



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **SOUTH COUNTRY CENTRAL SCHOOL
DISTRICT**

District ID **58-02-35-06-0000**

Superintendent **RAYMOND WALSH**

Telephone **(631) 730-1510**

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

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 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

	2004-05	2005-06	2006-07
Pre-K	130	132	141
Kindergarten	390	354	371
Grade 1	353	373	336
Grade 2	364	338	355
Grade 3	376	353	334
Grade 4	354	375	354
Grade 5	341	485	356
Grade 6	339	336	342
Ungraded Elementary	9	0	5
Grade 7	398	336	312
Grade 8	351	371	321
Grade 9	394	351	362
Grade 10	335	394	327
Grade 11	379	335	383
Grade 12	274	254	298
Ungraded Secondary	0	0	0
Total K-12	4657	4655	4456

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	22	22	23
Grade 8			
English	23	18	22
Mathematics	21	21	24
Science	22	21	23
Social Studies	21	21	22
Grade 10			
English	19	24	24
Mathematics	21	18	18
Science	15	14	20
Social Studies	20	23	25

Enrollment Information

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

Average Class Size Information

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

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**District ID **58-02-35-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1074	23%	1126	24%	992	22%
Reduced-Price Lunch	317	7%	335	7%	273	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	240	5%	281	6%	270	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	10	0%	11	0%	28	1%
Black or African American	1259	27%	1239	27%	1167	26%
Hispanic or Latino	796	17%	957	21%	863	19%
Asian or Native Hawaiian/Other Pacific Islander	92	2%	49	1%	58	1%
White	2500	54%	2399	52%	2340	53%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	93%		93%		93%	
Student Suspensions	324	7%	461	10%	411	9%

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**District ID **58-02-35-06-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	382	365	349
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	3%	3%	3%
Percent with Fewer Than Three Years of Experience	11%	8%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	46%	49%	52%
Total Number of Core Classes*	N/A	1329	999
Percent Not Taught by Highly Qualified Teachers	N/A	2%	3%
Total Number of Classes	1230	1211	1207
Percent Taught by Teachers Without Appropriate Certification	3%	4%	5%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	25%	27%
Turnover Rate of All Teachers	14%	17%	14%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	31	40	39
Total Paraprofessionals*	71	81	120
Assistant Principals	8	8	7
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Cohort

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2007–08)

Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✓ ^{SH}	✓ ^{SH}	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

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

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)
Pending – Requires Special Evaluation	

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007-08)



Improvement (Year 2)

Accountability Measures

7 of 7

Student groups making AYP in English Language Arts



Made 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 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [217]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2006-07	2007-08
All Students (2050:1981)	✓	✓	99%	✓	153	120		
Ethnicity								
American Indian or Alaska Native (17:13)	—	—	—	—	—	—		—
Black or African American (554:528)	✓	✓	100%	✓	125	117		
Hispanic or Latino (415:392)	✓	✓	99%	✓	152	116		
Asian or Native Hawaiian/Other Pacific Islander (25:25)	—	—	—	—	—	—		—
White (1039:1023)	✓	✓	100%	✓	168	119		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (259:245)	✓ ^{SH}	✓	99%	✓ ^{SH}	90	115	88	101
Limited English Proficient ⁵ (92:131)	✓	✓	98%	✓	140	113		
Economically Disadvantaged (841:805)	✓	✓	100%	✓	131	118		
Final AYP Determination	✓ 7 of 7							

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (2050:1971)	✓	✓	100%	✓	157	84	
Ethnicity							
American Indian or Alaska Native (14:10)	—	—	—	—	—	—	—
Black or African American (556:515)	✓	✓	99%	✓	133	81	
Hispanic or Latino (416:400)	✓	✓	100%	✓	156	81	
Asian or Native Hawaiian/Other Pacific Islander (25:25)	—	—	—	—	—	—	—
White (1039:1021)	✓	✓	100%	✓	170	83	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (261:239)	✓	✓	98%	✓	108	79	
Limited English Proficient ⁵ (93:140)	✓	✓	100%	✓	157	77	
Economically Disadvantaged (838:790)	✓	✓	100%	✓	139	82	
Final AYP Determination	✓ 7 of 7						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (690:635)	✓	Qualified	✓	98%	✓	166	100	
Ethnicity								
American Indian or Alaska Native (3:1)		–	–	–	–	–	–	–
Black or African American (207:177)		Qualified	✓	96%	✓	146	100	
Hispanic or Latino (132:124)		Qualified	✓	100%	✓	161	100	
Asian or Native Hawaiian/Other Pacific Islander (8:8)		–	–	–	–	–	–	–
White (340:325)		Qualified	✓	98%	✓	178	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (87:71)		Qualified	✓	94%	✓	131	100	
Limited English Proficient ⁴ (35:42)		–	–	–	✓	138	100	
Economically Disadvantaged (280:243)		Qualified	✓	96%	✓	146	100	
Final AYP Determination	✓	1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)



Improvement (Year 2)

Accountability Measures

5 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 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [217]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2006–07	2007–08
All Students (313:306)	✓	✓	99%	✓	176	153		
Ethnicity								
American Indian or Alaska Native (3:1)	–	–	–	–	–	–		–
Black or African American (71:74)	✗	✓	97%	✗	146	148	134‡	151
Hispanic or Latino (39:37)	✓	–	–	✓	159	143		
Asian or Native Hawaiian/Other Pacific Islander (9:10)	–	–	–	–	–	–		–
White (191:184)	✓	✓	100%	✓	190	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (19:35)	✓ ^{SH}	–	–	✓ ^{SH}	109	143	104	118
Limited English Proficient ⁴ (3:5)	–	–	–	–	–	–		–
Economically Disadvantaged (66:68)	✓	✓	100%	✓	153	147		
Final AYP Determination	✗ 5 of 6							

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)



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 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (313:306)	✓	✓	100%	✓	182	146	
Ethnicity							
American Indian or Alaska Native (3:1)	—	—	—	—	—	—	—
Black or African American (71:74)	✓	✓	99%	✓	161	141	
Hispanic or Latino (39:37)	✓	—	—	✓	168	136	
Asian or Native Hawaiian/Other Pacific Islander (9:10)	—	—	—	—	—	—	—
White (191:184)	✓	✓	100%	✓	193	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (19:35)	✓ ^{SH}	—	—	✓ ^{SH}	114	136	112 123
Limited English Proficient ⁴ (3:5)	—	—	—	—	—	—	—
Economically Disadvantaged (66:68)	✓	✓	100%	✓	160	140	
Final AYP Determination	✓ 6 of 6						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08
All Students (320)			74%	55%	
Ethnicity					
American Indian or Alaska Native (4)		–	–	–	
Black or African American (80)			54%	55%	55% 55%
Hispanic or Latino (42)			62%	55%	
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–	
White (183)			85%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (56)			45%	55%	41% 46%
Limited English Proficient ³ (5)		–	–	–	
Economically Disadvantaged (79)			54%	55%	48% 55%
Final AYP Determination		1 of 1			

NOTES

¹ 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.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

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

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

District ID **58-02-35-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

3 schools identified 50% of total

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

New York State Status

Requiring Academic Progress (Year 2)

1 school identified 17% of total

BELLPORT MIDDLE SCHOOL

Requiring Academic Progress (Year 3)

1 school identified 17% of total

BELLPORT SENIOR HIGH SCHOOL

Planning for Restructuring







1 school identified 17% of total

FRANK P LONG INTERMEDIATE SCHOOL







District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**District ID **58-02-35-06-0000**

Summary of 2006–07 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	65%			327
Grade 4	55%			346
Grade 5	63%			350
Grade 6	66%			341
Grade 7	52%			319
Grade 8	53%			323

Mathematics

Grade 3	84%		329
Grade 4	71%		353
Grade 5	68%		351
Grade 6	59%		339
Grade 7	55%		319
Grade 8	49%		330

Science

Grade 4	77%		349
Grade 8	63%		324

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	76%			338
Mathematics	80%			338

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

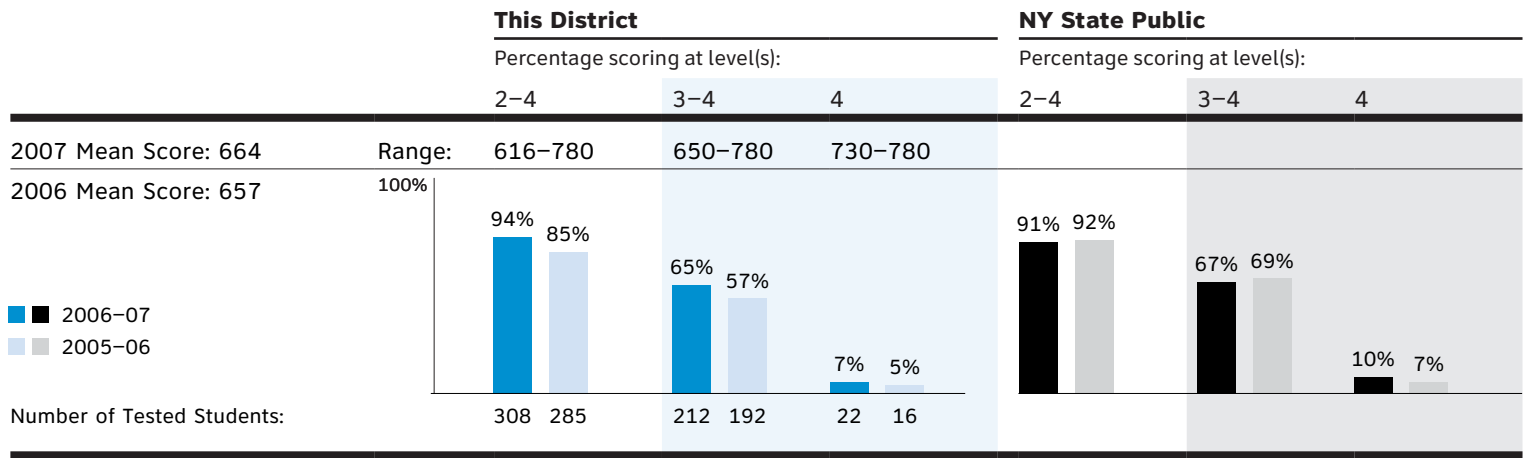
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	327	94%	65%	7%	336	85%	57%	5%
Female	153	97%	72%	8%	185	89%	63%	5%
Male	174	92%	59%	5%	151	79%	50%	4%
American Indian or Alaska Native	5	80%	60%	0%				
Black or African American	84	86%	48%	4%	101	78%	42%	1%
Hispanic or Latino	77	99%	56%	6%	50	86%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	8	100%	100%	13%
White	156	97%	78%	8%	177	88%	64%	7%
Multiracial								
Small Group Totals								
General-Education Students	296	97%	70%	7%	291	92%	64%	5%
Students with Disabilities	31	68%	16%	0%	45	36%	11%	0%
English Proficient	305	94%	67%	7%	329	84%	57%	5%
Limited English Proficient	22	100%	36%	0%	7	100%	57%	0%
Economically Disadvantaged	142	92%	46%	1%	106	75%	42%	0%
Not Disadvantaged	185	96%	79%	11%	230	89%	64%	7%
Migrant								
Not Migrant	327	94%	65%	7%	336	85%	57%	5%

NOTES

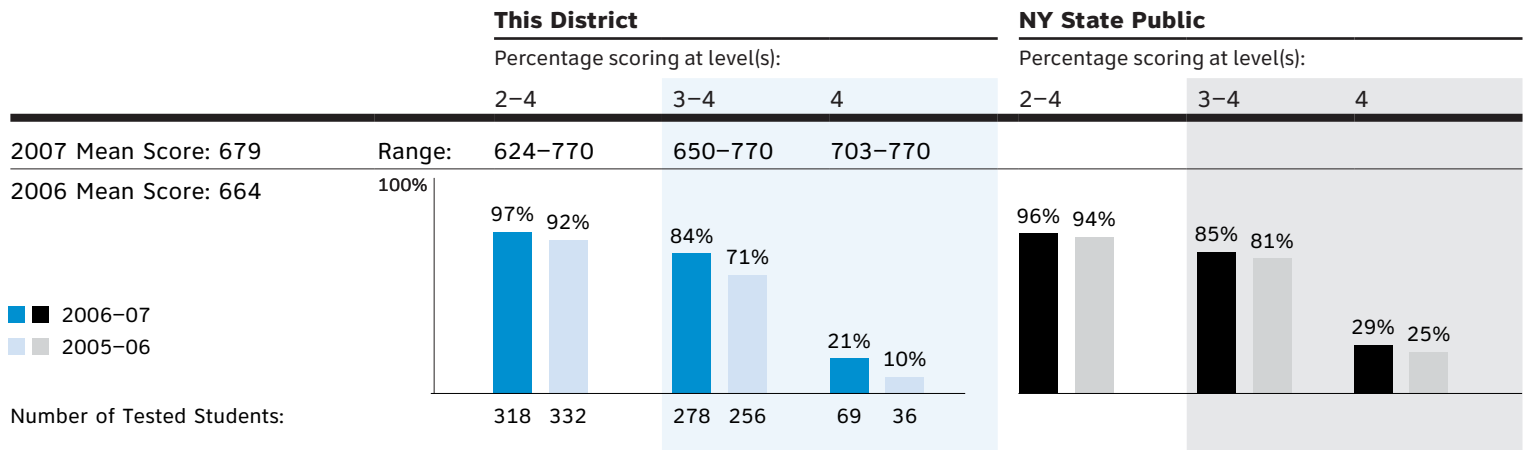
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	329	97%	84%	21%	359	92%	71%	10%
Female	156	97%	86%	24%	197	95%	76%	10%
Male	173	97%	83%	18%	162	90%	65%	10%
American Indian or Alaska Native	4	—	—	—				
Black or African American	84	94%	77%	10%	106	90%	59%	3%
Hispanic or Latino	78	96%	81%	15%	68	94%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	8	100%	88%	25%
White	158	98%	91%	30%	177	93%	80%	16%
Multiracial								
Small Group Totals	9	100%	78%	22%				
General-Education Students	296	98%	88%	23%	314	95%	78%	11%
Students with Disabilities	33	82%	55%	3%	45	73%	22%	0%
English Proficient	305	97%	85%	22%	334	92%	72%	11%
Limited English Proficient	24	96%	75%	8%	25	96%	56%	0%
Economically Disadvantaged	141	94%	79%	13%	119	88%	61%	4%
Not Disadvantaged	188	98%	89%	27%	240	95%	77%	13%
Migrant								
Not Migrant	329	97%	84%	21%	359	92%	71%	10%

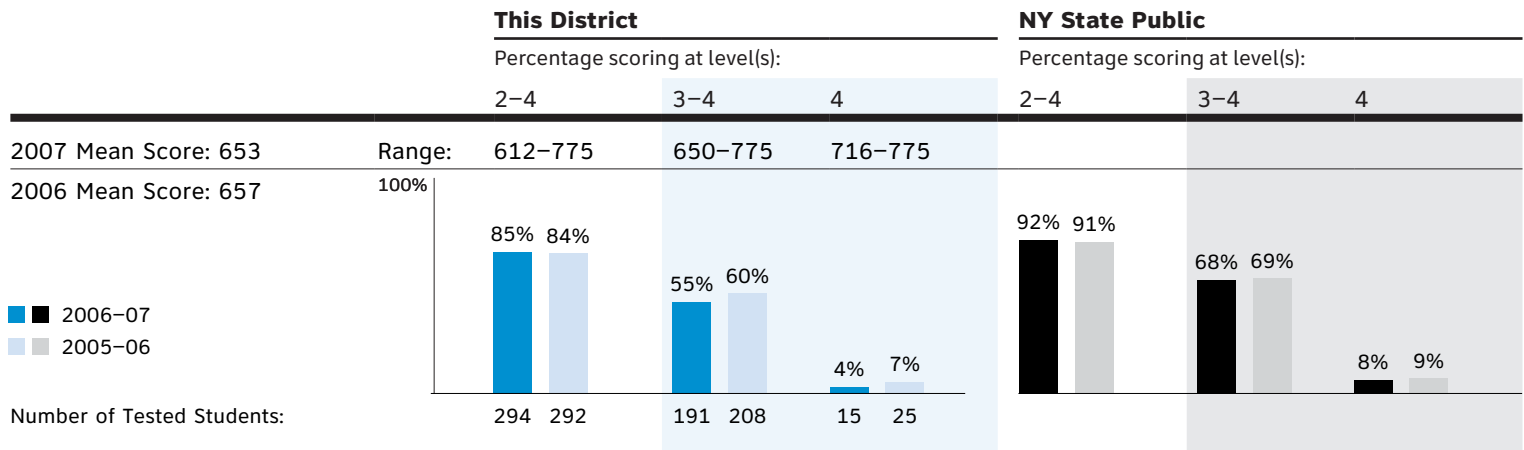
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	346	85%	55%	4%	349	84%	60%	7%
Female	194	90%	62%	6%	181	90%	65%	7%
Male	152	78%	46%	2%	168	77%	54%	7%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	104	79%	42%	2%	106	72%	37%	5%
Hispanic or Latino	66	88%	50%	3%	65	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	3	—	—	—
White	170	88%	66%	6%	174	91%	74%	9%
Multiracial								
Small Group Totals	6	83%	33%	0%	69	84%	59%	6%
General-Education Students	302	91%	61%	5%	296	93%	69%	8%
Students with Disabilities	44	41%	14%	0%	53	32%	8%	0%
English Proficient	323	86%	57%	5%	337	84%	61%	7%
Limited English Proficient	23	74%	30%	0%	12	83%	17%	0%
Economically Disadvantaged	152	78%	39%	2%	127	72%	40%	2%
Not Disadvantaged	194	90%	68%	6%	222	90%	71%	10%
Migrant								
Not Migrant	346	85%	55%	4%	349	84%	60%	7%

NOTES

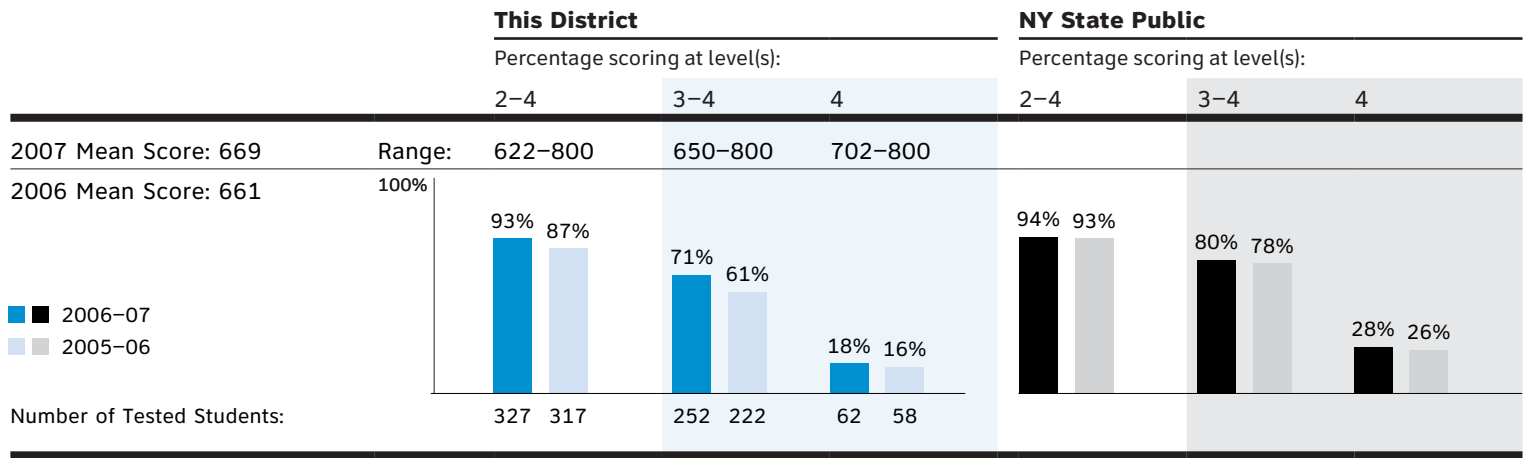
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Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	353	93%	71%	18%	364	87%	61%	16%
Female	197	93%	72%	17%	185	88%	62%	12%
Male	156	92%	71%	18%	179	87%	60%	20%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	106	85%	58%	6%	104	72%	36%	3%
Hispanic or Latino	69	96%	74%	13%	80	85%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	3	—	—	—
White	172	97%	79%	27%	175	97%	78%	25%
Multiracial								
Small Group Totals	6	83%	67%	17%	5	80%	40%	20%
General-Education Students	306	95%	75%	20%	311	91%	68%	18%
Students with Disabilities	47	79%	49%	4%	53	66%	23%	2%
English Proficient	327	93%	72%	19%	341	88%	63%	17%
Limited English Proficient	26	92%	62%	4%	23	74%	30%	0%
Economically Disadvantaged	155	87%	61%	5%	132	78%	42%	7%
Not Disadvantaged	198	97%	79%	27%	232	92%	72%	21%
Migrant								
Not Migrant	353	93%	71%	18%	364	87%	61%	16%

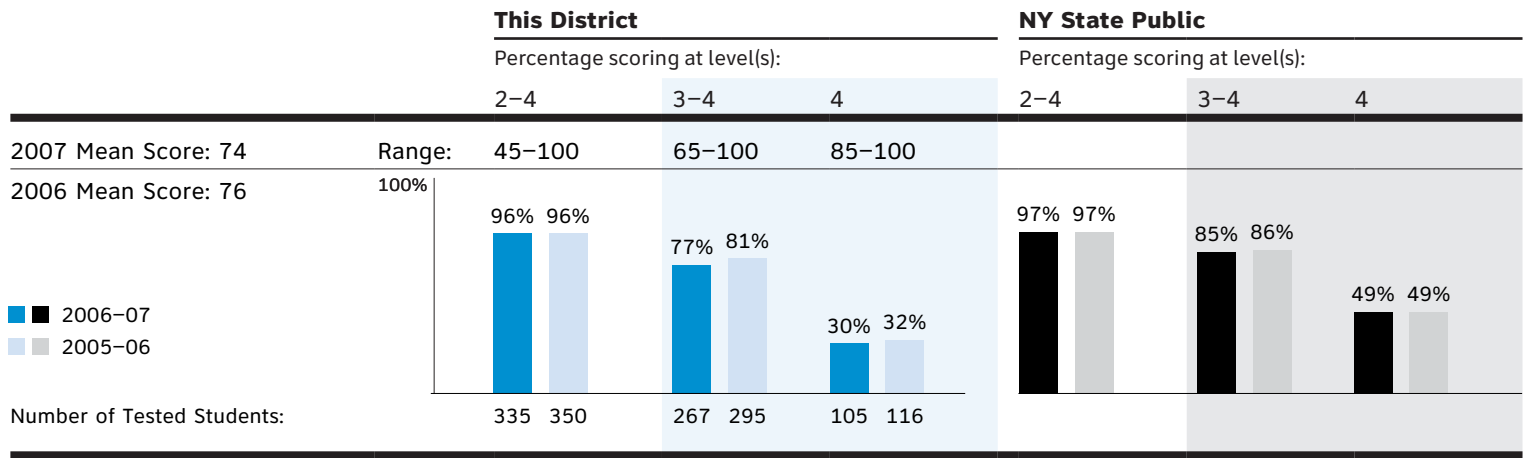
NOTES

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

Other Assessments

Other Assessments	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	349	96%	77%	30%	364	96%	81%	32%
Female	187	97%	79%	30%	186	98%	82%	29%
Male	162	94%	74%	30%	178	94%	80%	35%
American Indian or Alaska Native	1	—	—	—				
Black or African American	105	93%	65%	11%	105	93%	66%	14%
Hispanic or Latino	71	97%	70%	23%	81	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	5	—	—	—	3	—	—	—
White	167	98%	86%	46%	175	98%	91%	45%
Multiracial								
Small Group Totals	6	83%	83%	17%	84	96%	79%	26%
General-Education Students	304	97%	79%	32%	312	97%	83%	35%
Students with Disabilities	45	91%	58%	20%	52	90%	67%	13%
English Proficient	322	97%	79%	33%	340	96%	82%	33%
Limited English Proficient	27	89%	44%	0%	24	96%	63%	17%
Economically Disadvantaged	148	93%	62%	10%	125	93%	68%	19%
Not Disadvantaged	201	98%	87%	45%	239	98%	88%	38%
Migrant								
Not Migrant	349	96%	77%	30%	364	96%	81%	32%

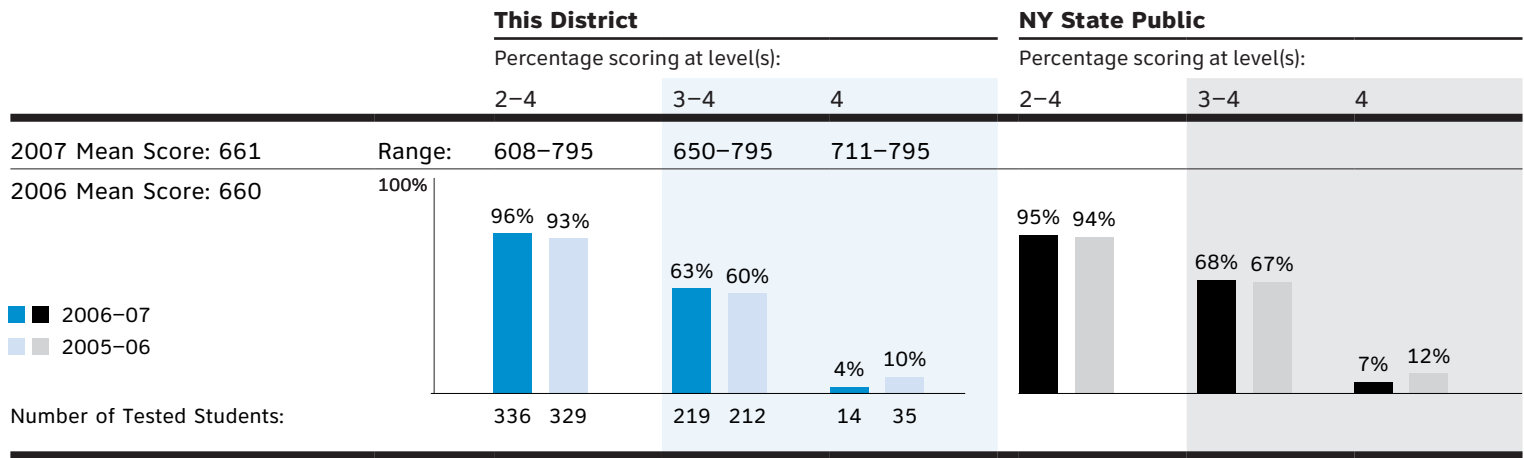
NOTES

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

Other Assessments

Other Assessments	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	350	96%	63%	4%	352	93%	60%	10%
Female	175	99%	66%	5%	183	95%	56%	10%
Male	175	93%	59%	3%	169	92%	65%	10%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	103	90%	38%	1%	92	84%	34%	3%
Hispanic or Latino	73	96%	62%	3%	60	97%	60%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	5	—	—	—
White	169	99%	77%	7%	194	97%	72%	14%
Multiracial								
Small Group Totals	5	100%	100%	0%	6	100%	83%	50%
General-Education Students	303	99%	69%	5%	310	96%	65%	11%
Students with Disabilities	47	77%	23%	0%	42	71%	26%	0%
English Proficient	335	96%	63%	4%	338	93%	61%	10%
Limited English Proficient	15	100%	47%	0%	14	93%	50%	0%
Economically Disadvantaged	148	93%	49%	1%	112	89%	43%	5%
Not Disadvantaged	202	98%	73%	6%	240	95%	68%	12%
Migrant								
Not Migrant	350	96%	63%	4%	352	93%	60%	10%

NOTES

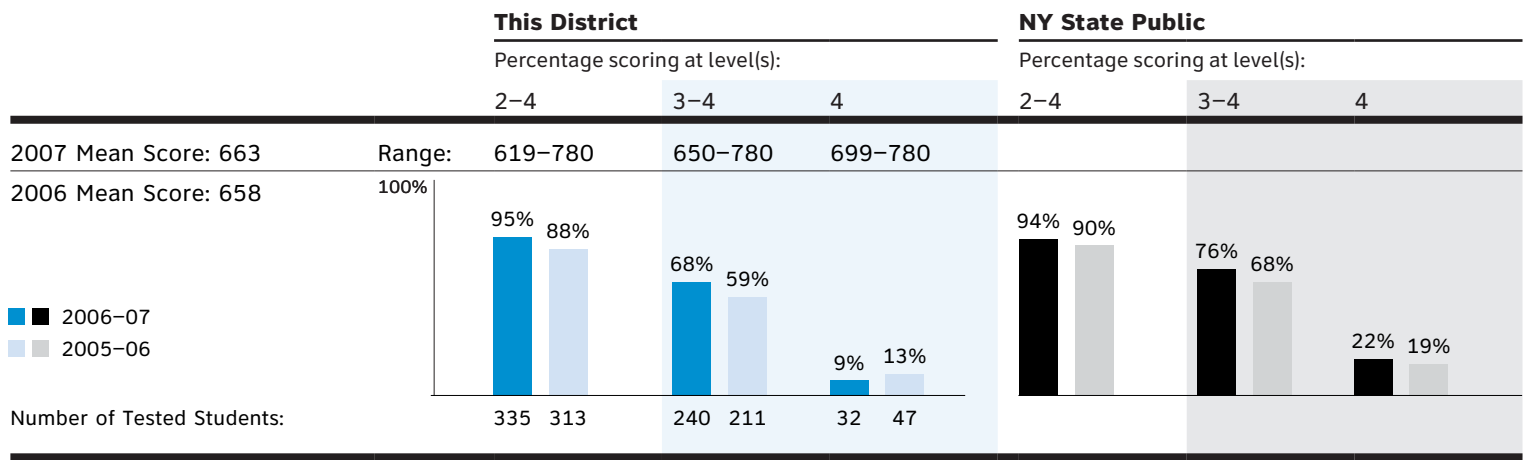
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Other Assessments

	2006-07 School Year				2005-06 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	6	6	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	351	95%	68%	9%	355	88%	59%	13%
Female	175	98%	66%	9%	185	89%	56%	12%
Male	176	93%	70%	9%	170	88%	63%	15%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	101	88%	45%	4%	91	71%	30%	5%
Hispanic or Latino	76	96%	62%	8%	66	97%	61%	6%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	5	—	—	—
White	169	99%	85%	13%	192	93%	72%	18%
Multiracial								
Small Group Totals	5	100%	80%	0%	6	100%	83%	50%
General-Education Students	305	97%	70%	10%	312	92%	63%	14%
Students with Disabilities	46	85%	57%	0%	43	60%	30%	5%
English Proficient	333	95%	70%	9%	337	88%	59%	14%
Limited English Proficient	18	94%	44%	6%	18	100%	67%	0%
Economically Disadvantaged	146	94%	49%	5%	111	83%	45%	10%
Not Disadvantaged	205	97%	82%	12%	244	91%	66%	15%
Migrant								
Not Migrant	351	95%	68%	9%	355	88%	59%	13%

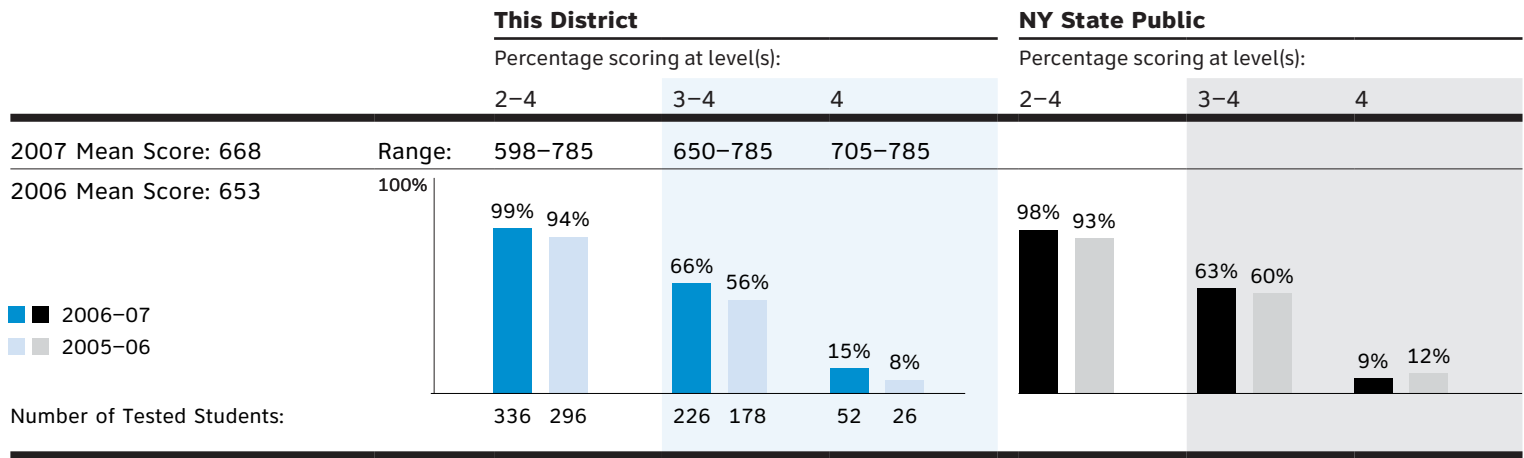
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	6	5	4	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	341	99%	66%	15%	316	94%	56%	8%
Female	177	99%	68%	18%	147	97%	57%	10%
Male	164	98%	65%	13%	169	91%	56%	7%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	80	96%	41%	9%	78	83%	32%	4%
Hispanic or Latino	70	99%	67%	7%	61	98%	52%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	7	—	—	—
White	186	99%	76%	21%	168	97%	70%	11%
Multiracial								
Small Group Totals	5	100%	80%	20%	9	89%	44%	11%
General-Education Students	301	100%	73%	17%	284	96%	62%	9%
Students with Disabilities	40	90%	18%	0%	32	75%	6%	0%
English Proficient	334	99%	67%	16%	311	94%	57%	8%
Limited English Proficient	7	86%	14%	0%	5	100%	20%	0%
Economically Disadvantaged	136	99%	46%	7%	121	86%	32%	2%
Not Disadvantaged	205	99%	80%	20%	195	98%	71%	12%
Migrant								
Not Migrant	341	99%	66%	15%	316	94%	56%	8%

NOTES

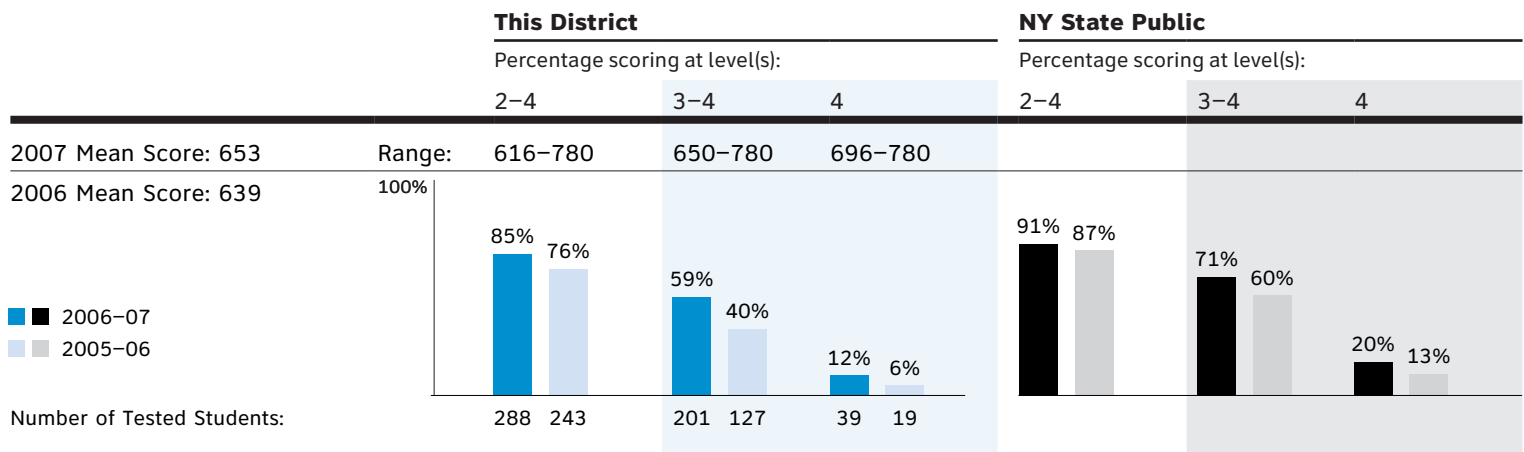
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	339	85%	59%	12%	318	76%	40%	6%
Female	176	86%	60%	11%	147	77%	36%	4%
Male	163	83%	58%	12%	171	76%	43%	8%
American Indian or Alaska Native	2	—	—	—	3	—	—	—
Black or African American	76	70%	39%	4%	79	56%	11%	0%
Hispanic or Latino	75	84%	57%	5%	62	65%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	7	—	—	—
White	183	92%	68%	17%	167	91%	53%	9%
Multiracial								
Small Group Totals	5	80%	60%	20%	10	70%	60%	20%
General-Education Students	303	90%	64%	13%	287	82%	44%	7%
Students with Disabilities	36	42%	17%	0%	31	26%	6%	0%
English Proficient	328	86%	60%	12%	311	77%	41%	6%
Limited English Proficient	11	45%	27%	0%	7	57%	14%	0%
Economically Disadvantaged	137	73%	45%	4%	126	58%	22%	1%
Not Disadvantaged	202	93%	69%	16%	192	89%	52%	9%
Migrant								
Not Migrant	339	85%	59%	12%	318	76%	40%	6%

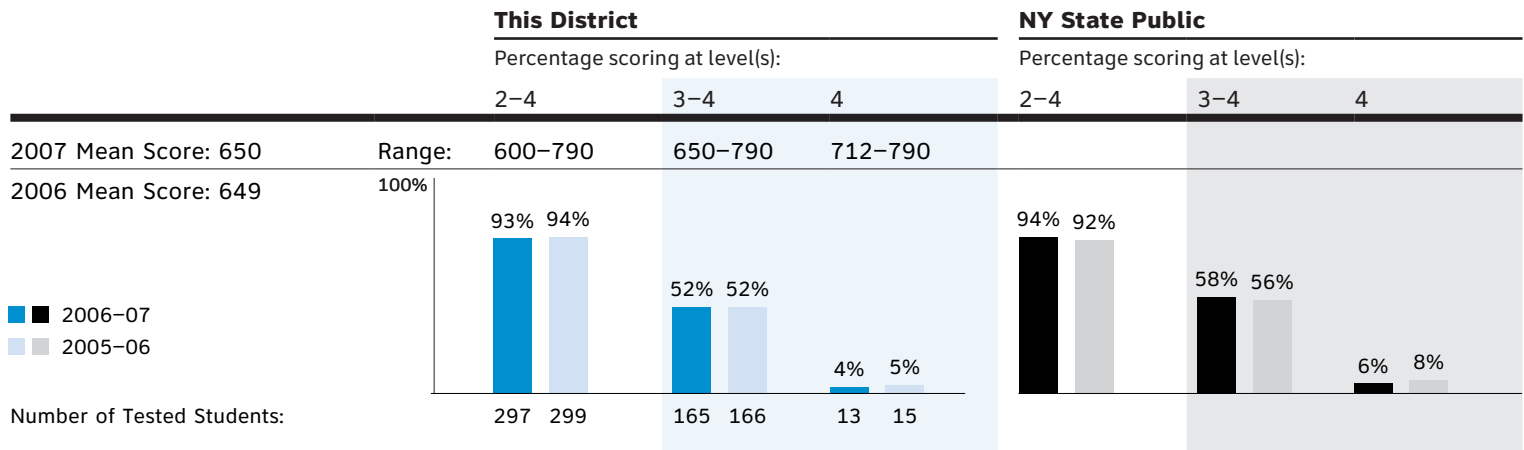
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	93%	52%	4%	317	94%	52%	5%
Female	150	95%	54%	5%	157	96%	56%	5%
Male	169	91%	50%	3%	160	93%	49%	4%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	78	85%	21%	0%	90	88%	33%	1%
Hispanic or Latino	56	98%	45%	4%	59	97%	41%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	4	—	—	—
White	176	95%	69%	6%	163	97%	66%	8%
Multiracial								
Small Group Totals	9	89%	33%	0%	5	100%	80%	0%
General-Education Students	281	98%	57%	5%	283	97%	57%	5%
Students with Disabilities	38	61%	11%	0%	34	71%	15%	0%
English Proficient	315	—	—	—	311	95%	53%	5%
Limited English Proficient	4	—	—	—	6	83%	0%	0%
Economically Disadvantaged	124	85%	24%	0%	106	89%	35%	0%
Not Disadvantaged	195	98%	69%	7%	211	97%	61%	7%
Migrant								
Not Migrant	319	93%	52%	4%	317	94%	52%	5%

NOTES

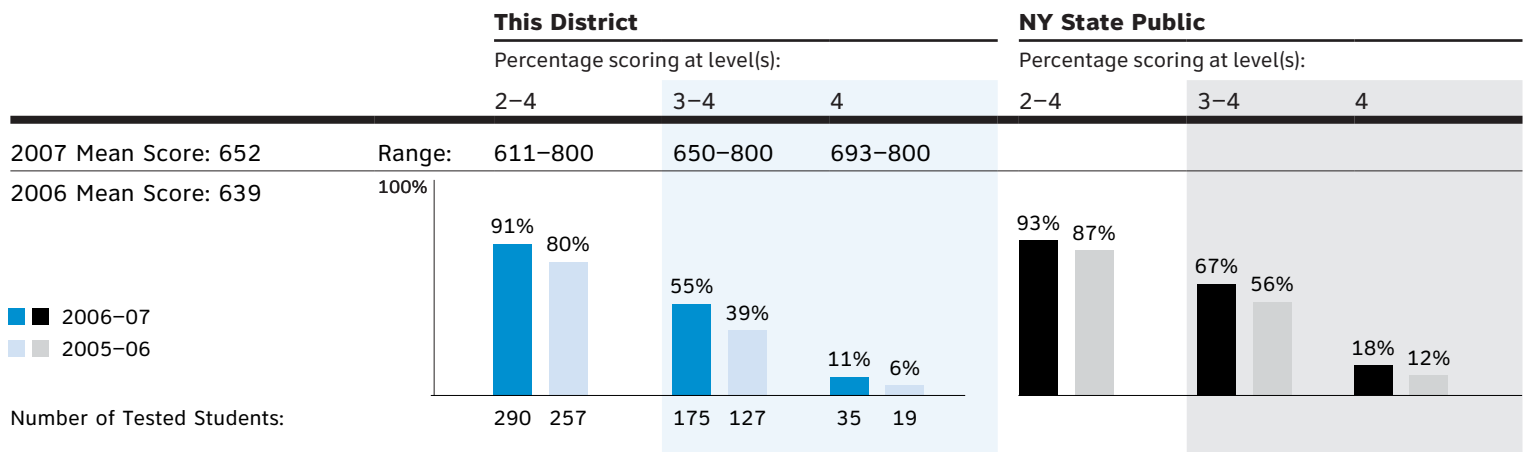
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Other Assessments

	2006-07 School Year				2005-06 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	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



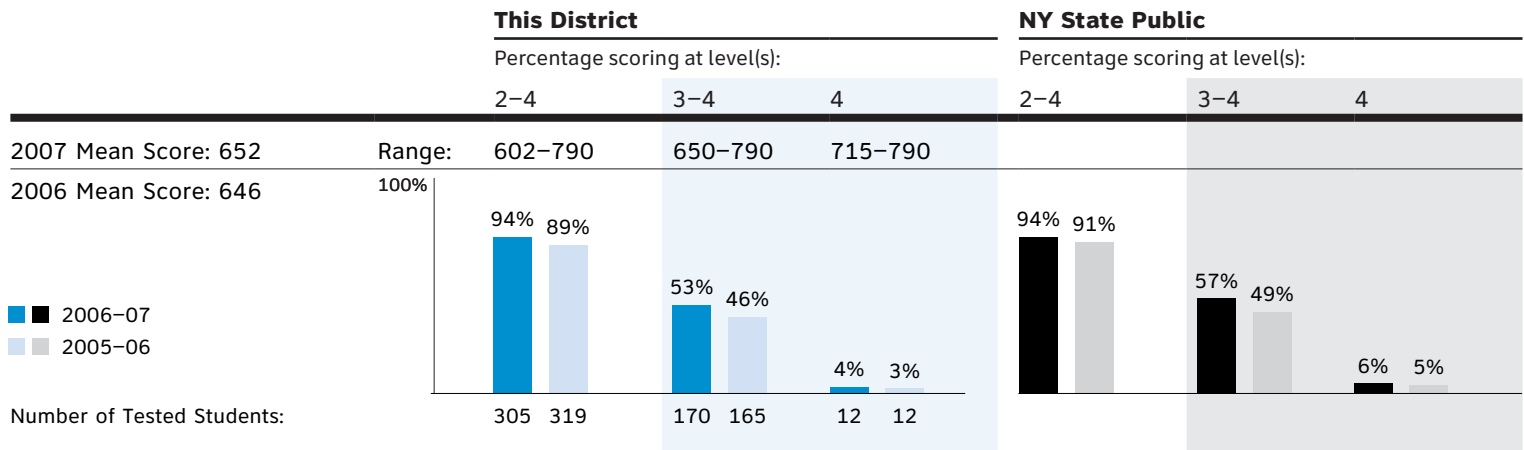
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	91%	55%	11%	322	80%	39%	6%
Female	151	93%	58%	10%	163	81%	42%	7%
Male	168	89%	52%	12%	159	79%	36%	5%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	77	81%	34%	1%	90	64%	19%	0%
Hispanic or Latino	58	93%	47%	9%	63	78%	27%	5%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	4	—	—	—
White	176	96%	67%	15%	163	89%	55%	10%
Multiracial								
Small Group Totals	8	63%	50%	25%	6	83%	67%	0%
General-Education Students	282	95%	60%	12%	288	84%	43%	7%
Students with Disabilities	37	57%	16%	0%	34	47%	6%	0%
English Proficient	313	91%	54%	11%	312	81%	41%	6%
Limited English Proficient	6	83%	83%	17%	10	50%	0%	0%
Economically Disadvantaged	124	83%	35%	2%	108	61%	21%	3%
Not Disadvantaged	195	96%	68%	16%	214	89%	49%	7%
Migrant								
Not Migrant	319	91%	55%	11%	322	80%	39%	6%

NOTES

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Other Assessments	2006-07 School Year				2005-06 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	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	323	94%	53%	4%	358	89%	46%	3%
Female	166	97%	57%	6%	188	88%	52%	4%
Male	157	92%	48%	1%	170	91%	39%	2%
American Indian or Alaska Native	2	—	—	—				
Black or African American	92	88%	29%	0%	113	77%	21%	1%
Hispanic or Latino	57	95%	51%	2%	44	84%	34%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	6	83%	33%	0%
White	169	98%	66%	7%	195	97%	64%	6%
Multiracial								
Small Group Totals	5	100%	60%	0%				
General-Education Students	287	99%	57%	4%	313	95%	52%	4%
Students with Disabilities	36	61%	14%	0%	45	49%	7%	0%
English Proficient	316	95%	54%	4%	355	—	—	—
Limited English Proficient	7	86%	0%	0%	3	—	—	—
Economically Disadvantaged	118	88%	36%	1%	126	77%	19%	0%
Not Disadvantaged	205	98%	62%	5%	232	96%	61%	5%
Migrant								
Not Migrant	323	94%	53%	4%	358	89%	46%	3%

NOTES

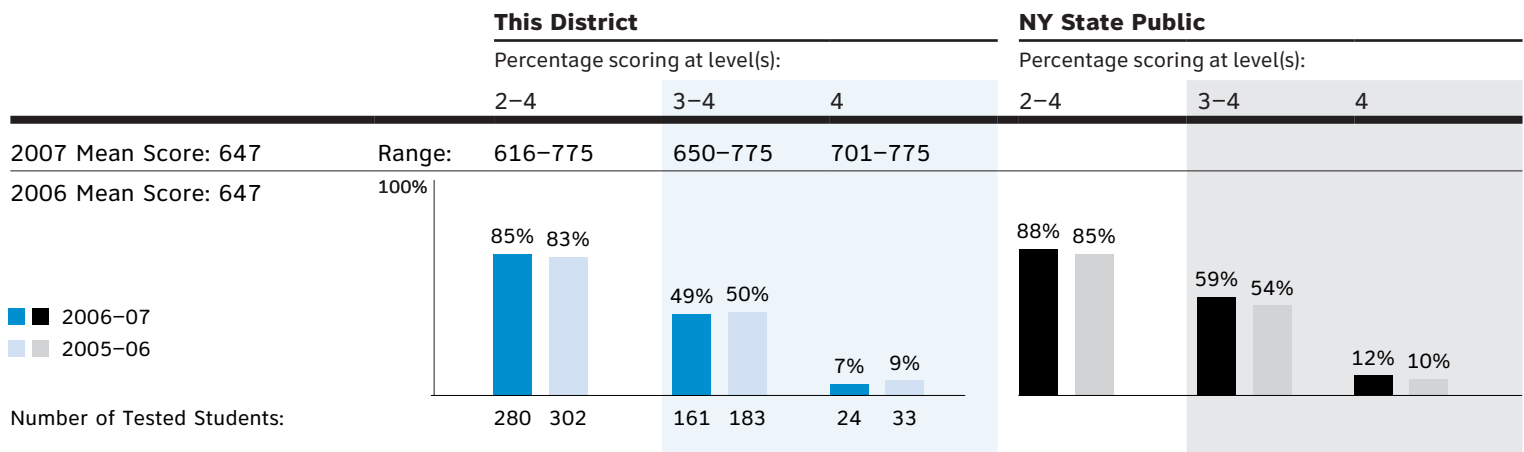
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Other Assessments

	2006-07 School Year				2005-06 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	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	330	85%	49%	7%	363	83%	50%	9%
Female	170	87%	57%	8%	188	82%	51%	10%
Male	160	83%	40%	6%	175	85%	50%	8%
American Indian or Alaska Native	1	—	—	—				
Black or African American	97	73%	36%	1%	113	67%	30%	2%
Hispanic or Latino	59	—	—	—	49	71%	39%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	6	83%	33%	17%
White	170	92%	56%	12%	195	95%	66%	14%
Multiracial								
Small Group Totals	63	83%	48%	3%				
General-Education Students	294	90%	54%	8%	316	89%	55%	10%
Students with Disabilities	36	42%	8%	0%	47	47%	17%	0%
English Proficient	322	85%	49%	7%	355	84%	52%	9%
Limited English Proficient	8	75%	38%	0%	8	50%	0%	0%
Economically Disadvantaged	122	70%	37%	3%	129	65%	29%	2%
Not Disadvantaged	208	93%	56%	10%	234	93%	62%	13%
Migrant								
Not Migrant	330	85%	49%	7%	363	83%	50%	9%

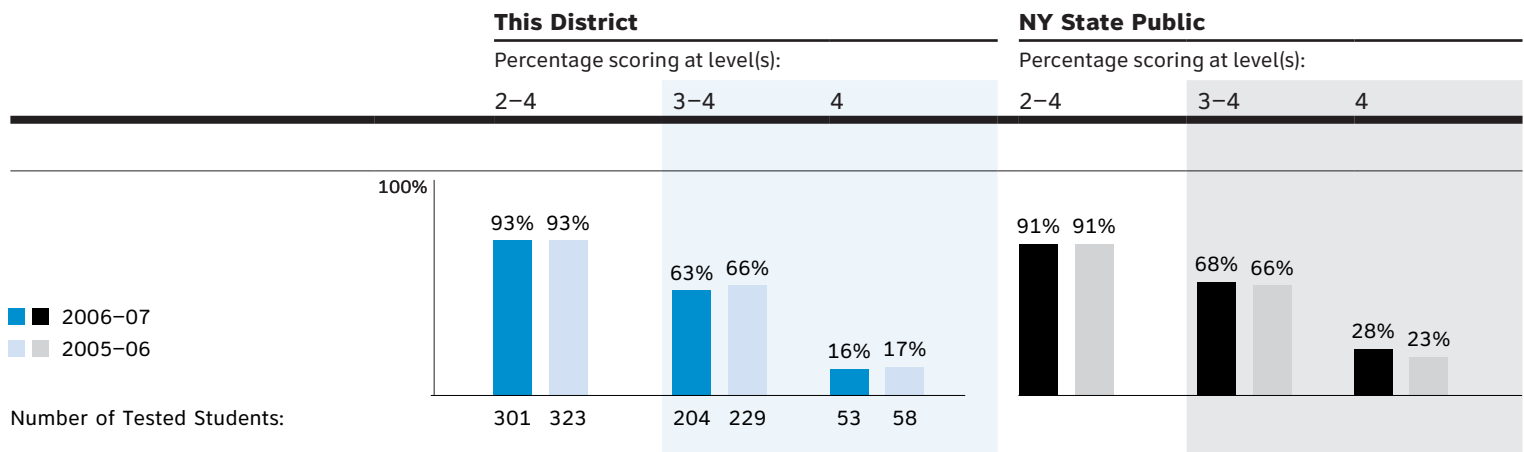
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	324	93%	63%	16%	347	93%	66%	17%
Female	170	94%	61%	15%	178	93%	63%	15%
Male	154	92%	65%	18%	169	93%	69%	18%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	92	89%	42%	2%	106	88%	39%	3%
Hispanic or Latino	61	—	—	—	44	86%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	5	—	—	—
White	167	95%	77%	25%	191	98%	84%	26%
Multiracial								
Small Group Totals	65	94%	57%	14%	6	83%	50%	17%
General-Education Students	290	95%	67%	18%	306	95%	72%	19%
Students with Disabilities	34	74%	26%	3%	41	80%	24%	0%
English Proficient	316	93%	65%	17%	341	94%	67%	17%
Limited English Proficient	8	88%	0%	0%	6	17%	0%	0%
Economically Disadvantaged	117	88%	42%	8%	115	85%	43%	2%
Not Disadvantaged	207	96%	75%	21%	232	97%	78%	24%
Migrant								
Not Migrant	324	93%	63%	16%	347	93%	66%	17%

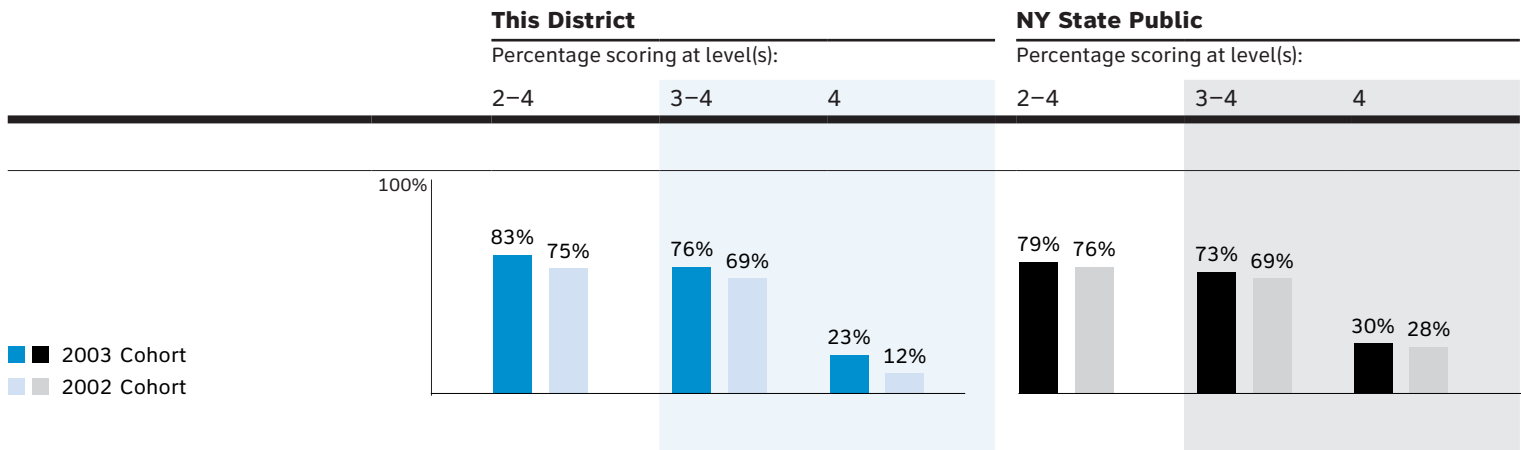
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	1	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	338	83%	76%	23%	352	75%	69%	12%
Female	156	87%	84%	31%	179	83%	78%	15%
Male	182	80%	69%	16%	173	66%	60%	10%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	88	63%	53%	11%	96	50%	43%	2%
Hispanic or Latino	41	73%	68%	12%	46	70%	63%	7%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	12	–	–	–
White	198	93%	87%	30%	194	87%	83%	16%
Multiracial								
Small Group Totals	11	100%	91%	36%	16	88%	75%	38%
General-Education Students	297	91%	84%	26%	284	88%	82%	15%
Students with Disabilities	41	24%	22%	0%	68	19%	13%	1%
English Proficient	333	84%	77%	23%	339	76%	71%	13%
Limited English Proficient	5	40%	40%	0%	13	38%	23%	0%
Economically Disadvantaged	79	65%	58%	5%	84	54%	46%	0%
Not Disadvantaged	259	89%	81%	29%	268	81%	76%	16%
Migrant								
Not Migrant					352	75%	69%	12%

NOTES

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Other Assessments

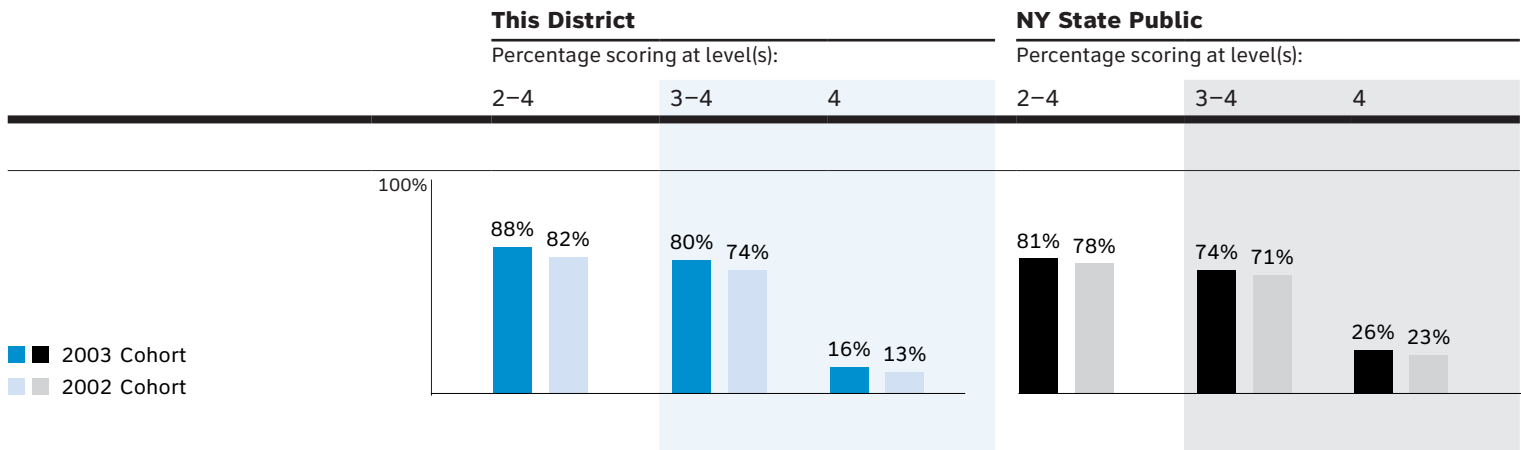
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	–	–	–

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	338	88%	80%	16%	352	82%	74%	13%
Female	156	92%	84%	16%	179	85%	78%	13%
Male	182	84%	76%	16%	173	78%	69%	13%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	88	73%	58%	7%	96	60%	50%	1%
Hispanic or Latino	41	83%	71%	5%	46	83%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	12	—	—	—
White	198	95%	91%	22%	194	91%	86%	19%
Multiracial								
Small Group Totals	11	100%	91%	27%	16	94%	81%	25%
General-Education Students	297	95%	88%	18%	284	93%	87%	16%
Students with Disabilities	41	37%	20%	0%	68	35%	16%	0%
English Proficient	333	88%	80%	16%	339	81%	75%	13%
Limited English Proficient	5	100%	100%	0%	13	85%	46%	0%
Economically Disadvantaged	79	73%	57%	3%	84	69%	54%	5%
Not Disadvantaged	259	92%	87%	20%	268	85%	80%	15%
Migrant								
Not Migrant					352	82%	74%	13%

NOTES

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

Other Assessments

	2003 Cohort				2002 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 ***	0				1	—	—	—

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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