



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **LONGWOOD CENTRAL SCHOOL
DISTRICT**

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

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 2008–09 accountability status.

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	683	690	645
Grade 1	685	632	645
Grade 2	688	685	661
Grade 3	721	691	645
Grade 4	634	710	691
Grade 5	712	640	712
Grade 6	728	699	650
Ungraded Elementary	14	15	31
Grade 7	737	723	691
Grade 8	712	748	718
Grade 9	866	855	833
Grade 10	848	814	785
Grade 11	760	749	723
Grade 12	737	701	739
Ungraded Secondary	44	44	44
Total K-12	9569	9396	9213

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	24	23	24
Grade 8			
English	24	24	23
Mathematics	22	22	21
Science	22	23	20
Social Studies	25	27	25
Grade 10			
English	26	25	22
Mathematics	25	26	19
Science	24	23	21
Social Studies	26	26	23

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1553	16%	1685	18%	1619	18%
Reduced-Price Lunch	658	7%	694	7%	654	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	318	3%	321	3%	335	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	35	0%	34	0%	28	0%
Black or African American	1976	21%	1934	21%	1875	20%
Hispanic or Latino	1204	13%	1286	14%	1335	14%
Asian or Native Hawaiian/Other Pacific Islander	351	4%	330	4%	352	4%
White	6003	63%	5804	62%	5610	61%
Multiracial**	N/A	N/A	8	0%	13	0%

* Available only at the school level.

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

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		94%
Student Suspensions	858	9%	1066	11%	1179	13%

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

	2005-06	2006-07	2007-08
Total Number of Teachers	703	684	698
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	8%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	55%	61%
Total Number of Core Classes	2536	1549	1589
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
Total Number of Classes	2516	2322	2276
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	11%	11%
Turnover Rate of All Teachers	12%	8%	9%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	82	89	89
Total Paraprofessionals*	231	254	271
Assistant Principals	18	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 who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

Science Progress Target

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

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2008-09)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006-07	2007-08	2008-09
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

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

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (4169:4046)			99%		171	131	
Ethnicity							
American Indian or Alaska Native (14:12)	—	—	—	—	—	—	—
Black or African American (848:810)			99%		155	129	
Hispanic or Latino (591:561)			98%		162	128	
Asian or Native Hawaiian/Other Pacific Islander (166:157)			99%		180	125	
White (2550:2506)			100%		178	131	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (688:657)			99%		108	129	110 117
Limited English Proficient ⁵ (120:156)			99%		142	125	
Economically Disadvantaged (1285:1212)			99%		156	130	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (4162:4027)			100%		184	100	
Ethnicity							
American Indian or Alaska Native (14:12)	—	—	—	—	—	—	—
Black or African American (851:802)			99%		173	98	
Hispanic or Latino (592:562)			99%		177	97	
Asian or Native Hawaiian/Other Pacific Islander (161:158)			99%		194	94	
White (2544:2493)			100%		189	100	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (683:649)			99%		135	98	
Limited English Proficient ⁵ (120:168)			98%		165	94	
Economically Disadvantaged (1286:1195)			99%		173	99	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

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

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

AYP Status

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (1423:1357)		Qualified		99%		193	100	
Ethnicity								
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—	—
Black or African American (286:259)		Qualified		99%		185	100	
Hispanic or Latino (189:179)		Qualified		99%		193	100	
Asian or Native Hawaiian/Other Pacific Islander (56:53)		Qualified		100%		192	100	
White (885:859)		Qualified		99%		196	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (257:235)		Qualified		97%		175	100	
Limited English Proficient ⁴ (34:53)		Qualified	—	—		189	100	
Economically Disadvantaged (457:417)		Qualified		99%		187	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

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

AYP Status

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

Secondary-Level English Language Arts

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

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP

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

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (727:745)			99%		176	161	
Ethnicity							
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—
Black or African American (144:157)			98%		162	157	
Hispanic or Latino (89:90)			99%		173	155	
Asian or Native Hawaiian/Other Pacific Islander (22:23)	—	—	—	—	—	—	—
White (469:474)			99%		181	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (99:128)			97%		120	156	135 128
Limited English Proficient ⁴ (3:7)	—	—	—	—	—	—	—
Economically Disadvantaged (124:145)			100%		170	156	
Final AYP Determination		5 of 6					

NOTES

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

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

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

AYP Status

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

Secondary-Level Mathematics

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

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

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

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (727:745)			99%		177	155	
Ethnicity							
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—
Black or African American (144:157)			99%		158	151	
Hispanic or Latino (89:90)			99%		180	149	
Asian or Native Hawaiian/Other Pacific Islander (22:23)	—	—	—	—	—	—	—
White (469:474)			99%		183	154	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (99:128)			99%		121	150	147 129
Limited English Proficient ⁴ (3:7)	—	—	—	—	—	—	—
Economically Disadvantaged (124:145)			100%		171	150	
Final AYP Determination		5 of 6					

NOTES

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

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

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

AYP Status

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

Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (743)			77%	55%		
Ethnicity						
American Indian or Alaska Native (4)		–	–	–		
Black or African American (168)			68%	55%		
Hispanic or Latino (68)			69%	55%		
Asian or Native Hawaiian/Other Pacific Islander (28)		–	–	–		
White (475)			81%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (147)			57%	55%		
Limited English Proficient ³ (7)		–	–	–		
Economically Disadvantaged (120)			78%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

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

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

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

2008–09 Accountability Status of Schools in Your District

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

Federal Title I Status

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 3)

1 school identified 14% of total

LONGWOOD HIGH SCHOOL

District LONGWOOD CENTRAL SCHOOL DISTRICT

District ID 58-02-12-06-0000

Summary of 2007–08 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	77%			648
Grade 4	80%			680
Grade 5	75%			704
Grade 6	74%			636
Grade 7	76%			696
Grade 8	63%			723
Mathematics				
Grade 3	93%			659
Grade 4	90%			679
Grade 5	85%			701
Grade 6	84%			643
Grade 7	87%			693
Grade 8	81%			725
Science				
Grade 4	96%			676
Grade 8	89%			597

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	79%			801
Mathematics	79%			801

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.

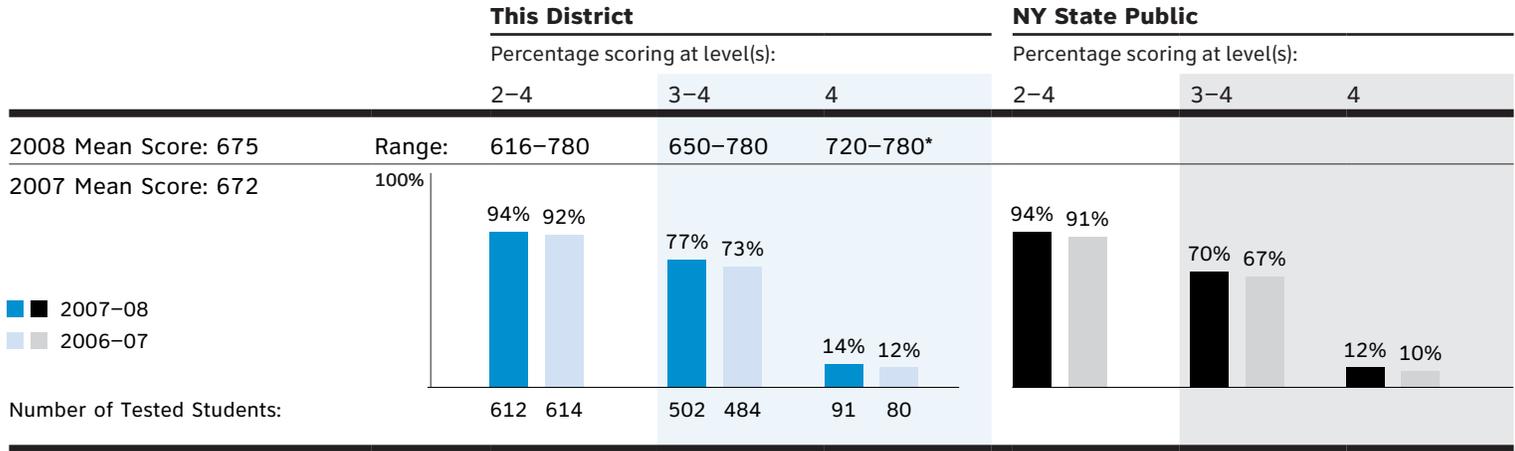
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	648	94%	77%	14%	664	92%	73%	12%
Female	326	96%	79%	16%	307	94%	75%	15%
Male	322	93%	76%	12%	357	91%	71%	10%
American Indian or Alaska Native	2	-	-	-	5	100%	80%	0%
Black or African American	145	94%	66%	10%	134	81%	55%	4%
Hispanic or Latino	96	86%	70%	7%	79	92%	62%	6%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	22	100%	86%	23%
White	373	96%	83%	17%	424	96%	80%	15%
Multiracial								
Small Group Totals	34	97%	85%	15%				
General-Education Students	568	99%	86%	16%	578	96%	80%	14%
Students with Disabilities	80	59%	20%	0%	86	66%	27%	1%
English Proficient	612	95%	79%	15%	639	93%	75%	13%
Limited English Proficient	36	81%	47%	0%	25	88%	24%	0%
Economically Disadvantaged	197	91%	65%	6%	198	86%	57%	4%
Not Disadvantaged	451	96%	83%	18%	466	95%	80%	16%
Migrant								
Not Migrant	648	94%	77%	14%	664	92%	73%	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.

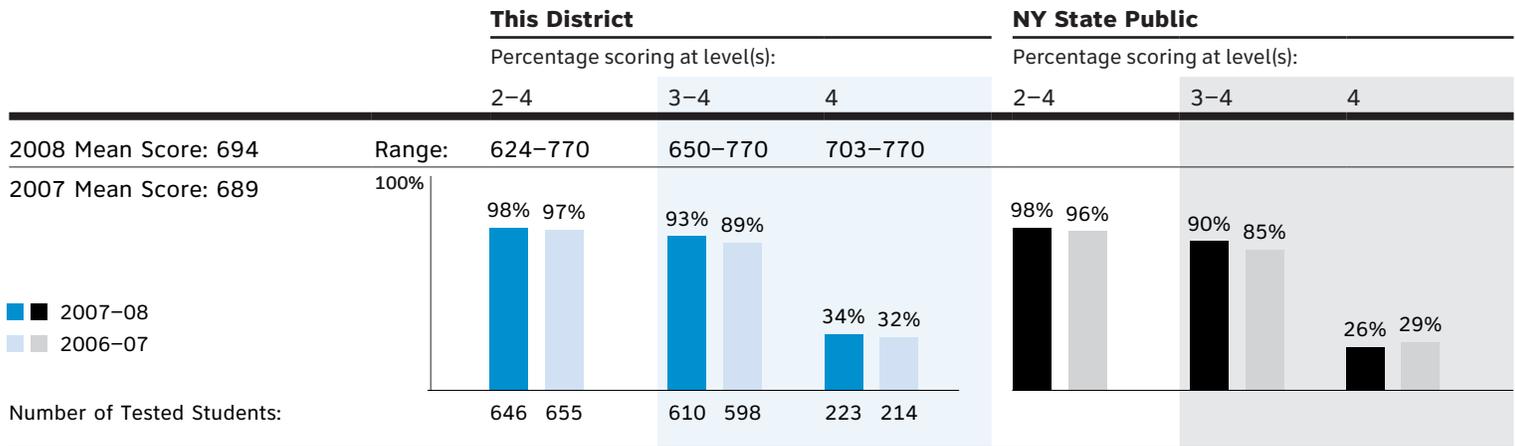
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	6	4	7	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	11	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	659	98%	93%	34%	673	97%	89%	32%
Female	332	98%	93%	34%	311	96%	89%	30%
Male	327	98%	92%	34%	362	98%	89%	34%
American Indian or Alaska Native	2	-	-	-	5	100%	80%	0%
Black or African American	147	99%	89%	20%	134	92%	77%	19%
Hispanic or Latino	101	95%	85%	20%	83	99%	84%	19%
Asian or Native Hawaiian/Other Pacific Islander	34	-	-	-	25	100%	100%	48%
White	375	98%	95%	42%	426	99%	93%	38%
Multiracial								
Small Group Totals	36	100%	97%	47%				
General-Education Students	579	100%	98%	38%	588	99%	94%	35%
Students with Disabilities	80	86%	51%	4%	85	86%	56%	7%
English Proficient	619	98%	93%	36%	641	97%	89%	33%
Limited English Proficient	40	93%	83%	3%	32	100%	81%	13%
Economically Disadvantaged	201	98%	87%	17%	200	95%	80%	17%
Not Disadvantaged	458	98%	95%	41%	473	98%	93%	38%
Migrant								
Not Migrant	659	98%	93%	34%	673	97%	89%	32%

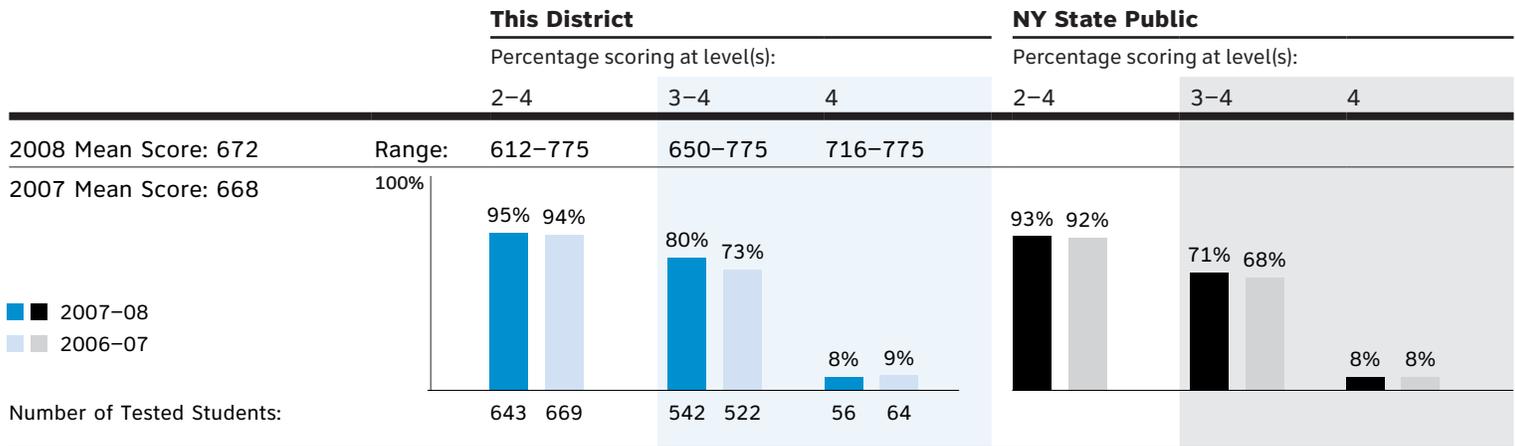
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	7	1	7	6	6	2

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	680	95%	80%	8%	714	94%	73%	9%
Female	312	95%	84%	9%	351	95%	77%	11%
Male	368	94%	76%	7%	363	93%	69%	7%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	145	88%	65%	2%	140	90%	59%	3%
Hispanic or Latino	84	94%	77%	5%	95	91%	65%	3%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	25	-	-	-
White	419	96%	84%	10%	452	95%	78%	11%
Multiracial								
Small Group Totals	32	100%	91%	25%	27	100%	89%	26%
General-Education Students	573	99%	89%	10%	604	99%	81%	11%
Students with Disabilities	107	68%	31%	0%	110	67%	29%	0%
English Proficient	661	95%	80%	8%	695	94%	75%	9%
Limited English Proficient	19	84%	58%	5%	19	68%	11%	0%
Economically Disadvantaged	240	90%	71%	3%	213	90%	62%	4%
Not Disadvantaged	440	97%	84%	11%	501	95%	78%	11%
Migrant					1	-	-	-
Not Migrant	680	95%	80%	8%	713	-	-	-

NOTES

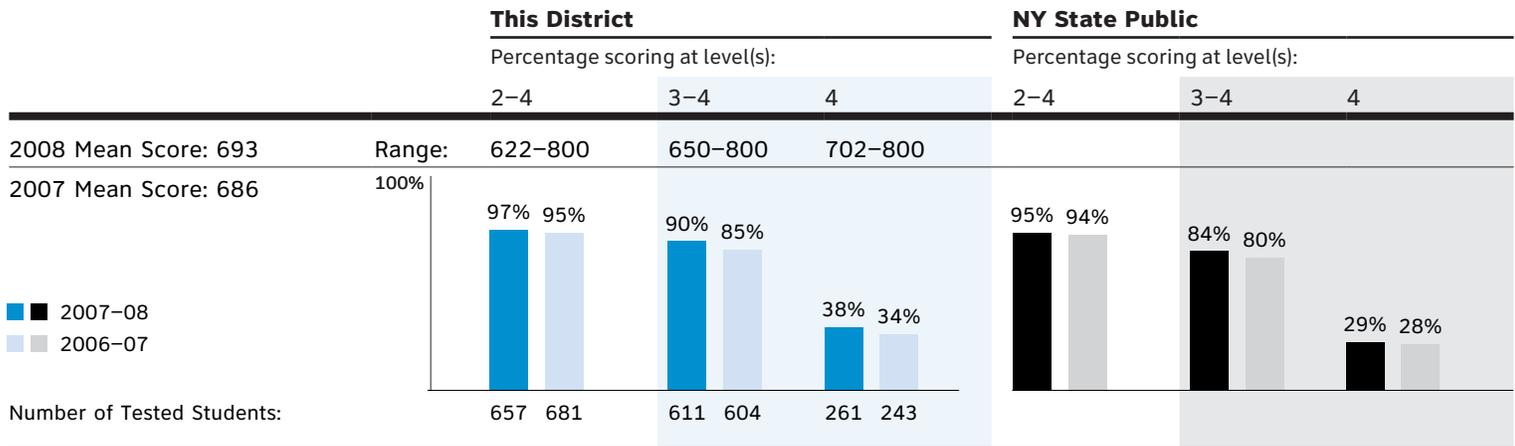
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	5	4	2	7	7	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	679	97%	90%	38%	714	95%	85%	34%
Female	310	96%	89%	35%	352	96%	83%	30%
Male	369	98%	91%	41%	362	95%	86%	38%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	145	92%	77%	25%	140	92%	75%	14%
Hispanic or Latino	84	96%	89%	31%	97	95%	81%	26%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	27	-	-	-
White	417	98%	94%	43%	448	96%	88%	41%
Multiracial								
Small Group Totals	33	100%	100%	61%	29	100%	90%	52%
General-Education Students	571	100%	96%	44%	605	99%	91%	39%
Students with Disabilities	108	81%	56%	8%	109	76%	50%	5%
English Proficient	656	97%	90%	39%	692	96%	85%	35%
Limited English Proficient	23	91%	78%	26%	22	91%	59%	0%
Economically Disadvantaged	240	95%	83%	27%	209	93%	76%	21%
Not Disadvantaged	439	98%	94%	45%	505	96%	88%	39%
Migrant					2	-	-	-
Not Migrant	679	97%	90%	38%	712	-	-	-

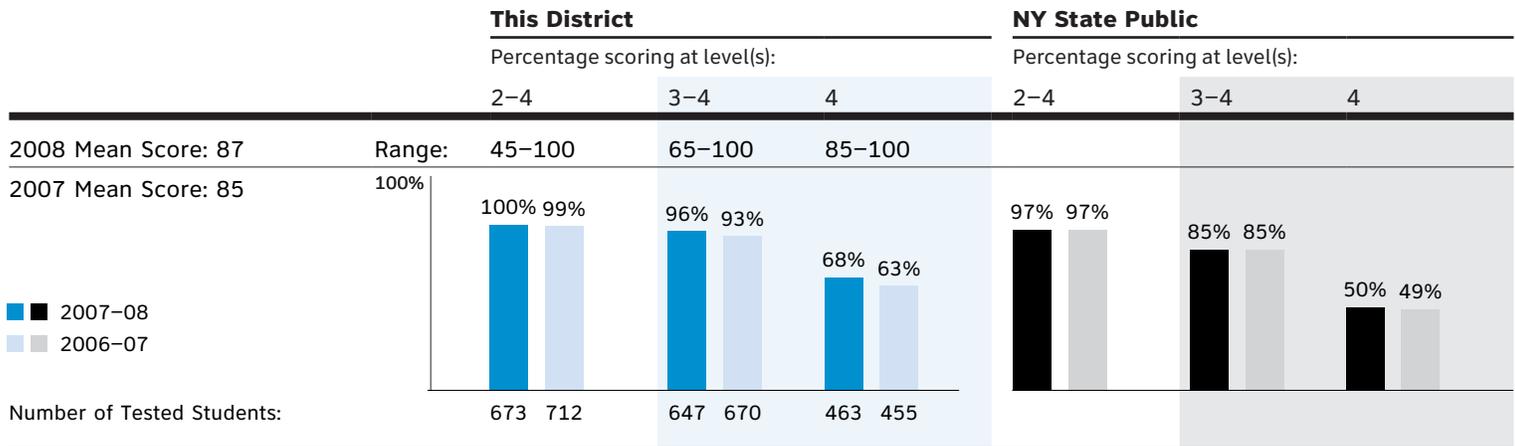
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	3	0	7	7	7	2

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	676	100%	96%	68%	718	99%	93%	63%
Female	308	100%	95%	64%	350	99%	93%	65%
Male	368	99%	96%	72%	368	99%	94%	62%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	142	98%	89%	49%	144	98%	88%	49%
Hispanic or Latino	84	100%	95%	61%	98	100%	90%	55%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	25	-	-	-
White	415	100%	98%	75%	449	99%	95%	69%
Multiracial								
Small Group Totals	35	100%	94%	83%	27	100%	100%	74%
General-Education Students	569	100%	98%	76%	607	100%	97%	71%
Students with Disabilities	107	97%	81%	31%	111	95%	74%	23%
English Proficient	654	100%	96%	69%	695	99%	94%	65%
Limited English Proficient	22	100%	91%	50%	23	100%	65%	17%
Economically Disadvantaged	234	99%	92%	59%	209	100%	89%	51%
Not Disadvantaged	442	100%	98%	74%	509	99%	95%	68%
Migrant					2	-	-	-
Not Migrant	676	100%	96%	68%	716	-	-	-

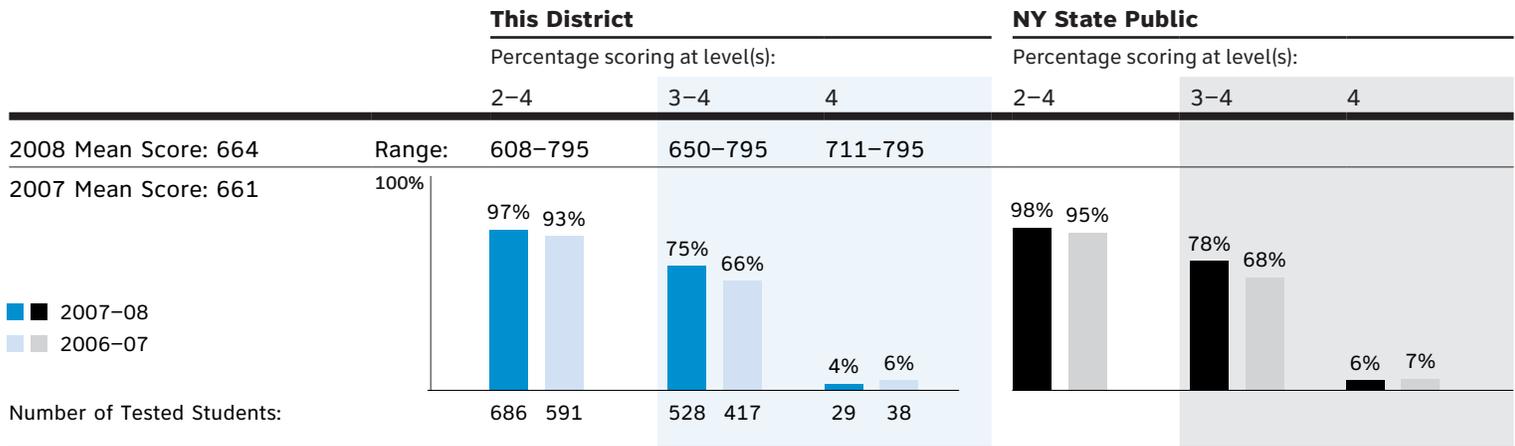
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	4	4	7	7	7	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	704	97%	75%	4%	634	93%	66%	6%
Female	346	99%	77%	5%	324	93%	66%	5%
Male	358	96%	73%	3%	310	94%	65%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	143	95%	64%	1%	131	85%	47%	4%
Hispanic or Latino	95	96%	63%	2%	87	90%	53%	3%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	14	93%	64%	0%
White	442	98%	81%	5%	402	97%	75%	7%
Multiracial								
Small Group Totals	24	100%	88%	13%				
General-Education Students	593	100%	84%	5%	537	98%	74%	7%
Students with Disabilities	111	85%	24%	0%	97	66%	20%	2%
English Proficient	692	98%	76%	4%	619	94%	67%	6%
Limited English Proficient	12	92%	17%	0%	15	53%	20%	0%
Economically Disadvantaged	221	95%	64%	1%	172	83%	49%	2%
Not Disadvantaged	483	99%	80%	5%	462	97%	72%	7%
Migrant								
Not Migrant	704	97%	75%	4%	634	93%	66%	6%

NOTES

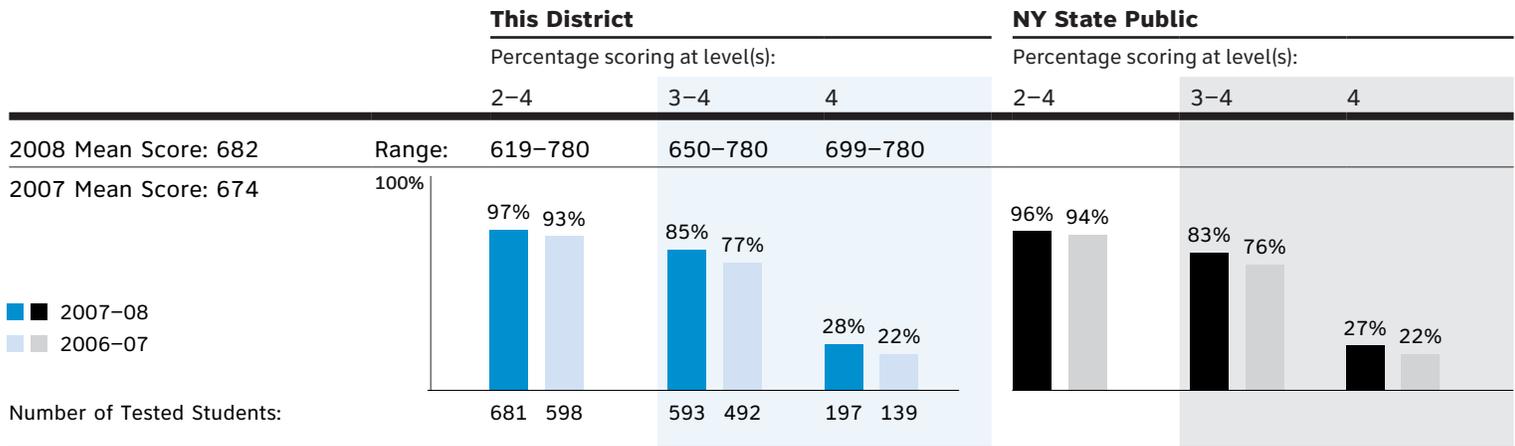
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	1	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	11	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	701	97%	85%	28%	641	93%	77%	22%
Female	346	98%	85%	28%	325	94%	78%	21%
Male	355	96%	84%	28%	316	93%	76%	22%
American Indian or Alaska Native	1	-	-	-				
Black or African American	142	96%	73%	10%	129	87%	60%	7%
Hispanic or Latino	95	95%	74%	22%	92	87%	65%	12%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	17	88%	82%	24%
White	441	98%	90%	33%	403	97%	85%	29%
Multiracial								
Small Group Totals	23	100%	96%	65%				
General-Education Students	591	99%	91%	32%	547	98%	84%	25%
Students with Disabilities	110	85%	49%	5%	94	68%	33%	1%
English Proficient	688	97%	85%	29%	618	94%	79%	22%
Limited English Proficient	13	92%	38%	0%	23	61%	22%	9%
Economically Disadvantaged	220	95%	72%	18%	173	86%	58%	13%
Not Disadvantaged	481	98%	90%	33%	468	96%	84%	25%
Migrant					1	-	-	-
Not Migrant	701	97%	85%	28%	640	-	-	-

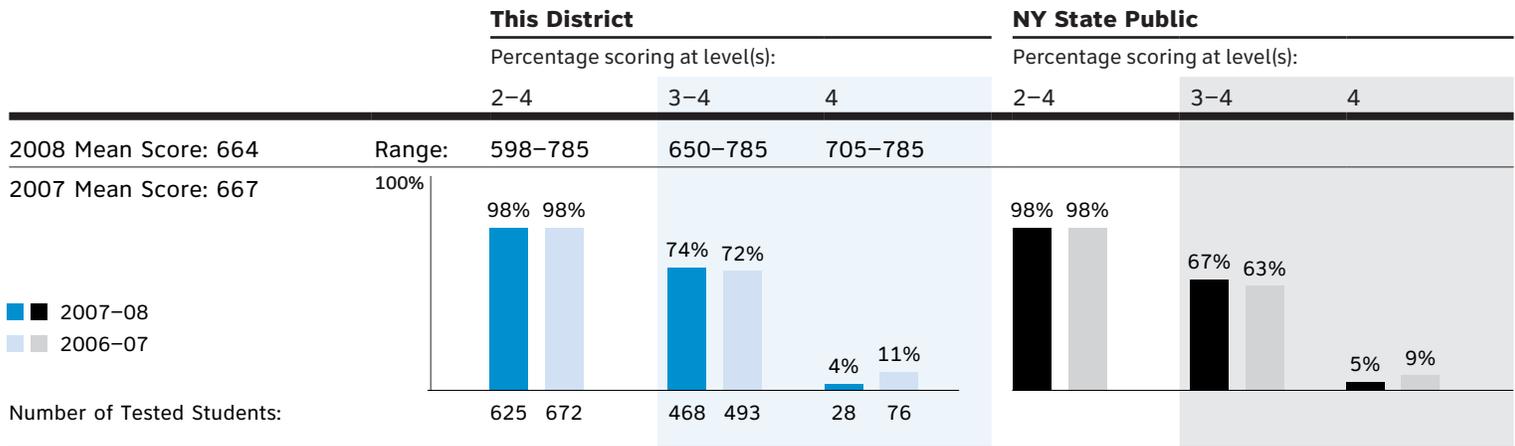
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	1	3	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	636	98%	74%	4%	688	98%	72%	11%
Female	311	99%	76%	7%	339	99%	78%	15%
Male	325	98%	71%	2%	349	97%	66%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	130	98%	58%	0%	134	96%	58%	4%
Hispanic or Latino	87	97%	66%	1%	102	96%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	69%	0%	29	100%	83%	17%
White	403	99%	81%	7%	423	98%	77%	14%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	543	99%	81%	5%	582	100%	82%	13%
Students with Disabilities	93	91%	28%	0%	106	86%	17%	0%
English Proficient	617	99%	76%	5%	681	98%	72%	11%
Limited English Proficient	19	84%	5%	0%	7	71%	0%	0%
Economically Disadvantaged	184	97%	57%	1%	187	96%	57%	3%
Not Disadvantaged	452	99%	81%	6%	501	98%	77%	14%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	636	98%	74%	4%	688	98%	72%	11%

NOTES

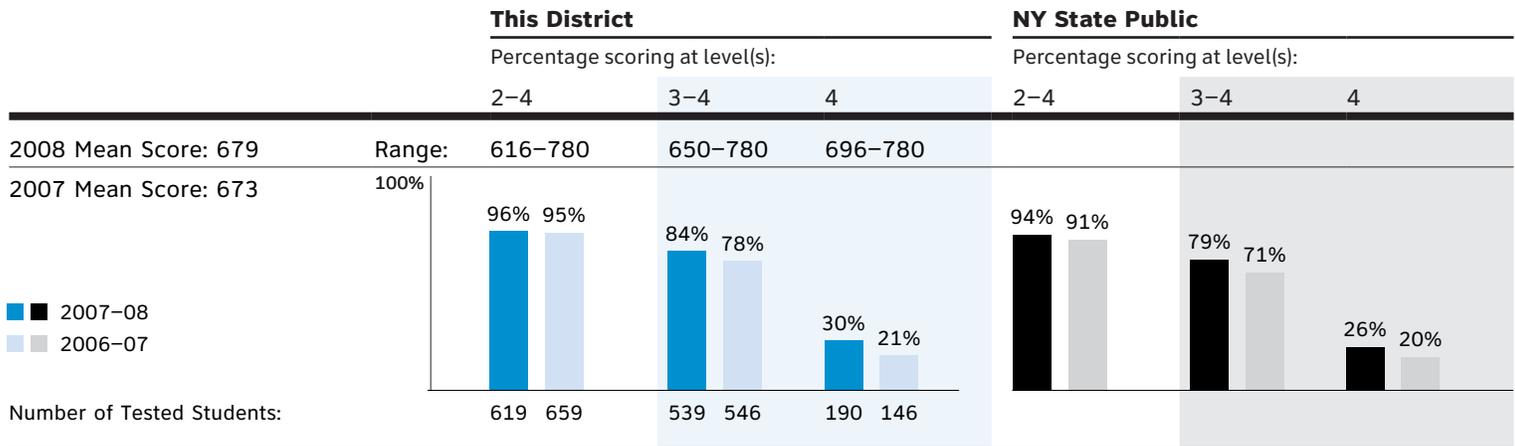
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	0	0	11	11	11	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	643	96%	84%	30%	696	95%	78%	21%
Female	313	96%	87%	30%	343	96%	83%	22%
Male	330	96%	81%	29%	353	93%	74%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	131	95%	71%	11%	137	91%	66%	12%
Hispanic or Latino	92	90%	76%	16%	107	94%	73%	14%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	83%	61%	30	100%	87%	30%
White	402	99%	90%	37%	422	95%	83%	25%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	549	99%	91%	34%	588	99%	88%	25%
Students with Disabilities	94	80%	43%	3%	108	71%	24%	1%
English Proficient	621	97%	86%	30%	687	95%	79%	21%
Limited English Proficient	22	68%	27%	5%	9	89%	11%	0%
Economically Disadvantaged	188	93%	69%	15%	186	94%	69%	11%
Not Disadvantaged	455	98%	90%	35%	510	95%	82%	25%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	643	96%	84%	30%	696	95%	78%	21%

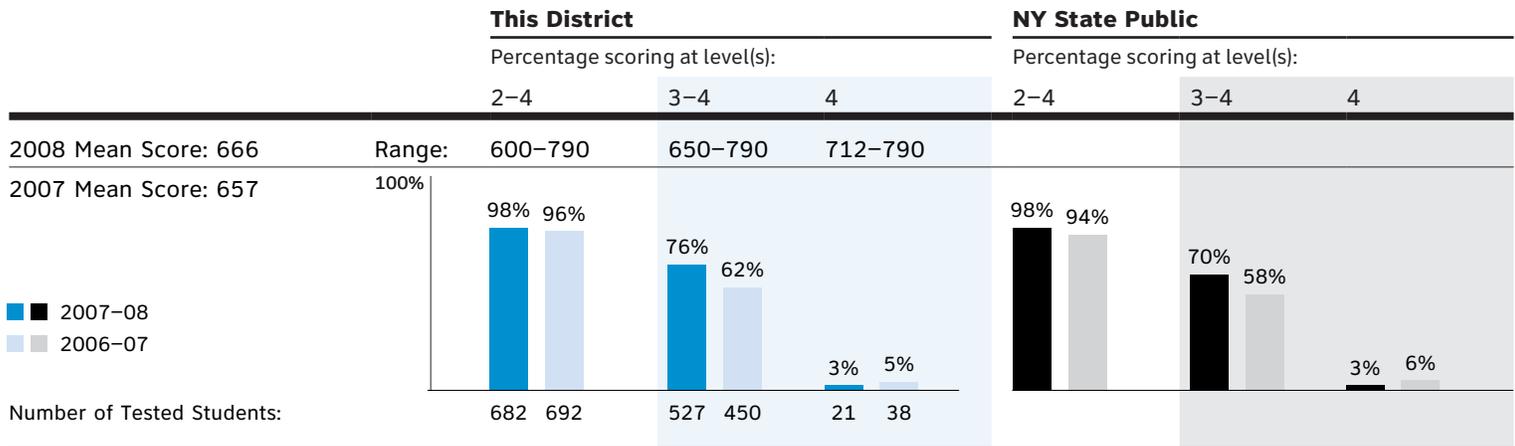
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	5	3	11	11	10	9

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	696	98%	76%	3%	721	96%	62%	5%
Female	344	99%	80%	4%	336	98%	68%	7%
Male	352	97%	71%	2%	385	94%	58%	4%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	132	98%	65%	0%	141	94%	48%	1%
Hispanic or Latino	107	98%	73%	2%	100	95%	53%	4%
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-	21	-	-	-
White	420	98%	80%	4%	456	97%	68%	6%
Multiracial								
Small Group Totals	37	100%	70%	3%	24	96%	71%	21%
General-Education Students	584	100%	85%	4%	597	100%	72%	6%
Students with Disabilities	112	88%	28%	0%	124	78%	19%	0%
English Proficient	688	98%	76%	3%	717	-	-	-
Limited English Proficient	8	100%	38%	0%	4	-	-	-
Economically Disadvantaged	198	98%	67%	1%	192	92%	46%	3%
Not Disadvantaged	498	98%	79%	4%	529	97%	68%	6%
Migrant								
Not Migrant	696	98%	76%	3%	721	96%	62%	5%

NOTES

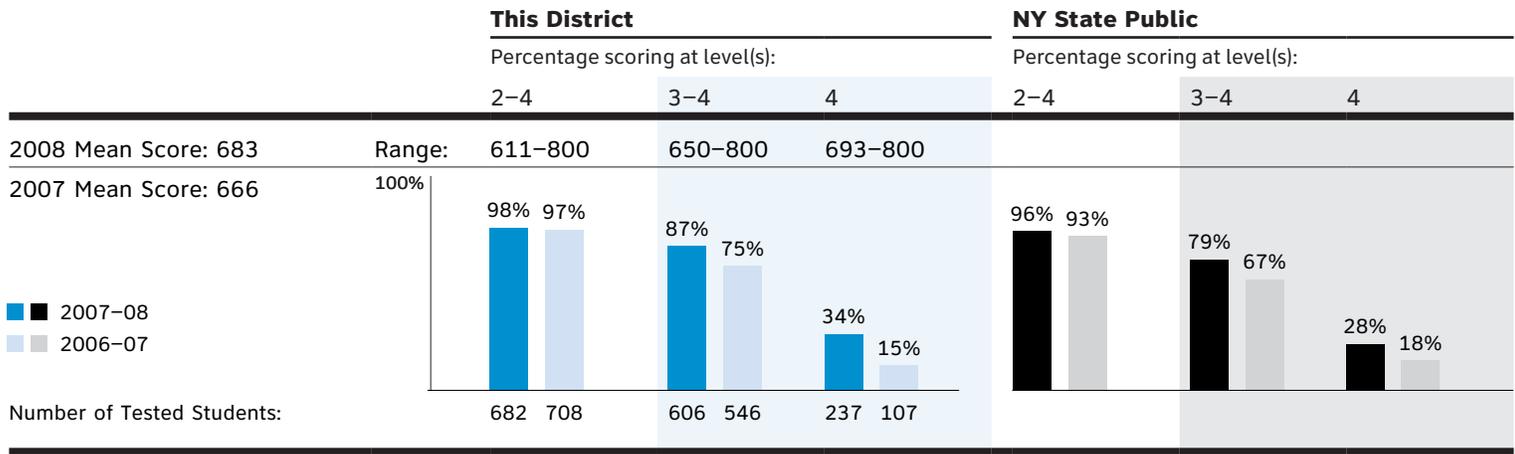
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	7	4	7	7	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	6	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	693	98%	87%	34%	732	97%	75%	15%
Female	340	99%	90%	33%	344	98%	75%	14%
Male	353	98%	85%	35%	388	95%	74%	15%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	131	97%	79%	15%	141	96%	58%	4%
Hispanic or Latino	107	99%	85%	30%	102	95%	74%	15%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	25	-	-	-
White	419	99%	90%	40%	461	97%	80%	17%
Multiracial								
Small Group Totals	36	100%	92%	53%	28	96%	79%	32%
General-Education Students	582	100%	96%	40%	607	99%	81%	17%
Students with Disabilities	111	90%	44%	4%	125	85%	42%	2%
English Proficient	685	98%	87%	34%	723	97%	75%	15%
Limited English Proficient	8	100%	88%	25%	9	89%	33%	0%
Economically Disadvantaged	197	98%	82%	21%	192	95%	61%	7%
Not Disadvantaged	496	99%	90%	39%	540	97%	79%	17%
Migrant								
Not Migrant	693	98%	87%	34%	732	97%	75%	15%

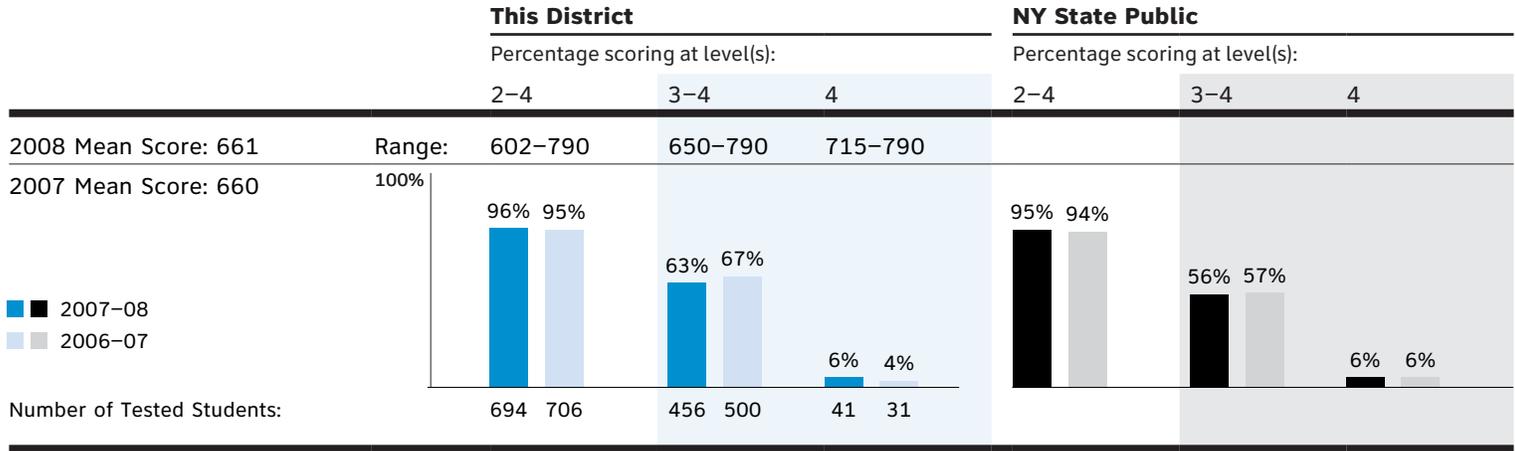
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	7	7	4	7	7	5	2

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	723	96%	63%	6%	743	95%	67%	4%
Female	332	98%	70%	8%	355	96%	69%	5%
Male	391	95%	57%	4%	388	94%	65%	3%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	137	94%	45%	6%	170	91%	51%	2%
Hispanic or Latino	102	95%	50%	3%	106	92%	64%	5%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	26	-	-	-
White	456	97%	71%	6%	440	97%	75%	5%
Multiracial								
Small Group Totals	28	93%	75%	11%	27	100%	67%	0%
General-Education Students	591	99%	74%	7%	615	99%	77%	5%
Students with Disabilities	132	80%	14%	0%	128	75%	21%	1%
English Proficient	714	96%	64%	6%	736	96%	68%	4%
Limited English Proficient	9	67%	11%	0%	7	43%	0%	0%
Economically Disadvantaged	216	92%	44%	3%	172	91%	53%	1%
Not Disadvantaged	507	98%	71%	7%	571	96%	72%	5%
Migrant								
Not Migrant	723	96%	63%	6%	743	95%	67%	4%

NOTES

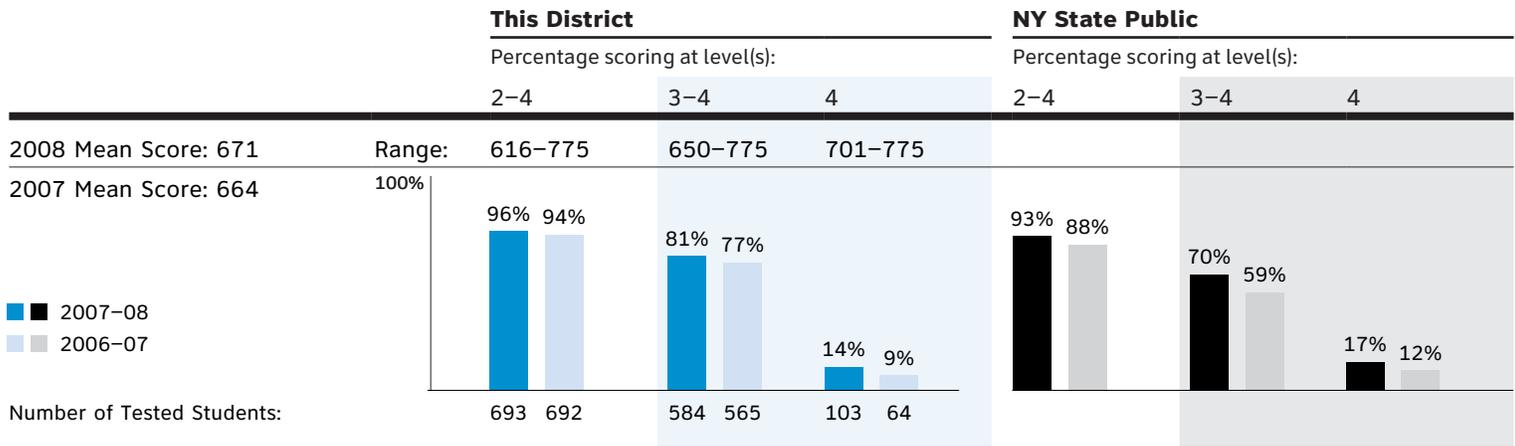
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	8	4	7	5	3	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	725	96%	81%	14%	738	94%	77%	9%
Female	336	97%	82%	15%	352	95%	76%	8%
Male	389	95%	79%	14%	386	93%	77%	10%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	138	93%	68%	4%	168	89%	60%	6%
Hispanic or Latino	104	94%	72%	11%	108	93%	71%	6%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	26	-	-	-
White	456	97%	86%	17%	435	96%	83%	11%
Multiracial								
Small Group Totals	27	93%	93%	37%	27	100%	96%	7%
General-Education Students	597	99%	89%	17%	611	99%	85%	10%
Students with Disabilities	128	78%	39%	2%	127	70%	37%	1%
English Proficient	714	96%	82%	14%	729	94%	77%	9%
Limited English Proficient	11	73%	18%	0%	9	100%	44%	11%
Economically Disadvantaged	218	91%	65%	6%	167	88%	66%	5%
Not Disadvantaged	507	97%	87%	18%	571	95%	80%	10%
Migrant								
Not Migrant	725	96%	81%	14%	738	94%	77%	9%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	8	8	1	7	5	1	0

This District's Results in Grade 8 Science

This District

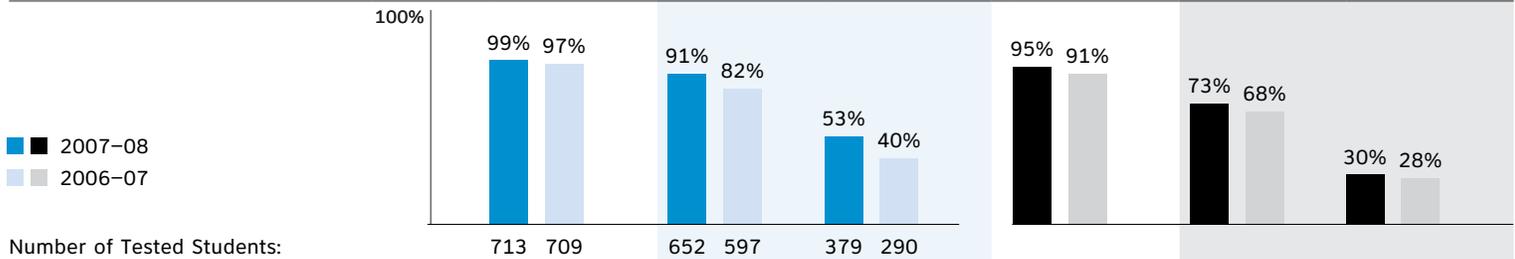
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

713 709 652 597 379 290

Results by Student Group

2007-08 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	597	99%	89%	44%	602	96%	78%	29%
Female	283	100%	87%	43%	291	96%	73%	24%
Male	314	98%	90%	45%	311	97%	82%	33%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	124	98%	81%	29%	148	94%	59%	16%
Hispanic or Latino	93	99%	88%	33%	102	96%	69%	24%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	16	-	-	-
White	362	100%	92%	52%	335	97%	88%	37%
Multiracial								
Small Group Totals	18	100%	83%	44%	17	100%	82%	12%
General-Education Students	472	100%	94%	51%	477	99%	85%	32%
Students with Disabilities	125	98%	69%	17%	125	86%	50%	14%
English Proficient	585	99%	90%	45%	593	96%	78%	29%
Limited English Proficient	12	92%	50%	0%	9	89%	56%	11%
Economically Disadvantaged	198	99%	81%	31%	151	94%	64%	19%
Not Disadvantaged	399	99%	93%	51%	451	97%	82%	32%
Migrant								
Not Migrant	597	99%	89%	44%	602	96%	78%	29%

NOTES

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Other Assessments

2007-08 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	8	5	7	7	3	1
Regents Science	121	121	121	116	130	130	130	118

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

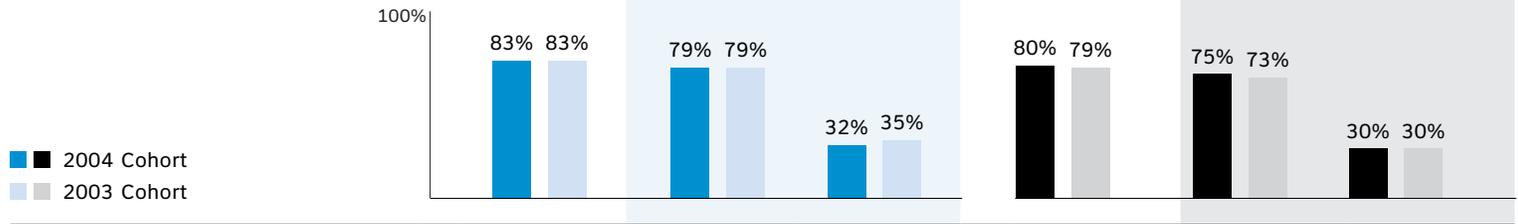
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

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

2003 Cohort**

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

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	801	83%	79%	32%	747	83%	79%	35%
Female	421	90%	86%	38%	364	89%	85%	43%
Male	380	76%	71%	24%	383	77%	73%	28%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	169	75%	68%	17%	169	72%	66%	24%
Hispanic or Latino	101	78%	77%	23%	68	84%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	28	-	-	-
White	505	86%	83%	37%	478	86%	83%	41%
Multiracial								
Small Group Totals	26	92%	88%	46%	32	91%	84%	50%
General-Education Students	658	91%	89%	38%	598	91%	88%	43%
Students with Disabilities	143	48%	36%	3%	149	49%	41%	5%
English Proficient	791	83%	80%	32%	740	83%	79%	36%
Limited English Proficient	10	40%	40%	0%	7	43%	29%	0%
Economically Disadvantaged	156	81%	78%	21%	122	79%	69%	22%
Not Disadvantaged	645	83%	80%	34%	625	84%	81%	38%
Migrant								
Not Migrant	801	83%	79%	32%				

NOTES

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Other Assessments

2004 Cohort

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

2003 Cohort

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

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

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

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

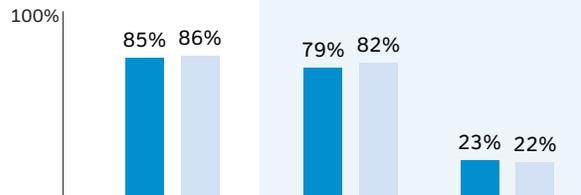
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

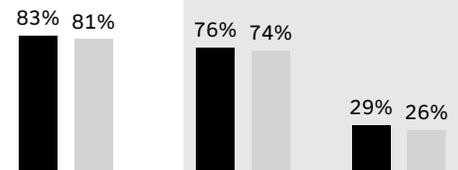


■ 2004 Cohort
■ 2003 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	801	85%	79%	23%	747	86%	82%	22%
Female	421	88%	85%	25%	364	90%	87%	23%
Male	380	82%	73%	21%	383	82%	77%	21%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	169	77%	65%	11%	169	76%	69%	12%
Hispanic or Latino	101	83%	78%	17%	68	84%	72%	10%
Asian or Native Hawaiian/Other Pacific Islander	25	–	–	–	28	–	–	–
White	505	88%	84%	28%	478	89%	87%	26%
Multiracial								
Small Group Totals	26	92%	88%	35%	32	94%	94%	38%
General-Education Students	658	93%	89%	28%	598	93%	90%	26%
Students with Disabilities	143	48%	33%	3%	149	58%	48%	6%
English Proficient	791	85%	79%	24%	740	86%	82%	22%
Limited English Proficient	10	80%	70%	0%	7	71%	43%	0%
Economically Disadvantaged	156	86%	75%	15%	122	87%	79%	10%
Not Disadvantaged	645	85%	80%	25%	625	86%	83%	24%
Migrant								
Not Migrant	801	85%	79%	23%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

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

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

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

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