



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **LONGWOOD CENTRAL SCHOOL
DISTRICT**

District ID **58-02-12-06-0000**

Superintendent **ALLAN GERSTENLAUER**

Telephone **(631) 345-2172**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

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

District **LONGWOOD CENTRAL SCHOOL DISTRICT**District ID **58-02-12-06-0000**

District Profile

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

Enrollment

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	680	683	690
Grade 1	701	685	632
Grade 2	698	688	685
Grade 3	654	721	691
Grade 4	712	634	710
Grade 5	731	712	640
Grade 6	710	728	699
Ungraded Elementary	61	14	15
Grade 7	746	737	723
Grade 8	818	712	748
Grade 9	860	866	855
Grade 10	899	848	814
Grade 11	761	760	749
Grade 12	667	737	701
Ungraded Secondary	47	44	44
Total K-12	9745	9569	9396

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	24	24	23
Grade 8			
English	24	24	24
Mathematics	23	22	22
Science	23	22	23
Social Studies	26	25	27
Grade 10			
English	24	26	25
Mathematics	21	25	26
Science	23	24	23
Social Studies	23	26	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**District ID **58-02-12-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1626	17%	1553	16%	1685	18%
Reduced-Price Lunch	639	7%	658	7%	694	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	353	4%	318	3%	321	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	39	0%	35	0%	34	0%
Black or African American	1977	20%	1976	21%	1934	21%
Hispanic or Latino	1221	13%	1204	13%	1286	14%
Asian or Native Hawaiian/Other Pacific Islander	346	4%	351	4%	330	4%
White	6162	63%	6003	63%	5804	62%
Multiracial**	N/A	N/A	N/A	N/A	8	0%

* Not available at the district level.

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

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		93%
Student Suspensions	886	9%	858	9%	1066	11%

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**District ID **58-02-12-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	702	703	684
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	1%
Percent with Fewer Than Three Years of Experience	8%	8%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	49%	55%
Total Number of Core Classes*	N/A	2536	1549
Percent Not Taught by Highly Qualified Teachers	N/A	1%	1%
Total Number of Classes	2293	2516	2322
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

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

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	8%	11%	11%
Turnover Rate of All Teachers	7%	12%	8%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	85	82	89
Total Paraprofessionals*	213	231	254
Assistant Principals	17	18	18
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007–08)

▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

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

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

AYP Status


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

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2007-08)  Improvement (Year 1)

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]




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 2006-07 2007-08
All Students (4262:4125)			99%		164	120	
Ethnicity							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (871:828)			99%		143	118	
Hispanic or Latino (598:556)			98%		154	117	
Asian or Native Hawaiian/Other Pacific Islander (148:137)			99%		180	113	
White (2634:2593)			100%		172	120	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (699:680)			99%		100	118	96 110
Limited English Proficient ⁵ (111:139)			100%		117	113	
Economically Disadvantaged (1167:1125)			99%		144	119	
Final AYP Determination	 8 of 8						

NOTES


- 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.
 - Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - 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.
 - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

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


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (4255:4111)			100%		176	84	
Ethnicity							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (867:817)			99%		157	82	
Hispanic or Latino (600:565)			99%		170	81	
Asian or Native Hawaiian/Other Pacific Islander (152:142)			100%		190	77	
White (2625:2576)			100%		182	84	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (696:674)			99%		119	82	
Limited English Proficient ⁵ (109:158)			96%		156	78	
Economically Disadvantaged (1145:1120)			99%		161	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

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

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

AYP Status

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

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

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

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

Student Group (Total: Continuous Enrollment) 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 2006-07 2007-08
All Students (1478:1422)		Qualified		99%		185	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (316:295)		Qualified		99%		170	100	
Hispanic or Latino (210:198)		Qualified		100%		178	100	
Asian or Native Hawaiian/Other Pacific Islander (53:50)		Qualified		98%		194	100	
White (896:876)		Qualified		99%		191	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (254:245)		Qualified		98%		152	100	
Limited English Proficient ⁴ (32:29)	—	—	—	—	—	—	—	—
Economically Disadvantaged (381:369)		Qualified		99%		176	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


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

AYP Status

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

Secondary-Level English Language Arts




















Accountability Status for This Subject (2007–08)  Improvement (Year 1)

Accountability Measures 6 of 6 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2007-08, the district will be In Need of Improvement (Year 2) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [216]

How did students in each accountability group perform on secondary-level English Language Arts 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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (720:688)			99%		176	155	
Ethnicity							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (164:139)			98%		168	150	
Hispanic or Latino (67:64)			100%		167	147	
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—	—	—	—	—	—	—
White (456:455)			100%		179	154	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (124:131)			95%		128	150	128 135
Limited English Proficient ⁴ (2:4)	—	—	—	—	—	—	—
Economically Disadvantaged (118:117)			100%		162	149	
Final AYP Determination		6 of 6					

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.


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


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

AYP Status

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




















Secondary-Level Mathematics

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

Accountability Measures 6 of 6 Student groups making AYP in Mathematics
 Made AYP

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

How did students in each accountability group perform on 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 2006–07 2007–08	
(12th Graders: 2003 Cohort) ¹								
All Students (720:688)			99%		182	148		
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	
Black or African American (164:139)			97%		171	143		
Hispanic or Latino (67:64)			100%		169	140		
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—	—	—	—	—	—	—	
White (456:455)			100%		187	147		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (124:131)			98%		141	143	140 147	
Limited English Proficient ⁴ (2:4)	—	—	—	—	—	—	—	
Economically Disadvantaged (118:117)			100%		179	142		
Final AYP Determination		6 of 6						

NOTES


- ¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).
 - 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

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









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (701)			79%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (146)			66%	55%		
Hispanic or Latino (70)			66%	55%		
Asian or Native Hawaiian/Other Pacific Islander (25)		–	–	–		
White (459)			84%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (135)			61%	55%		
Limited English Proficient ³ (3)		–	–	–		
Economically Disadvantaged (123)			65%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

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

Graduation Rate Information

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

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

District ID **58-02-12-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

4 schools identified 57% of total

C E WALTERS SCHOOL
CORAM ELEMENTARY SCHOOL
LONGWOOD MIDDLE SCHOOL
RIDGE ELEMENTARY SCHOOL

New York State Status

Good Standing

2 schools identified 29% of total

LONGWOOD JUNIOR HIGH SCHOOL
WEST MIDDLE ISLAND SCHOOL

Requiring Academic Progress (Year 2)















1 school identified 14% of total


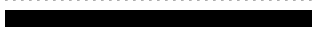
LONGWOOD HIGH SCHOOL

District **LONGWOOD CENTRAL SCHOOL DISTRICT**District ID **58-02-12-06-0000**

Summary of 2006–07 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	73%			664
Grade 4	73%			714
Grade 5	66%			634
Grade 6	72%			688
Grade 7	62%			721
Grade 8	67%			743
Mathematics				
Grade 3	89%			673
Grade 4	85%			714
Grade 5	77%			641
Grade 6	78%			696
Grade 7	75%			732
Grade 8	77%			738
Science				
Grade 4	93%			718
Grade 8	78%			602

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	79%			747
Mathematics	82%			747

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.

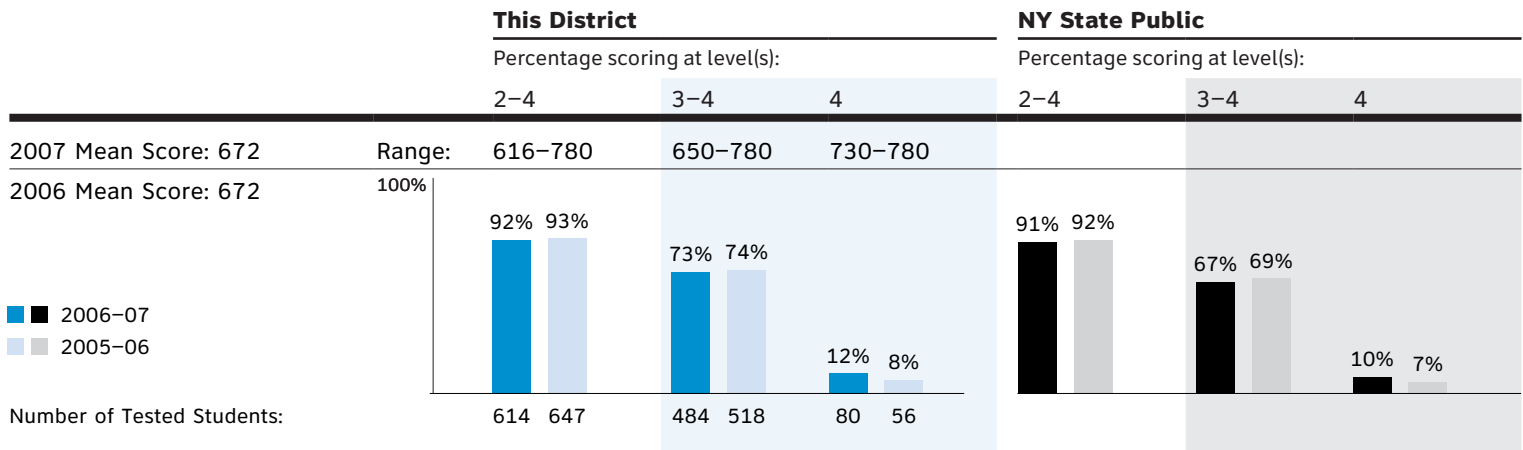
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	664	92%	73%	12%	698	93%	74%	8%
Female	307	94%	75%	15%	340	95%	81%	11%
Male	357	91%	71%	10%	358	90%	68%	6%
American Indian or Alaska Native	5	100%	80%	0%	1	-	-	-
Black or African American	134	81%	55%	4%	137	87%	59%	2%
Hispanic or Latino	79	92%	62%	6%	73	95%	68%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	86%	23%	27	-	-	-
White	424	96%	80%	15%	460	94%	79%	9%
Multiracial								
Small Group Totals					28	96%	86%	21%
General-Education Students	578	96%	80%	14%	608	98%	82%	9%
Students with Disabilities	86	66%	27%	1%	90	59%	22%	0%
English Proficient	639	93%	75%	13%	696	-	-	-
Limited English Proficient	25	88%	24%	0%	2	-	-	-
Economically Disadvantaged	198	86%	57%	4%	195	88%	59%	4%
Not Disadvantaged	466	95%	80%	16%	503	95%	80%	10%
Migrant								
Not Migrant	664	92%	73%	12%	698	93%	74%	8%

NOTES

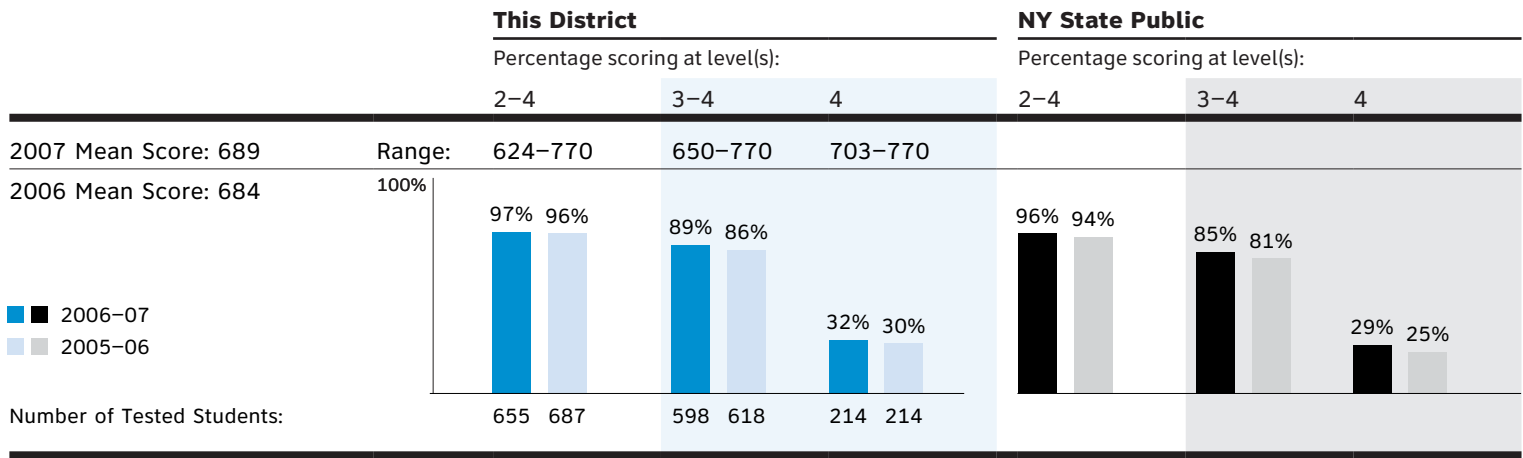
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	6	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	673	97%	89%	32%	716	96%	86%	30%
Female	311	96%	89%	30%	347	97%	87%	29%
Male	362	98%	89%	34%	369	95%	85%	31%
American Indian or Alaska Native	5	100%	80%	0%	2	-	-	-
Black or African American	134	92%	77%	19%	134	90%	75%	12%
Hispanic or Latino	83	99%	84%	19%	87	95%	80%	22%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	100%	48%	28	-	-	-
White	426	99%	93%	38%	465	97%	90%	35%
Multiracial								
Small Group Totals					30	100%	93%	50%
General-Education Students	588	99%	94%	35%	625	99%	92%	34%
Students with Disabilities	85	86%	56%	7%	91	76%	49%	3%
English Proficient	641	97%	89%	33%	696	96%	88%	31%
Limited English Proficient	32	100%	81%	13%	20	85%	45%	5%
Economically Disadvantaged	200	95%	80%	17%	208	93%	79%	18%
Not Disadvantaged	473	98%	93%	38%	508	97%	89%	35%
Migrant								
Not Migrant	673	97%	89%	32%	716	96%	86%	30%

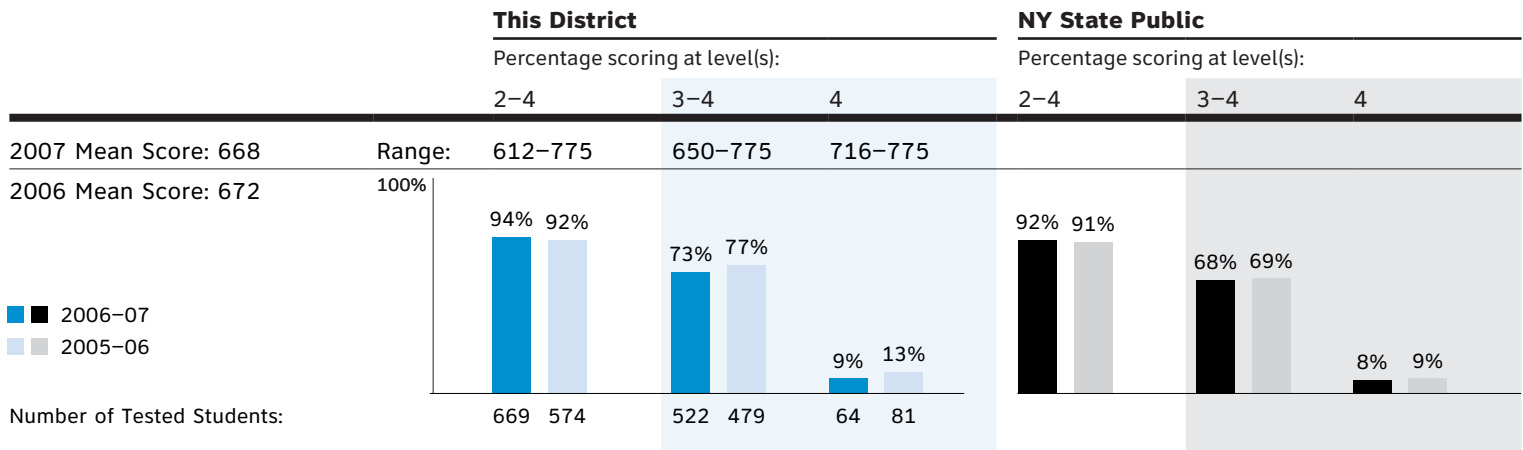
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	6	6	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	714	94%	73%	9%	622	92%	77%	13%
Female	351	95%	77%	11%	307	92%	77%	16%
Male	363	93%	69%	7%	315	92%	77%	10%
American Indian or Alaska Native	2	-	-	-				
Black or African American	140	90%	59%	3%	120	84%	62%	4%
Hispanic or Latino	95	91%	65%	3%	83	87%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	16	94%	75%	31%
White	452	95%	78%	11%	403	96%	84%	16%
Multiracial								
Small Group Totals	27	100%	89%	26%				
General-Education Students	604	99%	81%	11%	520	99%	87%	15%
Students with Disabilities	110	67%	29%	0%	102	56%	26%	2%
English Proficient	695	94%	75%	9%	621	-	-	-
Limited English Proficient	19	68%	11%	0%	1	-	-	-
Economically Disadvantaged	213	90%	62%	4%	170	84%	58%	4%
Not Disadvantaged	501	95%	78%	11%	452	96%	84%	17%
Migrant	1	-	-	-				
Not Migrant	713	-	-	-	622	92%	77%	13%

NOTES

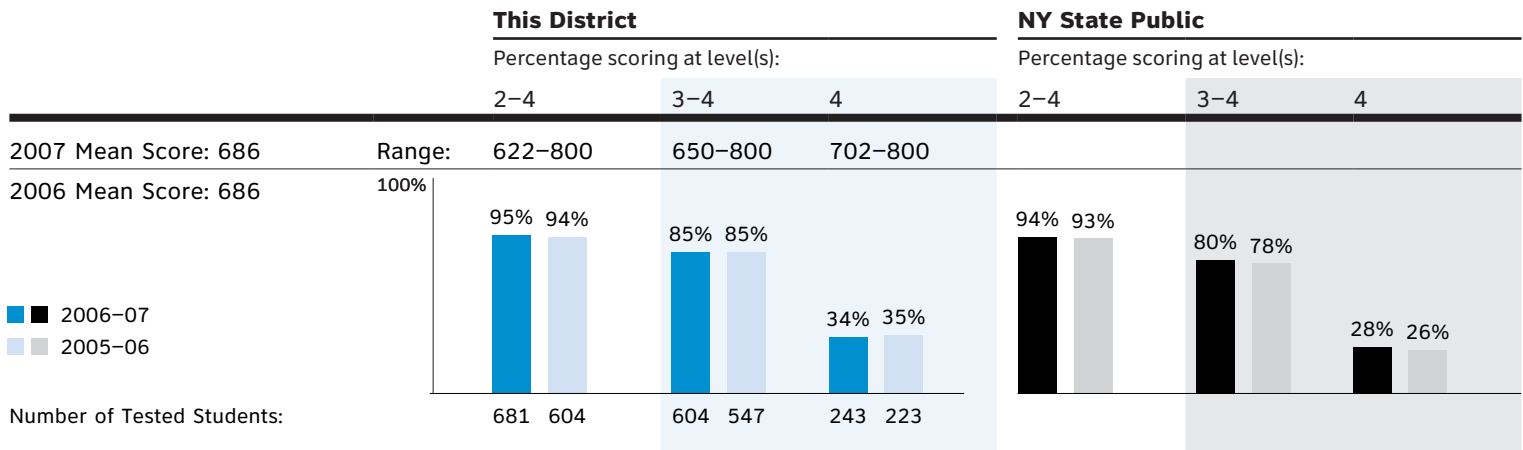
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	7	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	714	95%	85%	34%	641	94%	85%	35%
Female	352	96%	83%	30%	316	92%	85%	33%
Male	362	95%	86%	38%	325	96%	85%	36%
American Indian or Alaska Native	2	-	-	-				
Black or African American	140	92%	75%	14%	127	86%	65%	17%
Hispanic or Latino	97	95%	81%	26%	91	96%	77%	20%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	16	94%	94%	63%
White	448	96%	88%	41%	407	97%	93%	43%
Multiracial								
Small Group Totals	29	100%	90%	52%				
General-Education Students	605	99%	91%	39%	536	99%	93%	40%
Students with Disabilities	109	76%	50%	5%	105	71%	49%	6%
English Proficient	692	96%	85%	35%	622	95%	86%	35%
Limited English Proficient	22	91%	59%	0%	19	84%	58%	16%
Economically Disadvantaged	209	93%	76%	21%	184	90%	73%	16%
Not Disadvantaged	505	96%	88%	39%	457	96%	90%	42%
Migrant	2	-	-	-				
Not Migrant	712	-	-	-	641	94%	85%	35%

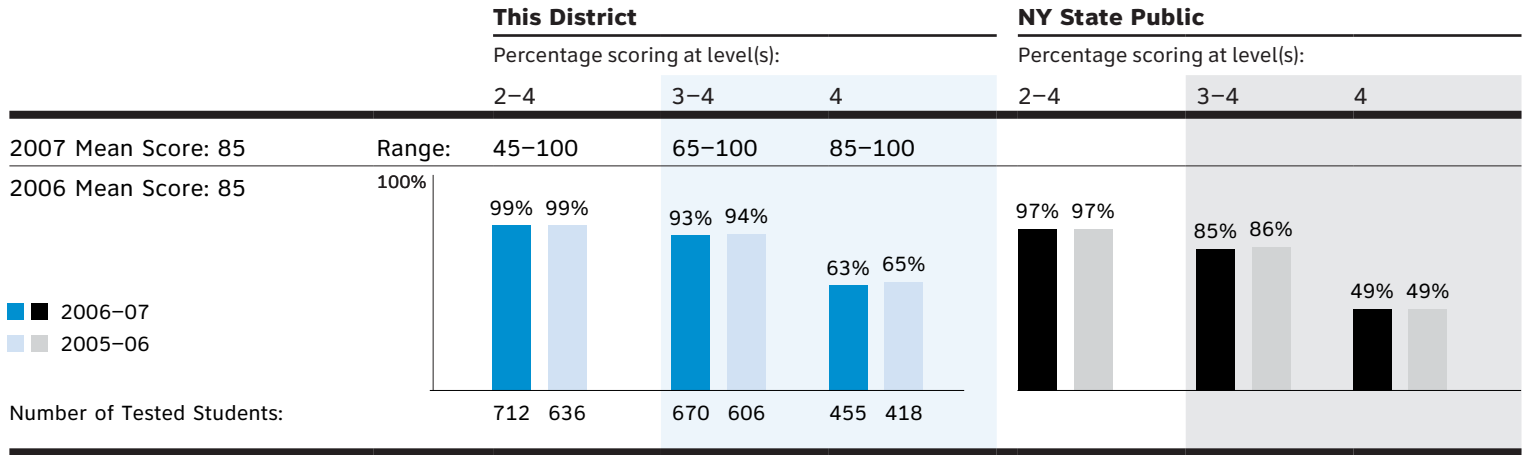
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	7	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	718	99%	93%	63%	645	99%	94%	65%
Female	350	99%	93%	65%	320	98%	91%	63%
Male	368	99%	94%	62%	325	99%	97%	66%
American Indian or Alaska Native	2	-	-	-				
Black or African American	144	98%	88%	49%	130	98%	83%	50%
Hispanic or Latino	98	100%	90%	55%	90	99%	96%	46%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	17	94%	82%	71%
White	449	99%	95%	69%	408	99%	98%	74%
Multiracial								
Small Group Totals	27	100%	100%	74%				
General-Education Students	607	100%	97%	71%	538	99%	97%	73%
Students with Disabilities	111	95%	74%	23%	107	95%	80%	24%
English Proficient	695	99%	94%	65%	624	99%	95%	66%
Limited English Proficient	23	100%	65%	17%	21	90%	71%	24%
Economically Disadvantaged	209	100%	89%	51%	185	98%	87%	45%
Not Disadvantaged	509	99%	95%	68%	460	99%	97%	73%
Migrant	2	-	-	-				
Not Migrant	716	-	-	-	645	99%	94%	65%

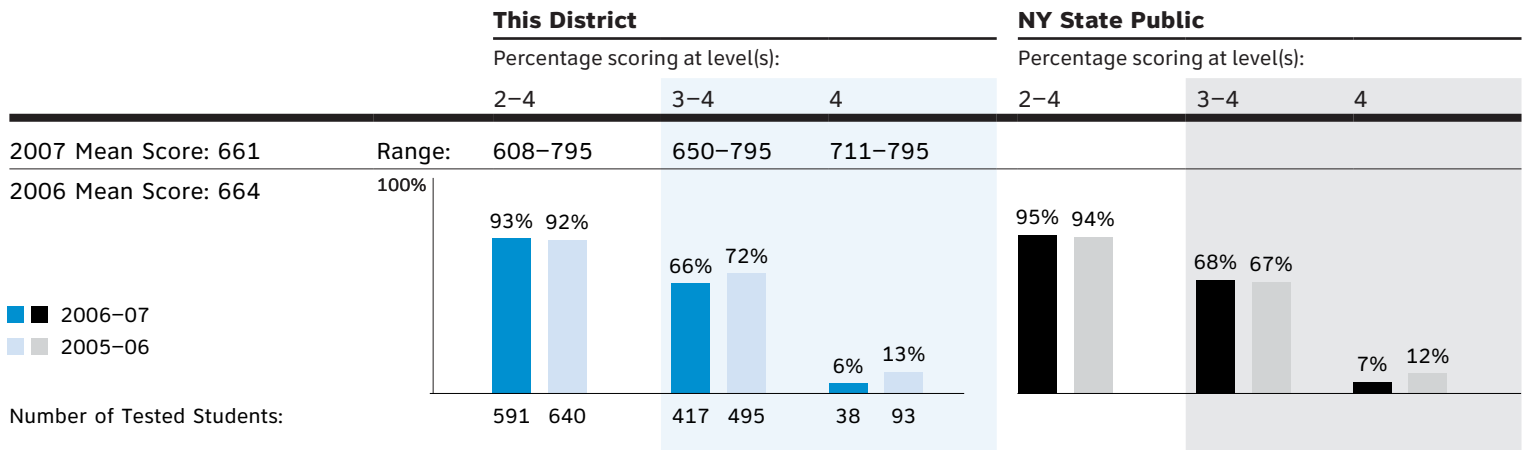
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	7	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	634	93%	66%	6%	692	92%	72%	13%
Female	324	93%	66%	5%	339	96%	76%	17%
Male	310	94%	65%	7%	353	89%	67%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	131	85%	47%	4%	133	89%	57%	4%
Hispanic or Latino	87	90%	53%	3%	99	90%	67%	8%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	64%	0%	31	-	-	-
White	402	97%	75%	7%	428	94%	76%	16%
Multiracial								
Small Group Totals					32	100%	88%	34%
General-Education Students	537	98%	74%	7%	590	99%	81%	15%
Students with Disabilities	97	66%	20%	2%	102	57%	17%	2%
English Proficient	619	94%	67%	6%	692	92%	72%	13%
Limited English Proficient	15	53%	20%	0%				
Economically Disadvantaged	172	83%	49%	2%	187	89%	56%	7%
Not Disadvantaged	462	97%	72%	7%	505	94%	77%	16%
Migrant								
Not Migrant	634	93%	66%	6%	692	92%	72%	13%

NOTES

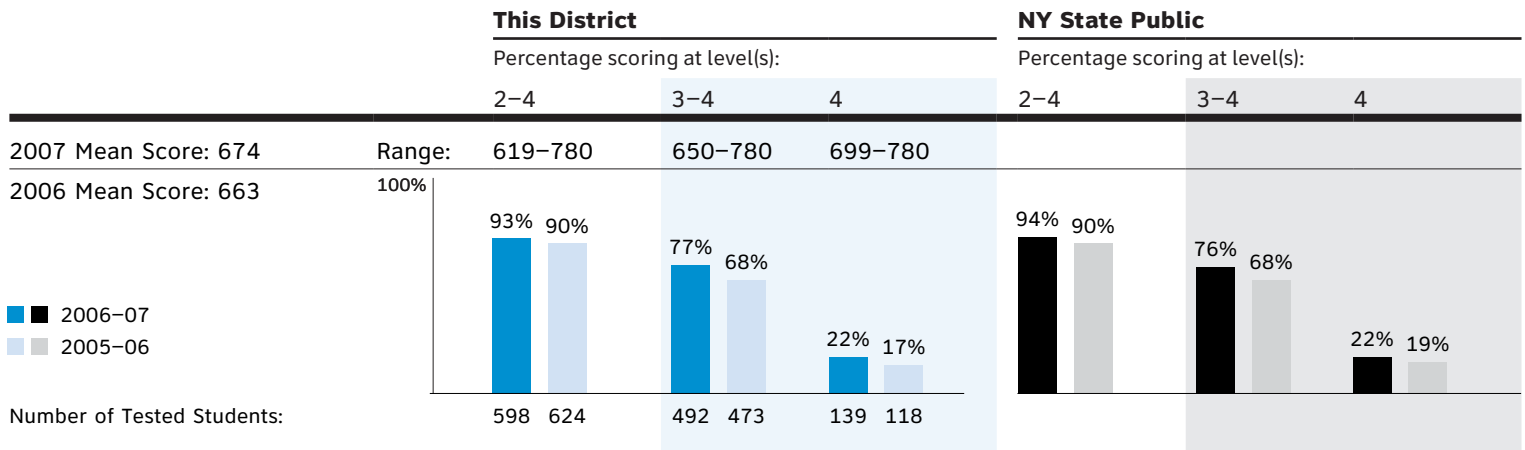
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

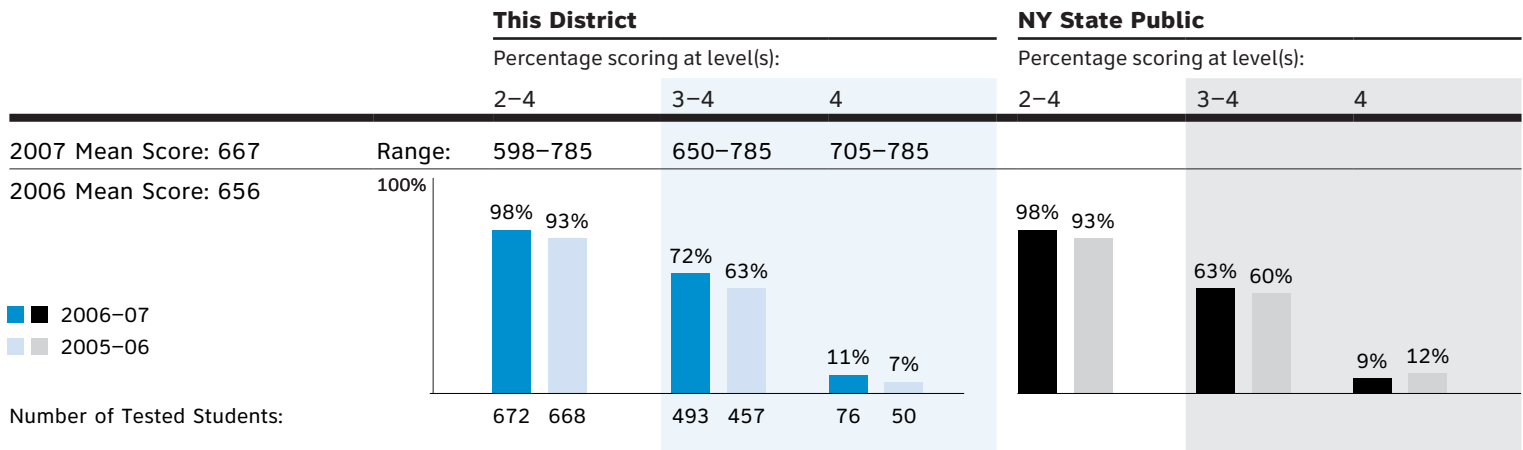
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	641	93%	77%	22%	695	90%	68%	17%
Female	325	94%	78%	21%	339	92%	70%	17%
Male	316	93%	76%	22%	356	88%	67%	17%
American Indian or Alaska Native								
Black or African American	129	87%	60%	7%	133	79%	53%	6%
Hispanic or Latino	92	87%	65%	12%	107	89%	60%	13%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	82%	24%	29	97%	83%	38%
White	403	97%	85%	29%	426	93%	74%	20%
Multiracial								
Small Group Totals								
General-Education Students	547	98%	84%	25%	594	97%	76%	20%
Students with Disabilities	94	68%	33%	1%	101	50%	19%	1%
English Proficient	618	94%	79%	22%	686	90%	69%	17%
Limited English Proficient	23	61%	22%	9%	9	67%	22%	0%
Economically Disadvantaged	173	86%	58%	13%	196	82%	49%	8%
Not Disadvantaged	468	96%	84%	25%	499	93%	75%	20%
Migrant	1	-	-	-				
Not Migrant	640	-	-	-	695	90%	68%	17%

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

Other Assessments

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	688	98%	72%	11%	721	93%	63%	7%
Female	339	99%	78%	15%	341	95%	67%	9%
Male	349	97%	66%	7%	380	91%	60%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	134	96%	58%	4%	153	85%	52%	5%
Hispanic or Latino	102	96%	64%	7%	82	93%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	29	100%	83%	17%	22	-	-	-
White	423	98%	77%	14%	462	95%	68%	8%
Multiracial								
Small Group Totals					24	100%	75%	8%
General-Education Students	582	100%	82%	13%	609	99%	72%	8%
Students with Disabilities	106	86%	17%	0%	112	61%	18%	0%
English Proficient	681	98%	72%	11%	717	-	-	-
Limited English Proficient	7	71%	0%	0%	4	-	-	-
Economically Disadvantaged	187	96%	57%	3%	187	88%	50%	5%
Not Disadvantaged	501	98%	77%	14%	534	94%	68%	7%
Migrant								
Not Migrant	688	98%	72%	11%	721	93%	63%	7%

NOTES

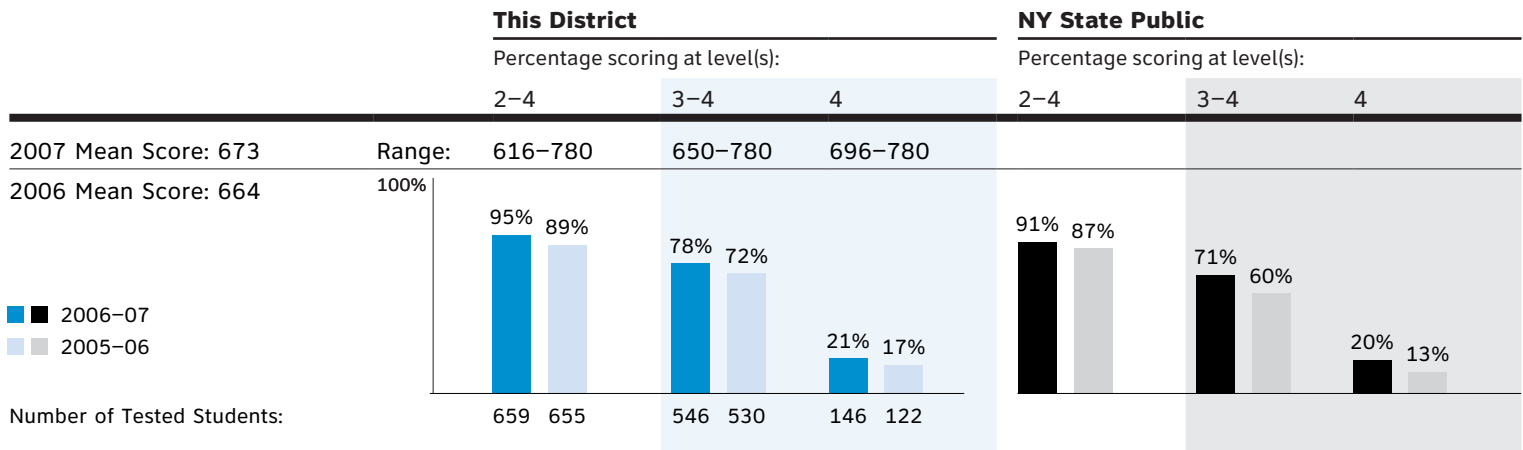
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	11	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	696	95%	78%	21%	733	89%	72%	17%
Female	343	96%	83%	22%	345	90%	75%	17%
Male	353	93%	74%	20%	388	89%	70%	17%
American Indian or Alaska Native					2	-	-	-
Black or African American	137	91%	66%	12%	154	75%	55%	6%
Hispanic or Latino	107	94%	73%	14%	89	89%	64%	12%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	87%	30%	22	-	-	-
White	422	95%	83%	25%	466	94%	79%	20%
Multiracial								
Small Group Totals					24	96%	83%	42%
General-Education Students	588	99%	88%	25%	615	96%	81%	20%
Students with Disabilities	108	71%	24%	1%	118	53%	27%	0%
English Proficient	687	95%	79%	21%	725	90%	73%	17%
Limited English Proficient	9	89%	11%	0%	8	63%	50%	0%
Economically Disadvantaged	186	94%	69%	11%	198	79%	56%	10%
Not Disadvantaged	510	95%	82%	25%	535	93%	78%	19%
Migrant								
Not Migrant	696	95%	78%	21%	733	89%	72%	17%

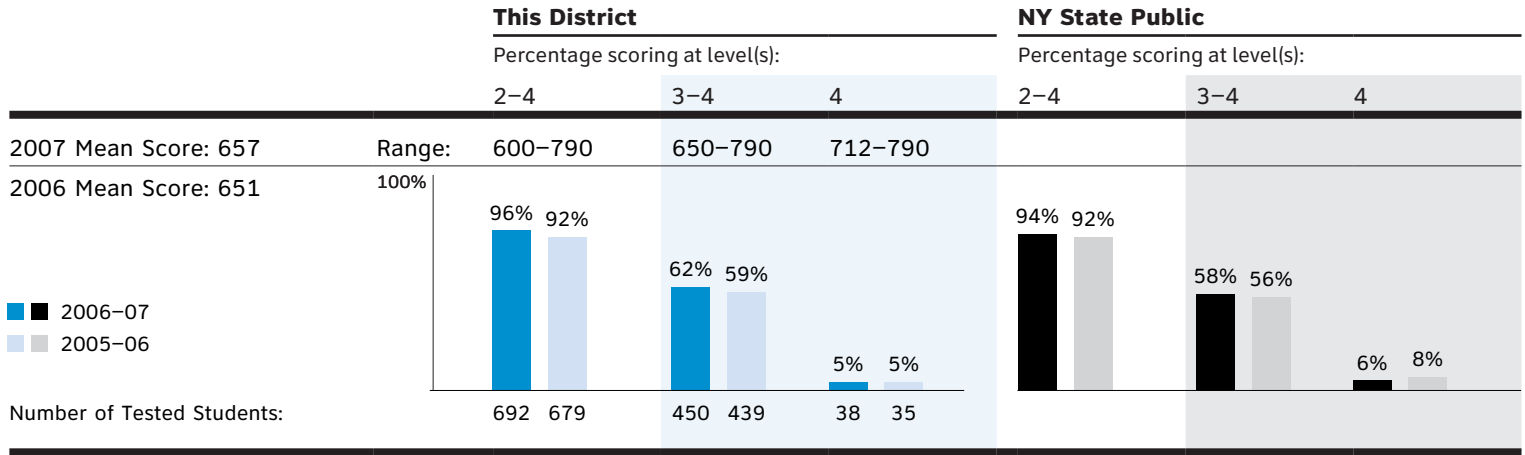
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	721	96%	62%	5%	738	92%	59%	5%
Female	336	98%	68%	7%	348	93%	62%	5%
Male	385	94%	58%	4%	390	92%	57%	5%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	141	94%	48%	1%	166	84%	46%	2%
Hispanic or Latino	100	95%	53%	4%	94	93%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	27	-	-	-
White	456	97%	68%	6%	449	94%	66%	6%
Multiracial								
Small Group Totals	24	96%	71%	21%	29	100%	66%	10%
General-Education Students	597	100%	72%	6%	609	99%	69%	6%
Students with Disabilities	124	78%	19%	0%	129	60%	14%	0%
English Proficient	717	-	-	-	735	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	192	92%	46%	3%	187	87%	47%	3%
Not Disadvantaged	529	97%	68%	6%	551	94%	64%	5%
Migrant								
Not Migrant	721	96%	62%	5%	738	92%	59%	5%

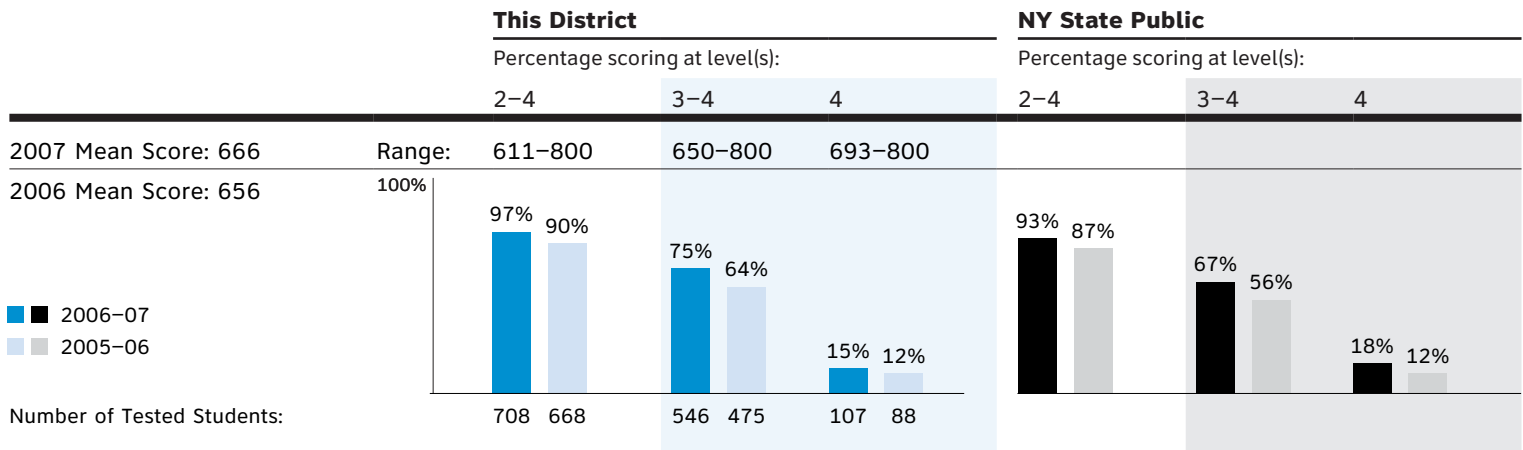
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	4	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	732	97%	75%	15%	743	90%	64%	12%
Female	344	98%	75%	14%	351	91%	64%	9%
Male	388	95%	74%	15%	392	89%	64%	14%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	141	96%	58%	4%	165	79%	41%	5%
Hispanic or Latino	102	95%	74%	15%	104	85%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	26	-	-	-
White	461	97%	80%	17%	447	95%	72%	15%
Multiracial								
Small Group Totals	28	96%	79%	32%	27	100%	96%	22%
General-Education Students	607	99%	81%	17%	615	96%	73%	14%
Students with Disabilities	125	85%	42%	2%	128	60%	20%	3%
English Proficient	723	97%	75%	15%	730	91%	65%	12%
Limited English Proficient	9	89%	33%	0%	13	54%	15%	0%
Economically Disadvantaged	192	95%	61%	7%	194	80%	44%	6%
Not Disadvantaged	540	97%	79%	17%	549	93%	71%	14%
Migrant								
Not Migrant	732	97%	75%	15%	743	90%	64%	12%

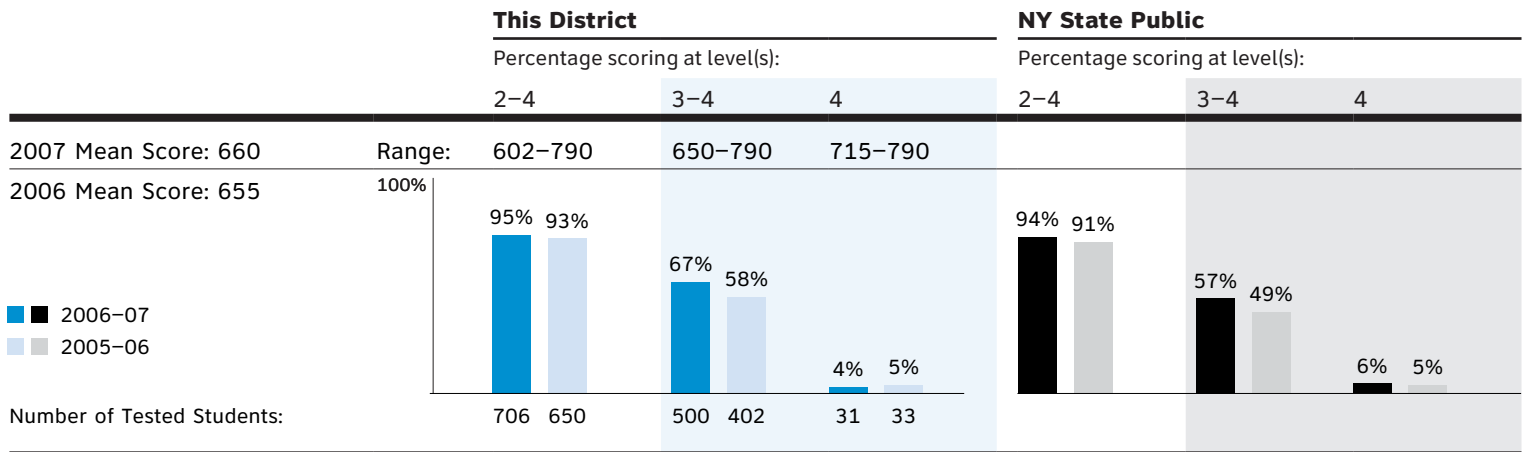
NOTES

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	743	95%	67%	4%	696	93%	58%	5%
Female	355	96%	69%	5%	318	97%	64%	6%
Male	388	94%	65%	3%	378	91%	53%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	170	91%	51%	2%	155	87%	34%	3%
Hispanic or Latino	106	92%	64%	5%	82	90%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	18	-	-	-
White	440	97%	75%	5%	439	96%	68%	6%
Multiracial								
Small Group Totals	27	100%	67%	0%	20	100%	85%	10%
General-Education Students	615	99%	77%	5%	570	99%	68%	6%
Students with Disabilities	128	75%	21%	1%	126	67%	11%	0%
English Proficient	736	96%	68%	4%	696	93%	58%	5%
Limited English Proficient	7	43%	0%	0%				
Economically Disadvantaged	172	91%	53%	1%	174	85%	36%	2%
Not Disadvantaged	571	96%	72%	5%	522	96%	65%	6%
Migrant								
Not Migrant	743	95%	67%	4%	696	93%	58%	5%

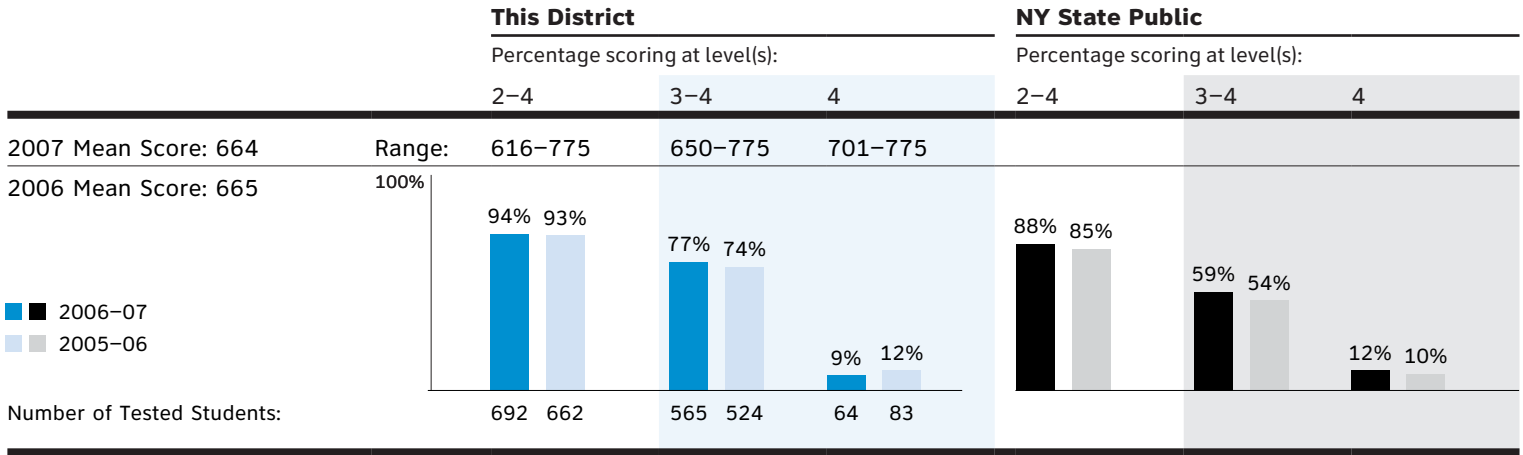
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	5	3	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

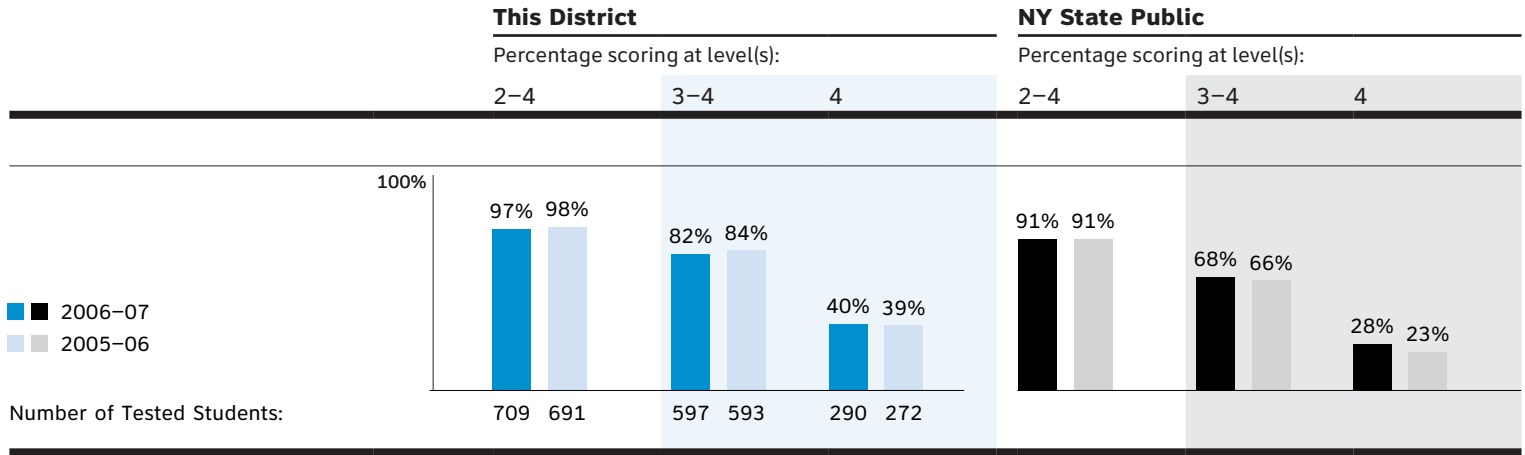
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	738	94%	77%	9%	710	93%	74%	12%
Female	352	95%	76%	8%	325	97%	80%	13%
Male	386	93%	77%	10%	385	90%	69%	11%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	168	89%	60%	6%	158	87%	53%	4%
Hispanic or Latino	108	93%	71%	6%	93	83%	56%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	19	-	-	-
White	435	96%	83%	11%	438	97%	84%	16%
Multiracial								
Small Group Totals	27	100%	96%	7%	21	95%	95%	33%
General-Education Students	611	99%	85%	10%	585	96%	84%	14%
Students with Disabilities	127	70%	37%	1%	125	79%	28%	0%
English Proficient	729	94%	77%	9%	698	94%	75%	12%
Limited English Proficient	9	100%	44%	11%	12	33%	8%	0%
Economically Disadvantaged	167	88%	66%	5%	192	84%	52%	5%
Not Disadvantaged	571	95%	80%	10%	518	97%	82%	14%
Migrant								
Not Migrant	738	94%	77%	9%	710	93%	74%	12%

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	5	1	0	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

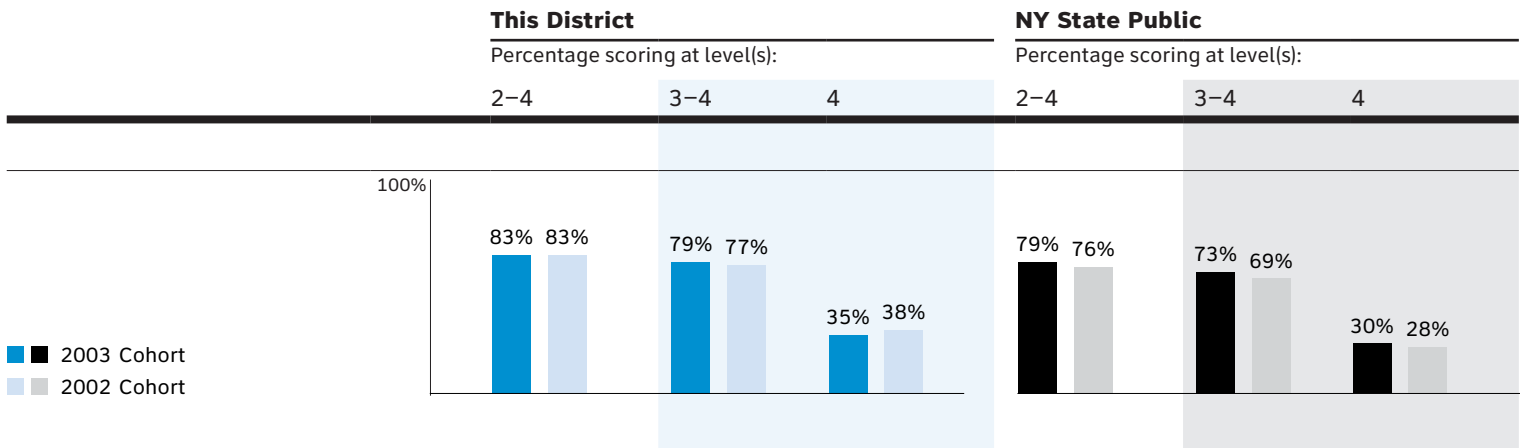
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	602	96%	78%	29%	627	98%	82%	31%
Female	291	96%	73%	24%	283	99%	83%	29%
Male	311	97%	82%	33%	344	97%	81%	33%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	148	94%	59%	16%	150	97%	67%	12%
Hispanic or Latino	102	96%	69%	24%	90	94%	77%	14%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	11	-	-	-
White	335	97%	88%	37%	374	99%	89%	42%
Multiracial								
Small Group Totals	17	100%	82%	12%	13	100%	92%	38%
General-Education Students	477	99%	85%	32%	506	99%	90%	37%
Students with Disabilities	125	86%	50%	14%	121	93%	50%	7%
English Proficient	593	96%	78%	29%	615	98%	84%	32%
Limited English Proficient	9	89%	56%	11%	12	75%	8%	0%
Economically Disadvantaged	151	94%	64%	19%	186	95%	64%	15%
Not Disadvantaged	451	97%	82%	32%	441	99%	90%	38%
Migrant								
Not Migrant	602	96%	78%	29%	627	98%	82%	31%

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

Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	3	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	130	130	130	118	78	78	78	78

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	747	83%	79%	35%	753	83%	77%	38%
Female	364	89%	85%	43%	338	89%	84%	46%
Male	383	77%	73%	28%	415	78%	71%	32%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	169	72%	66%	24%	155	71%	61%	17%
Hispanic or Latino	68	84%	78%	22%	76	78%	74%	24%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	27	-	-	-
White	478	86%	83%	41%	492	87%	82%	46%
Multiracial								
Small Group Totals	32	91%	84%	50%	30	87%	83%	57%
General-Education Students	598	91%	88%	43%	592	91%	88%	48%
Students with Disabilities	149	49%	41%	5%	161	51%	37%	2%
English Proficient	740	83%	79%	36%	748	83%	77%	38%
Limited English Proficient	7	43%	29%	0%	5	0%	0%	0%
Economically Disadvantaged	122	79%	69%	22%	130	75%	68%	28%
Not Disadvantaged	625	84%	81%	38%	623	84%	79%	40%
Migrant								
Not Migrant					753	83%	77%	38%

NOTES

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

Other Assessments

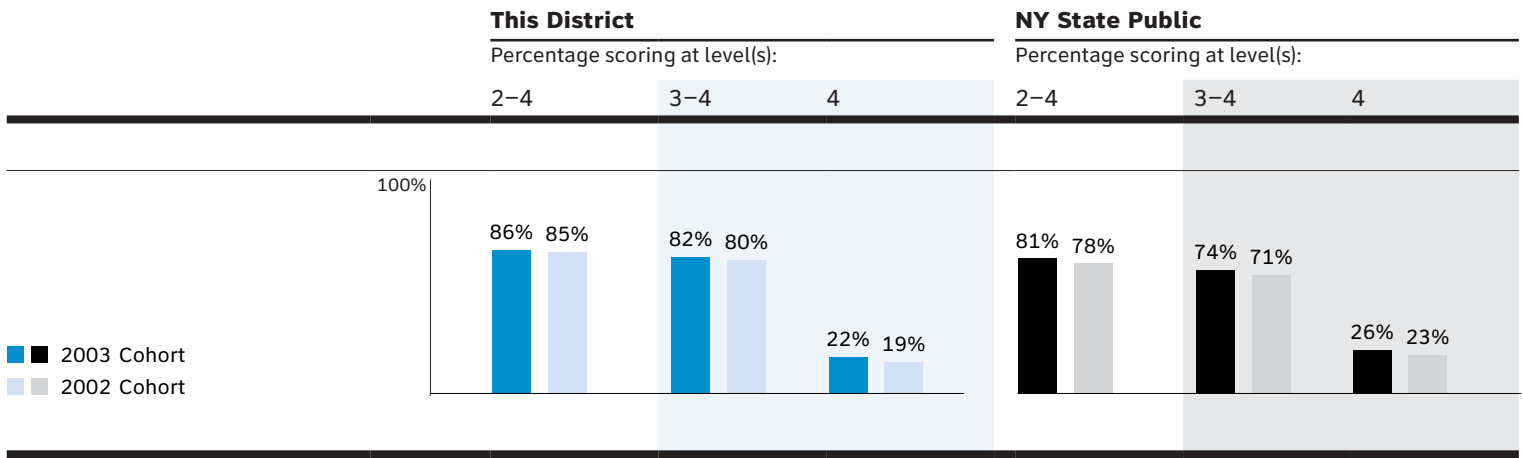
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	-	-	-

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

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

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	747	86%	82%	22%	753	85%	80%	19%
Female	364	90%	87%	23%	338	90%	86%	20%
Male	383	82%	77%	21%	415	81%	75%	18%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	169	76%	69%	12%	155	74%	68%	6%
Hispanic or Latino	68	84%	72%	10%	76	83%	75%	17%
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-	27	-	-	-
White	478	89%	87%	26%	492	89%	84%	23%
Multiracial								
Small Group Totals	32	94%	94%	38%	30	83%	80%	27%
General-Education Students	598	93%	90%	26%	592	93%	89%	24%
Students with Disabilities	149	58%	48%	6%	161	55%	45%	1%
English Proficient	740	86%	82%	22%	748	85%	80%	19%
Limited English Proficient	7	71%	43%	0%	5	20%	20%	0%
Economically Disadvantaged	122	87%	79%	10%	130	77%	72%	12%
Not Disadvantaged	625	86%	83%	24%	623	87%	81%	20%
Migrant								
Not Migrant					753	85%	80%	19%

NOTES

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

Other Assessments

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

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

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

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