



The New York State Accountability Report 2011-12

DISTRICT: LONGWOOD CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 580212060000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✗
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	4085	99%
American Indian or Alaska Native	—	20	—
Black or African American	✓	755	99%
Hispanic or Latino	✓	830	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	158	98%
White	✓	2207	100%
Multiracial	✓	115	99%
Students With Disabilities	✓	675	99%
Limited English Proficient	✓	138	99%
Economically Disadvantaged	✓	2023	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	3932	153	148	148
American Indian or Alaska Native	—	20	—	—	—
Black or African American	✓	715	130	126	126
Hispanic or Latino	✓	782	141	128	128
Asian or Native Hawaiian/Other Pacific Islander	✓	154	169	157	157
White	✓	2149	164	162	161
Multiracial	✗	112	143	148	148
Students With Disabilities	✗	667†	91†	97	97
Limited English Proficient	✗	194‡	101‡	102	102
Economically Disadvantaged	✓	1918	136	132	132

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	4065	99%
Not Black or African American	3330	99%
Not Hispanic or Latino	3255	99%
Not Asian or Native Hawaiian/Other Pacific Islander	3927	100%
Not White	1878	99%
Not Multiracial	3970	99%
General Education	3410	100%
English Proficient	3947	99%
Not Economically Disadvantaged	2062	99%
Male	2088	99%
Female	1997	100%
Migrant	0	—
Not Migrant	4085	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	3912	153
Not Black or African American	3217	158
Not Hispanic or Latino	3150	156
Not Asian or Native Hawaiian/Other Pacific Islander	3778	152
Not White	1783	139
Not Multiracial	3820	153
General Education	3293	165
English Proficient	3817	155
Not Economically Disadvantaged	2014	169
Male	2013	146
Female	1919	160
Migrant	0	—
Not Migrant	3932	153

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✗
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	4085	99%
American Indian or Alaska Native	—	20	—
Black or African American	✓	755	100%
Hispanic or Latino	✓	830	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	158	99%
White	✓	2207	99%
Multiracial	✓	115	98%
Students With Disabilities	✓	676	99%
Limited English Proficient	✓	138	99%
Economically Disadvantaged	✓	2022	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	3934	163	162	162
American Indian or Alaska Native	—	20	—	—	—
Black or African American	✓	715	141	138	138
Hispanic or Latino	✓	787	155	146	146
Asian or Native Hawaiian/Other Pacific Islander	✓	157	180	177	177
White	✓	2144	173	172	172
Multiracial	✗	111	150	156	156
Students With Disabilities	✗	664†	114†	118	118
Limited English Proficient	✗	204‡	125‡	132	131
Economically Disadvantaged	✗	1914	148	149	149

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	4065	99%
Not Black or African American	3330	99%
Not Hispanic or Latino	3255	99%
Not Asian or Native Hawaiian/Other Pacific Islander	3927	99%
Not White	1878	99%
Not Multiracial	3970	99%
General Education	3409	99%
English Proficient	3947	99%
Not Economically Disadvantaged	2063	99%
Male	2090	99%
Female	1995	99%
Migrant	0	—
Not Migrant	4085	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	3914	163
Not Black or African American	3219	168
Not Hispanic or Latino	3147	165
Not Asian or Native Hawaiian/Other Pacific Islander	3777	163
Not White	1790	151
Not Multiracial	3823	164
General Education	3298	173
English Proficient	3809	165
Not Economically Disadvantaged	2020	178
Male	2016	160
Female	1918	167
Migrant	0	—
Not Migrant	3934	163

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1330	97%
American Indian or Alaska Native	—	6	—
Black or African American	✓	249	96%
Hispanic or Latino	✓	248	97%
Asian or Native Hawaiian/Other Pacific Islander	✓	54	98%
White	✓	737	97%
Multiracial	—	36	—
Students With Disabilities	✓	211	91%
Limited English Proficient	—	35	—
Economically Disadvantaged	✓	659	95%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	1242	191	176	176
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	225	182	154	154
Hispanic or Latino	✓	223	190	158	158
Asian or Native Hawaiian/Other Pacific Islander	✓	52	192	174	174
White	✓	702	194	187	187
Multiracial	✓	35	191	172	172
Students With Disabilities	✓	193†	172†	146	146
Limited English Proficient	—	26	—	—	—
Economically Disadvantaged	✓	597	185	164	164

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]}{\times 100}$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1324	97%
Not Black or African American	1081	97%
Not Hispanic or Latino	1082	97%
Not Asian or Native Hawaiian/Other Pacific Islander	1276	97%
Not White	593	96%
Not Multiracial	1294	97%
General Education	1119	98%
English Proficient	1295	97%
Not Economically Disadvantaged	671	99%
Male	695	96%
Female	635	98%
Migrant	0	—
Not Migrant	1330	97%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1237	191
Not Black or African American	1017	193
Not Hispanic or Latino	1019	191
Not Asian or Native Hawaiian/Other Pacific Islander	1190	191
Not White	540	187
Not Multiracial	1207	191
General Education	1059	194
English Proficient	1216	191
Not Economically Disadvantaged	645	196
Male	645	191
Female	597	191
Migrant	0	—
Not Migrant	1242	191

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	707	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	132	97%
Hispanic or Latino	✓	117	99%
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
White	✓	431	100%
Multiracial	—	3	—
Students With Disabilities	✓	116	99%
Limited English Proficient	—	9	—
Economically Disadvantaged	✓	273	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	707	170	155	155
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	129	153	125	125
Hispanic or Latino	✓	114	163	127	127
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✓	435	176	169	169
Multiracial	—	5	—	—	—
Students With Disabilities	✓	132†	104†	88	88
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✓	281	153	135	135

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	706	99%
Not Black or African American	575	100%
Not Hispanic or Latino	590	99%
Not Asian or Native Hawaiian/Other Pacific Islander	684	99%
Not White	276	98%
Not Multiracial	704	99%
General Education	591	99%
English Proficient	698	99%
Not Economically Disadvantaged	434	99%
Male	387	99%
Female	320	99%
Migrant	0	—
Not Migrant	707	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	706	170
Not Black or African American	578	174
Not Hispanic or Latino	593	171
Not Asian or Native Hawaiian/Other Pacific Islander	684	170
Not White	272	160
Not Multiracial	702	170
General Education	580	185
English Proficient	696	172
Not Economically Disadvantaged	426	181
Male	377	164
Female	330	177
Migrant	0	—
Not Migrant	707	170

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	707	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	132	97%
Hispanic or Latino	✓	117	99%
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
White	✓	431	100%
Multiracial	—	3	—
Students With Disabilities	✓	116	98%
Limited English Proficient	—	9	—
Economically Disadvantaged	✓	273	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	707	127	132	130
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	129	102	94	94
Hispanic or Latino	✓	114	118	98	98
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✗	435	136	149	142
Multiracial	—	5	—	—	—
Students With Disabilities	✗	132†	70†	73	73
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✗	281	107	109	109

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	706	99%
Not Black or African American	575	100%
Not Hispanic or Latino	590	99%
Not Asian or Native Hawaiian/Other Pacific Islander	684	99%
Not White	276	98%
Not Multiracial	704	99%
General Education	591	99%
English Proficient	698	99%
Not Economically Disadvantaged	434	99%
Male	387	99%
Female	320	99%
Migrant	0	—
Not Migrant	707	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	706	127
Not Black or African American	578	132
Not Hispanic or Latino	593	128
Not Asian or Native Hawaiian/Other Pacific Islander	684	126
Not White	272	112
Not Multiracial	702	127
General Education	580	139
English Proficient	696	128
Not Economically Disadvantaged	426	139
Male	377	123
Female	330	132
Migrant	0	—
Not Migrant	707	127

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	153	163	170	127	153
American Indian or Alaska Native	—	—	—	—	—
Black or African American	130	141	153	102	132
Hispanic or Latino	141	155	163	118	144
Asian or Native Hawaiian/Other Pacific Islander	169	180	—	—	175
White	164	173	176	136	162
Multiracial	143	150	—	—	147
Students With Disabilities	91	114	104	70	95
Limited English Proficient	101	125	—	—	113
Economically Disadvantaged	136	148	153	107	136

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	736	79%	80%	80%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	164	67%	80%	67%
Hispanic or Latino	✓	118	72%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✓	426	85%	80%	80%
Multiracial	—	4	—	—	—
Students With Disabilities	✗	136†	55%†	80%	58%
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✓	250	74%	80%	71%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	737	85%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	175	73%	80%	75%
Hispanic or Latino	✗	92	78%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✓	446	90%	80%	80%
Multiracial	—	2	—	—	—
Students With Disabilities	✓	137†	66%†	80%	65%
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✓	246	77%	80%	76%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: LONGWOOD CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580212060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	733	79%	736	85%
Not Black or African American	572	82%	562	88%
Not Hispanic or Latino	618	80%	645	85%
Not Asian or Native Hawaiian/Other Pacific Islander	715	78%	716	84%
Not White	310	71%	291	76%
Not Multiracial	732	79%	735	85%
General Education	610	84%	608	88%
English Proficient	725	80%	726	85%
Not Economically Disadvantaged	486	81%	491	88%
Male	401	74%	387	82%
Female	335	84%	350	87%
Migrant	0	—	1	—
Not Migrant	736	79%	736	85%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 24%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 7%, which exceeded the State average of 3%.