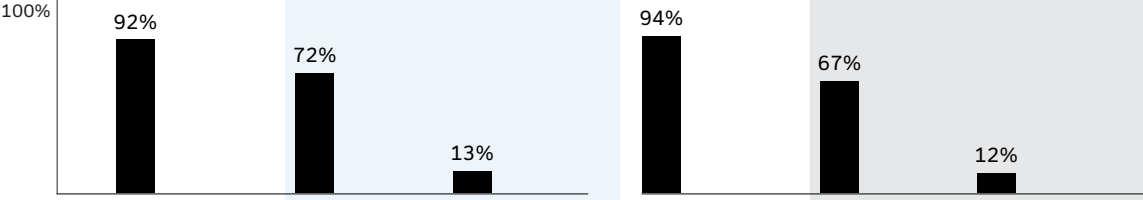
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	6	6	3	10	10	9	2

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	Range: 608-795			650-795 711-795		
						
Number of Students:	640	495	93			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	692	92%	72%	13%				
Female	339	96%	76%	17%				
Male	353	89%	67%	10%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	133	89%	57%	4%				
Hispanic or Latino	99	90%	67%	8%				
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-				
White	428	94%	76%	16%	This test was not given in 2004-05.			
Small Group Totals	32	100%	88%	34%				
General-Education Students	590	99%	81%	15%				
Students with Disabilities	102	57%	17%	2%				
English Proficient	692	92%	72%	13%				
Limited English Proficient								
Economically Disadvantaged	187	89%	56%	7%				
Not Disadvantaged	505	94%	77%	16%				
Migrant								
Not Migrant	692	92%	72%	13%				

NOTES

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Other Assessments

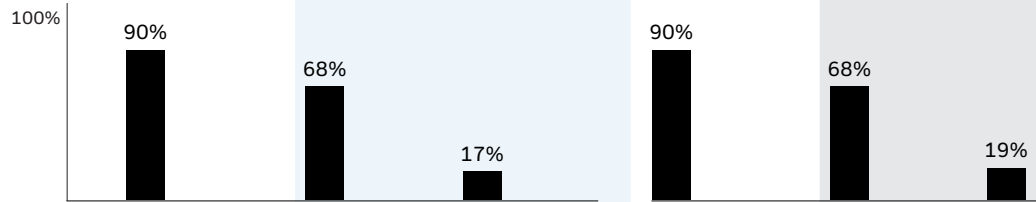
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	10	8	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	10	10	8	N/A	N/A	N/A	N/A	N/A

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	624	473	118			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	695	90%	68%	17%				
Female	339	92%	70%	17%				
Male	356	88%	67%	17%				
American Indian or Alaska Native								
Black or African American	133	79%	53%	6%				
Hispanic or Latino	107	89%	60%	13%				
Asian or Native Hawaiian/Other Pacific Islander	29	97%	83%	38%				
White	426	93%	74%	20%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	594	97%	76%	20%				
Students with Disabilities	101	50%	19%	1%				
English Proficient	686	90%	69%	17%				
Limited English Proficient	9	67%	22%	0%				
Economically Disadvantaged	196	82%	49%	8%				
Not Disadvantaged	499	93%	75%	20%				
Migrant								
Not Migrant	695	90%	68%	17%				

NOTES

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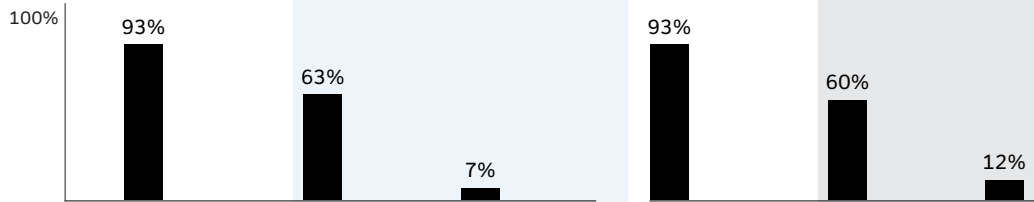
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	10	10	9	This test was not given in 2004-05.			

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	668	457	50			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	721	93%	63%	7%				
Female	341	95%	67%	9%				
Male	380	91%	60%	5%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	153	85%	52%	5%				
Hispanic or Latino	82	93%	56%	2%				
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-				
White	462	95%	68%	8%	This test was not given in 2004-05.			
Small Group Totals	24	100%	75%	8%				
General-Education Students	609	99%	72%	8%				
Students with Disabilities	112	61%	18%	0%				
English Proficient	717	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	187	88%	50%	5%				
Not Disadvantaged	534	94%	68%	7%				
Migrant								
Not Migrant	721	93%	63%	7%				

NOTES

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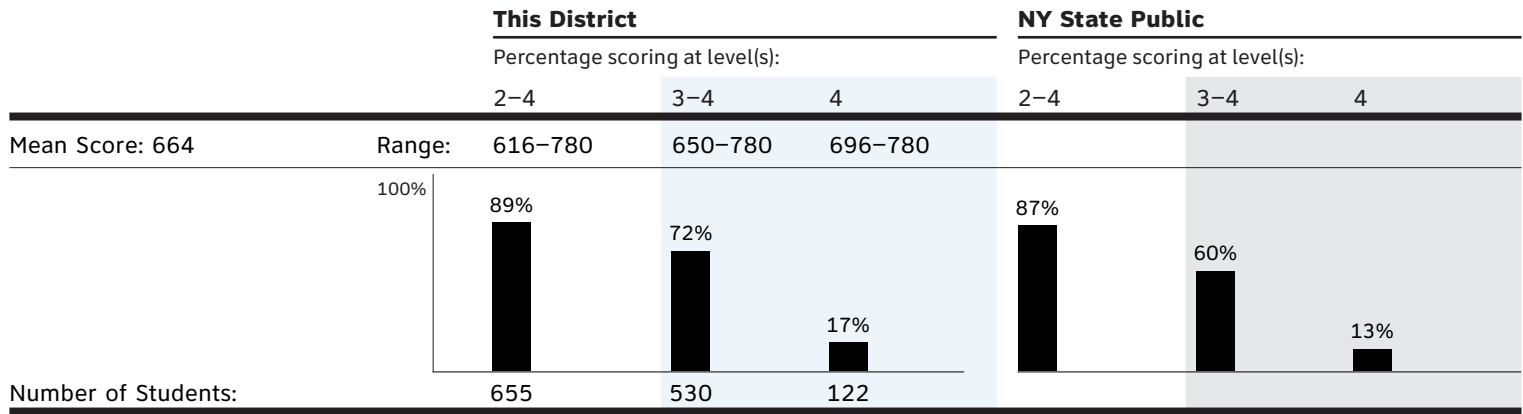
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	6	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	5	3	3	N/A	N/A	N/A	N/A	N/A

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	733	89%	72%	17%				
Female	345	90%	75%	17%				
Male	388	89%	70%	17%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	154	75%	55%	6%				
Hispanic or Latino	89	89%	64%	12%				
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-				
White	466	94%	79%	20%	This test was not given in 2004-05.			
Small Group Totals	24	96%	83%	42%				
General-Education Students	615	96%	81%	20%				
Students with Disabilities	118	53%	27%	0%				
English Proficient	725	90%	73%	17%				
Limited English Proficient	8	63%	50%	0%				
Economically Disadvantaged	198	79%	56%	10%				
Not Disadvantaged	535	93%	78%	19%				
Migrant								
Not Migrant	733	89%	72%	17%				

NOTES

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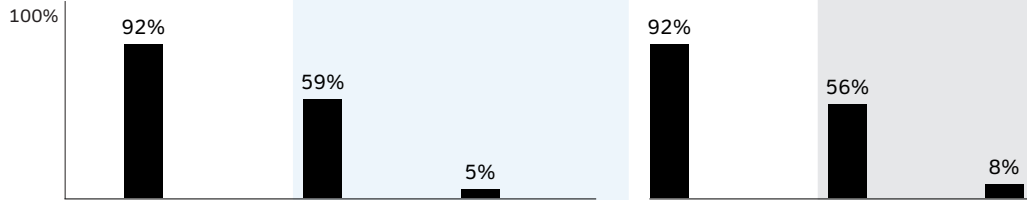
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	6	6	5	This test was not given in 2004-05.			

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	679	439	35	679	439	35



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	738	92%	59%	5%				
Female	348	93%	62%	5%				
Male	390	92%	57%	5%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	166	84%	46%	2%				
Hispanic or Latino	94	93%	51%	2%				
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-				
White	449	94%	66%	6%	This test was not given in 2004-05.			
Small Group Totals	29	100%	66%	10%				
General-Education Students	609	99%	69%	6%				
Students with Disabilities	129	60%	14%	0%				
English Proficient	735	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	187	87%	47%	3%				
Not Disadvantaged	551	94%	64%	5%				
Migrant								
Not Migrant	738	92%	59%	5%				

NOTES

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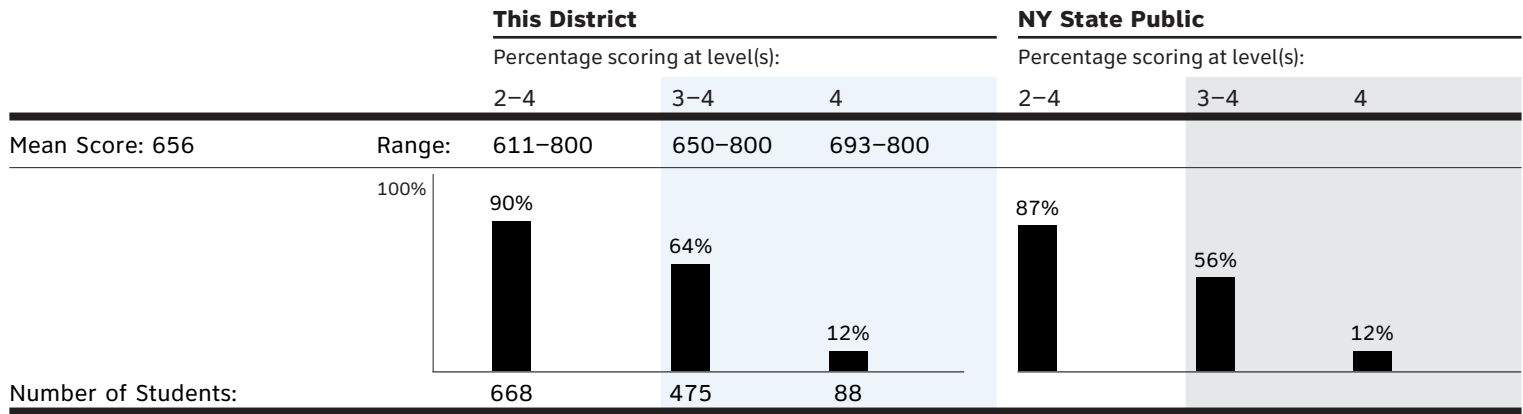
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	11	9	6	N/A	N/A	N/A	N/A	N/A

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	743	90%	64%	12%				
Female	351	91%	64%	9%				
Male	392	89%	64%	14%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	165	79%	41%	5%				
Hispanic or Latino	104	85%	56%	6%				
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-				
White	447	95%	72%	15%	This test was not given in 2004-05.			
Small Group Totals	27	100%	96%	22%				
General-Education Students	615	96%	73%	14%				
Students with Disabilities	128	60%	20%	3%				
English Proficient	730	91%	65%	12%				
Limited English Proficient	13	54%	15%	0%				
Economically Disadvantaged	194	80%	44%	6%				
Not Disadvantaged	549	93%	71%	14%				
Migrant								
Not Migrant	743	90%	64%	12%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	5	5	This test was not given in 2004-05.			

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
	93%	58%	5%	91%	49%	5%
Number of Students:	650	402	33			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	696	93%	58%	5%				
Female	318	97%	64%	6%				
Male	378	91%	53%	3%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	155	87%	34%	3%				
Hispanic or Latino	82	90%	43%	0%				
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-				
White	439	96%	68%	6%				
Small Group Totals	20	100%	85%	10%				
General-Education Students	570	99%	68%	6%				
Students with Disabilities	126	67%	11%	0%				
English Proficient	696	93%	58%	5%				
Limited English Proficient								
Economically Disadvantaged	174	85%	36%	2%				
Not Disadvantaged	522	96%	65%	6%				
Migrant								
Not Migrant	696	93%	58%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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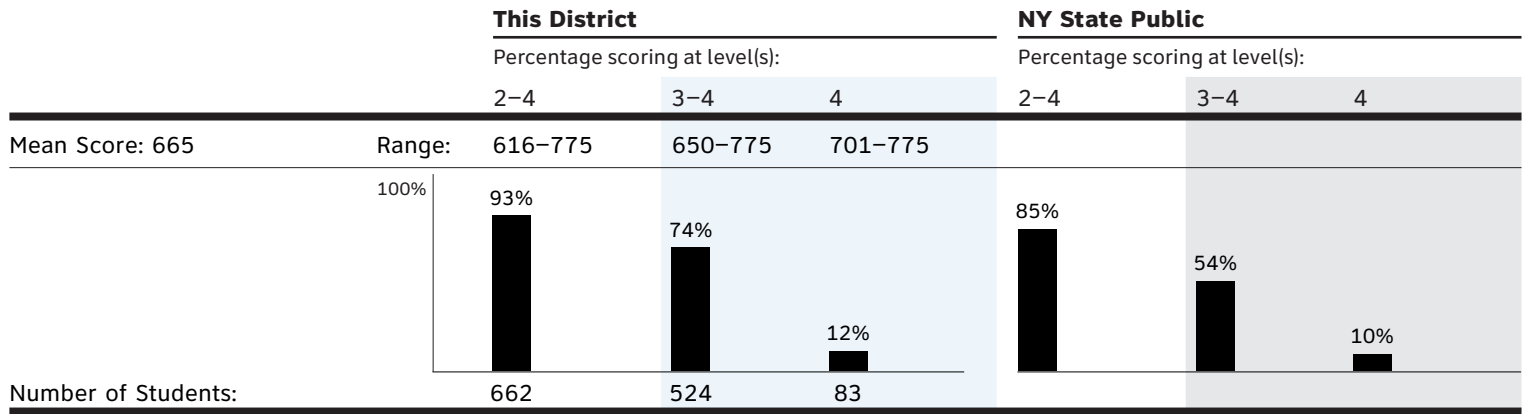
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	8	5	2	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	12	7	4	N/A	7	7	5	N/A

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	710	93%	74%	12%				
Female	325	97%	80%	13%				
Male	385	90%	69%	11%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	158	87%	53%	4%				
Hispanic or Latino	93	83%	56%	1%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	438	97%	84%	16%				
Small Group Totals	21	95%	95%	33%				
General-Education Students	585	96%	84%	14%				
Students with Disabilities	125	79%	28%	0%				
English Proficient	698	94%	75%	12%				
Limited English Proficient	12	33%	8%	0%				
Economically Disadvantaged	192	84%	52%	5%				
Not Disadvantaged	518	97%	82%	14%				
Migrant								
Not Migrant	710	93%	74%	12%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

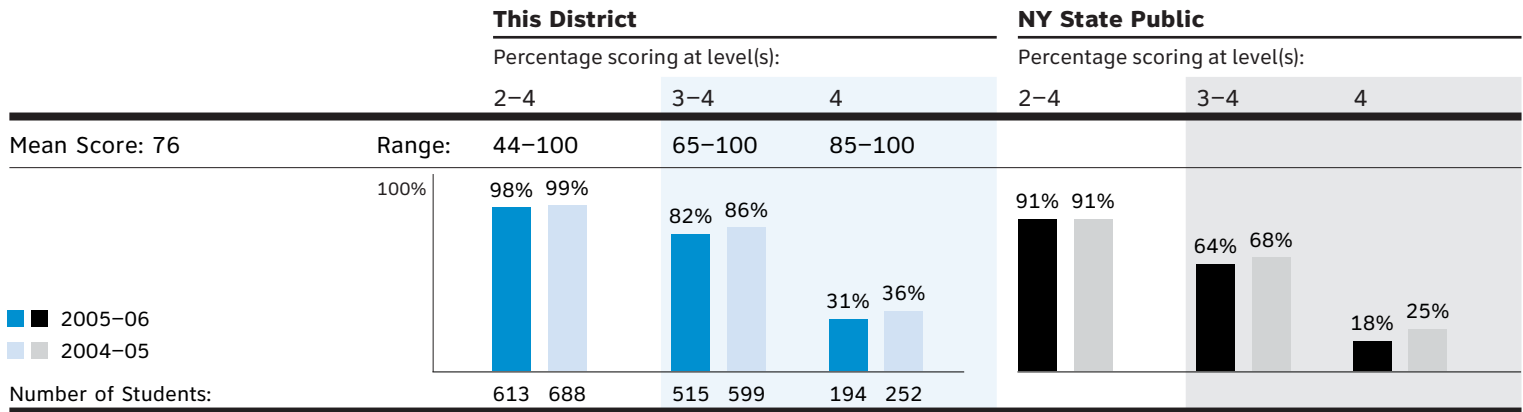
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	7	3	2	3	-	-	-

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	627	98%	82%	31%	697	99%	86%	36%
Female	283	99%	83%	29%	317	99%	88%	31%
Male	344	97%	81%	33%	380	98%	84%	41%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	150	97%	67%	12%	156	97%	79%	25%
Hispanic or Latino	90	94%	77%	14%	84	99%	76%	26%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	22	-	-	-
White	374	99%	89%	42%	433	99%	90%	42%
Small Group Totals	13	100%	92%	38%	24	100%	92%	46%
General-Education Students	506	99%	90%	37%	586	100%	91%	42%
Students with Disabilities	121	93%	50%	7%	111	94%	58%	7%
English Proficient	615	98%	84%	32%	692	99%	86%	36%
Limited English Proficient	12	75%	8%	0%	5	100%	40%	0%
Economically Disadvantaged	186	95%	64%	15%	167	99%	75%	21%
Not Disadvantaged	441	99%	90%	38%	530	99%	89%	41%
Migrant								
Not Migrant	627	98%	82%	31%	697	99%	86%	36%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	7	3	2	3	-	-	-
Regents Science	78	78	78	78	59	59	59	58

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

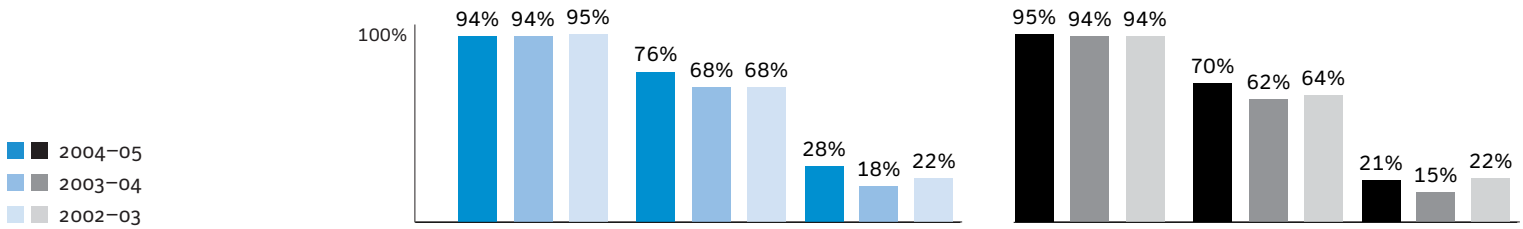
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	45	123	330	196	694	672
Feb 2004	43	190	361	134	728	661
Feb 2003	34	196	326	158	714	661

Grade 8

This School

Percentage scoring at level(s):

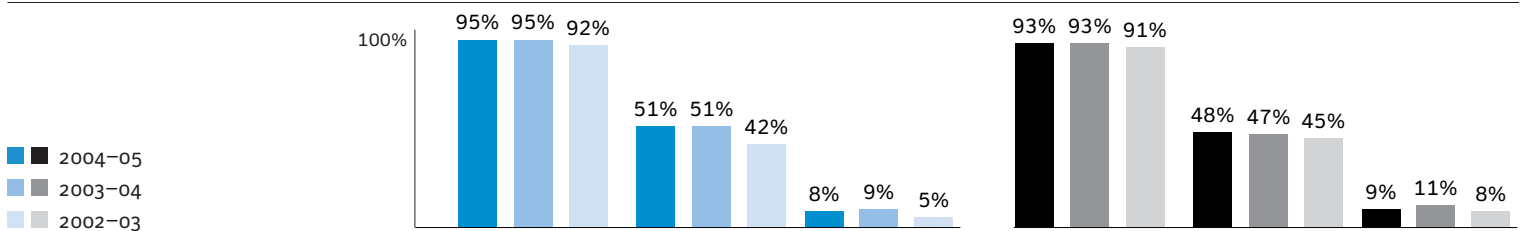
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	42	349	335	64	790	699
Jan 2004	38	336	317	70	761	700
Jan 2003	62	380	276	40	758	692

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

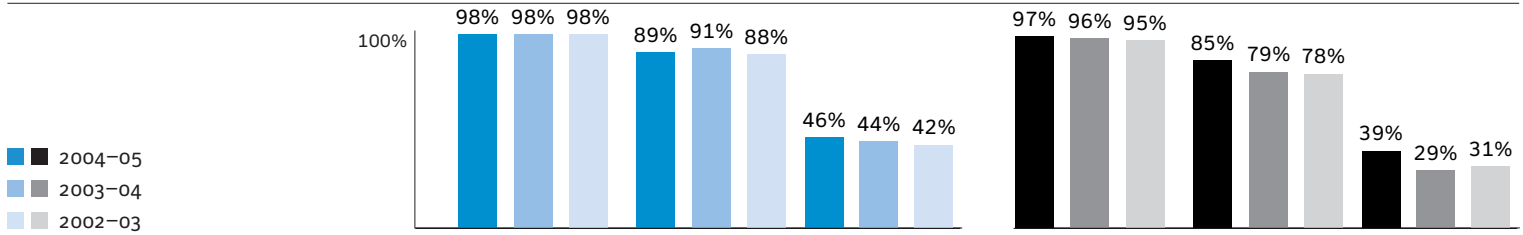
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	15	62	305	328	710	677
May 2004	12	58	345	331	746	677
May 2003	15	71	342	315	743	673

Grade 8

This School

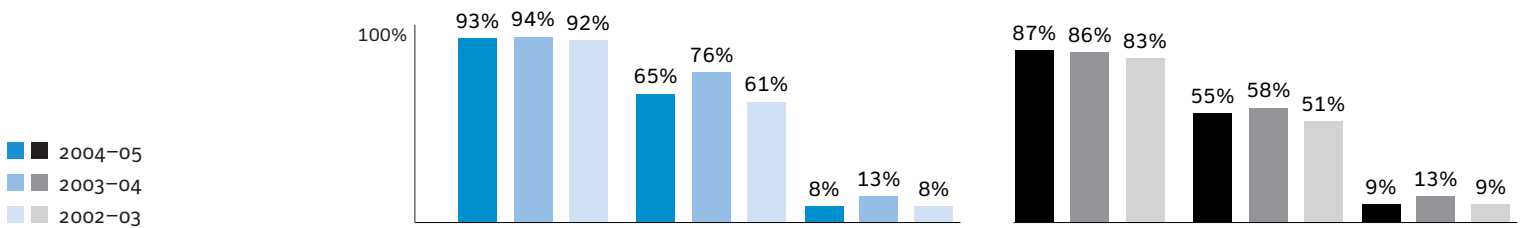
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	55	221	446	66	788	724
May 2004	49	136	479	98	762	729
May 2003	60	233	405	58	756	721

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

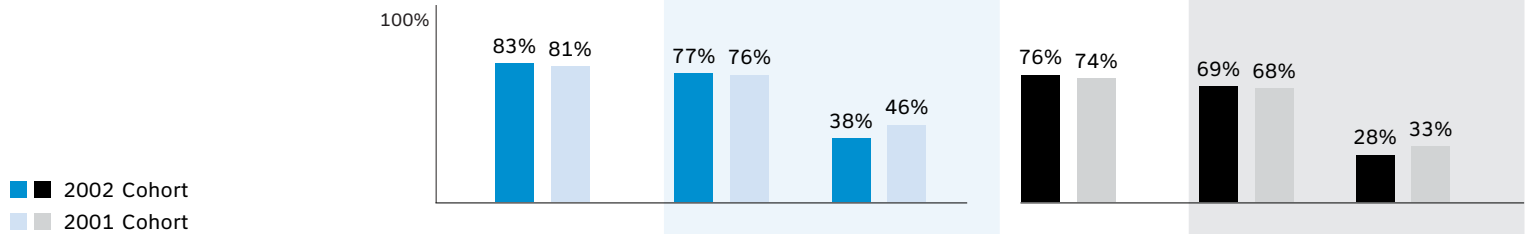
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	753	83%	77%	38%	745	81%	76%	46%
Female	338	89%	84%	46%	354	86%	80%	54%
Male	415	78%	71%	32%	391	78%	73%	39%
American Indian or Alaska Native	3	–	–	–	5	80%	80%	60%
Black or African American	155	71%	61%	17%	168	66%	60%	29%
Hispanic or Latino	76	78%	74%	24%	88	73%	64%	36%
Asian or Native Hawaiian/Other Pacific Islander	27	–	–	–	34	94%	91%	59%
White	492	87%	82%	46%	450	88%	84%	53%
Small Group Totals	30	87%	83%	57%				
General-Education Students	592	91%	88%	48%	614	88%	85%	54%
Students with Disabilities	161	51%	37%	2%	131	49%	37%	5%
English Proficient	748	83%	77%	38%	735	82%	77%	46%
Limited English Proficient	5	0%	0%	0%	10	40%	30%	10%
Economically Disadvantaged	130	75%	68%	28%				
Not Disadvantaged	623	84%	79%	40%				
Migrant								
Not Migrant	753	83%	77%	38%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	0

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

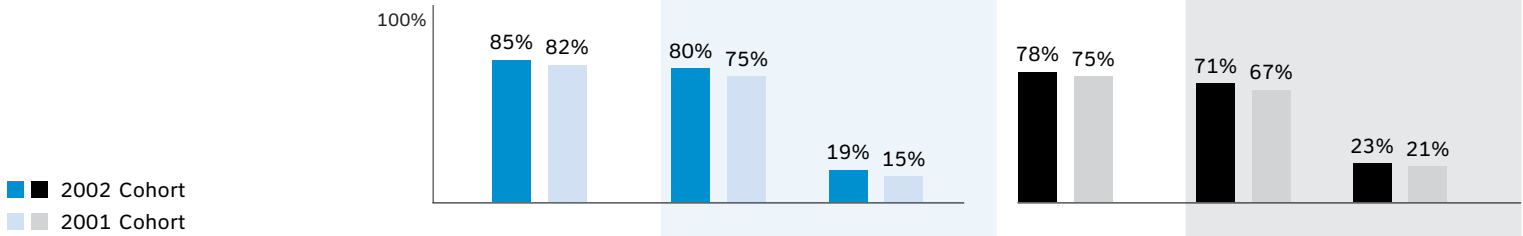
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	753	85%	80%	19%	745	82%	75%	15%
Female	338	90%	86%	20%	354	87%	79%	15%
Male	415	81%	75%	18%	391	78%	72%	16%
American Indian or Alaska Native	3	–	–	–	5	60%	60%	0%
Black or African American	155	74%	68%	6%	168	68%	60%	5%
Hispanic or Latino	76	83%	75%	17%	88	74%	66%	11%
Asian or Native Hawaiian/Other Pacific Islander	27	–	–	–	34	97%	91%	32%
White	492	89%	84%	23%	450	88%	82%	19%
Small Group Totals	30	83%	80%	27%				
General-Education Students	592	93%	89%	24%	614	89%	84%	18%
Students with Disabilities	161	55%	45%	1%	131	48%	34%	1%
English Proficient	748	85%	80%	19%	735	82%	76%	15%
Limited English Proficient	5	20%	20%	0%	10	60%	50%	10%
Economically Disadvantaged	130	77%	72%	12%				
Not Disadvantaged	623	87%	81%	20%				
Migrant								
Not Migrant	753	85%	80%	19%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	0

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

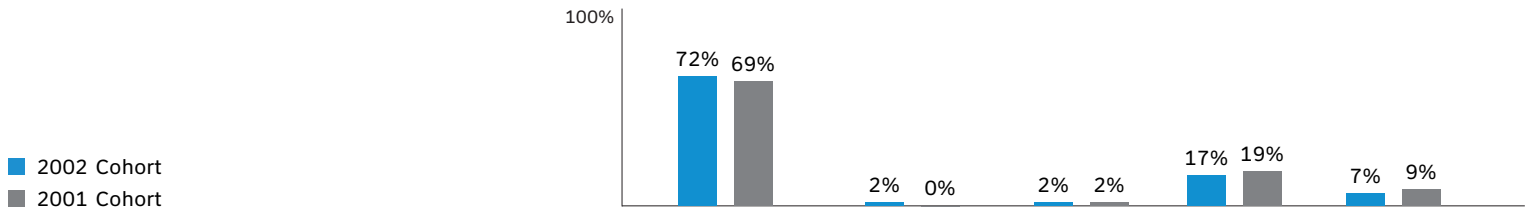
District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	753	72%	2%	2%	17%	7%
	2001	745	69%	0%	2%	19%	9%
Female	2002	338	79%	2%	2%	12%	5%
	2001	354	71%	1%	3%	17%	8%
Male	2002	415	66%	2%	1%	22%	9%
	2001	391	67%	0%	2%	21%	9%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	5	80%	0%	0%	20%	0%
Black or African American	2002	155	55%	3%	1%	31%	10%
	2001	168	49%	1%	3%	32%	15%
Hispanic or Latino	2002	76	58%	0%	4%	26%	12%
	2001	88	61%	0%	2%	22%	15%
Asian or Native Hawaiian/Other Pacific Islander	2002	27	–	–	–	–	–
	2001	34	82%	0%	0%	9%	9%
White	2002	492	79%	2%	2%	12%	6%
	2001	450	77%	0%	2%	15%	6%
Small Group Totals	2002	30	77%	3%	0%	13%	7%
General-Education Students	2002	592	78%	0%	2%	14%	6%
	2001	614	75%	0%	2%	15%	8%
Students with Disabilities	2002	161	47%	9%	2%	29%	13%
	2001	131	42%	2%	2%	40%	15%
English Proficient	2002	748	72%	2%	2%	17%	7%
	2001	735	70%	0%	2%	19%	9%
Limited English Proficient	2002	5	0%	0%	0%	60%	40%
	2001	10	20%	0%	0%	40%	40%
Economically Disadvantaged	2002	130	59%	1%	2%	33%	5%
	2001	130	59%	1%	2%	33%	5%
Not Disadvantaged	2002	623	74%	2%	2%	14%	8%
	2001	623	74%	2%	2%	14%	8%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	753	72%	2%	2%	17%	7%
	2001	753	72%	2%	2%	17%	7%

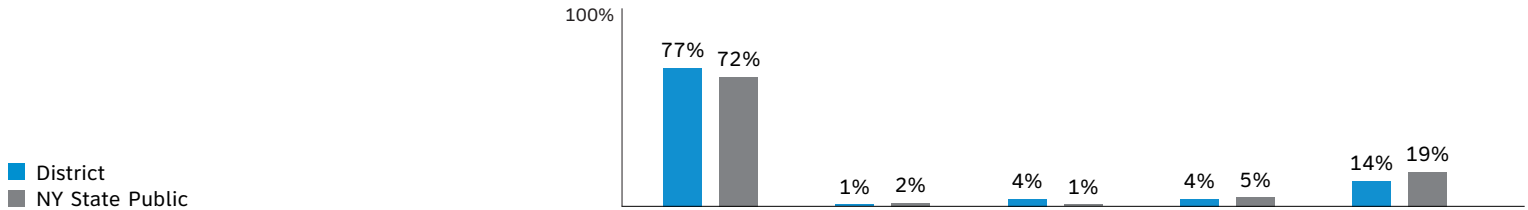
NOTES

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	750	77%	1%	4%	4%	14%
Female	356	78%	1%	3%	5%	13%
Male	394	76%	2%	4%	3%	15%
American Indian or Alaska Native	5	80%	0%	0%	20%	0%
Black or African American	162	62%	1%	4%	7%	26%
Hispanic or Latino	88	70%	2%	3%	5%	19%
Asian or Native Hawaiian/Other Pacific Islander	36	81%	0%	3%	3%	14%
White	459	83%	2%	4%	3%	9%
Small Group Totals						
General-Education Students	617	81%	0%	4%	4%	11%
Students with Disabilities	133	56%	7%	4%	6%	28%
English Proficient	742	77%	1%	4%	4%	14%
Limited English Proficient	8	25%	0%	0%	25%	50%
Economically Disadvantaged	106	80%	2%	0%	10%	8%
Not Disadvantaged	644	76%	1%	4%	3%	15%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	750	77%	1%	4%	4%	14%

NOTES

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