



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **LONGWOOD CENTRAL SCHOOL  
DISTRICT**

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

Superintendent **ALLAN GERSTENLAUER**

Telephone **(631) 345-2172**

Grades **PK-12, UE, US**

## This District's Report Card

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

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

### Use this report to:

#### **1 Get District Profile information.**

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

#### **2 Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

#### **3 Review an Overview of District Performance.**

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

### For more information:

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

## District Profile

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

### Enrollment

	2006-07	2007-08	2008-09
Pre-K	0	0	252
Kindergarten	690	645	715
Grade 1	632	645	624
Grade 2	685	661	650
Grade 3	691	645	658
Grade 4	710	691	670
Grade 5	640	712	683
Grade 6	699	650	703
Ungraded Elementary	15	31	38
Grade 7	723	691	643
Grade 8	748	718	711
Grade 9	855	833	762
Grade 10	814	785	814
Grade 11	749	723	746
Grade 12	701	739	717
Ungraded Secondary	44	44	37
<b>Total K-12</b>	<b>9396</b>	<b>9213</b>	<b>9171</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	23	24	24
<b>Grade 8</b>			
English	24	23	23
Mathematics	22	21	25
Science	23	20	24
Social Studies	27	25	26
<b>Grade 10</b>			
English	25	22	24
Mathematics	26	19	22
Science	23	21	22
Social Studies	26	23	25

### 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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1685	18%	1619	18%	2086	23%
Reduced-Price Lunch	694	7%	654	7%	824	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	321	3%	335	4%	321	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	34	0%	28	0%	27	0%
Black or African American	1934	21%	1875	20%	1892	21%
Hispanic or Latino	1286	14%	1335	14%	1347	15%
Asian or Native Hawaiian/Other Pacific Islander	330	4%	352	4%	386	4%
White	5804	62%	5610	61%	5514	60%
Multiracial	8	0%	13	0%	5	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	1066	11%	1179	13%	960	10%

## 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.

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	684	698	676
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	1%
Percent with Fewer Than Three Years of Experience	6%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	61%	65%
<b>Total Number of Core Classes</b>	1549	1589	1461
Percent Not Taught by Highly Qualified Teachers	1%	0%	1%
<b>Total Number of Classes</b>	2322	2276	2169
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	11%	20%
Turnover Rate of All Teachers	8%	9%	15%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	89	89	82
Total Paraprofessionals*	254	271	280
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. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

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

## Staff Counts Information

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

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

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

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

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

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

### Federal Title I Status

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

#### ▲ District in Good Standing

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

#### ▲ District in Need of Improvement (Year 1)

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

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

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

#### ▲ District in Need of Improvement (Year 4)

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

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

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

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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

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

## Summary

### Overall Accountability Status (2009–10)

**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

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	SH					
Limited English Proficient				—	—	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	8 of 8	8 of 8	1 of 1	5 of 7	6 of 7	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**  Good Standing  
**for This Subject**  
**(2009–10)**

**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 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (4132:4026)			99%		180	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (16:16)	—	—	—	—	—	—	—
Black or African American (880:839)			99%		168	140	
Hispanic or Latino (624:594)			99%		170	140	
Asian or Native Hawaiian/Other Pacific Islander (166:160)			100%		186	136	
White (2446:2417)			100%		187	142	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (665:645)			98%		131	140	117 138
Limited English Proficient <sup>5</sup> (127:184)			97%		155	136	
Economically Disadvantaged (1567:1503)			99%		169	141	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

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


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

#### AYP Status

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


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (4135:4015)			100%		188	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (16:16)	—	—	—	—	—	—	—
Black or African American (884:837)			100%		179	115	
Hispanic or Latino (623:590)			100%		183	115	
Asian or Native Hawaiian/Other Pacific Islander (164:162)			100%		195	111	
White (2448:2410)			100%		192	117	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (663:642)			99%		152	115	
Limited English Proficient <sup>5</sup> (123:194)			100%		177	111	
Economically Disadvantaged (1574:1492)			100%		181	116	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.


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


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

#### AYP Status

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

















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

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

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

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (1398:1341)		Qualified		99%		190	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—	—
Black or African American (295:275)		Qualified		98%		185	100	
Hispanic or Latino (237:223)		Qualified		99%		185	100	
Asian or Native Hawaiian/Other Pacific Islander (62:62)		Qualified		100%		198	100	
White (798:775)		Qualified		99%		193	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (232:216)		Qualified		97%		160	100	
Limited English Proficient <sup>4</sup> (26:24)	—	—	—	—	—	—	—	—
Economically Disadvantaged (500:465)		Qualified		98%		185	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES




<sup>1</sup> 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.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.


<sup>4</sup> 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**  
**(2009–10)**

**Accountability Measures** 5 of 7 Student groups making AYP in English language arts  
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (748:752)			98%		176	167	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (165:162)			95%		164	163	
Hispanic or Latino (90:91)			99%		171	161	
Asian or Native Hawaiian/Other Pacific Islander (30:31)		–	–		190	154	
White (461:465)			99%		180	166	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (203:109)			94%		116	161	128 <sup>‡</sup> 124
Limited English Proficient <sup>5</sup> (5:9)	–	–	–	–	–	–	–
Economically Disadvantaged (173:204)			99%		161	163	163 165
<b>Final AYP Determination</b>	 5 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

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


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

#### AYP Status

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






















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 6 of 7 Student groups making AYP in mathematics  
 Did not make AYP

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

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (748:752)			99%		178	162	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (165:162)			97%		165	158	
Hispanic or Latino (90:91)			99%		166	156	
Asian or Native Hawaiian/Other Pacific Islander (30:31)		–	–		190	149	
White (461:465)			100%		185	161	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (203:109)			97%		120	156	129‡ 128
Limited English Proficient <sup>5</sup> (5:9)	–	–	–	–	–	–	–
Economically Disadvantaged (173:204)			99%		162	158	
<b>Final AYP Determination</b>	 6 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

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

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

#### AYP Status

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









## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2009–10)**

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

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

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (801)			76%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (169)			64%	55%		
Hispanic or Latino (101)			73%	55%		
Asian or Native Hawaiian/Other Pacific Islander (25)		–	–	–		
White (505)			81%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (144)			43%	55%	55%	44%
Limited English Proficient <sup>2</sup> (10)		–	–	–		
Economically Disadvantaged (155)			68%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

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

<sup>2</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District LONGWOOD CENTRAL SCHOOL DISTRICT

District ID 58-02-12-06-0000

## Summary of 2008–09 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	76%			655
Grade 4	83%			659
Grade 5	83%			679
Grade 6	84%			706
Grade 7	88%			638
Grade 8	80%			707
<b>Mathematics</b>				
Grade 3	92%			662
Grade 4	90%			666
Grade 5	86%			685
Grade 6	91%			712
Grade 7	93%			646
Grade 8	88%			705
<b>Science</b>				
Grade 4	94%			666
Grade 8	84%			547

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	81%			803
Mathematics	80%			803

### 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](http://www.emsc.nysed.gov/irts).

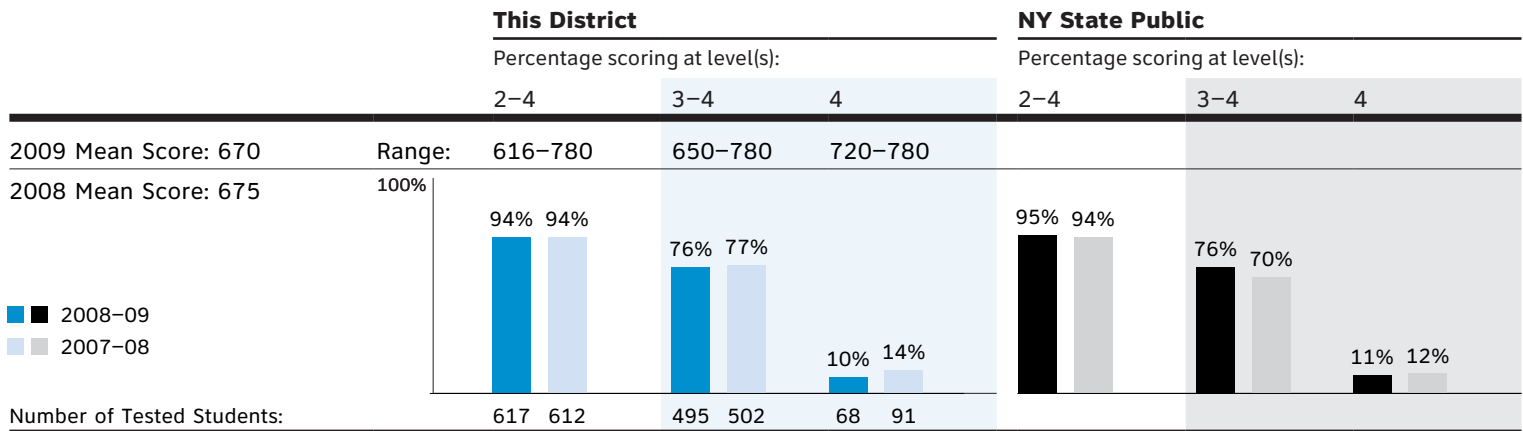
In this section, this district's performance is compared with that of public schools statewide.

### 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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>655</b>	<b>94%</b>	<b>76%</b>	<b>10%</b>	<b>648</b>	<b>94%</b>	<b>77%</b>	<b>14%</b>
Female	349	95%	80%	11%	326	96%	79%	16%
Male	306	93%	71%	9%	322	93%	76%	12%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	138	90%	54%	4%	145	94%	66%	10%
Hispanic or Latino	105	90%	67%	11%	96	86%	70%	7%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	32	-	-	-
White	386	97%	85%	13%	373	96%	83%	17%
Multiracial								
Small Group Totals	26	92%	85%	8%	34	97%	85%	15%
General-Education Students	567	98%	83%	12%	568	99%	86%	16%
Students with Disabilities	88	69%	27%	2%	80	59%	20%	0%
English Proficient	614	95%	77%	11%	612	95%	79%	15%
Limited English Proficient	41	83%	54%	0%	36	81%	47%	0%
Economically Disadvantaged	278	91%	63%	6%	197	91%	65%	6%
Not Disadvantaged	377	97%	85%	13%	451	96%	83%	18%
Migrant	1	-	-	-				
Not Migrant	654	-	-	-	648	94%	77%	14%

### NOTES

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

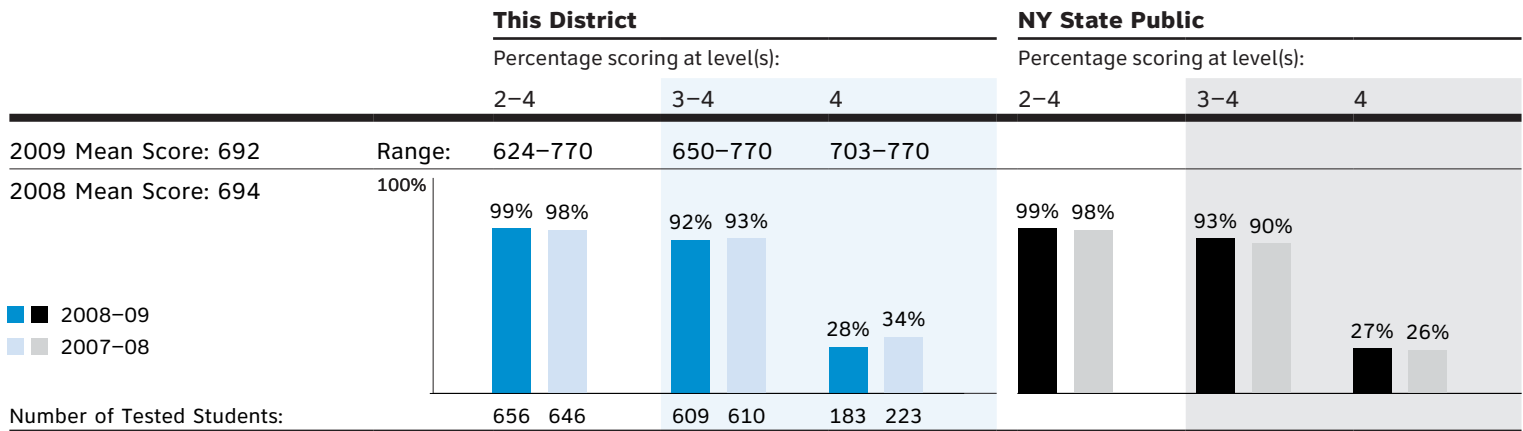
## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	6	6	4	7	7	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	5	N/A	N/A	N/A

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



## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>662</b>	<b>99%</b>	<b>92%</b>	<b>28%</b>	<b>659</b>	<b>98%</b>	<b>93%</b>	<b>34%</b>
Female	356	99%	92%	27%	332	98%	93%	34%
Male	306	99%	92%	29%	327	98%	92%	34%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	140	98%	86%	17%	147	99%	89%	20%
Hispanic or Latino	109	99%	90%	20%	101	95%	85%	20%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	34	-	-	-
White	387	100%	95%	33%	375	98%	95%	42%
Multiracial								
Small Group Totals	26	96%	88%	42%	36	100%	97%	47%
General-Education Students	576	100%	96%	32%	579	100%	98%	38%
Students with Disabilities	86	94%	64%	1%	80	86%	51%	4%
English Proficient	617	99%	93%	29%	619	98%	93%	36%
Limited English Proficient	45	100%	84%	9%	40	93%	83%	3%
Economically Disadvantaged	282	99%	88%	18%	201	98%	87%	17%
Not Disadvantaged	380	99%	95%	35%	458	98%	95%	41%
Migrant	1	-	-	-				
Not Migrant	661	-	-	-	659	98%	93%	34%

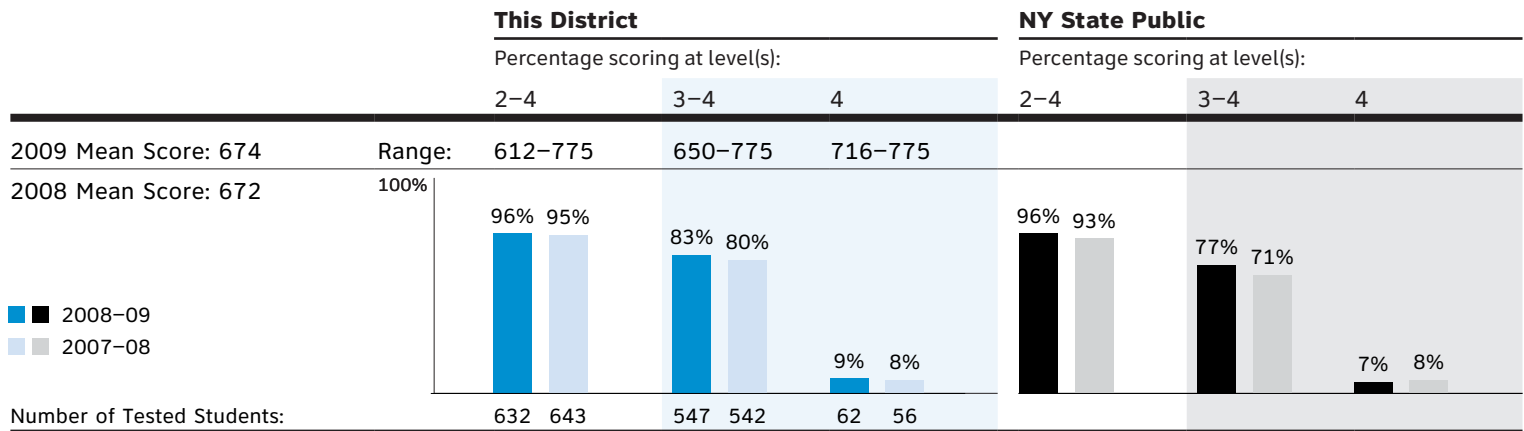
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	6	4	7	7	7	1

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>659</b>	<b>96%</b>	<b>83%</b>	<b>9%</b>	<b>680</b>	<b>95%</b>	<b>80%</b>	<b>8%</b>
Female	330	96%	85%	11%	312	95%	84%	9%
Male	329	95%	81%	8%	368	94%	76%	7%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	151	95%	72%	5%	145	88%	65%	2%
Hispanic or Latino	112	88%	76%	4%	84	94%	77%	5%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	29	-	-	-
White	362	99%	89%	12%	419	96%	84%	10%
Multiracial								
Small Group Totals	34	97%	91%	15%	32	100%	91%	25%
General-Education Students	571	99%	92%	11%	573	99%	89%	10%
Students with Disabilities	88	73%	25%	0%	107	68%	31%	0%
English Proficient	640	97%	84%	10%	661	95%	80%	8%
Limited English Proficient	19	68%	42%	0%	19	84%	58%	5%
Economically Disadvantaged	244	92%	70%	3%	240	90%	71%	3%
Not Disadvantaged	415	98%	91%	13%	440	97%	84%	11%
Migrant								
Not Migrant	659	96%	83%	9%	680	95%	80%	8%

### NOTES

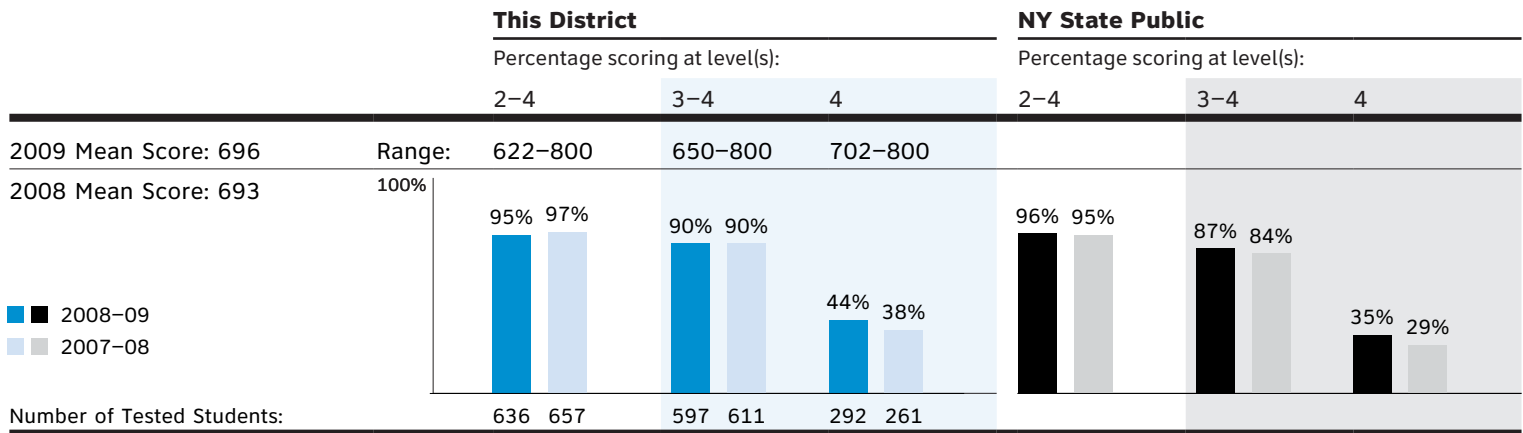
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	5	3	6	5	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>666</b>	<b>95%</b>	<b>90%</b>	<b>44%</b>	<b>679</b>	<b>97%</b>	<b>90%</b>	<b>38%</b>
Female	331	96%	90%	44%	310	96%	89%	35%
Male	335	95%	89%	43%	369	98%	91%	41%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	151	95%	85%	25%	145	92%	77%	25%
Hispanic or Latino	112	89%	80%	31%	84	96%	89%	31%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	30	-	-	-
White	369	97%	94%	54%	417	98%	94%	43%
Multiracial								
Small Group Totals	34	100%	94%	62%	33	100%	100%	61%
General-Education Students	575	99%	96%	50%	571	100%	96%	44%
Students with Disabilities	91	70%	49%	3%	108	81%	56%	8%
English Proficient	646	96%	90%	45%	656	97%	90%	39%
Limited English Proficient	20	70%	65%	15%	23	91%	78%	26%
Economically Disadvantaged	245	92%	81%	29%	240	95%	83%	27%
Not Disadvantaged	421	98%	95%	53%	439	98%	94%	45%
Migrant								
Not Migrant	666	95%	90%	44%	679	97%	90%	38%

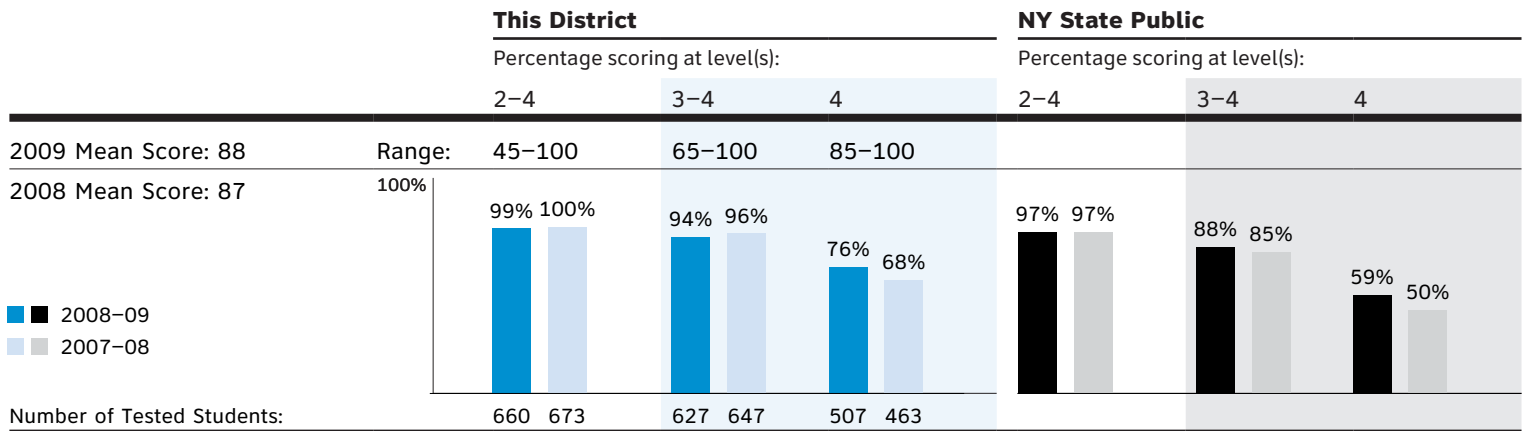
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	7	5	6	6	3	0

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>666</b>	<b>99%</b>	<b>94%</b>	<b>76%</b>	<b>676</b>	<b>100%</b>	<b>96%</b>	<b>68%</b>
Female	332	99%	95%	74%	308	100%	95%	64%
Male	334	99%	94%	78%	368	99%	96%	72%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	151	99%	91%	65%	142	98%	89%	49%
Hispanic or Latino	113	98%	90%	70%	84	100%	95%	61%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	32	-	-	-
White	368	99%	96%	83%	415	100%	98%	75%
Multiracial								
Small Group Totals	34	100%	100%	76%	35	100%	94%	83%
General-Education Students	575	99%	98%	84%	569	100%	98%	76%
Students with Disabilities	91	97%	71%	25%	107	97%	81%	31%
English Proficient	646	99%	95%	77%	654	100%	96%	69%
Limited English Proficient	20	90%	75%	55%	22	100%	91%	50%
Economically Disadvantaged	246	98%	91%	61%	234	99%	92%	59%
Not Disadvantaged	420	100%	96%	85%	442	100%	98%	74%
Migrant								
Not Migrant	666	99%	94%	76%	676	100%	96%	68%

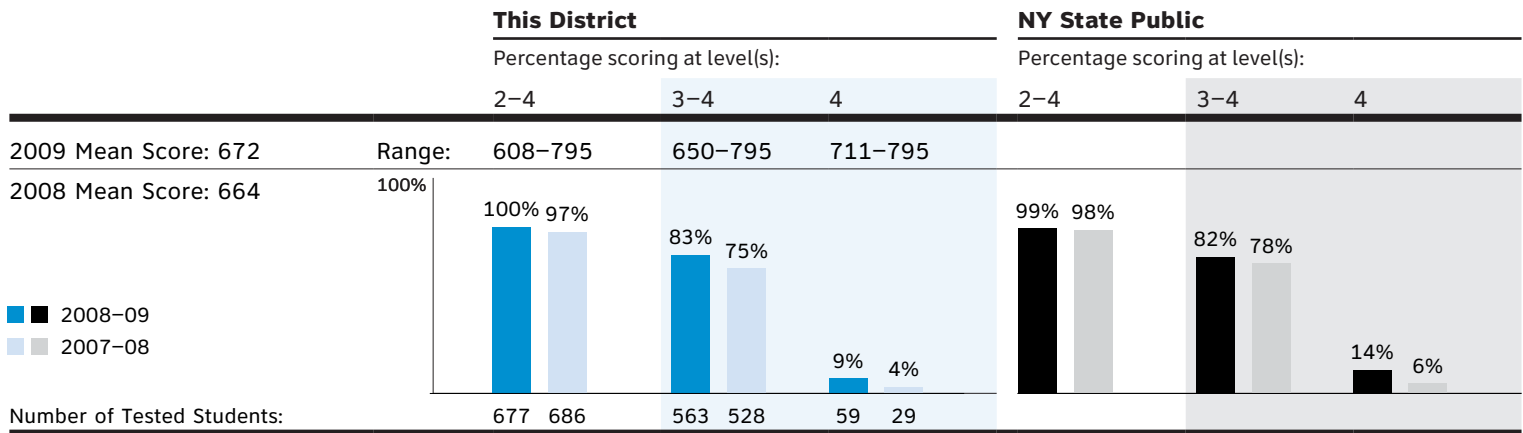
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	7	7	6	6	4	4

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>679</b>	<b>100%</b>	<b>83%</b>	<b>9%</b>	<b>704</b>	<b>97%</b>	<b>75%</b>	<b>4%</b>
Female	318	100%	83%	9%	346	99%	77%	5%
Male	361	100%	83%	9%	358	96%	73%	3%
American Indian or Alaska Native	6	100%	100%	0%	1	-	-	-
Black or African American	147	99%	68%	4%	143	95%	64%	1%
Hispanic or Latino	80	100%	76%	5%	95	96%	63%	2%
Asian or Native Hawaiian/Other Pacific Islander	32	100%	97%	16%	23	-	-	-
White	414	100%	88%	11%	442	98%	81%	5%
Multiracial								
Small Group Totals					24	100%	88%	13%
General-Education Students	574	100%	89%	10%	593	100%	84%	5%
Students with Disabilities	105	98%	49%	4%	111	85%	24%	0%
English Proficient	668	100%	84%	9%	692	98%	76%	4%
Limited English Proficient	11	100%	36%	0%	12	92%	17%	0%
Economically Disadvantaged	275	99%	75%	4%	221	95%	64%	1%
Not Disadvantaged	404	100%	88%	12%	483	99%	80%	5%
Migrant								
Not Migrant	679	100%	83%	9%	704	97%	75%	4%

### NOTES

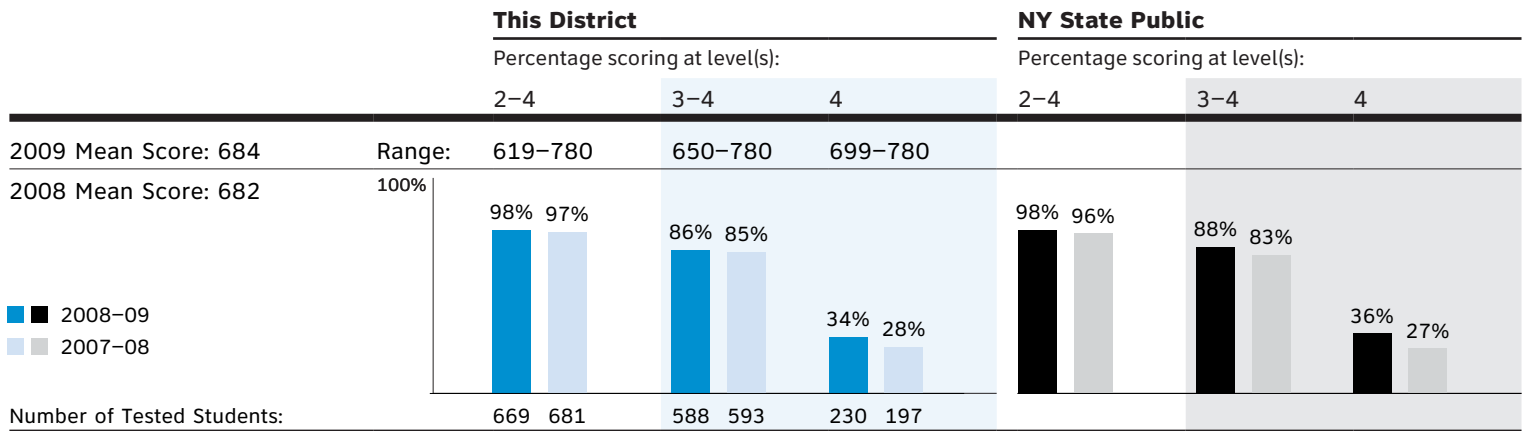
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	6	4	3	7	7	7	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	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 5 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>685</b>	<b>98%</b>	<b>86%</b>	<b>34%</b>	<b>701</b>	<b>97%</b>	<b>85%</b>	<b>28%</b>
Female	325	97%	87%	33%	346	98%	85%	28%
Male	360	98%	85%	34%	355	96%	84%	28%
American Indian or Alaska Native	6	100%	100%	0%	1	-	-	-
Black or African American	148	93%	70%	18%	142	96%	73%	10%
Hispanic or Latino	82	98%	78%	21%	95	95%	74%	22%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	97%	63%	22	-	-	-
White	414	99%	92%	40%	441	98%	90%	33%
Multiracial								
Small Group Totals					23	100%	96%	65%
General-Education Students	578	99%	92%	39%	591	99%	91%	32%
Students with Disabilities	107	89%	54%	7%	110	85%	49%	5%
English Proficient	668	98%	86%	34%	688	97%	85%	29%
Limited English Proficient	17	94%	76%	18%	13	92%	38%	0%
Economically Disadvantaged	278	96%	77%	17%	220	95%	72%	18%
Not Disadvantaged	407	99%	92%	45%	481	98%	90%	33%
Migrant								
Not Migrant	685	98%	86%	34%	701	97%	85%	28%

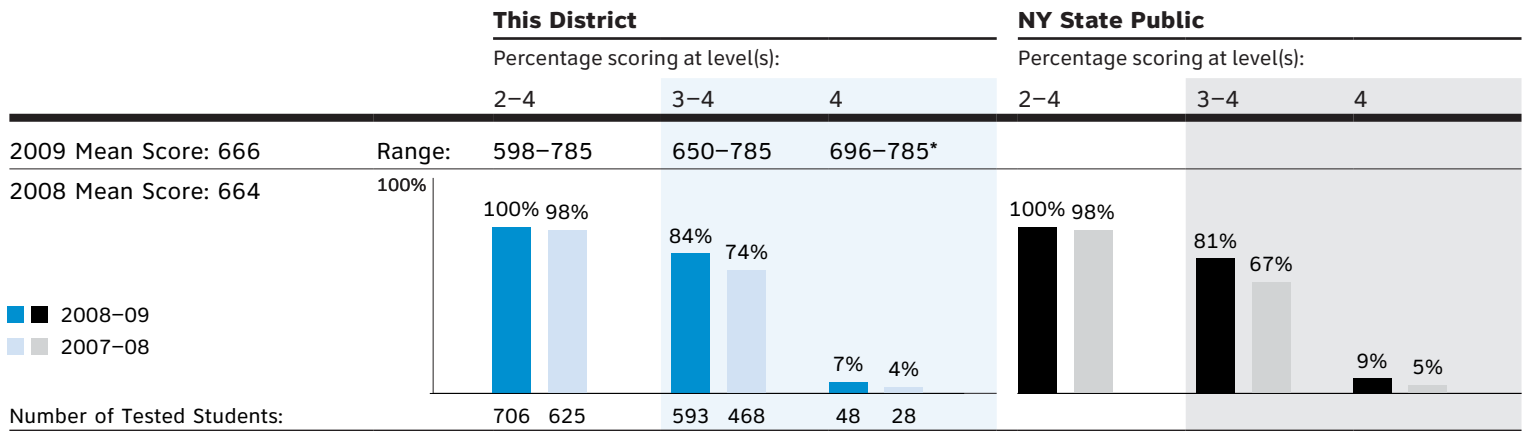
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	5	3	7	7	7	1

## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>706</b>	<b>100%</b>	<b>84%</b>	<b>7%</b>	<b>636</b>	<b>98%</b>	<b>74%</b>	<b>4%</b>
Female	349	100%	88%	7%	311	99%	76%	7%
Male	357	100%	80%	6%	325	98%	71%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	146	100%	77%	3%	130	98%	58%	0%
Hispanic or Latino	95	100%	77%	5%	87	97%	66%	1%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	16	88%	69%	0%
White	442	100%	87%	9%	403	99%	81%	7%
Multiracial								
Small Group Totals	23	100%	91%	4%				
General-Education Students	600	100%	91%	8%	543	99%	81%	5%
Students with Disabilities	106	100%	43%	0%	93	91%	28%	0%
English Proficient	696	100%	85%	7%	617	99%	76%	5%
Limited English Proficient	10	100%	40%	0%	19	84%	5%	0%
Economically Disadvantaged	262	100%	77%	3%	184	97%	57%	1%
Not Disadvantaged	444	100%	88%	9%	452	99%	81%	6%
Migrant	1	-	-	-				
Not Migrant	705	-	-	-	636	98%	74%	4%

### 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.

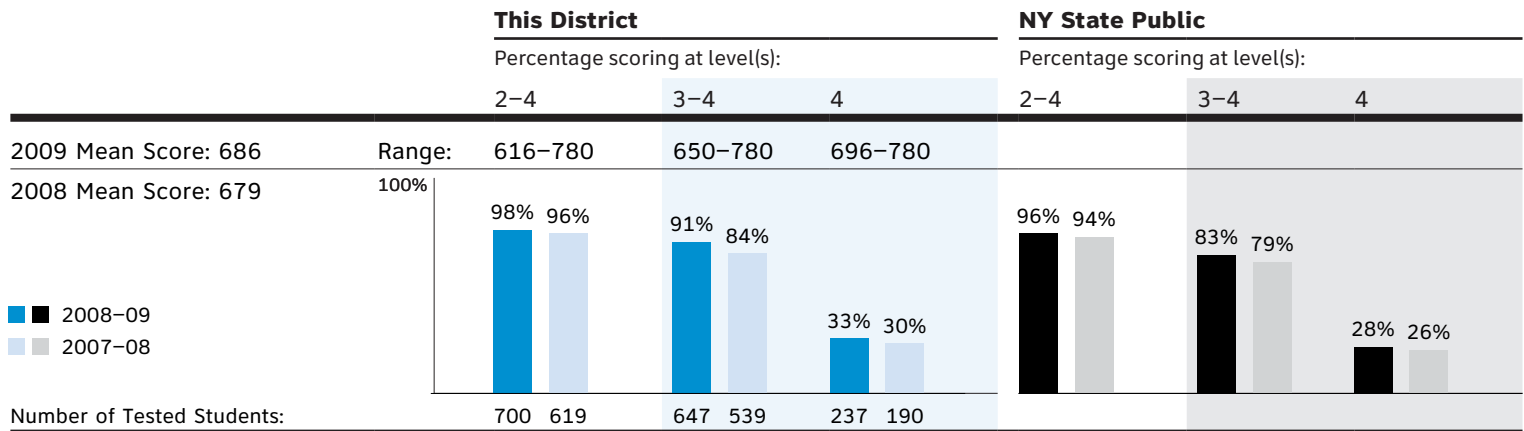
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	10	10	2	1	6	6	0	0
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	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 6 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>712</b>	<b>98%</b>	<b>91%</b>	<b>33%</b>	<b>643</b>	<b>96%</b>	<b>84%</b>	<b>30%</b>
Female	353	99%	92%	33%	313	96%	87%	30%
Male	359	98%	90%	34%	330	96%	81%	29%
American Indian or Alaska Native	1	-	-	-				
Black or African American	148	99%	84%	19%	131	95%	71%	11%
Hispanic or Latino	96	98%	90%	25%	92	90%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	18	89%	83%	61%
White	445	98%	93%	39%	402	99%	90%	37%
Multiracial								
Small Group Totals	23	100%	96%	52%	549	99%	91%	34%
General-Education Students	604	100%	95%	39%	549	99%	91%	34%
Students with Disabilities	108	89%	67%	3%	94	80%	43%	3%
English Proficient	699	98%	91%	34%	621	97%	86%	30%
Limited English Proficient	13	100%	85%	8%	22	68%	27%	5%
Economically Disadvantaged	266	98%	85%	21%	188	93%	69%	15%
Not Disadvantaged	446	98%	94%	40%	455	98%	90%	35%
Migrant	1	-	-	-				
Not Migrant	711	-	-	-	643	96%	84%	30%

### NOTES

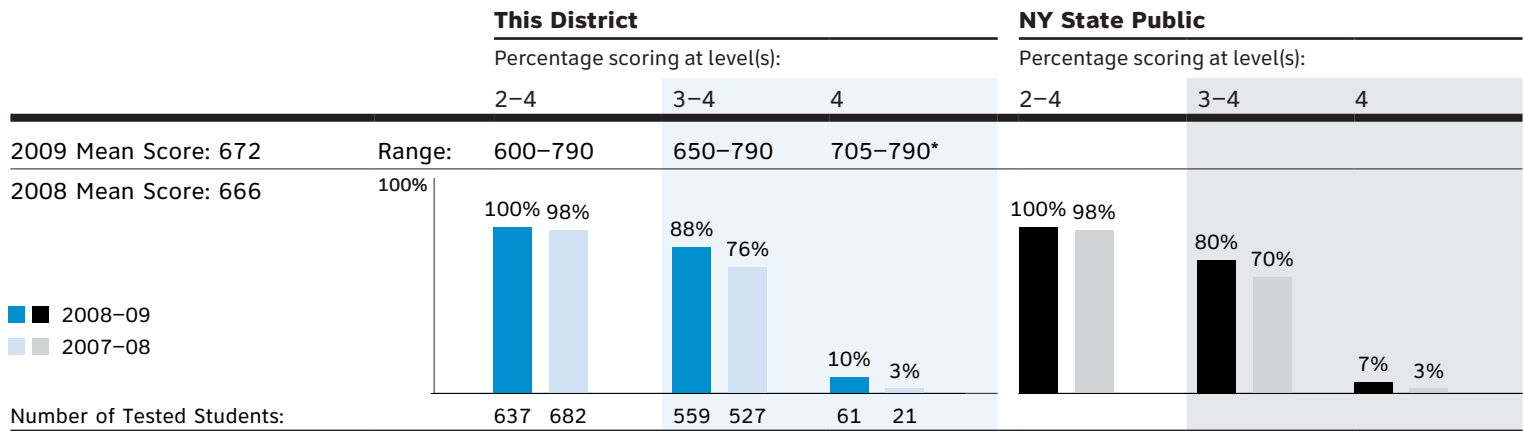
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	10	10	9	3	6	6	5	3



## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>638</b>	<b>100%</b>	<b>88%</b>	<b>10%</b>	<b>696</b>	<b>98%</b>	<b>76%</b>	<b>3%</b>
Female	311	100%	89%	11%	344	99%	80%	4%
Male	327	100%	86%	8%	352	97%	71%	2%
American Indian or Alaska Native					4	-	-	-
Black or African American	139	100%	79%	3%	132	98%	65%	0%
Hispanic or Latino	93	100%	81%	3%	107	98%	73%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	74%	16%	33	-	-	-
White	387	100%	93%	13%	420	98%	80%	4%
Multiracial								
Small Group Totals					37	100%	70%	3%
General-Education Students	541	100%	94%	11%	584	100%	85%	4%
Students with Disabilities	97	99%	52%	0%	112	88%	28%	0%
English Proficient	620	100%	89%	10%	688	98%	76%	3%
Limited English Proficient	18	100%	39%	0%	8	100%	38%	0%
Economically Disadvantaged	230	100%	79%	3%	198	98%	67%	1%
Not Disadvantaged	408	100%	93%	13%	498	98%	79%	4%
Migrant	1	-	-	-				
Not Migrant	637	-	-	-	696	98%	76%	3%

### NOTES

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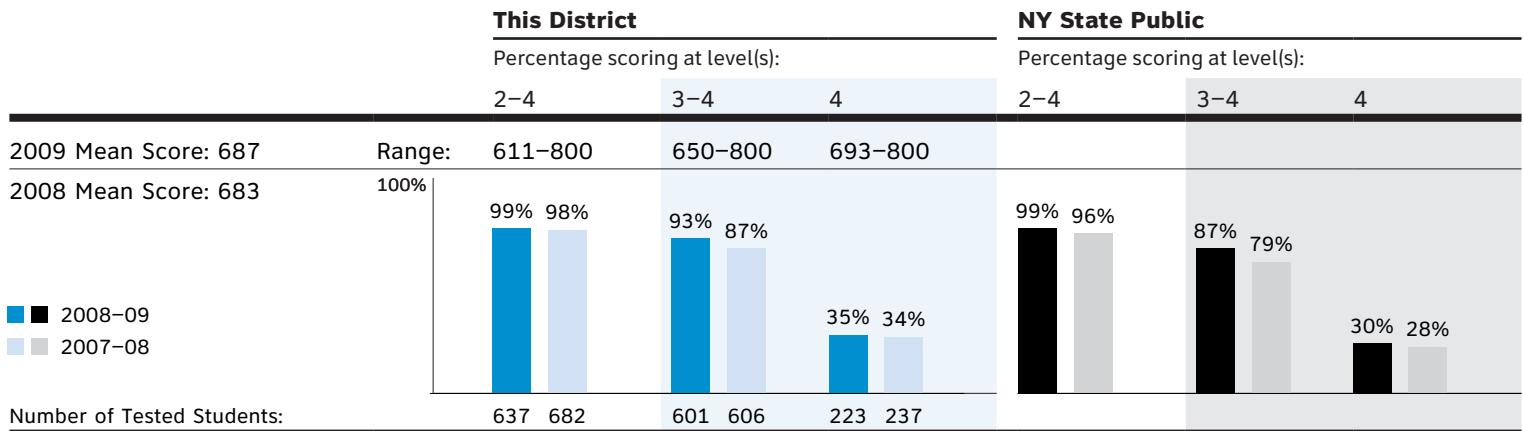
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	5	2	9	9	7	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>646</b>	<b>99%</b>	<b>93%</b>	<b>35%</b>	<b>693</b>	<b>98%</b>	<b>87%</b>	<b>34%</b>
Female	316	99%	93%	35%	340	99%	90%	33%
Male	330	98%	93%	34%	353	98%	85%	35%
American Indian or Alaska Native					4	-	-	-
Black or African American	140	98%	86%	18%	131	97%	79%	15%
Hispanic or Latino	97	97%	86%	20%	107	99%	85%	30%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	65%	32	-	-	-
White	389	99%	97%	43%	419	99%	90%	40%
Multiracial								
Small Group Totals					36	100%	92%	53%
General-Education Students	549	100%	97%	40%	582	100%	96%	40%
Students with Disabilities	97	93%	70%	6%	111	90%	44%	4%
English Proficient	625	99%	94%	36%	685	98%	87%	34%
Limited English Proficient	21	90%	57%	5%	8	100%	88%	25%
Economically Disadvantaged	234	98%	86%	16%	197	98%	82%	21%
Not Disadvantaged	412	99%	97%	45%	496	99%	90%	39%
Migrant	1	-	-	-				
Not Migrant	645	-	-	-	693	98%	87%	34%

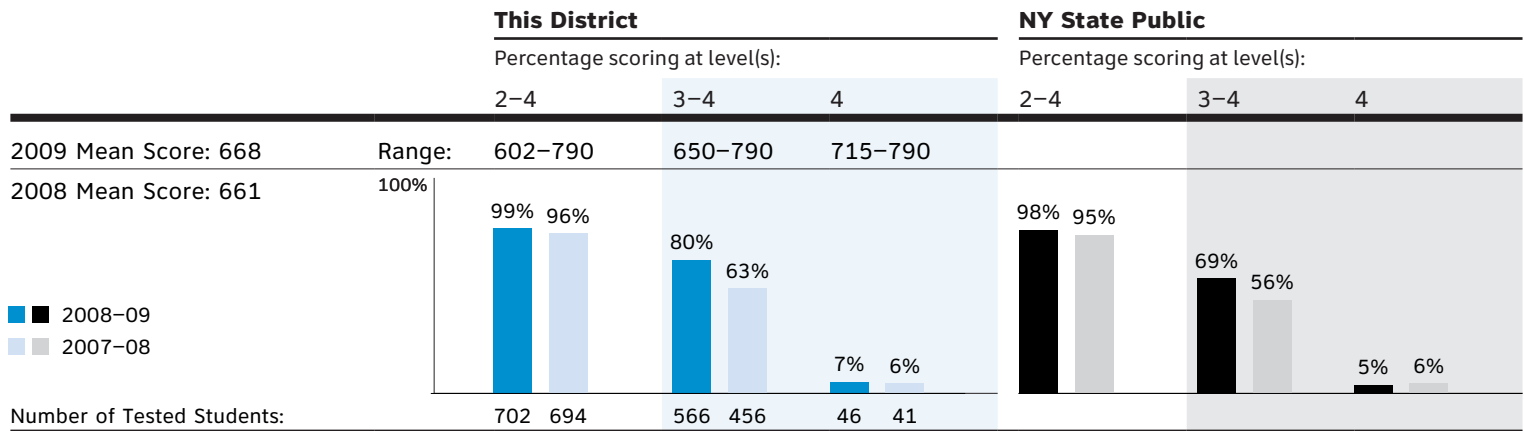
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	6	6	0	9	7	7	4

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>707</b>	<b>99%</b>	<b>80%</b>	<b>7%</b>	<b>723</b>	<b>96%</b>	<b>63%</b>	<b>6%</b>
Female	352	99%	85%	8%	332	98%	70%	8%
Male	355	99%	75%	5%	391	95%	57%	4%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	135	100%	73%	5%	137	94%	45%	6%
Hispanic or Latino	119	98%	75%	4%	102	95%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	24	-	-	-
White	418	99%	84%	7%	456	97%	71%	6%
Multiracial								
Small Group Totals	35	100%	83%	11%	28	93%	75%	11%
General-Education Students	585	100%	90%	8%	591	99%	74%	7%
Students with Disabilities	122	96%	31%	0%	132	80%	14%	0%
English Proficient	704	-	-	-	714	96%	64%	6%
Limited English Proficient	3	-	-	-	9	67%	11%	0%
Economically Disadvantaged	245	99%	74%	4%	216	92%	44%	3%
Not Disadvantaged	462	99%	83%	8%	507	98%	71%	7%
Migrant								
Not Migrant	707	99%	80%	7%	723	96%	63%	6%

### NOTES

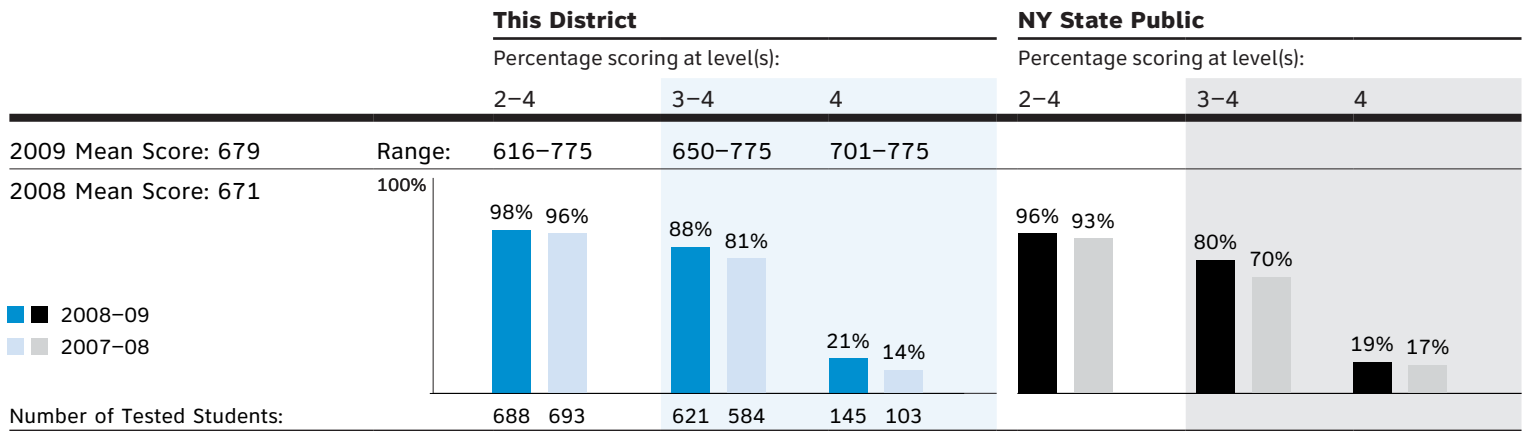
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	7	7	9	9	8	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	3	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>705</b>	<b>98%</b>	<b>88%</b>	<b>21%</b>	<b>725</b>	<b>96%</b>	<b>81%</b>	<b>14%</b>
Female	353	98%	89%	22%	336	97%	82%	15%
Male	352	97%	87%	19%	389	95%	79%	14%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	140	97%	81%	9%	138	93%	68%	4%
Hispanic or Latino	119	97%	84%	20%	104	94%	72%	11%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	23	-	-	-
White	412	98%	92%	24%	456	97%	86%	17%
Multiracial								
Small Group Totals	34	100%	91%	29%	27	93%	93%	37%
General-Education Students	585	100%	94%	24%	597	99%	89%	17%
Students with Disabilities	120	87%	60%	3%	128	78%	39%	2%
English Proficient	700	98%	89%	21%	714	96%	82%	14%
Limited English Proficient	5	80%	20%	0%	11	73%	18%	0%
Economically Disadvantaged	247	97%	83%	13%	218	91%	65%	6%
Not Disadvantaged	458	98%	91%	24%	507	97%	87%	18%
Migrant								
Not Migrant	705	98%	88%	21%	725	96%	81%	14%

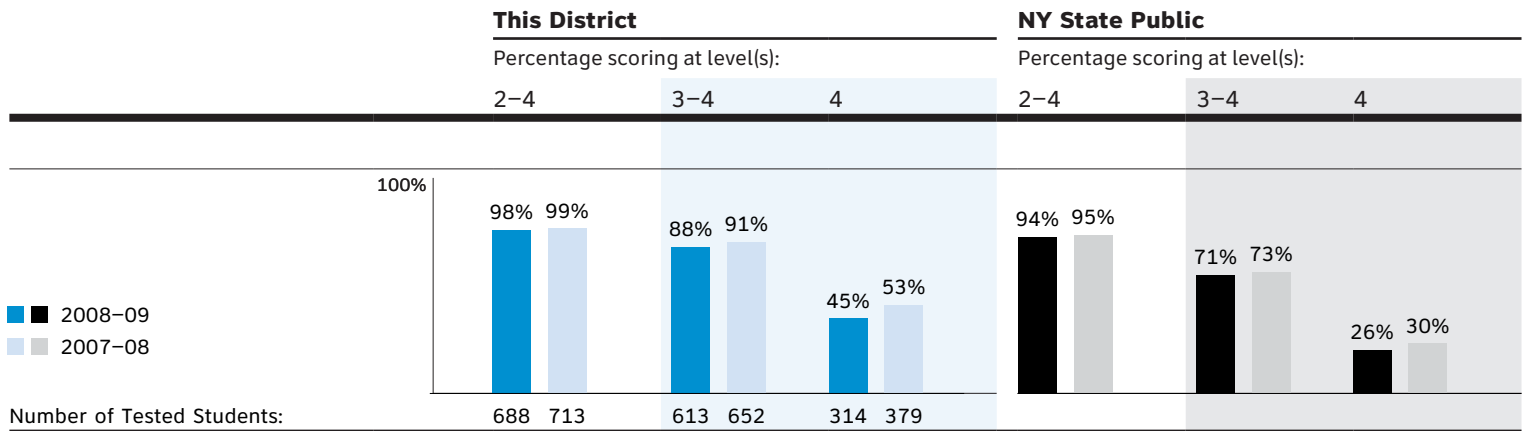
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	9	8	8	9	8	8	1

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>547</b>	<b>98%</b>	<b>84%</b>	<b>30%</b>	<b>597</b>	<b>99%</b>	<b>89%</b>	<b>44%</b>
Female	270	98%	85%	26%	283	100%	87%	43%
Male	277	98%	83%	35%	314	98%	90%	45%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	124	98%	77%	16%	124	98%	81%	29%
Hispanic or Latino	95	96%	80%	28%	93	99%	88%	33%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	14	-	-	-
White	304	98%	88%	37%	362	100%	92%	52%
Multiracial								
Small Group Totals	24	100%	92%	29%	18	100%	83%	44%
General-Education Students	430	100%	92%	37%	472	100%	94%	51%
Students with Disabilities	117	92%	56%	6%	125	98%	69%	17%
English Proficient	542	98%	85%	30%	585	99%	90%	45%
Limited English Proficient	5	60%	20%	0%	12	92%	50%	0%
Economically Disadvantaged	212	98%	77%	27%	198	99%	81%	31%
Not Disadvantaged	335	98%	89%	32%	399	99%	93%	51%
Migrant								
Not Migrant	547	98%	84%	30%	597	99%	89%	44%

### NOTES

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

## Other Assessments

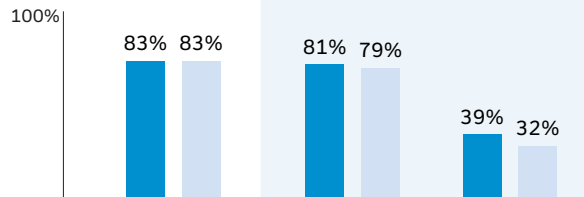
	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	8	7	9	9	8	5
Regents Science	152	152	152	149	121	121	121	116

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

### This District

Percentage scoring at level(s):

2-4      3-4      4

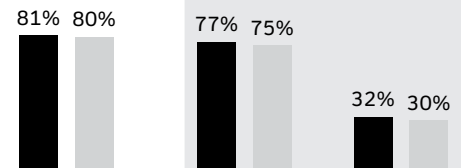


■ 2005 Cohort  
■ 2004 Cohort

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## Results by Student Group

### 2005 Cohort

Number of Students      Percentage scoring at level(s):

2-4      3-4      4

### 2004 Cohort\*\*

Number of Students      Percentage scoring at level(s):

2-4      3-4      4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>803</b>	<b>83%</b>	<b>81%</b>	<b>39%</b>	<b>801</b>	<b>83%</b>	<b>79%</b>	<b>32%</b>
Female	389	88%	87%	46%	421	90%	86%	38%
Male	414	78%	75%	33%	380	76%	71%	24%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	181	74%	72%	27%	169	75%	68%	17%
Hispanic or Latino	104	76%	72%	24%	101	78%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	32	–	–	–	25	–	–	–
White	483	87%	86%	45%	505	86%	83%	37%
Multiracial								
Small Group Totals	35	91%	91%	57%	26	92%	88%	46%
General-Education Students	671	90%	90%	45%	658	91%	89%	38%
Students with Disabilities	132	45%	38%	7%	143	48%	36%	3%
English Proficient	789	84%	82%	40%	791	83%	80%	32%
Limited English Proficient	14	36%	29%	7%	10	40%	40%	0%
Economically Disadvantaged	222	74%	72%	25%	156	81%	78%	21%
Not Disadvantaged	581	86%	85%	44%	645	83%	80%	34%
Migrant								
Not Migrant	803	83%	81%	39%	801	83%	79%	32%

### NOTES

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

## Other Assessments

### 2005 Cohort

Number of Students      Number scoring at level(s):

2-4      3-4      4

### 2004 Cohort

Number of Students      Number scoring at level(s):

2-4      3-4      4

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

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

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

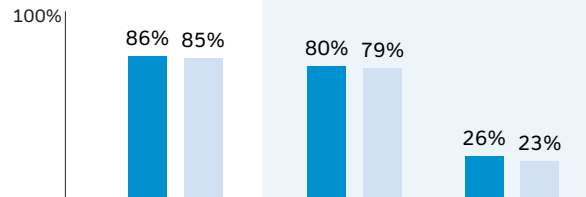
\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

### This District

Percentage scoring at level(s):

2-4      3-4      4

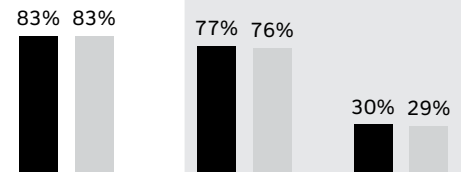


■ 2005 Cohort  
■ 2004 Cohort

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>803</b>	<b>86%</b>	<b>80%</b>	<b>26%</b>	<b>801</b>	<b>85%</b>	<b>79%</b>	<b>23%</b>
Female	389	90%	85%	28%	421	88%	85%	25%
Male	414	83%	75%	25%	380	82%	73%	21%
American Indian or Alaska Native	3	–	–	–	1	–	–	–
Black or African American	181	80%	70%	15%	169	77%	65%	11%
Hispanic or Latino	104	77%	68%	14%	101	83%	78%	17%
Asian or Native Hawaiian/Other Pacific Islander	32	–	–	–	25	–	–	–
White	483	91%	86%	31%	505	88%	84%	28%
Multiracial								
Small Group Totals	35	89%	80%	51%	26	92%	88%	35%
General-Education Students	671	94%	89%	31%	658	93%	89%	28%
Students with Disabilities	132	47%	32%	2%	143	48%	33%	3%
English Proficient	789	86%	80%	27%	791	85%	79%	24%
Limited English Proficient	14	79%	57%	0%	10	80%	70%	0%
Economically Disadvantaged	222	80%	68%	14%	156	86%	75%	15%
Not Disadvantaged	581	89%	84%	31%	645	85%	80%	25%
Migrant								
Not Migrant	803	86%	80%	26%	801	85%	79%	23%

### NOTES

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

## Other Assessments

### 2005 Cohort

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

### 2004 Cohort

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

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

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

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

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