



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **SOUTH COUNTRY CENTRAL SCHOOL  
DISTRICT**

District ID **580235060000**

Superintendent **SUSAN AGRUSO**

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Grades **PK-12**

## This District's Report Card

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

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

### For more information:

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

## Use this report to:

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

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

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

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

### **3 View School Accountability Status.**

This section lists all schools in your district by 2006–07 accountability status.

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

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

## District Profile

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

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	104	130	132
Kindergarten	331	390	354
Grade 1	367	353	373
Grade 2	380	364	338
Grade 3	360	376	353
Grade 4	351	354	375
Grade 5	340	341	485
Grade 6	366	339	336
Ungraded Elementary	44	9	0
Grade 7	406	398	336
Grade 8	352	351	371
Grade 9	346	394	351
Grade 10	355	335	394
Grade 11	337	379	335
Grade 12	303	274	254
Ungraded Secondary	16	0	0
<b>Total K-12</b>	<b>4654</b>	<b>4657</b>	<b>4655</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	23	22	22
<b>Grade 8</b>			
English	27	23	18
Mathematics	23	21	21
Science	22	22	21
Social Studies	23	21	21
<b>Grade 10</b>			
English	26	19	24
Mathematics	23	21	18
Science	22	15	14
Social Studies	23	20	23

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1187	26%	1074	23%	1126	24%
Reduced-Price Lunch	300	6%	317	7%	335	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	184	4%	240	5%	281	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	11	0%	10	0%	11	0%
Black or African American	1261	27%	1259	27%	1239	27%
Hispanic or Latino	715	15%	796	17%	957	21%
Asian or Native Hawaiian/Other Pacific Islander	100	2%	92	2%	49	1%
White	2567	55%	2500	54%	2399	52%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	334	N/A	324	7%	461	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.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	970	1042	1329
Percent Not Taught by Highly Qualified Teachers	4%	3%	2%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	6	6	4
Percent with No Valid Teaching Certificate	2%	2%	1%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	11	12	11
Percentage of Total	3%	3%	3%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	46%	46%	49%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	371	375	359
Total Other Professional Staff	34	31	40
Total Paraprofessionals*	110	71	81
Assistant Principals	8	8	8
Principals	6	6	6

\* Not available at the school level.

## Teacher Qualifications Information

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

## 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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

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

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

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

### Federal Title I Status

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

#### District in Good Standing

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

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

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

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

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

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

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

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

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

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

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

### New York State Status

(Applies to New York State districts)

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

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

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

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

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

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

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

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

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

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




District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 2)

##### Elementary/Middle Level

ELA  Improvement (Year 2)

Math  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 2)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES





































**2005–06**

YES




**2006–07**

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American			–			–
Hispanic or Latino			–			–
Asian or Native Hawaiian/Other Pacific Islander			–	–	–	–
White			–			–
<b>Other Groups</b>						
Students with Disabilities			–		 SH	–
Limited English Proficient			–	–	–	–
Economically Disadvantaged			–	 SH		–
<b>Student groups making AYP in each subject</b>	 6 of 8	 8 of 8	 1 of 1	 4 of 6	 6 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

- Good Standing 
- Improvement (Year 1) 
- Improvement (Year 2) 
- Improvement (Year 3) 
- Improvement (Year 4) 
- Improvement (Year 5 & Above) 

##### State

- Good Standing 
- Requiring Academic Progress (Year 1) 
- Requiring Academic Progress (Year 2) 
- Requiring Academic Progress (Year 3) 
- Requiring Academic Progress (Year 4) 
- Requiring Academic Progress (Year 5 & Above) 



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 2)

### Accountability Measures

6 of 8

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
<b>All Students</b> (2125:2048)	✓	✓	99%	✓	147	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (6:5)	–	–	–	–	–	–		–
Black or African American (603:576)	✗	✓	99%	✗	116	117	117	124
Hispanic or Latino (386:364)	✓	✓	99%	✓	145	116		
Asian or Native Hawaiian/Other Pacific Islander (34:32)	✓	–	–	✓	175	105		
White (1096:1071)	✓	✓	99%	✓	163	119		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (294:273)	✗	✓	98%	✗	76	115	89	88
Limited English Proficient (97:86)	✓	✓	98%	✓	135	111		
Economically Disadvantaged (755:728)	✓	✓	99%	✓	120	118		
<b>Final AYP Determination</b>	✗ 6 of 8							

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

#### AYP Status

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

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06      2006–07
<b>All Students</b> (2131:2028)	✓	✓	99%	✓	141	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:5)	–	–	–	–	–	–	–
Black or African American (604:566)	✓	✓	99%	✓	107	81	
Hispanic or Latino (391:362)	✓	✓	100%	✓	133	80	
Asian or Native Hawaiian/Other Pacific Islander (34:32)	✓	–	–	✓	163	69	
White (1092:1063)	✓	✓	99%	✓	161	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (293:267)	✓	✓	98%	✓	86	79	
Limited English Proficient (93:87)	✓	✓	100%	✓	118	75	
Economically Disadvantaged (749:715)	✓	✓	100%	✓	113	82	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

#### AYP Status

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















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

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

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (753:694)		Qualified		97%		170	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (230:207)		Qualified		96%		145	100	
Hispanic or Latino (130:112)		Qualified		96%		162	100	
Asian or Native Hawaiian/Other Pacific Islander (10:7)		–	–	–	–	–	–	–
White (381:368)		Qualified		99%		186	100	
<b>Other Groups</b>								
Students with Disabilities (123:102)		Qualified		92%		146	100	
Limited English Proficient (33:27)		–	–	–	–	–	–	–
Economically Disadvantaged (267:247)		Qualified		94%		148	100	
<b>Final AYP Determination</b>	 1 of 1							

## NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

## AYP Status

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

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 2)

### Accountability Measures

4 of 6

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (310:312)	✓	✓	97%	✓	162	148		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–	–
Black or African American (145:82)	✗	✗	93%	✗	127	143	139	134
Hispanic or Latino (40:39)	✓	✓	95%	✓	141	138		
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–	–
White (181:176)	✓	✓	99%	✓	182	146		
<b>Other Groups</b>								
Students with Disabilities (115:57)	✗	✗	83%	✓ <sup>SH</sup>	93	141	61	104
Limited English Proficient (7:10)	–	–	–	–	–	–	–	–
Economically Disadvantaged (68:71)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	139	143	122	145
<b>Final AYP Determination</b>	✗ 4 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2007-08. [201]

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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (310:312)	✓	✓	98%	✓	172	140		
<b>Ethnicity</b>								
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–	–
Black or African American (75:82)	✓	✓	95%	✓	143	135		
Hispanic or Latino (40:39)	✓	✓	98%	✓	156	130		
Asian or Native Hawaiian/Other Pacific Islander (11:11)	–	–	–	–	–	–	–	–
White (181:176)	✓	✓	99%	✓	189	138		
<b>Other Groups</b>								
Students with Disabilities (56:57)	✓ <sup>SH</sup>	✓	96%	✓ <sup>SH</sup>	102	133	88	112
Limited English Proficient (7:10)	–	–	–	–	–	–	–	–
Economically Disadvantaged (68:71)	✓	✓	100%	✓	149	135		
<b>Final AYP Determination</b>	✓ 6 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students  
to Determine AYP Status









## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

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

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (270)			78%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (63)			56%	55%	
Hispanic or Latino (35)			71%	55%	
Asian or Native Hawaiian/Other Pacific Islander (8)	–	–	–	–	–
White (164)			87%	55%	
<b>Other Groups</b>					
Students with Disabilities (40)			40%	55%	39% 41%
Limited English Proficient (3)	–	–	–	–	–
Economically Disadvantaged (53)			47%	55%	45% 48%
<b>Final AYP Determination</b>	 1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

3 schools identified 50% of total

BROOKHAVEN ELEMENTARY SCHOOL  
KREAMER STREET ELEMENTARY SCHOOL  
VERNE W. CRITZ ELEMENTARY SCHOOL

#### Requiring Academic Progress (Year 2)

1 school identified 17% of total

BELLPORT MIDDLE SCHOOL

#### Corrective Action

1 school identified 17% of total

FRANK P. LONG INTERMEDIATE SCHOOL

#### Requiring Academic Progress (Year 3)

1 school identified 17% of total







BELLPORT SENIOR HIGH SCHOOL









District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Summary of 2005–06 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	57%			336
Grade 4	60%			349
Grade 5	60%			352
Grade 6	56%			316
Grade 7	52%			317
Grade 8	46%			358


### Mathematics

Grade 3	71%		359
Grade 4	61%		364
Grade 5	59%		355
Grade 6	40%		318
Grade 7	39%		322
Grade 8	50%		363

### Science

Grade 4	81%		364
Grade 8	66%		347

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	69%			352
Mathematics	74%			352

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	66%			352

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

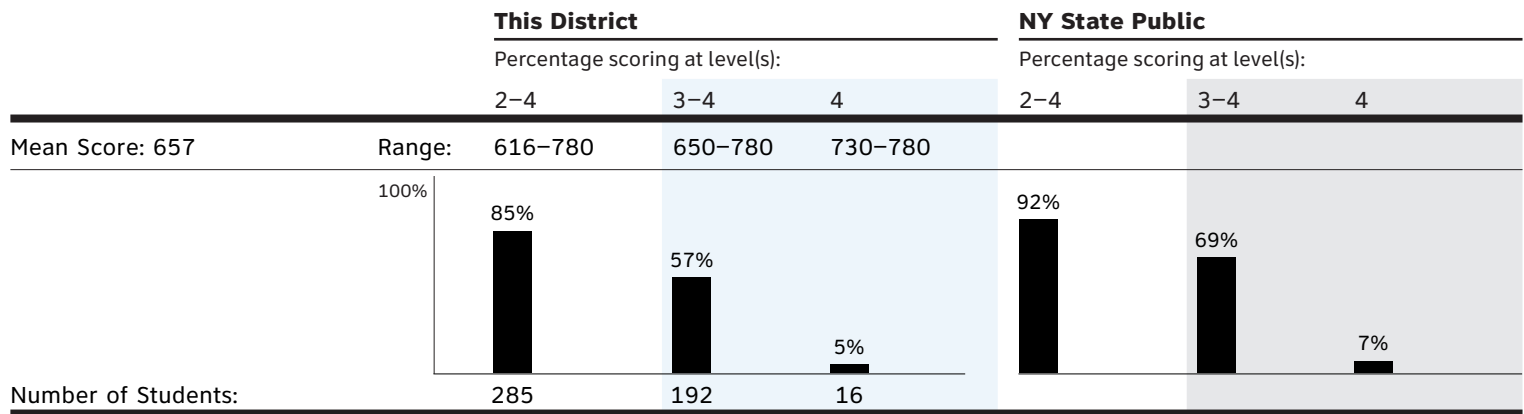
## This District's N/RC Category:

### Average Need Districts

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

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>336</b>	<b>85%</b>	<b>57%</b>	<b>5%</b>				
Female	185	89%	63%	5%				
Male	151	79%	50%	4%				
American Indian or Alaska Native								
Black or African American	101	78%	42%	1%				
Hispanic or Latino	50	86%	56%	4%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	13%				
White	177	88%	64%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	291	92%	64%	5%				
Students with Disabilities	45	36%	11%	0%				
English Proficient	329	84%	57%	5%				
Limited English Proficient	7	100%	57%	0%				
Economically Disadvantaged	106	75%	42%	0%				
Not Disadvantaged	230	89%	64%	7%				
Migrant								
Not Migrant	336	85%	57%	5%				

### NOTES

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

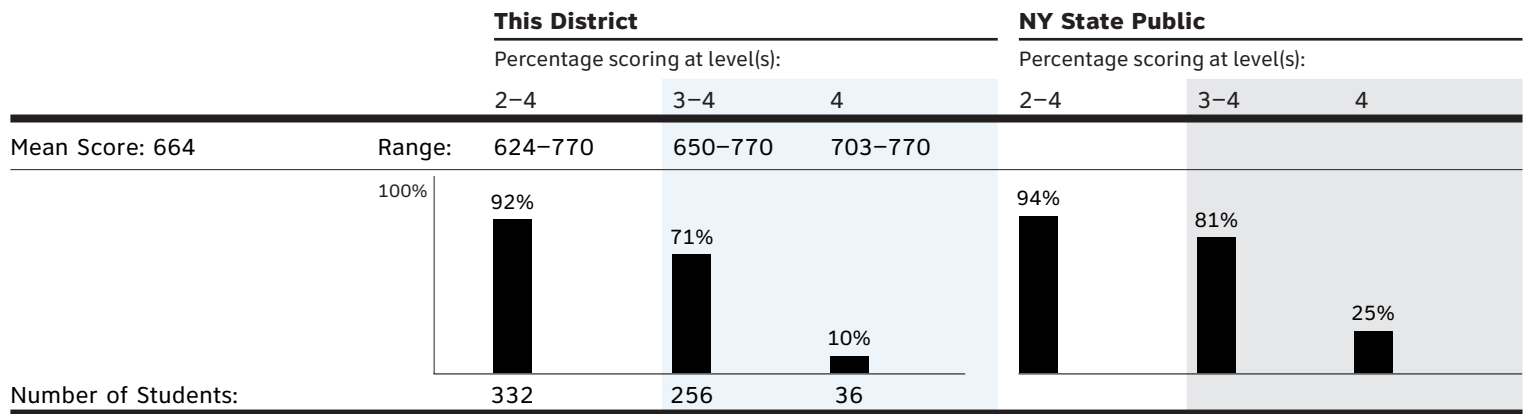
## Other Assessments

	2005-06 School Year				2004-05 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	3	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	18	13	9	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>359</b>	<b>92%</b>	<b>71%</b>	<b>10%</b>				
Female	197	95%	76%	10%				
Male	162	90%	65%	10%				
American Indian or Alaska Native								
Black or African American	106	90%	59%	3%				
Hispanic or Latino	68	94%	66%	3%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	25%				
White	177	93%	80%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	314	95%	78%	11%				
Students with Disabilities	45	73%	22%	0%				
English Proficient	334	92%	72%	11%				
Limited English Proficient	25	96%	56%	0%				
Economically Disadvantaged	119	88%	61%	4%				
Not Disadvantaged	240	95%	77%	13%				
Migrant								
Not Migrant	359	92%	71%	10%				

### NOTES

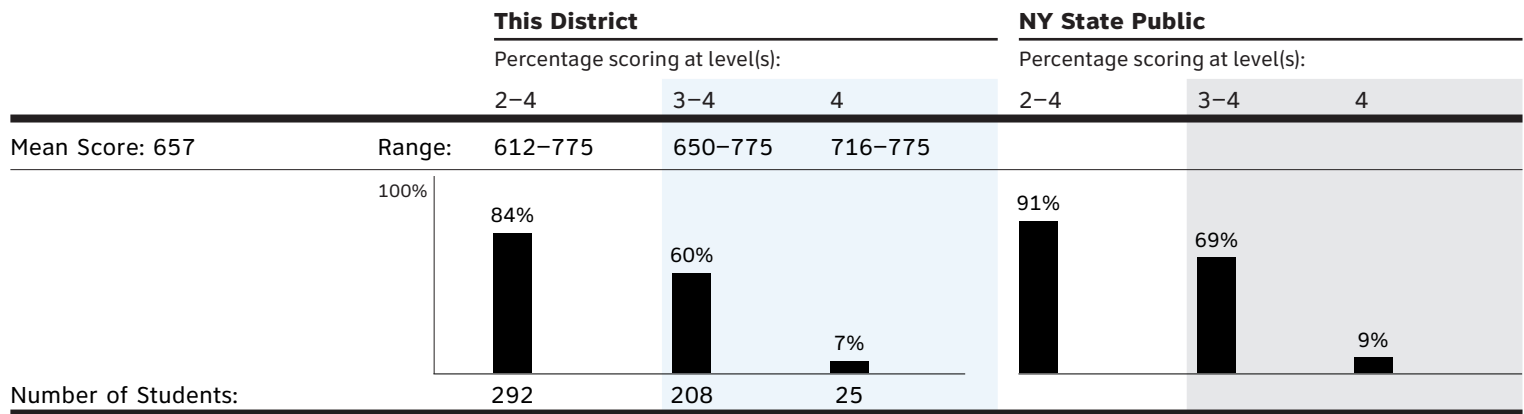
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## Other Assessments

	2005-06 School Year				2004-05 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	3	–	–	–	This test was not given in 2004-05.			

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>349</b>	<b>84%</b>	<b>60%</b>	<b>7%</b>				
Female	181	90%	65%	7%				
Male	168	77%	54%	7%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	106	72%	37%	5%				
Hispanic or Latino	65	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	174	91%	74%	9%				
Small Group Totals	69	84%	59%	6%				
General-Education Students	296	93%	69%	8%				
Students with Disabilities	53	32%	8%	0%				
English Proficient	337	84%	61%	7%				
Limited English Proficient	12	83%	17%	0%				
Economically Disadvantaged	127	72%	40%	2%				
Not Disadvantaged	222	90%	71%	10%				
Migrant								
Not Migrant	349	84%	60%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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

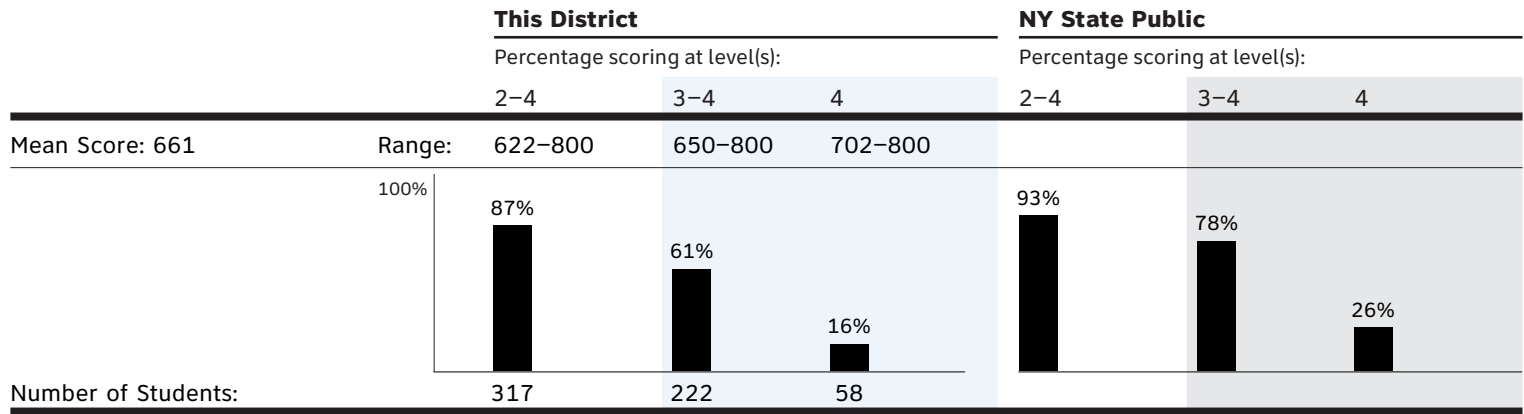
## Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	9	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	12	10	8	N/A	12	6	2	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>364</b>	<b>87%</b>	<b>61%</b>	<b>16%</b>				
Female	185	88%	62%	12%				
Male	179	87%	60%	20%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	104	72%	36%	3%				
Hispanic or Latino	80	85%	58%	13%				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	175	97%	78%	25%				
Small Group Totals	5	80%	40%	20%				
General-Education Students	311	91%	68%	18%				
Students with Disabilities	53	66%	23%	2%				
English Proficient	341	88%	63%	17%				
Limited English Proficient	23	74%	30%	0%				
Economically Disadvantaged	132	78%	42%	7%				
Not Disadvantaged	232	92%	72%	21%				
Migrant								
Not Migrant	364	87%	61%	16%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

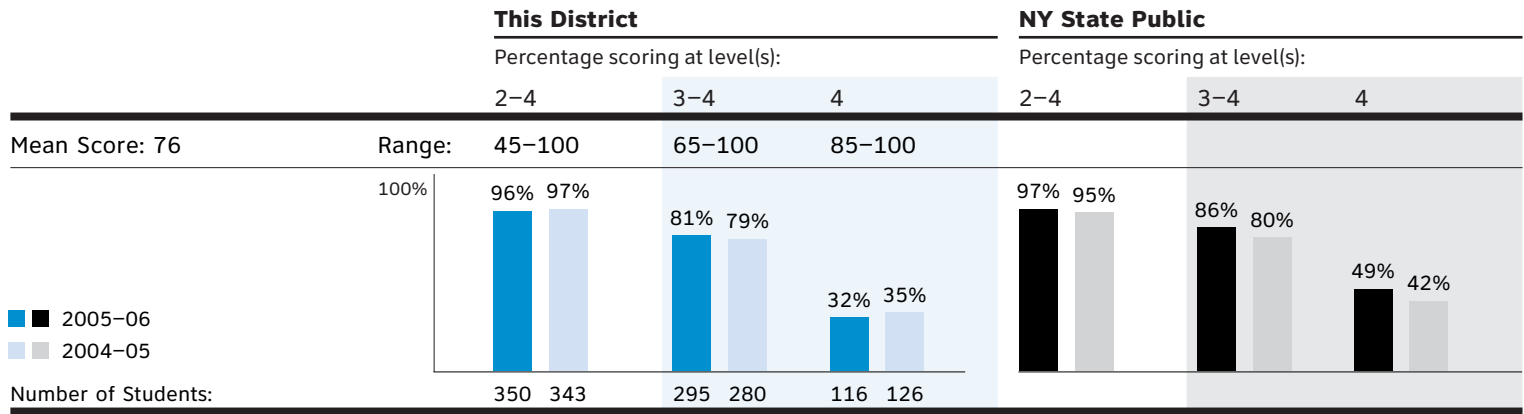
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## Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	9	1	—	—	—

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>364</b>	<b>96%</b>	<b>81%</b>	<b>32%</b>	<b>355</b>	<b>97%</b>	<b>79%</b>	<b>35%</b>
Female	186	98%	82%	29%	184	96%	77%	35%
Male	178	94%	80%	35%	171	98%	81%	36%
American Indian or Alaska Native					1	—	—	—
Black or African American	105	93%	66%	14%	91	93%	64%	15%
Hispanic or Latino	81	—	—	—	60	93%	70%	25%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	6	—	—	—
White	175	98%	91%	45%	197	99%	88%	48%
Small Group Totals	84	96%	79%	26%	7	100%	86%	43%
General-Education Students	312	97%	83%	35%	315	97%	82%	38%
Students with Disabilities	52	90%	67%	13%	40	93%	55%	13%
English Proficient	340	96%	82%	33%	334	97%	80%	37%
Limited English Proficient	24	96%	63%	17%	21	90%	57%	5%
Economically Disadvantaged	125	93%	68%	19%	122	93%	66%	16%
Not Disadvantaged	239	98%	88%	38%	233	98%	86%	45%
Migrant								
Not Migrant	364	96%	81%	32%	355	97%	79%	35%

### NOTES

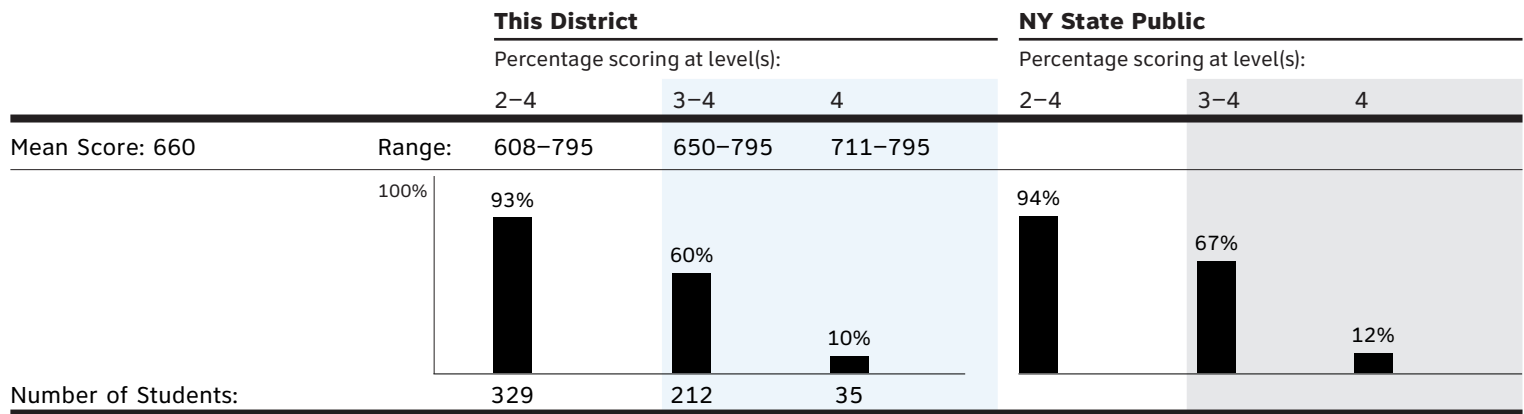
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## Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	9	1	—	—	—

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



### Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>352</b>	<b>93%</b>	<b>60%</b>	<b>10%</b>				
Female	183	95%	56%	10%				
Male	169	92%	65%	10%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	92	84%	34%	3%				
Hispanic or Latino	60	97%	60%	3%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	194	97%	72%	14%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	50%				
General-Education Students	310	96%	65%	11%				
Students with Disabilities	42	71%	26%	0%				
English Proficient	338	93%	61%	10%				
Limited English Proficient	14	93%	50%	0%				
Economically Disadvantaged	112	89%	43%	5%				
Not Disadvantaged	240	95%	68%	12%				
Migrant								
Not Migrant	352	93%	60%	10%				

#### NOTES

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

### Other Assessments

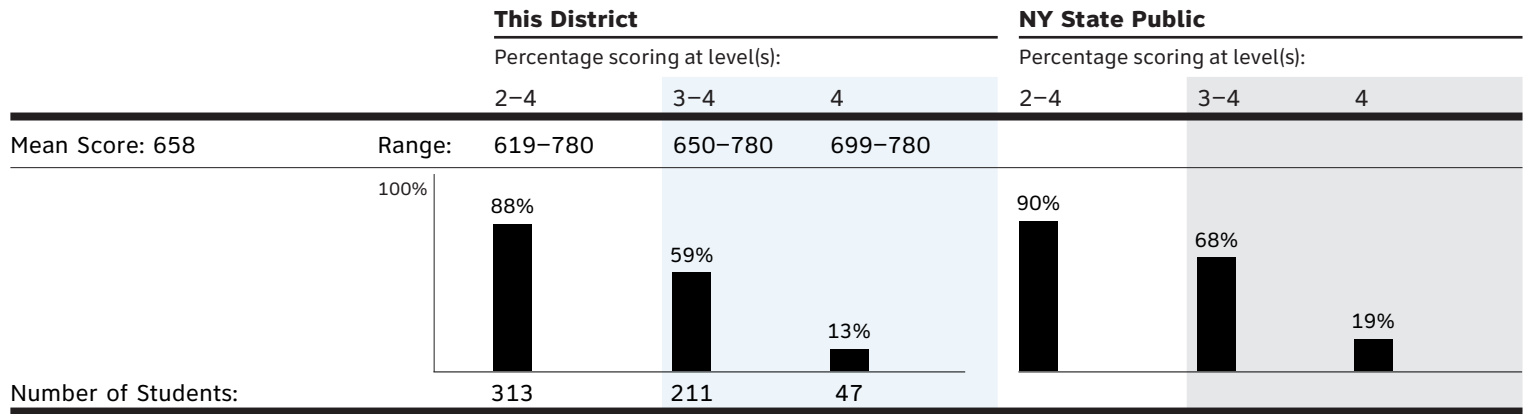
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	5	4	4	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>355</b>	<b>88%</b>	<b>59%</b>	<b>13%</b>				
Female	185	89%	56%	12%				
Male	170	88%	63%	15%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	91	71%	30%	5%				
Hispanic or Latino	66	97%	61%	6%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	192	93%	72%	18%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	50%				
General-Education Students	312	92%	63%	14%				
Students with Disabilities	43	60%	30%	5%				
English Proficient	337	88%	59%	14%				
Limited English Proficient	18	100%	67%	0%				
Economically Disadvantaged	111	83%	45%	10%				
Not Disadvantaged	244	91%	66%	15%				
Migrant								
Not Migrant	355	88%	59%	13%				

### NOTES

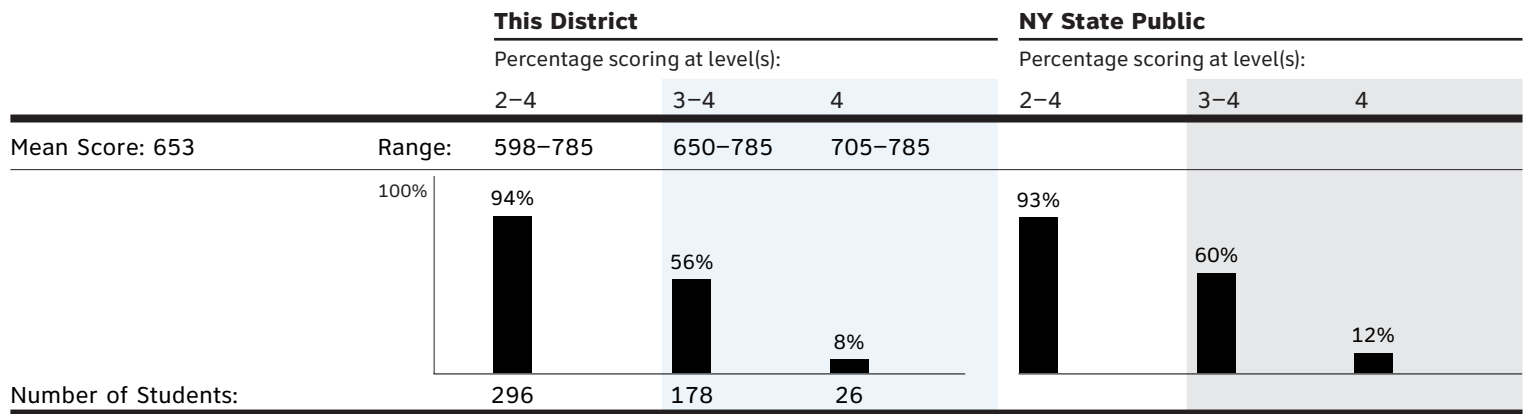
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## Other Assessments

	2005-06 School Year				2004-05 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	5	5	5	5	This test was not given in 2004-05.			

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>316</b>	<b>94%</b>	<b>56%</b>	<b>8%</b>				
Female	147	97%	57%	10%				
Male	169	91%	56%	7%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	78	83%	32%	4%				
Hispanic or Latino	61	98%	52%	7%				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	168	97%	70%	11%	This test was not given in 2004-05.			
Small Group Totals	9	89%	44%	11%				
General-Education Students	284	96%	62%	9%				
Students with Disabilities	32	75%	6%	0%				
English Proficient	311	94%	57%	8%				
Limited English Proficient	5	100%	20%	0%				
Economically Disadvantaged	121	86%	32%	2%				
Not Disadvantaged	195	98%	71%	12%				
Migrant								
Not Migrant	316	94%	56%	8%				

### NOTES

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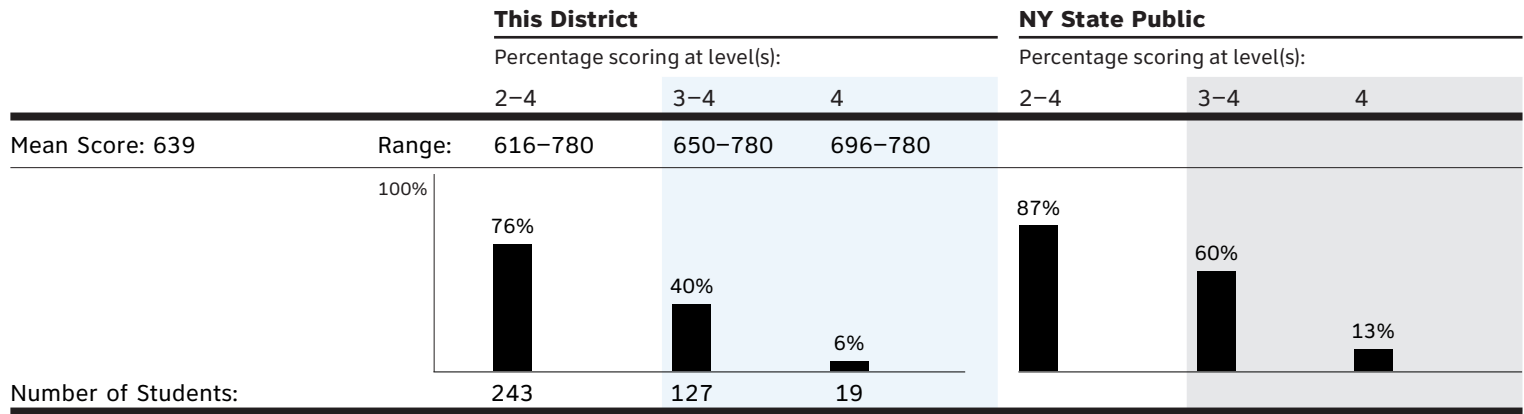
## Other Assessments

	2005-06 School Year				2004-05 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	1	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	2	—	—	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>318</b>	<b>76%</b>	<b>40%</b>	<b>6%</b>				
Female	147	77%	36%	4%				
Male	171	76%	43%	8%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	79	56%	11%	0%				
Hispanic or Latino	62	65%	39%	3%				
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—				
White	167	91%	53%	9%	This test was not given in 2004-05.			
Small Group Totals	10	70%	60%	20%				
General-Education Students	287	82%	44%	7%				
Students with Disabilities	31	26%	6%	0%				
English Proficient	311	77%	41%	6%				
Limited English Proficient	7	57%	14%	0%				
Economically Disadvantaged	126	58%	22%	1%				
Not Disadvantaged	192	89%	52%	9%				
Migrant								
Not Migrant	318	76%	40%	6%				

### NOTES

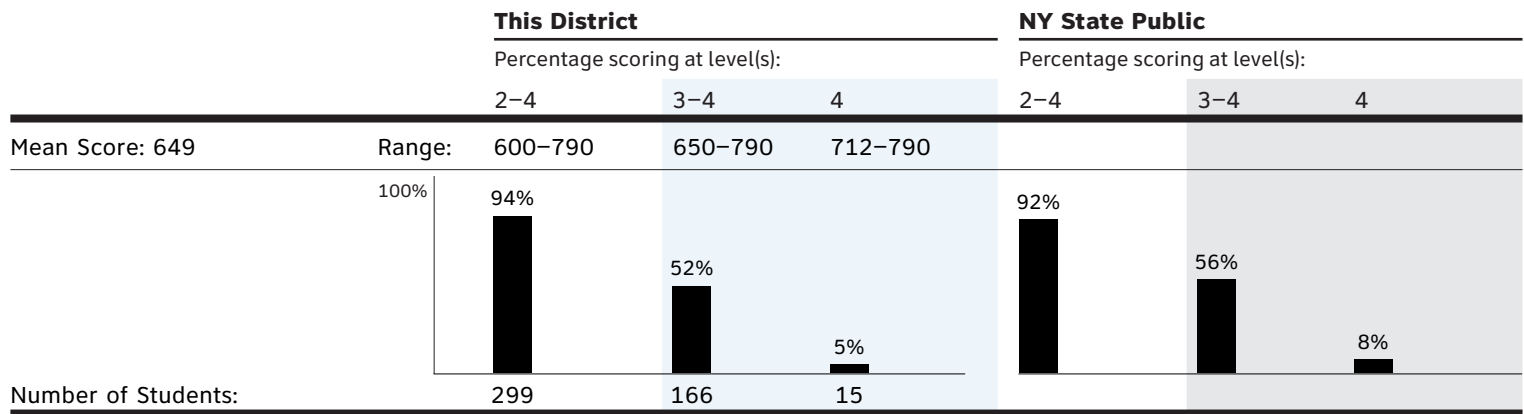
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## Other Assessments

	2005-06 School Year				2004-05 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	2	—	—	—	This test was not given in 2004-05.			

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>317</b>	<b>94%</b>	<b>52%</b>	<b>5%</b>				
Female	157	96%	56%	5%				
Male	160	93%	49%	4%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	90	88%	33%	1%				
Hispanic or Latino	59	97%	41%	2%				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	163	97%	66%	8%	This test was not given in 2004-05.			
Small Group Totals	5	100%	80%	0%				
General-Education Students	283	97%	57%	5%				
Students with Disabilities	34	71%	15%	0%				
English Proficient	311	95%	53%	5%				
Limited English Proficient	6	83%	0%	0%				
Economically Disadvantaged	106	89%	35%	0%				
Not Disadvantaged	211	97%	61%	7%				
Migrant								
Not Migrant	317	94%	52%	5%				

### NOTES

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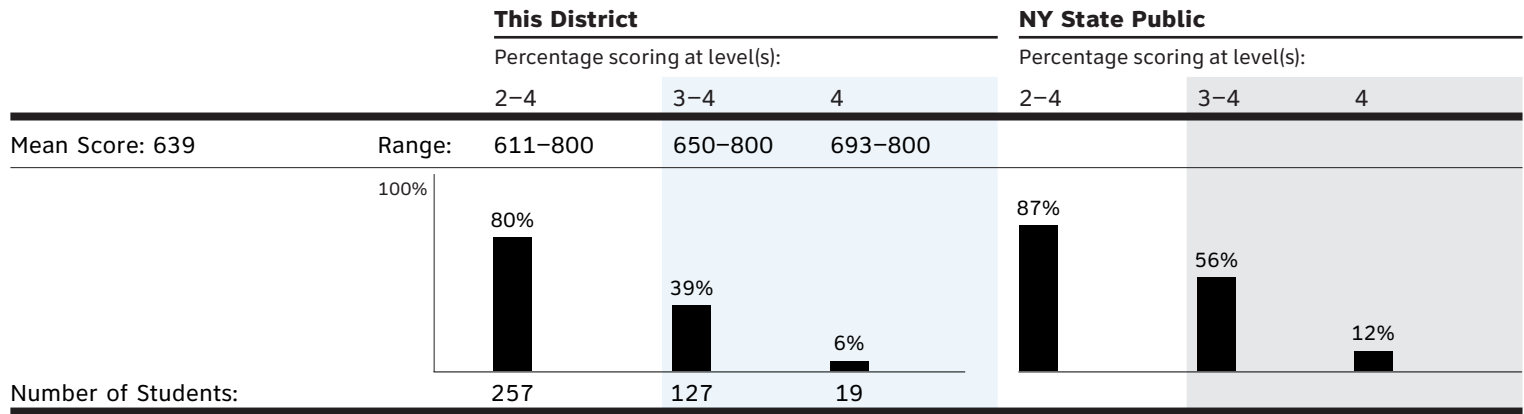
## Other Assessments

	2005-06 School Year				2004-05 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	5	5	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	4	—	—	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>322</b>	<b>80%</b>	<b>39%</b>	<b>6%</b>				
Female	163	81%	42%	7%				
Male	159	79%	36%	5%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	90	64%	19%	0%				
Hispanic or Latino	63	78%	27%	5%				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	163	89%	55%	10%	This test was not given in 2004-05.			
Small Group Totals	6	83%	67%	0%				
General-Education Students	288	84%	43%	7%				
Students with Disabilities	34	47%	6%	0%				
English Proficient	312	81%	41%	6%				
Limited English Proficient	10	50%	0%	0%				
Economically Disadvantaged	108	61%	21%	3%				
Not Disadvantaged	214	89%	49%	7%				
Migrant								
Not Migrant	322	80%	39%	6%				

### NOTES

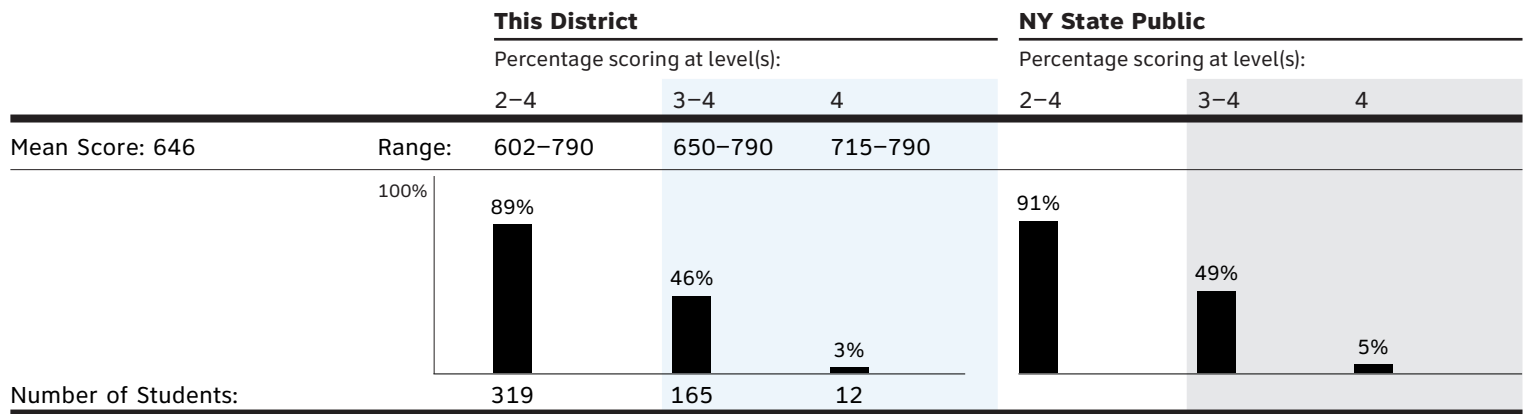
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## Other Assessments

	2005-06 School Year				2004-05 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	5	5	4	4	This test was not given in 2004-05.			

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>358</b>	<b>89%</b>	<b>46%</b>	<b>3%</b>				
Female	188	88%	52%	4%				
Male	170	91%	39%	2%				
American Indian or Alaska Native								
Black or African American	113	77%	21%	1%				
Hispanic or Latino	44	84%	34%	0%				
Asian or Native Hawaiian/Other Pacific Islander	6	83%	33%	0%				
White	195	97%	64%	6%				
Small Group Totals								
General-Education Students	313	95%	52%	4%				
Students with Disabilities	45	49%	7%	0%				
English Proficient	355	—	—	—				
Limited English Proficient	3	—	—	—				
Economically Disadvantaged	126	77%	19%	0%				
Not Disadvantaged	232	96%	61%	5%				
Migrant								
Not Migrant	358	89%	46%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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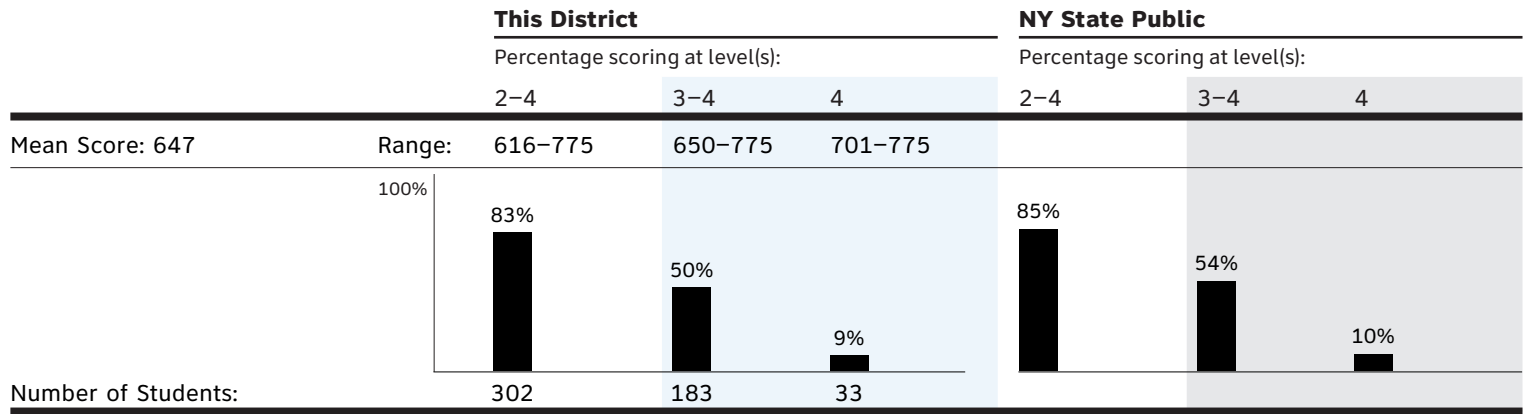
## Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	10	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 8	5	3	3	N/A	3	—	—	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>363</b>	<b>83%</b>	<b>50%</b>	<b>9%</b>				
Female	188	82%	51%	10%				
Male	175	85%	50%	8%				
American Indian or Alaska Native								
Black or African American	113	67%	30%	2%				
Hispanic or Latino	49	71%	39%	4%				
Asian or Native Hawaiian/Other Pacific Islander	6	83%	33%	17%				
White	195	95%	66%	14%				
Small Group Totals								
General-Education Students	316	89%	55%	10%				
Students with Disabilities	47	47%	17%	0%				
English Proficient	355	84%	52%	9%				
Limited English Proficient	8	50%	0%	0%				
Economically Disadvantaged	129	65%	29%	2%				
Not Disadvantaged	234	93%	62%	13%				
Migrant								
Not Migrant	363	83%	50%	9%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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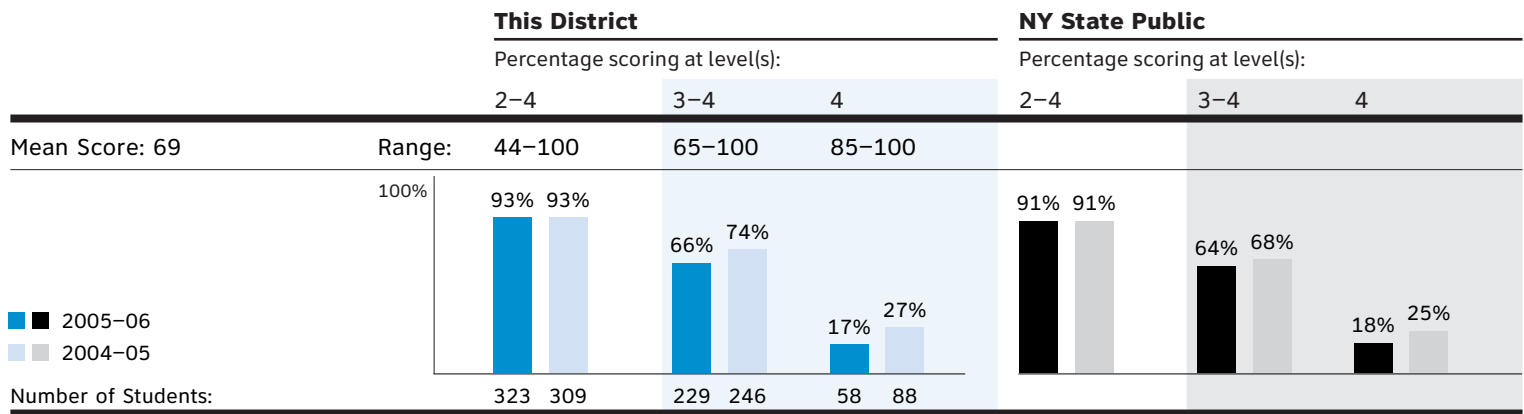
## Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	11	6	6	5	5



District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>347</b>	<b>93%</b>	<b>66%</b>	<b>17%</b>	<b>332</b>	<b>93%</b>	<b>74%</b>	<b>27%</b>
Female	178	93%	63%	15%	171	95%	75%	26%
Male	169	93%	69%	18%	161	91%	73%	27%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	106	88%	39%	3%	88	83%	43%	6%
Hispanic or Latino	44	86%	55%	9%	50	86%	66%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	5	—	—	—
White	191	98%	84%	26%	188	99%	90%	40%
Small Group Totals	6	83%	50%	17%	6	100%	83%	33%
General-Education Students	306	95%	72%	19%	281	97%	81%	31%
Students with Disabilities	41	80%	24%	0%	51	73%	33%	4%
English Proficient	341	94%	67%	17%	322	94%	75%	27%
Limited English Proficient	6	17%	0%	0%	10	50%	40%	0%
Economically Disadvantaged	115	85%	43%	2%	82	85%	48%	5%
Not Disadvantaged	232	97%	78%	24%	250	96%	83%	34%
Migrant								
Not Migrant	347	93%	66%	17%	332	93%	74%	27%

### NOTES

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

## Other Assessments

	2005-06 School Year				2004-05 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	11	11	11	8	6	6	6	6
Regents Science	0				0			

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

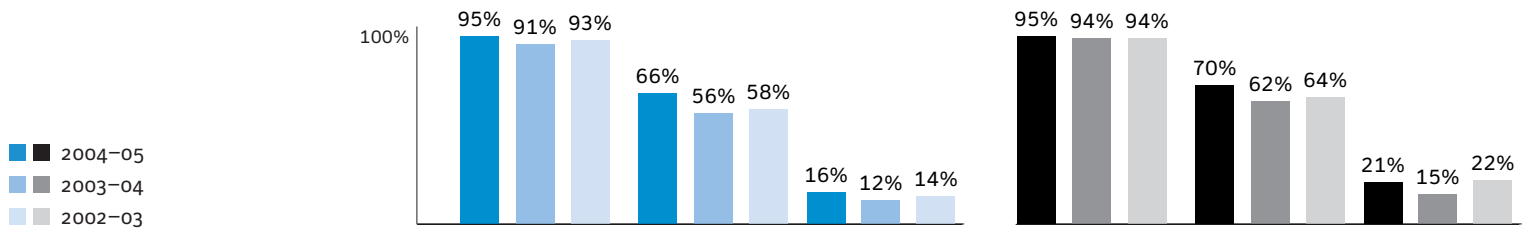
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	17	99	172	55	343	659
Feb 2004	29	122	150	40	341	650
Feb 2003	23	116	145	45	329	653

### Grade 8

#### This School

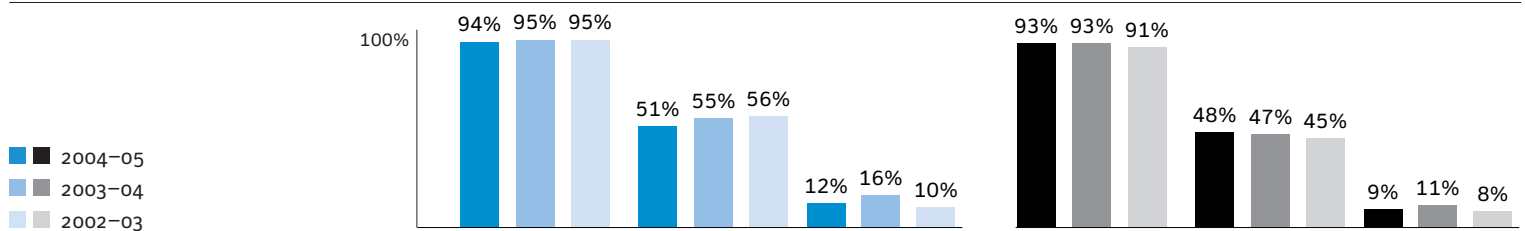
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	20	148	136	41	345	701
Jan 2004	20	154	148	62	384	706
Jan 2003	16	134	158	35	343	701

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

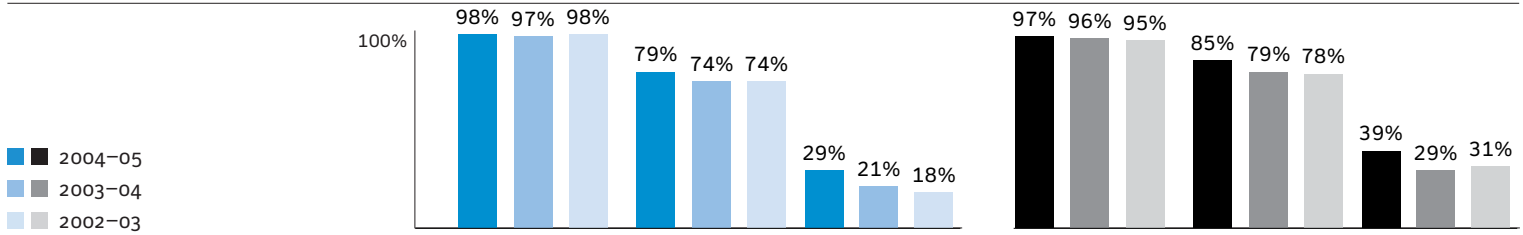
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	9	68	178	105	360	662
May 2004	9	84	187	73	353	655
May 2003	8	78	190	61	337	654

#### This School

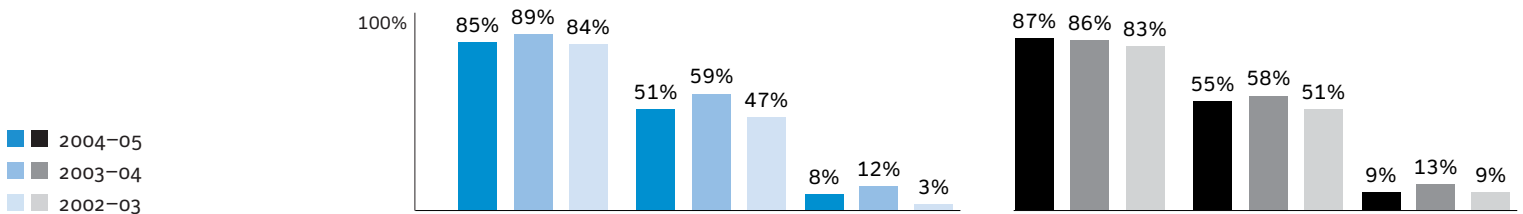
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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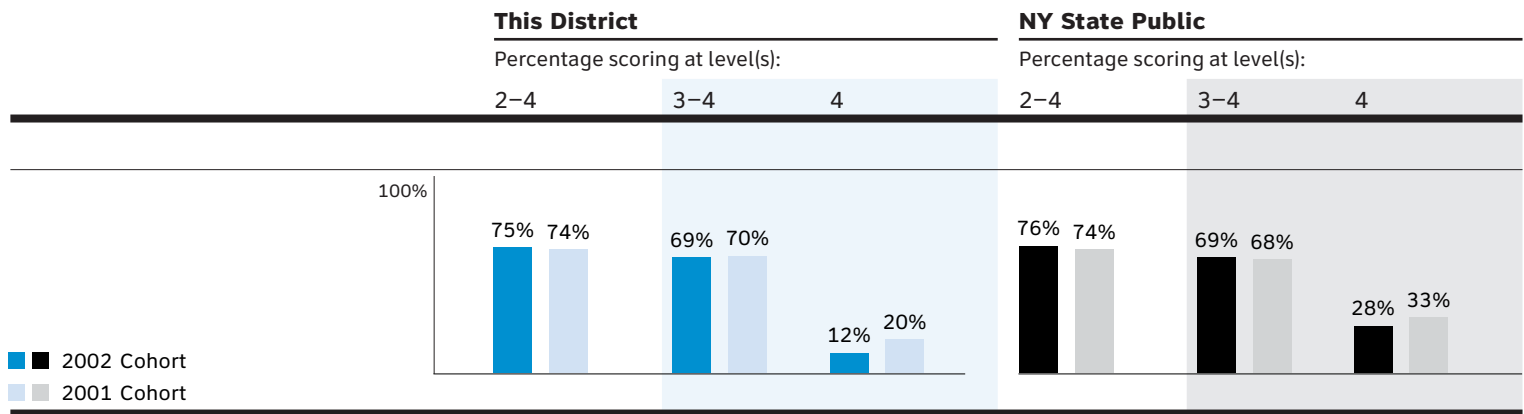


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	54	118	149	28	349	714
May 2004	42	114	181	47	384	720
May 2003	47	113	130	10	300	708

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2002 Cohort*				2001 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
<b>All Students</b>	<b>352</b>	<b>75%</b>	<b>69%</b>	<b>12%</b>	<b>308</b>	<b>74%</b>	<b>70%</b>	<b>20%</b>
Female	179	83%	78%	15%	157	82%	80%	21%
Male	173	66%	60%	10%	151	66%	61%	19%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	96	50%	43%	2%	78	56%	49%	9%
Hispanic or Latino	46	70%	63%	7%	41	71%	68%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	9	—	—	—
White	194	87%	83%	16%	179	82%	79%	27%
Small Group Totals	16	88%	75%	38%	10	90%	90%	50%
General-Education Students	284	88%	82%	15%	258	85%	82%	24%
Students with Disabilities	68	19%	13%	1%	50	16%	10%	0%
English Proficient	339	76%	71%	13%	304	—	—	—
Limited English Proficient	13	38%	23%	0%	4	—	—	—
Economically Disadvantaged	84	54%	46%	0%				
Not Disadvantaged	268	81%	76%	16%				
Migrant								
Not Migrant	352	75%	69%	12%				

### NOTES

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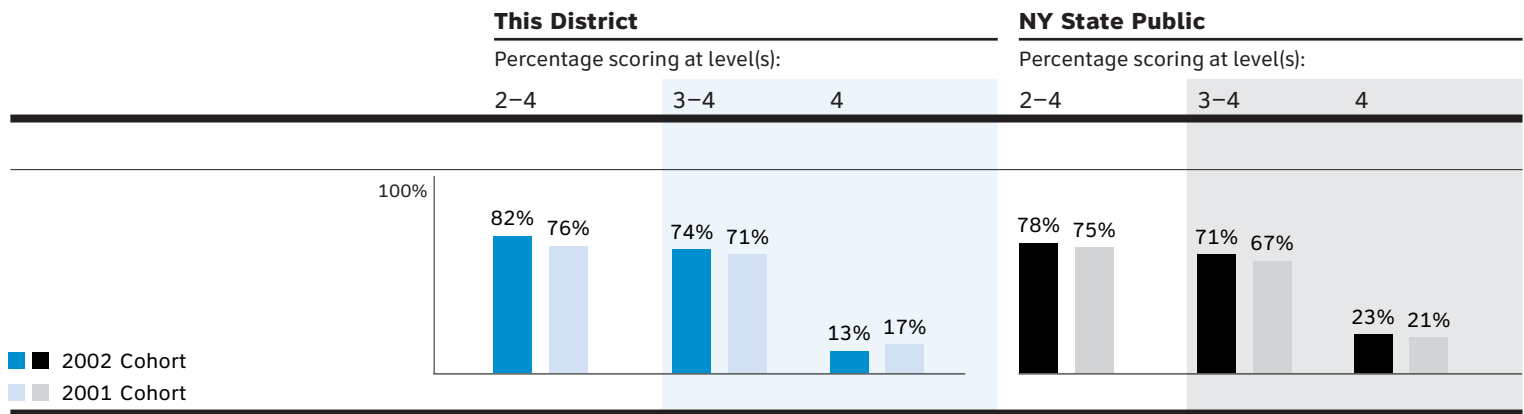
## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	2	—	—	—

\* 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.

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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



## Results by Student Group

	2002 Cohort*				2001 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
<b>All Students</b>	<b>352</b>	<b>82%</b>	<b>74%</b>	<b>13%</b>	<b>308</b>	<b>76%</b>	<b>71%</b>	<b>17%</b>
Female	179	85%	78%	13%	157	80%	76%	18%
Male	173	78%	69%	13%	151	72%	66%	16%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	96	60%	50%	1%	78	58%	51%	4%
Hispanic or Latino	46	83%	67%	9%	41	76%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	9	—	—	—
White	194	91%	86%	19%	179	84%	80%	26%
Small Group Totals	16	94%	81%	25%	10	90%	90%	20%
General-Education Students	284	93%	87%	16%	258	86%	82%	21%
Students with Disabilities	68	35%	16%	0%	50	24%	14%	0%
English Proficient	339	81%	75%	13%	304	—	—	—
Limited English Proficient	13	85%	46%	0%	4	—	—	—
Economically Disadvantaged	84	69%	54%	5%				
Not Disadvantaged	268	85%	80%	15%				
Migrant								
Not Migrant	352	82%	74%	13%				

### NOTES

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## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	4	—	—	—

\* 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.

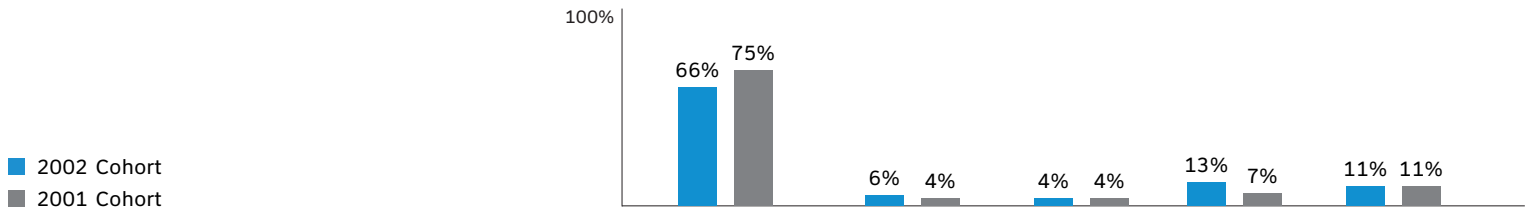
District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>352</b>	<b>66%</b>	<b>6%</b>	<b>4%</b>	<b>13%</b>	<b>11%</b>
	<b>2001</b>	<b>308</b>	<b>75%</b>	<b>4%</b>	<b>4%</b>	<b>7%</b>	<b>11%</b>
Female	2002	179	74%	4%	2%	10%	9%
	2001	157	81%	4%	3%	6%	6%
Male	2002	173	58%	7%	7%	16%	12%
	2001	151	68%	3%	5%	7%	17%
American Indian or Alaska Native	2002	4	—	—	—	—	—
	2001	1	—	—	—	—	—
Black or African American	2002	96	41%	16%	5%	20%	19%
	2001	78	56%	8%	6%	6%	23%
Hispanic or Latino	2002	46	54%	2%	4%	22%	17%
	2001	41	66%	2%	12%	12%	7%
Asian or Native Hawaiian/Other Pacific Islander	2002	12	—	—	—	—	—
	2001	9	—	—	—	—	—
White	2002	194	81%	2%	4%	8%	5%
	2001	179	84%	2%	1%	6%	7%
Small Group Totals	2002	16	81%	6%	0%	6%	6%
	2001	10	80%	0%	0%	10%	10%
General-Education Students	2002	284	74%	0%	5%	13%	8%
	2001	258	82%	0%	4%	5%	9%
Students with Disabilities	2002	68	37%	29%	0%	13%	21%
	2001	50	38%	22%	2%	18%	20%
English Proficient	2002	339	68%	6%	4%	12%	10%
	2001	304	—	—	—	—	—
Limited English Proficient	2002	13	31%	0%	0%	38%	31%
	2001	4	—	—	—	—	—
Economically Disadvantaged	2002	84	43%	15%	5%	24%	13%
Not Disadvantaged	2002	268	74%	3%	4%	10%	10%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	352	66%	6%	4%	13%	11%

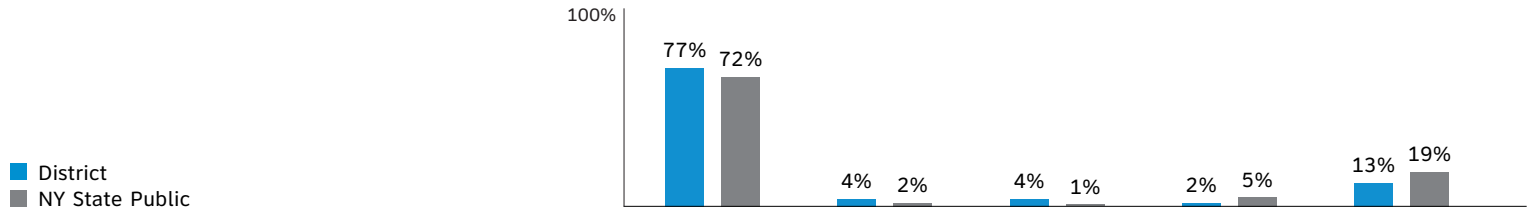
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District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>299</b>	<b>77%</b>	<b>4%</b>	<b>4%</b>	<b>2%</b>	<b>13%</b>
Female	154	83%	6%	3%	1%	7%
Male	145	70%	3%	6%	3%	19%
American Indian or Alaska Native	1	—	—	—	—	—
Black or African American	73	56%	7%	8%	3%	26%
Hispanic or Latino	40	73%	3%	10%	5%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—
White	177	85%	4%	1%	2%	8%
Small Group Totals	9	89%	0%	0%	0%	11%
General-Education Students	252	83%	0%	4%	2%	11%
Students with Disabilities	47	40%	28%	2%	6%	23%
English Proficient	295	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—
Economically Disadvantaged	63	49%	8%	11%	3%	29%
Not Disadvantaged	236	84%	3%	2%	2%	8%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	299	77%	4%	4%	2%	13%

### NOTES

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