



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

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 View School Accountability Status.

This section lists all schools in your district by 2010–11 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@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

	2007-08	2008-09	2009-10
Pre-K	0	252	262
Kindergarten	645	715	719
Grade 1	645	624	728
Grade 2	661	650	625
Grade 3	645	658	650
Grade 4	691	670	673
Grade 5	712	683	656
Grade 6	650	703	685
Ungraded Elementary	31	38	31
Grade 7	691	643	714
Grade 8	718	711	640
Grade 9	833	762	832
Grade 10	785	814	806
Grade 11	723	746	664
Grade 12	739	717	691
Ungraded Secondary	44	37	40
Total K-12	9213	9171	9154

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	24	24	24
Grade 8			
English	23	23	22
Mathematics	21	25	23
Science	20	24	22
Social Studies	25	26	23
Grade 10			
English	22	24	25
Mathematics	19	22	21
Science	21	22	22
Social Studies	23	25	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

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1619	18%	2086	23%	2376	26%
Reduced-Price Lunch	654	7%	824	9%	789	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	335	4%	321	4%	329	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	28	0%	27	0%	27	0%
Black or African American	1875	20%	1892	21%	1825	20%
Hispanic or Latino	1335	14%	1347	15%	1381	15%
Asian or Native Hawaiian/Other Pacific Islander	352	4%	386	4%	391	4%
White	5610	61%	5514	60%	5483	60%
Multiracial	13	0%	5	0%	47	1%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		95%
Student Suspensions	1179	13%	960	10%	875	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

	2007-08	2008-09	2009-10
Total Number of Teachers	698	676	675
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	5%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	65%	69%
Total Number of Core Classes	1589	1461	1407
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2276	2169	2175
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	20%	9%
Turnover Rate of All Teachers	9%	15%	4%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	89	82	83
Total Paraprofessionals*	271	280	325
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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

 **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

2008–09

2009–10





































2010–11

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	 7 of 8	 8 of 8	 1 of 1	 2 of 6	 4 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
(2010–11)

Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (4069:3913)			100%		177	153	
Ethnicity							
American Indian or Alaska Native (13:13)	—	—	—	—	—	—	—
Black or African American (843:792)			100%		162	151	
Hispanic or Latino (630:596)			99%		169	151	
Asian or Native Hawaiian/Other Pacific Islander (172:153)			99%		188	147	
White (2397:2354)			100%		183	153	
Multiracial (14:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (629:615)			99%		131	151	138 97
Limited English Proficient (131:198)			99%		154	147	
Economically Disadvantaged (1679:1590)			100%		165	152	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (1965:1896)			100%		182	152	
Male (2104:2017)			99%		172	153	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (4069:3919)			99%		188	133	
Ethnicity							
American Indian or Alaska Native (13:13)	—	—	—	—	—	—	—
Black or African American (842:789)			99%		177	131	
Hispanic or Latino (630:602)			99%		183	131	
Asian or Native Hawaiian/Other Pacific Islander (172:158)			100%		197	127	
White (2396:2352)			100%		192	133	
Multiracial (16:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (628:615)			99%		154	131	
Limited English Proficient (131:209)			100%		178	127	
Economically Disadvantaged (1680:1592)			99%		181	132	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1967:1900)			99%		188	133	
Male (2102:2019)			99%		188	133	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010-11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009-10 2010-11
Accountability Groups								
All Students (1330:1274)		Qualified		99%		193	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (285:261)		Qualified		98%		184	100	
Hispanic or Latino (217:209)		Qualified		100%		188	100	
Asian or Native Hawaiian/Other Pacific Islander (44:40)		Qualified		100%		195	100	
White (780:760)		Qualified		99%		197	100	
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (214:211)		Qualified		99%		175	100	
Limited English Proficient (50:80)		Qualified		100%		180	100	
Economically Disadvantaged (547:517)		Qualified		99%		188	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (659:634)				99%		194	100	
Male (671:640)				99%		191	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts




















Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 2 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (693:692)			99%		177	173	
Ethnicity							
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—
Black or African American (150:153)			98%		164	169	168 [‡] 168
Hispanic or Latino (78:84)			100%		165	166	166 [‡] 169
Asian or Native Hawaiian/Other Pacific Islander (22:21)	—	—	—	—	—	—	—
White (439:430)			99%		183	172	
Multiracial (1:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (117:123)			97%		126	168	124 [‡] 133
Limited English Proficient (9:11)	—	—	—	—	—	—	—
Economically Disadvantaged (210:222)			100%		167	170	165 [‡] 170
Final AYP Determination		2 of 6					
Non-Accountability Groups							
Female (333:323)			99%		184	171	
Male (360:369)			99%		170	171	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 4 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (693:692)			99%		178	169	
Ethnicity							
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—
Black or African American (150:153)			99%		163	165	165 [‡] 167
Hispanic or Latino (78:84)			100%		168	162	
Asian or Native Hawaiian/Other Pacific Islander (22:21)	—	—	—	—	—	—	—
White (439:430)			99%		185	168	
Multiracial (1:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (117:123)			98%		132	164	128 [‡] 139
Limited English Proficient (9:11)	—	—	—	—	—	—	—
Economically Disadvantaged (210:222)			100%		172	166	
Final AYP Determination	 4 of 6						
Non-Accountability Groups							
Female (333:323)			99%		185	167	
Male (360:369)			100%		172	167	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.










Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing



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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (799)			77%	80%	77%	78%
Ethnicity						
American Indian or Alaska Native (3)		—	—	—		
Black or African American (178)			65%	80%	67%	68%
Hispanic or Latino (104)			72%	80%	74%	74%
Asian or Native Hawaiian/Other Pacific Islander (32)			84%	80%		
White (482)			83%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (137)			47%	80%	50%	54%
Limited English Proficient (14)		—	—	—		
Economically Disadvantaged (222)			64%	80%	70%	67%
Final AYP Determination		1 of 1				
Non-Accountability Groups						
Female (388)			82%	80%		
Male (411)			73%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **83%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

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

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

6 schools identified 86% of total

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

Restructuring (year 1) Focused

1 school identified 14% of total

LONGWOOD HIGH SCHOOL

4 Overview of District Performance

District **LONGWOOD CENTRAL SCHOOL DISTRICT**

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

Summary of 2009–10 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	63%			634
Grade 4	61%			666
Grade 5	47%			655
Grade 6	55%			679
Grade 7	56%			703
Grade 8	61%			640
Mathematics				
Grade 3	65%			641
Grade 4	64%			672
Grade 5	61%			660
Grade 6	65%			681
Grade 7	64%			708
Grade 8	70%			635
Science				
Grade 4	96%			661
Grade 8	87%			494

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	83%			727
Mathematics	81%			727

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.p12.nysed.gov/irts.

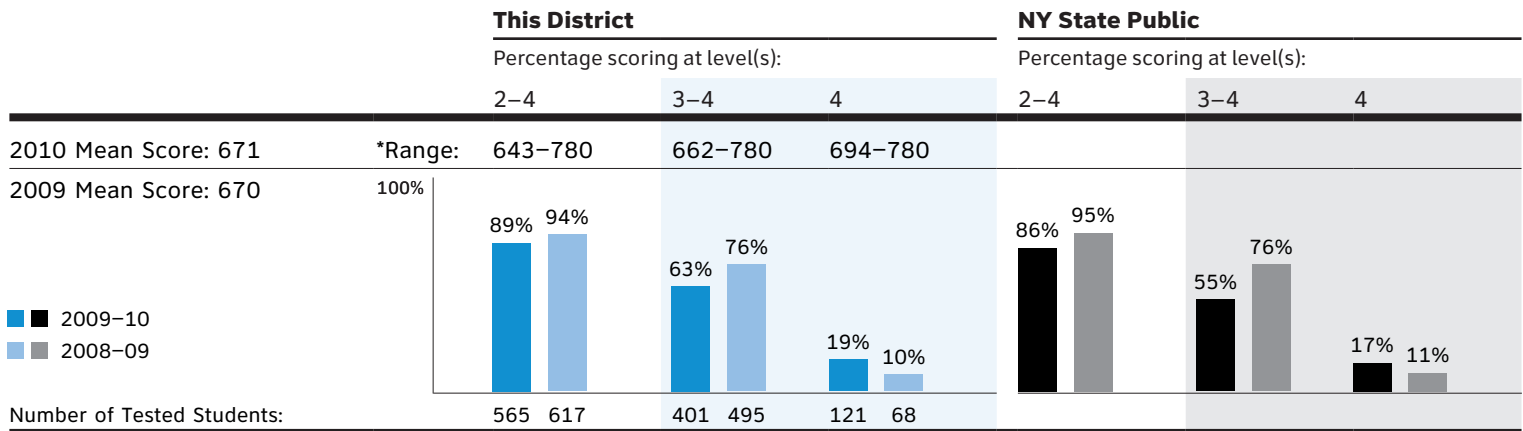
In this section, this district's performance is compared with that of public schools statewide.

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	634	89%	63%	19%	655	94%	76%	10%
Female	294	91%	66%	21%	349	95%	80%	11%
Male	340	87%	61%	17%	306	93%	71%	9%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	114	81%	42%	8%	138	90%	54%	4%
Hispanic or Latino	106	83%	56%	11%	105	90%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	33	94%	79%	27%	23	-	-	-
White	374	93%	71%	24%	386	97%	85%	13%
Multiracial	6	-	-	-				
Small Group Totals	7	71%	43%	14%	26	92%	85%	8%
General-Education Students	558	94%	69%	21%	567	98%	83%	12%
Students with Disabilities	76	50%	24%	3%	88	69%	27%	2%
English Proficient	608	90%	65%	20%	614	95%	77%	11%
Limited English Proficient	26	73%	19%	0%	41	83%	54%	0%
Economically Disadvantaged	268	82%	49%	11%	278	91%	63%	6%
Not Disadvantaged	366	95%	74%	25%	377	97%	85%	13%
Migrant					1	-	-	-
Not Migrant	634	89%	63%	19%	654	-	-	-

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.

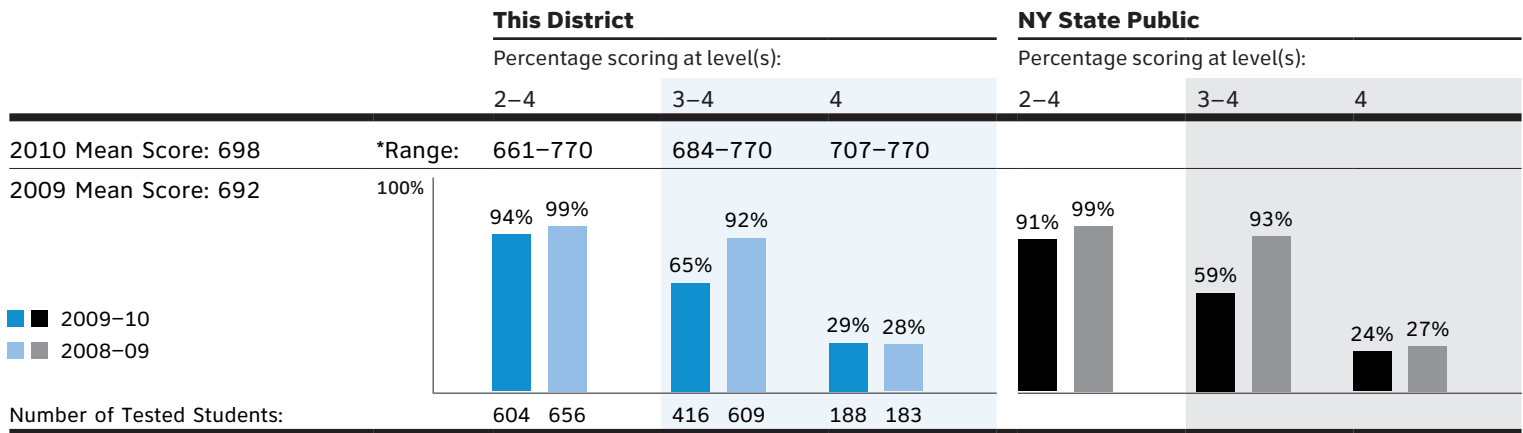
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	9	8	8	6	7	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	641	94%	65%	29%	662	99%	92%	28%
Female	298	95%	68%	29%	356	99%	92%	27%
Male	343	94%	62%	30%	306	99%	92%	29%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	113	85%	43%	15%	140	98%	86%	17%
Hispanic or Latino	109	93%	50%	22%	109	99%	90%	20%
Asian or Native Hawaiian/Other Pacific Islander	36	100%	81%	61%	23	-	-	-
White	374	97%	75%	33%	387	100%	95%	33%
Multiracial	8	-	-	-				
Small Group Totals	9	78%	44%	22%	26	96%	88%	42%
General-Education Students	565	97%	69%	32%	576	100%	96%	32%
Students with Disabilities	76	76%	37%	11%	86	94%	64%	1%
English Proficient	607	95%	67%	31%	617	99%	93%	29%
Limited English Proficient	34	79%	24%	6%	45	100%	84%	9%
Economically Disadvantaged	272	90%	48%	18%	282	99%	88%	18%
Not Disadvantaged	369	97%	77%	37%	380	99%	95%	35%
Migrant					1	-	-	-
Not Migrant	641	94%	65%	29%	661	-	-	-

NOTES

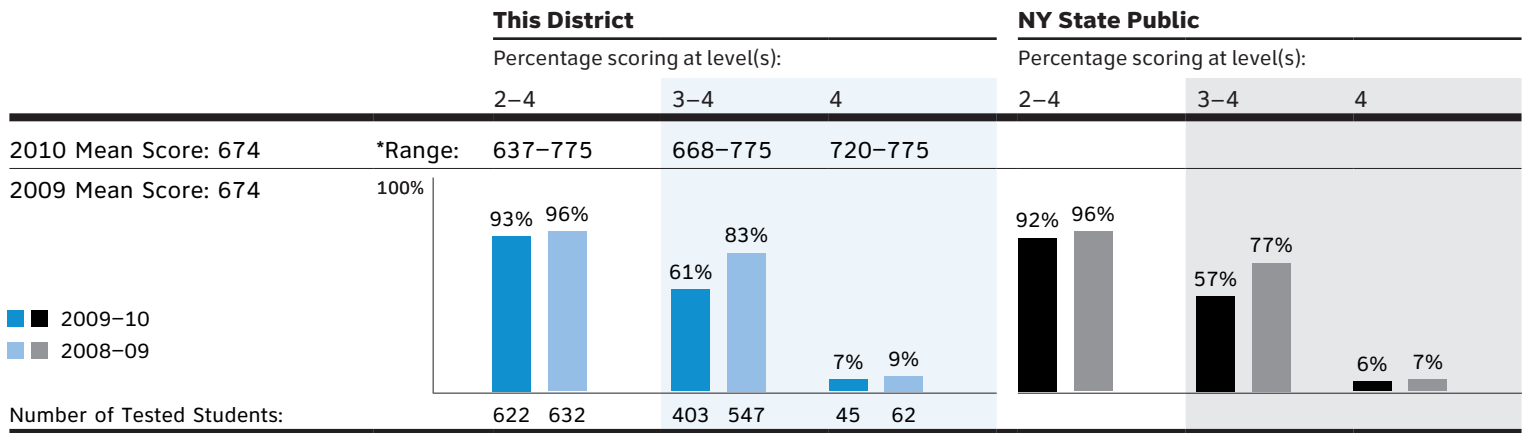
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	9	9	8	6	7	7	6	4

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	666	93%	61%	7%	659	96%	83%	9%
Female	347	95%	65%	7%	330	96%	85%	11%
Male	319	91%	56%	6%	329	95%	81%	8%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	144	85%	41%	3%	151	95%	72%	5%
Hispanic or Latino	116	91%	51%	4%	112	88%	76%	4%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	77%	5%	32	-	-	-
White	379	97%	70%	9%	362	99%	89%	12%
Multiracial	2	-	-	-				
Small Group Totals	5	80%	80%	0%	34	97%	91%	15%
General-Education Students	571	97%	69%	8%	571	99%	92%	11%
Students with Disabilities	95	71%	11%	1%	88	73%	25%	0%
English Proficient	638	94%	62%	7%	640	97%	84%	10%
Limited English Proficient	28	79%	18%	0%	19	68%	42%	0%
Economically Disadvantaged	300	90%	47%	3%	244	92%	70%	3%
Not Disadvantaged	366	96%	72%	10%	415	98%	91%	13%
Migrant								
Not Migrant	666	93%	61%	7%	659	96%	83%	9%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

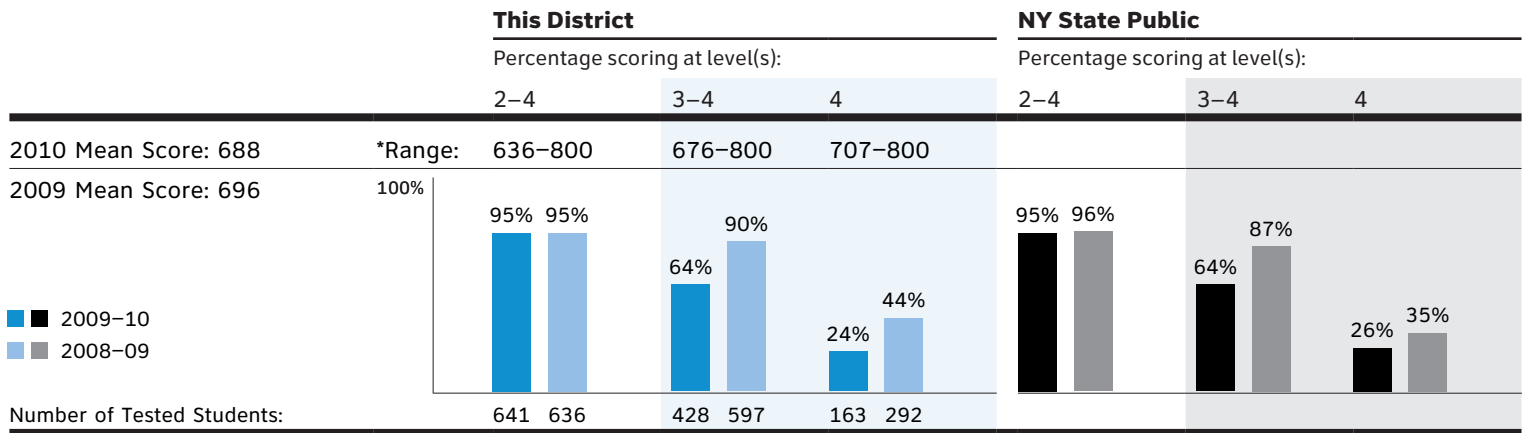
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	7	7	5	7	7	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	5	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	672	95%	64%	24%	666	95%	90%	44%
Female	352	95%	66%	25%	331	96%	90%	44%
Male	320	96%	62%	23%	335	95%	89%	43%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	146	92%	40%	13%	151	95%	85%	25%
Hispanic or Latino	118	91%	61%	18%	112	89%	80%	31%
Asian or Native Hawaiian/Other Pacific Islander	23	100%	83%	52%	32	-	-	-
White	380	98%	72%	29%	369	97%	94%	54%
Multiracial	2	-	-	-				
Small Group Totals	5	80%	60%	40%	34	100%	94%	62%
General-Education Students	576	97%	70%	28%	575	99%	96%	50%
Students with Disabilities	96	83%	25%	2%	91	70%	49%	3%
English Proficient	639	96%	66%	25%	646	96%	90%	45%
Limited English Proficient	33	79%	27%	6%	20	70%	65%	15%
Economically Disadvantaged	305	92%	50%	16%	245	92%	81%	29%
Not Disadvantaged	367	98%	75%	31%	421	98%	95%	53%
Migrant								
Not Migrant	672	95%	64%	24%	666	95%	90%	44%

NOTES

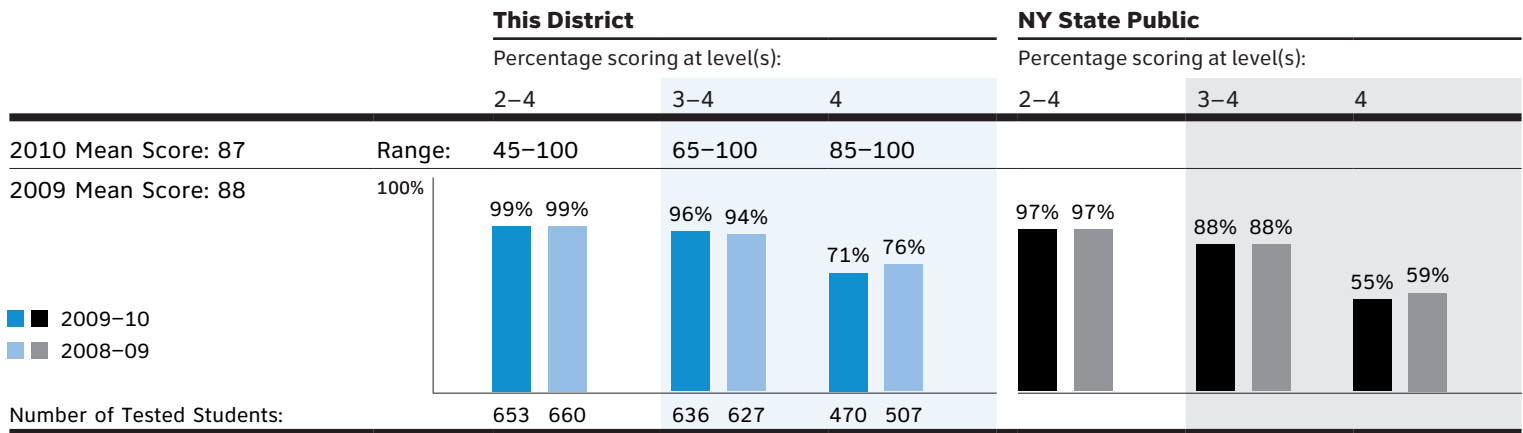
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	7	6	7	7	7	5

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	661	99%	96%	71%	666	99%	94%	76%
Female	346	99%	97%	72%	332	99%	95%	74%
Male	315	98%	95%	70%	334	99%	94%	78%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	142	98%	92%	47%	151	99%	91%	65%
Hispanic or Latino	117	98%	94%	65%	113	98%	90%	70%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	32	-	-	-
White	375	99%	98%	81%	368	99%	96%	83%
Multiracial	1	-	-	-				
Small Group Totals	27	100%	100%	85%	34	100%	100%	76%
General-Education Students	566	100%	98%	78%	575	99%	98%	84%
Students with Disabilities	95	93%	84%	33%	91	97%	71%	25%
English Proficient	628	99%	97%	73%	646	99%	95%	77%
Limited English Proficient	33	97%	85%	33%	20	90%	75%	55%
Economically Disadvantaged	299	98%	94%	57%	246	98%	91%	61%
Not Disadvantaged	362	99%	98%	83%	420	100%	96%	85%
Migrant								
Not Migrant	661	99%	96%	71%	666	99%	94%	76%

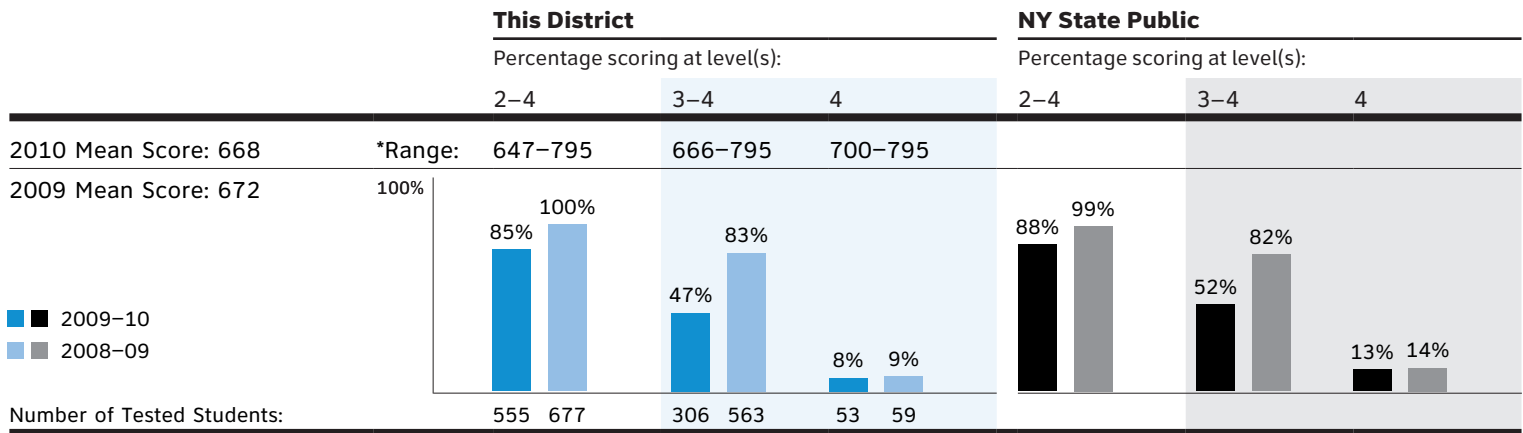
NOTES

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	7	5	7	7	7	7

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	655	85%	47%	8%	679	100%	83%	9%
Female	316	88%	52%	10%	318	100%	83%	9%
Male	339	82%	42%	6%	361	100%	83%	9%
American Indian or Alaska Native	2	-	-	-	6	100%	100%	0%
Black or African American	135	74%	32%	4%	147	99%	68%	4%
Hispanic or Latino	111	77%	32%	4%	80	100%	76%	5%
Asian or Native Hawaiian/Other Pacific Islander	32	88%	59%	19%	32	100%	97%	16%
White	372	90%	55%	10%	414	100%	88%	11%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	40%	20%				
General-Education Students	564	94%	53%	9%	574	100%	89%	10%
Students with Disabilities	91	30%	7%	0%	105	98%	49%	4%
English Proficient	642	85%	48%	8%	668	100%	84%	9%
Limited English Proficient	13	54%	0%	0%	11	100%	36%	0%
Economically Disadvantaged	264	75%	31%	6%	275	99%	75%	4%
Not Disadvantaged	391	92%	57%	10%	404	100%	88%	12%
Migrant								
Not Migrant	655	85%	47%	8%	679	100%	83%	9%

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.

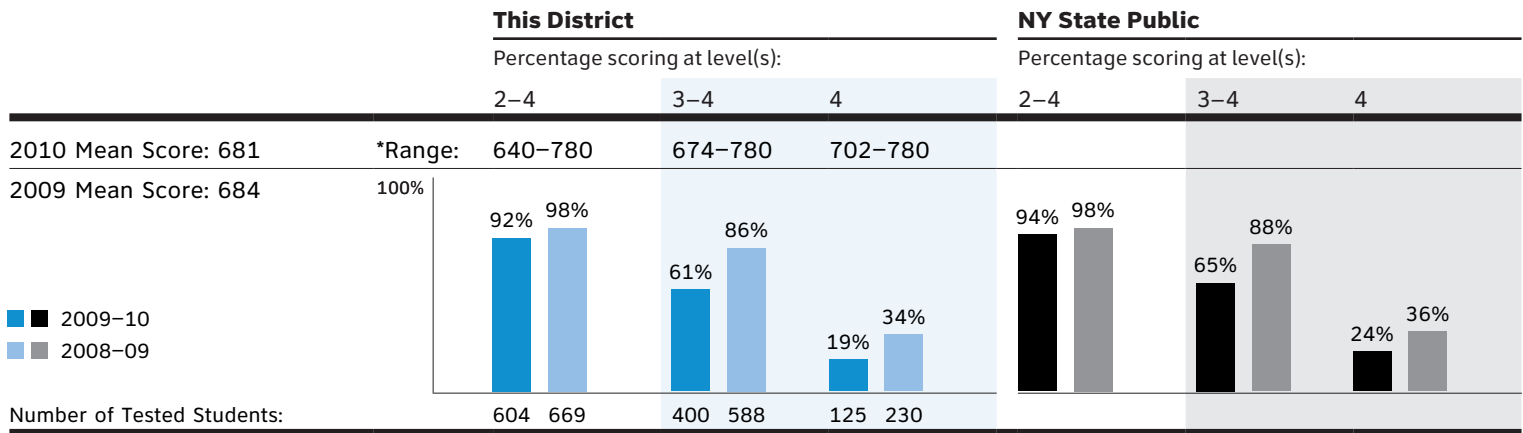
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	8	5	4	3	7	6	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	660	92%	61%	19%	685	98%	86%	34%
Female	319	91%	58%	20%	325	97%	87%	33%
Male	341	92%	63%	18%	360	98%	85%	34%
American Indian or Alaska Native	2	-	-	-	6	100%	100%	0%
Black or African American	137	85%	39%	7%	148	93%	70%	18%
Hispanic or Latino	112	85%	44%	10%	82	98%	78%	21%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	76%	30%	35	100%	97%	63%
White	372	95%	72%	25%	414	99%	92%	40%
Multiracial	4	-	-	-				
Small Group Totals	6	100%	50%	33%				
General-Education Students	569	98%	69%	22%	578	99%	92%	39%
Students with Disabilities	91	54%	11%	0%	107	89%	54%	7%
English Proficient	643	93%	62%	19%	668	98%	86%	34%
Limited English Proficient	17	47%	18%	0%	17	94%	76%	18%
Economically Disadvantaged	266	84%	46%	10%	278	96%	77%	17%
Not Disadvantaged	394	96%	71%	25%	407	99%	92%	45%
Migrant								
Not Migrant	660	92%	61%	19%	685	98%	86%	34%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	8	8	8	6	7	7	5	3

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 664	*Range: 644-785	662-785	694-785			
2009 Mean Score: 666						
Number of Tested Students:	608	706	373	593	32	48

Results by Student Group

	2009-10 School Year				2008-09 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	90%	55%	5%	706	100%	84%	7%
Female	319	92%	62%	6%	349	100%	88%	7%
Male	360	87%	49%	4%	357	100%	80%	6%
American Indian or Alaska Native	6	100%	33%	0%	1	-	-	-
Black or African American	150	77%	35%	1%	146	100%	77%	3%
Hispanic or Latino	84	86%	50%	4%	95	100%	77%	5%
Asian or Native Hawaiian/Other Pacific Islander	34	97%	74%	12%	22	-	-	-
White	405	94%	62%	6%	442	100%	87%	9%
Multiracial								
Small Group Totals					23	100%	91%	4%
General-Education Students	578	96%	63%	6%	600	100%	91%	8%
Students with Disabilities	101	54%	7%	0%	106	100%	43%	0%
English Proficient	667	90%	55%	5%	696	100%	85%	7%
Limited English Proficient	12	58%	42%	0%	10	100%	40%	0%
Economically Disadvantaged	300	84%	42%	1%	262	100%	77%	3%
Not Disadvantaged	379	94%	65%	8%	444	100%	88%	9%
Migrant					1	-	-	-
Not Migrant	679	90%	55%	5%	705	-	-	-

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.

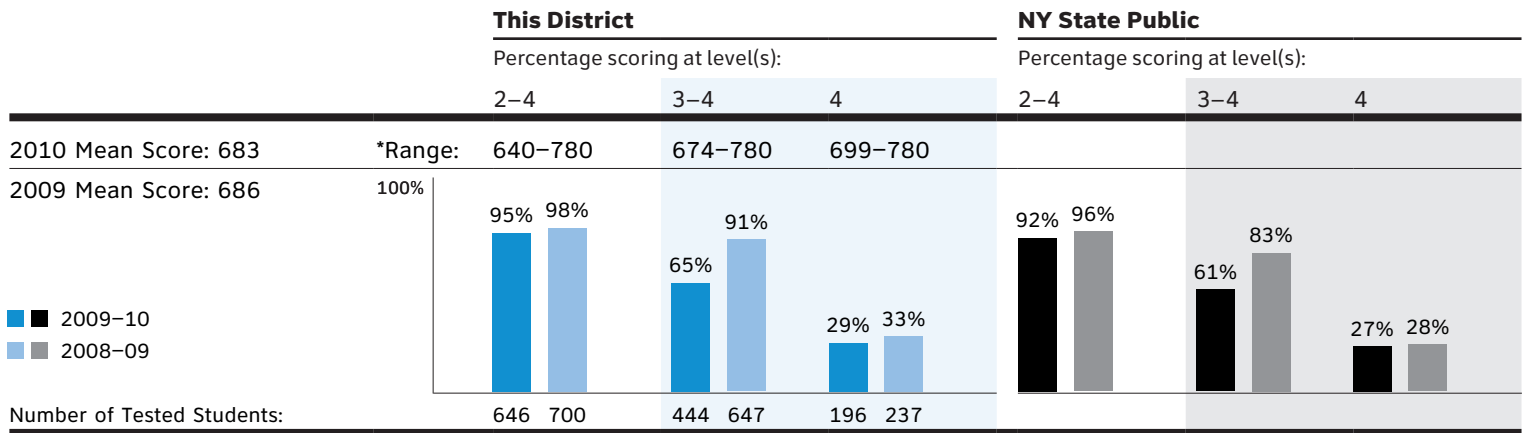
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	5	3	10	10	2	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	681	95%	65%	29%	712	98%	91%	33%
Female	320	96%	67%	28%	353	99%	92%	33%
Male	361	94%	63%	29%	359	98%	90%	34%
American Indian or Alaska Native	6	100%	33%	0%	1	-	-	-
Black or African American	151	88%	44%	15%	148	99%	84%	19%
Hispanic or Latino	83	96%	59%	17%	96	98%	90%	25%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	91%	46%	22	-	-	-
White	406	97%	72%	35%	445	98%	93%	39%
Multiracial								
Small Group Totals					23	100%	96%	52%
General-Education Students	579	98%	72%	34%	604	100%	95%	39%
Students with Disabilities	102	75%	25%	2%	108	89%	67%	3%
English Proficient	667	95%	66%	29%	699	98%	91%	34%
Limited English Proficient	14	86%	43%	29%	13	100%	85%	8%
Economically Disadvantaged	300	93%	50%	14%	266	98%	85%	21%
Not Disadvantaged	381	97%	77%	40%	446	98%	94%	40%
Migrant					1	-	-	-
Not Migrant	681	95%	65%	29%	711	-	-	-

NOTES

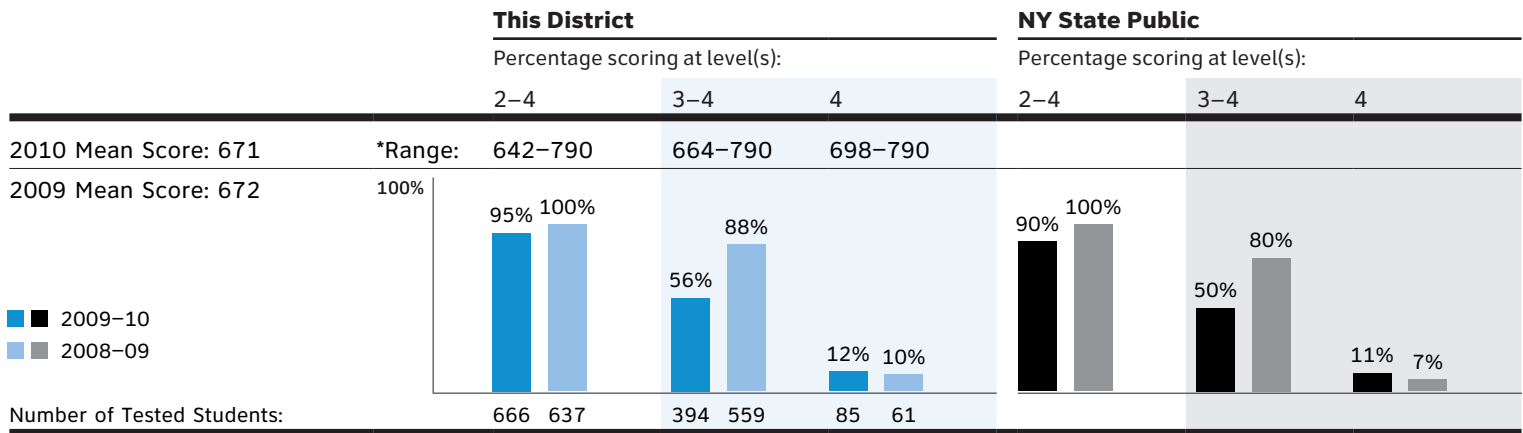
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	3	3	10	10	9	3

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	703	95%	56%	12%	638	100%	88%	10%
Female	347	97%	63%	14%	311	100%	89%	11%
Male	356	92%	49%	10%	327	100%	86%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	142	94%	39%	4%	139	100%	79%	3%
Hispanic or Latino	99	89%	45%	11%	93	100%	81%	3%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	19	100%	74%	16%
White	441	96%	63%	13%	387	100%	93%	13%
Multiracial	1	-	-	-				
Small Group Totals	21	95%	76%	43%				
General-Education Students	594	98%	63%	14%	541	100%	94%	11%
Students with Disabilities	109	74%	18%	0%	97	99%	52%	0%
English Proficient	695	95%	57%	12%	620	100%	89%	10%
Limited English Proficient	8	50%	0%	0%	18	100%	39%	0%
Economically Disadvantaged	276	91%	43%	4%	230	100%	79%	3%
Not Disadvantaged	427	97%	64%	17%	408	100%	93%	13%
Migrant					1	-	-	-
Not Migrant	703	95%	56%	12%	637	-	-	-

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

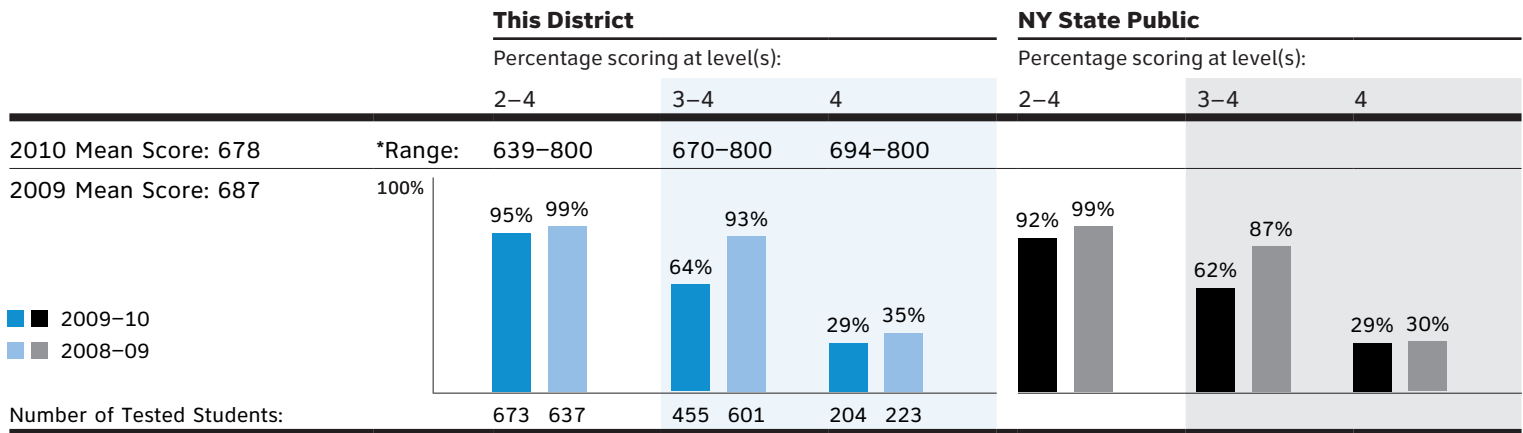
Other

Assessments

	2009-10 School Year				2008-09 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	8	8	4	4	7	7	5	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	708	95%	64%	29%	646	99%	93%	35%
Female	347	96%	65%	28%	316	99%	93%	35%
Male	361	94%	63%	30%	330	98%	93%	34%
American Indian or Alaska Native	1	-	-	-				
Black or African American	143	92%	50%	16%	140	98%	86%	18%
Hispanic or Latino	102	91%	54%	24%	97	97%	86%	20%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	20	100%	95%	65%
White	439	97%	70%	33%	389	99%	97%	43%
Multiracial	1	-	-	-				
Small Group Totals	24	96%	92%	58%				
General-Education Students	600	98%	70%	33%	549	100%	97%	40%
Students with Disabilities	108	80%	34%	6%	97	93%	70%	6%
English Proficient	694	95%	65%	29%	625	99%	94%	36%
Limited English Proficient	14	79%	43%	21%	21	90%	57%	5%
Economically Disadvantaged	278	92%	51%	18%	234	98%	86%	16%
Not Disadvantaged	430	97%	73%	36%	412	99%	97%	45%
Migrant					1	-	-	-
Not Migrant	708	95%	64%	29%	645	-	-	-

NOTES

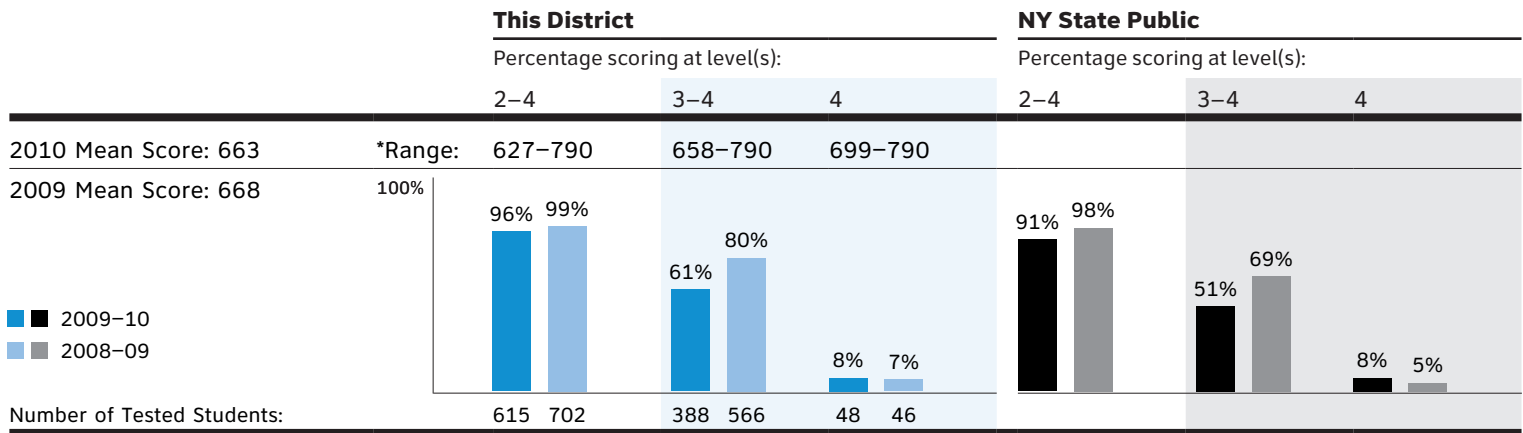
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	8	3	3	2	7	6	6	0

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	640	96%	61%	8%	707	99%	80%	7%
Female	301	97%	66%	10%	352	99%	85%	8%
Male	339	96%	55%	5%	355	99%	75%	5%
American Indian or Alaska Native					4	-	-	-
Black or African American	131	95%	43%	4%	135	100%	73%	5%
Hispanic or Latino	98	92%	56%	3%	119	98%	75%	4%
Asian or Native Hawaiian/Other Pacific Islander	19	100%	63%	26%	31	-	-	-
White	392	97%	68%	9%	418	99%	84%	7%
Multiracial								
Small Group Totals					35	100%	83%	11%
General-Education Students	540	99%	68%	9%	585	100%	90%	8%
Students with Disabilities	100	83%	21%	1%	122	96%	31%	0%
English Proficient	626	97%	62%	8%	704	-	-	-
Limited English Proficient	14	57%	14%	0%	3	-	-	-
Economically Disadvantaged	236	94%	46%	5%	245	99%	74%	4%
Not Disadvantaged	404	97%	69%	9%	462	99%	83%	8%
Migrant								
Not Migrant	640	96%	61%	8%	707	99%	80%	7%

NOTES

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

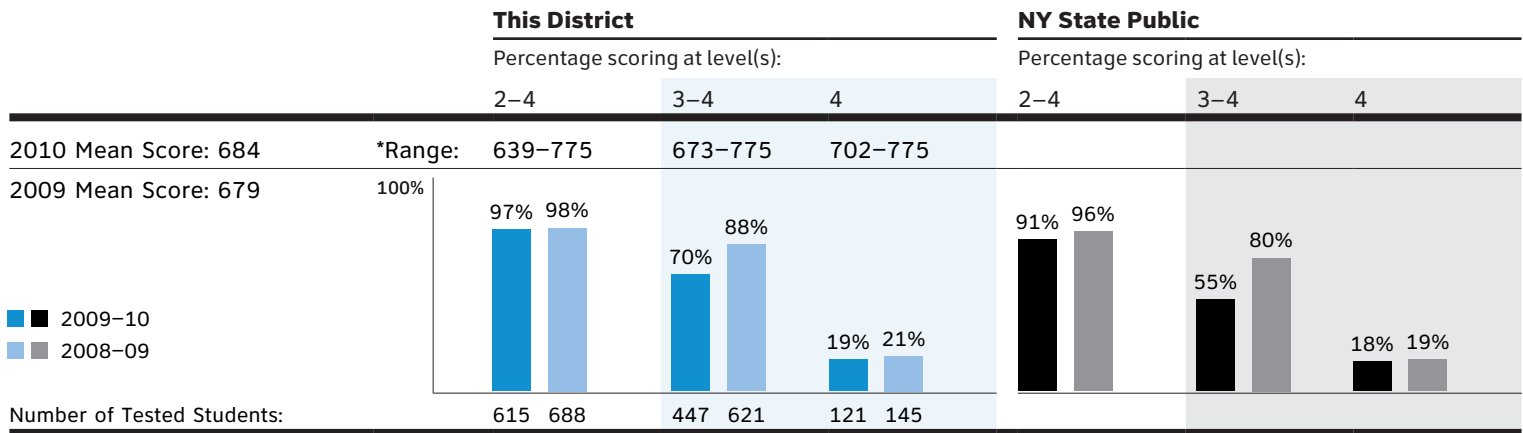
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	7	10	10	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	635	97%	70%	19%	705	98%	88%	21%
Female	297	97%	73%	23%	353	98%	89%	22%
Male	338	97%	68%	16%	352	97%	87%	19%
American Indian or Alaska Native					4	-	-	-
Black or African American	129	93%	53%	6%	140	97%	81%	9%
Hispanic or Latino	97	96%	56%	13%	119	97%	84%	20%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	75%	30	-	-	-
White	389	98%	79%	22%	412	98%	92%	24%
Multiracial								
Small Group Totals					34	100%	91%	29%
General-Education Students	537	99%	76%	22%	585	100%	94%	24%
Students with Disabilities	98	85%	41%	2%	120	87%	60%	3%
English Proficient	620	97%	71%	19%	700	98%	89%	21%
Limited English Proficient	15	93%	33%	7%	5	80%	20%	0%
Economically Disadvantaged	232	94%	56%	12%	247	97%	83%	13%
Not Disadvantaged	403	98%	78%	23%	458	98%	91%	24%
Migrant								
Not Migrant	635	97%	70%	19%	705	98%	88%	21%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	7	6	10	9	8	8

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

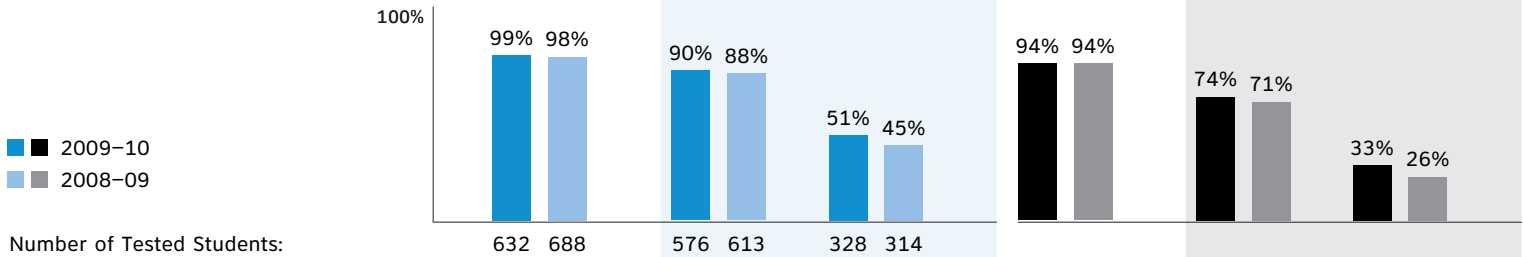
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	494	98%	87%	37%	547	98%	84%	30%
Female	217	98%	86%	36%	270	98%	85%	26%
Male	277	99%	88%	38%	277	98%	83%	35%
American Indian or Alaska Native					4	-	-	-
Black or African American	121	98%	75%	21%	124	98%	77%	16%
Hispanic or Latino	88	95%	83%	25%	95	96%	80%	28%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	25%	20	-	-	-
White	277	100%	94%	48%	304	98%	88%	37%
Multiracial								
Small Group Totals					24	100%	92%	29%
General-Education Students	394	99%	91%	44%	430	100%	92%	37%
Students with Disabilities	100	96%	72%	10%	117	92%	56%	6%
English Proficient	478	99%	88%	38%	542	98%	85%	30%
Limited English Proficient	16	81%	50%	0%	5	60%	20%	0%
Economically Disadvantaged	215	98%	81%	27%	212	98%	77%	27%
Not Disadvantaged	279	99%	92%	44%	335	98%	89%	32%
Migrant								
Not Migrant	494	98%	87%	37%	547	98%	84%	30%

NOTES

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

Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	9	9	7	6	10	10	8	7
Regents Science	146	146	146	145	152	152	152	149

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

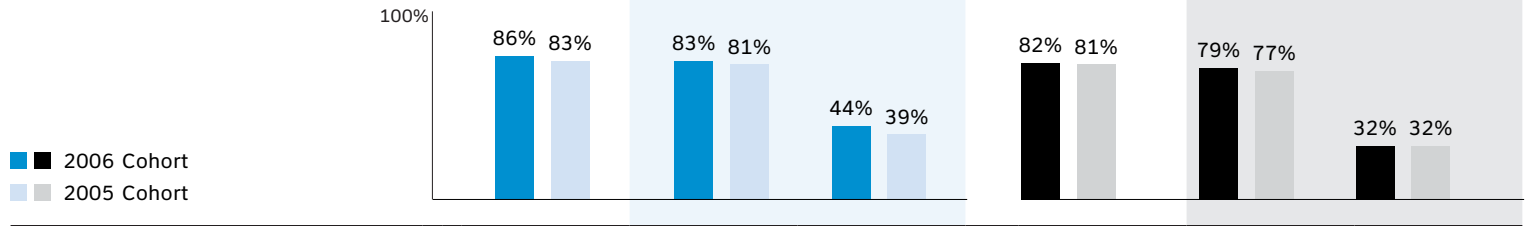
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	727	86%	83%	44%	803	83%	81%	39%
Female	340	90%	88%	53%	389	88%	87%	46%
Male	387	82%	79%	36%	414	78%	75%	33%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	170	75%	71%	27%	181	74%	72%	27%
Hispanic or Latino	88	81%	77%	35%	104	76%	72%	24%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	76%	32	-	-	-
White	443	90%	88%	51%	483	87%	86%	45%
Multiracial	4	-	-	-				
Small Group Totals	5	60%	60%	40%	35	91%	91%	57%
General-Education Students	596	92%	92%	52%	671	90%	90%	45%
Students with Disabilities	131	56%	44%	8%	132	45%	38%	7%
English Proficient	715	86%	84%	45%	789	84%	82%	40%
Limited English Proficient	12	42%	42%	8%	14	36%	29%	7%
Economically Disadvantaged	237	79%	76%	30%	222	74%	72%	25%
Not Disadvantaged	490	89%	86%	51%	581	86%	85%	44%
Migrant								
Not Migrant	727	86%	83%	44%	803	83%	81%	39%

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.

* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

This District

Percentage scoring at level(s):

2-4

3-4

4

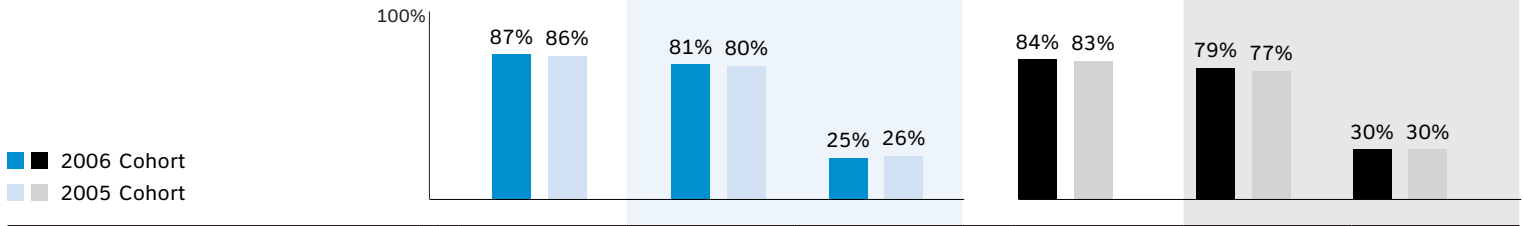
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	727	87%	81%	25%	803	86%	80%	26%
Female	340	93%	86%	29%	389	90%	85%	28%
Male	387	83%	76%	22%	414	83%	75%	25%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	170	78%	67%	13%	181	80%	70%	15%
Hispanic or Latino	88	83%	72%	11%	104	77%	68%	14%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	67%	32	-	-	-
White	443	92%	88%	31%	483	91%	86%	31%
Multiracial	4	-	-	-				
Small Group Totals	5	60%	40%	0%	35	89%	80%	51%
General-Education Students	596	95%	90%	31%	671	94%	89%	31%
Students with Disabilities	131	53%	40%	0%	132	47%	32%	2%
English Proficient	715	88%	82%	26%	789	86%	80%	27%
Limited English Proficient	12	58%	33%	8%	14	79%	57%	0%
Economically Disadvantaged	237	84%	74%	16%	222	80%	68%	14%
Not Disadvantaged	490	89%	84%	30%	581	89%	84%	31%
Migrant								
Not Migrant	727	87%	81%	25%	803	86%	80%	26%

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.

* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.