



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **SOUTH COUNTRY CENTRAL SCHOOL
DISTRICT**

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

Superintendent **RAYMOND WALSH**

Telephone **(631) 730-1510**

Grades **PK-12, 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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	132	141	139
Kindergarten	354	371	336
Grade 1	373	336	400
Grade 2	338	355	314
Grade 3	353	334	387
Grade 4	375	354	336
Grade 5	485	356	352
Grade 6	336	342	359
Ungraded Elementary	0	5	0
Grade 7	336	312	332
Grade 8	371	321	325
Grade 9	351	362	315
Grade 10	394	327	366
Grade 11	335	383	352
Grade 12	254	298	357
Ungraded Secondary	0	0	7
Total K-12	4655	4456	4538

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	23	21
Grade 8			
English	18	22	24
Mathematics	21	24	24
Science	21	23	22
Social Studies	21	22	23
Grade 10			
English	24	24	25
Mathematics	18	18	22
Science	14	20	25
Social Studies	23	25	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.

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

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1126	24%	992	22%	1075	24%
Reduced-Price Lunch	335	7%	273	6%	336	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	281	6%	270	6%	238	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	28	1%	30	1%
Black or African American	1239	27%	1167	26%	1204	27%
Hispanic or Latino	957	21%	863	19%	928	20%
Asian or Native Hawaiian/Other Pacific Islander	49	1%	58	1%	57	1%
White	2399	52%	2340	53%	2318	51%
Multiracial**	N/A	N/A	0	0%	1	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	93%		93%		93%	
Student Suspensions	461	10%	411	9%	478	11%

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

	2005-06	2006-07	2007-08
Total Number of Teachers	365	349	368
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	3%	3%	0%
Percent with Fewer Than Three Years of Experience	8%	9%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	52%	55%
Total Number of Core Classes	1329	999	1019
Percent Not Taught by Highly Qualified Teachers	2%	3%	0%
Total Number of Classes	1211	1207	1220
Percent Taught by Teachers Without Appropriate Certification	4%	5%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	27%	27%
Turnover Rate of All Teachers	17%	14%	16%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	40	39	45
Total Paraprofessionals*	81	120	130
Assistant Principals	8	7	9
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 who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total Cohort

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

Performance Index (PI)

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

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

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.

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07\ PI + (200 - the\ 2006-07\ PI) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
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}	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✓	—
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✗ 3 of 6	✗ 4 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 (2008–09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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 2007–08 2008–09
All Students (2075:2015)	✓	✓	99%	✓	160	131	
Ethnicity							
American Indian or Alaska Native (18:17)	–	–	–	–	–	–	–
Black or African American (535:518)	✓	✓	99%	✓	138	128	
Hispanic or Latino (443:427)	✓	✓	99%	✓	154	128	
Asian or Native Hawaiian/Other Pacific Islander (32:29)	–	–	–	–	–	–	–
White (1047:1024)	✓	✓	99%	✓	175	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (284:261)	✓ ^{SH}	✓	97%	✓ ^{SH}	110	126	101 119
Limited English Proficient ⁵ (97:146)	✓	✓	100%	✓	133	124	
Economically Disadvantaged (877:846)	✓	✓	99%	✓	142	129	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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 (2008–09)



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 2009-10. [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 2007–08 2008–09
All Students (2066:2005)	✓	✓	99%	✓	172	100	
Ethnicity							
American Indian or Alaska Native (17:17)	–	–	–	–	–	–	–
Black or African American (529:508)	✓	✓	99%	✓	148	97	
Hispanic or Latino (446:430)	✓	✓	99%	✓	171	97	
Asian or Native Hawaiian/Other Pacific Islander (32:29)	–	–	–	–	–	–	–
White (1042:1021)	✓	✓	99%	✓	185	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (281:257)	✓	✓	97%	✓	125	95	
Limited English Proficient ⁵ (96:151)	✓	✓	100%	✓	166	94	
Economically Disadvantaged (867:832)	✓	✓	99%	✓	158	98	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (660:634)		Qualified		99%		176	100	
Ethnicity								
American Indian or Alaska Native (7:7)		–	–	–	–	–	–	–
Black or African American (162:150)		Qualified		98%		151	100	
Hispanic or Latino (138:135)		Qualified		99%		174	100	
Asian or Native Hawaiian/Other Pacific Islander (11:10)		–	–	–	–	–	–	–
White (342:332)		Qualified		99%		188	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (84:74)		Qualified		96%		151	100	
Limited English Proficient ⁴ (27:27)		–	–	–	–	–	–	–
Economically Disadvantaged (269:251)		Qualified		99%		160	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)



Good Standing

Accountability Measures

3 of 6

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
All Students (329:346)	✓	✓	98%	✓	171	159		
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—		—
Black or African American (78:83)	✗	✓	96%	✗	140	154	151	146
Hispanic or Latino (54:56)	✓	✓	96%	✓	173	152		
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—		—
White (190:201)	✓	✓	99%	✓	182	157		
Multiracial (0:0)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (32:50)	✗	—	—	✗	100	152	118‡	110
Limited English Proficient ⁴ (7:4)	—	—	—	—	—	—		—
Economically Disadvantaged (80:107)	✗	✓	100%	✗	144	155	155	150
Final AYP Determination	✗ 3 of 6							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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 (2008–09)



Good Standing

Accountability Measures

4 of 6

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007–08	2008–09
All Students (329:346)	✓	✓	99%	✓	172	153		
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—		—
Black or African American (78:83)	✗	✓	97%	✗	145	148	148	151
Hispanic or Latino (54:56)	✓	✓	98%	✓	171	146		
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—		—
White (190:201)	✓	✓	99%	✓	183	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (32:50)	✗	—	—	✗	102	146	123‡	112
Limited English Proficient ⁴ (7:4)	—	—	—	—	—	—		—
Economically Disadvantaged (80:107)	✓	✓	100%	✓	150	149		
Final AYP Determination	✗ 4 of 6							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (335)			80%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (86)			56%	55%	
Hispanic or Latino (41)			73%	55%	
Asian or Native Hawaiian/Other Pacific Islander (10)	–	–	–	–	
White (198)			91%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (40)			38%	55%	46% 39%
Limited English Proficient ³ (5)	–	–	–	–	
Economically Disadvantaged (78)			59%	55%	
Final AYP Determination	 1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 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

Planning for Restructuring

1 school identified 17% of total

FRANK P LONG INTERMEDIATE SCHOOL

New York State Status

Good Standing

1 school identified 17% of total

BELLPORT MIDDLE SCHOOL

Requiring Academic Progress (Year 4)







1 school identified 17% of total

BELLPORT SENIOR HIGH SCHOOL







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

Summary of 2007–08 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	63%			355
Grade 4	64%			330
Grade 5	74%			340
Grade 6	64%			349
Grade 7	64%			334
Grade 8	56%			321

Mathematics

Grade 3	88%		355
Grade 4	78%		331
Grade 5	77%		338
Grade 6	72%		351
Grade 7	76%		333
Grade 8	71%		324

Science

Grade 4	87%		328
Grade 8	68%		320

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	75%			372
Mathematics	76%			372

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.

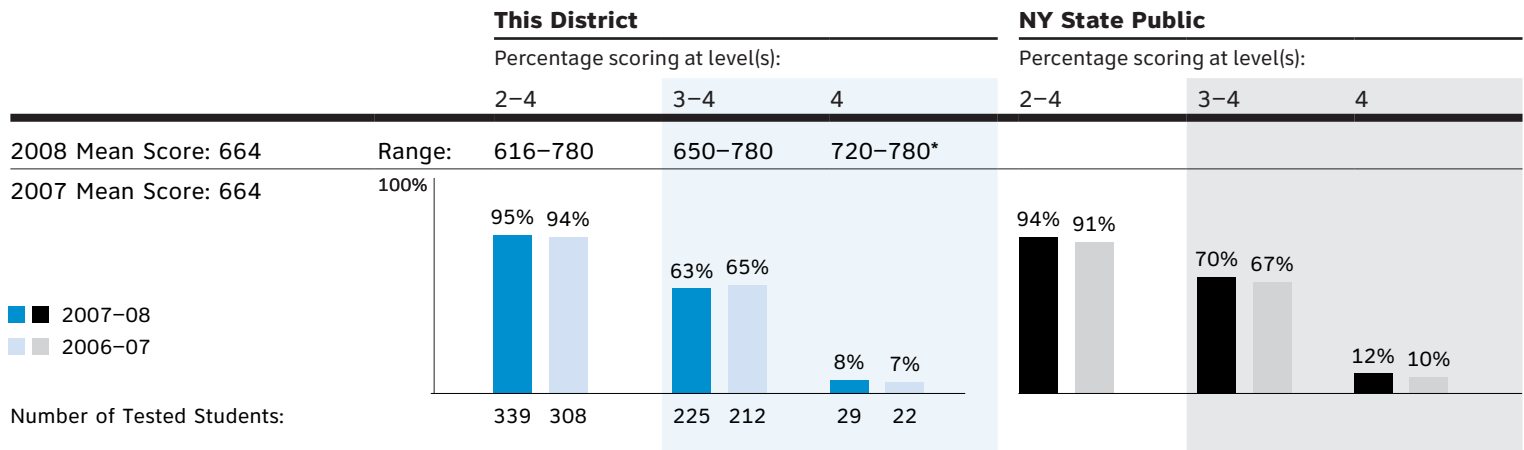
In this section, this district's performance is compared with that of public schools statewide.

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	2007-08 School Year				2006-07 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	355	95%	63%	8%	327	94%	65%	7%
Female	173	98%	63%	8%	153	97%	72%	8%
Male	182	93%	64%	8%	174	92%	59%	5%
American Indian or Alaska Native	5	100%	40%	0%	5	80%	60%	0%
Black or African American	84	93%	48%	2%	84	86%	48%	4%
Hispanic or Latino	82	91%	54%	1%	77	99%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	0%	5	100%	100%	20%
White	175	98%	75%	15%	156	97%	78%	8%
Multiracial								
Small Group Totals								
General-Education Students	319	98%	69%	9%	296	97%	70%	7%
Students with Disabilities	36	69%	11%	0%	31	68%	16%	0%
English Proficient	331	96%	66%	9%	305	94%	67%	7%
Limited English Proficient	24	92%	29%	0%	22	100%	36%	0%
Economically Disadvantaged	150	91%	47%	3%	142	92%	46%	1%
Not Disadvantaged	205	99%	76%	12%	185	96%	79%	11%
Migrant								
Not Migrant	355	95%	63%	8%	327	94%	65%	7%

NOTES

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

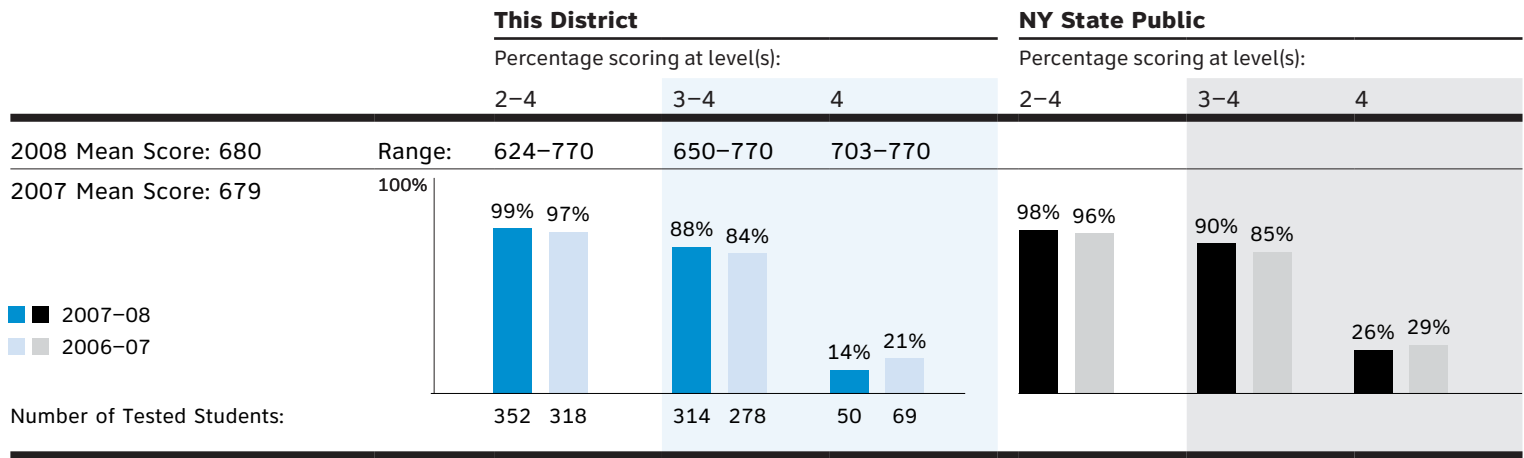
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	4	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	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	2007-08 School Year				2006-07 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	355	99%	88%	14%	329	97%	84%	21%
Female	175	99%	90%	15%	156	97%	86%	24%
Male	180	99%	87%	13%	173	97%	83%	18%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	83	98%	73%	7%	84	94%	77%	10%
Hispanic or Latino	84	99%	89%	13%	78	96%	81%	15%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	5	—	—	—
White	175	100%	94%	17%	158	98%	91%	30%
Multiracial								
Small Group Totals	13	100%	100%	23%	9	100%	78%	22%
General-Education Students	319	100%	92%	16%	296	98%	88%	23%
Students with Disabilities	36	94%	53%	0%	33	82%	55%	3%
English Proficient	331	99%	89%	15%	305	97%	85%	22%
Limited English Proficient	24	100%	83%	4%	24	96%	75%	8%
Economically Disadvantaged	149	98%	82%	7%	141	94%	79%	13%
Not Disadvantaged	206	100%	93%	19%	188	98%	89%	27%
Migrant								
Not Migrant	355	99%	88%	14%	329	97%	84%	21%

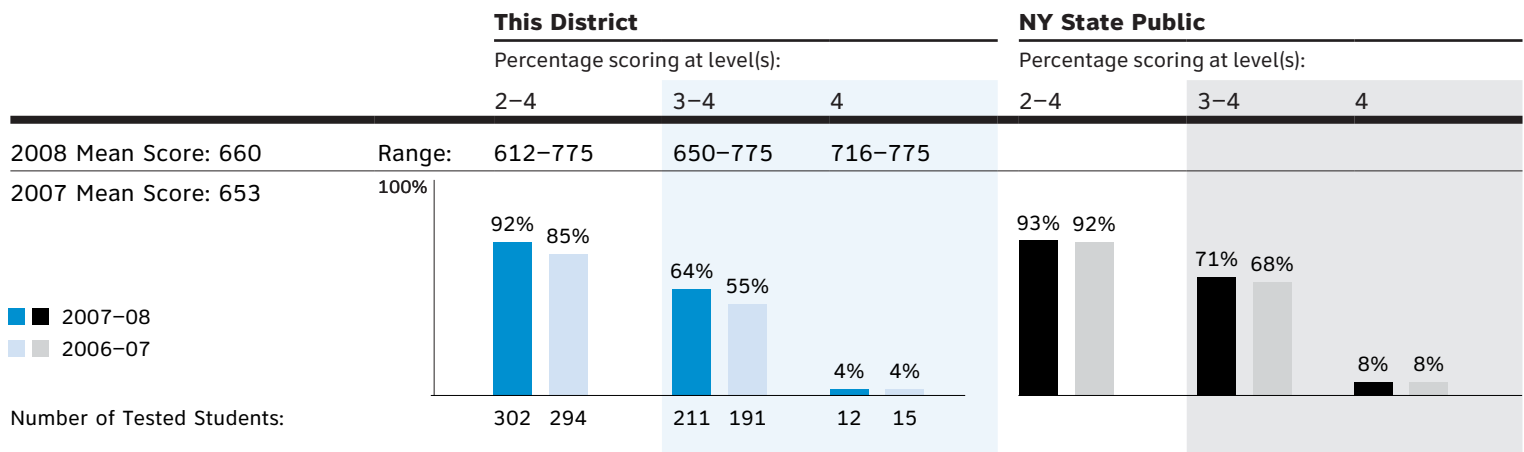
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	4	—	—	—	2	—	—	—

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	92%	64%	4%	346	85%	55%	4%
Female	155	94%	70%	5%	194	90%	62%	6%
Male	175	90%	59%	3%	152	78%	46%	2%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	80	84%	41%	3%	104	79%	42%	2%
Hispanic or Latino	79	86%	57%	4%	66	88%	50%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	5	—	—	—
White	162	98%	78%	4%	170	88%	66%	6%
Multiracial								
Small Group Totals	9	100%	67%	0%	6	83%	33%	0%
General-Education Students	295	94%	69%	4%	302	91%	61%	5%
Students with Disabilities	35	74%	23%	0%	44	41%	14%	0%
English Proficient	309	94%	67%	4%	323	86%	57%	5%
Limited English Proficient	21	57%	19%	0%	23	74%	30%	0%
Economically Disadvantaged	145	87%	46%	1%	152	78%	39%	2%
Not Disadvantaged	185	95%	78%	5%	194	90%	68%	6%
Migrant								
Not Migrant	330	92%	64%	4%	346	85%	55%	4%

NOTES

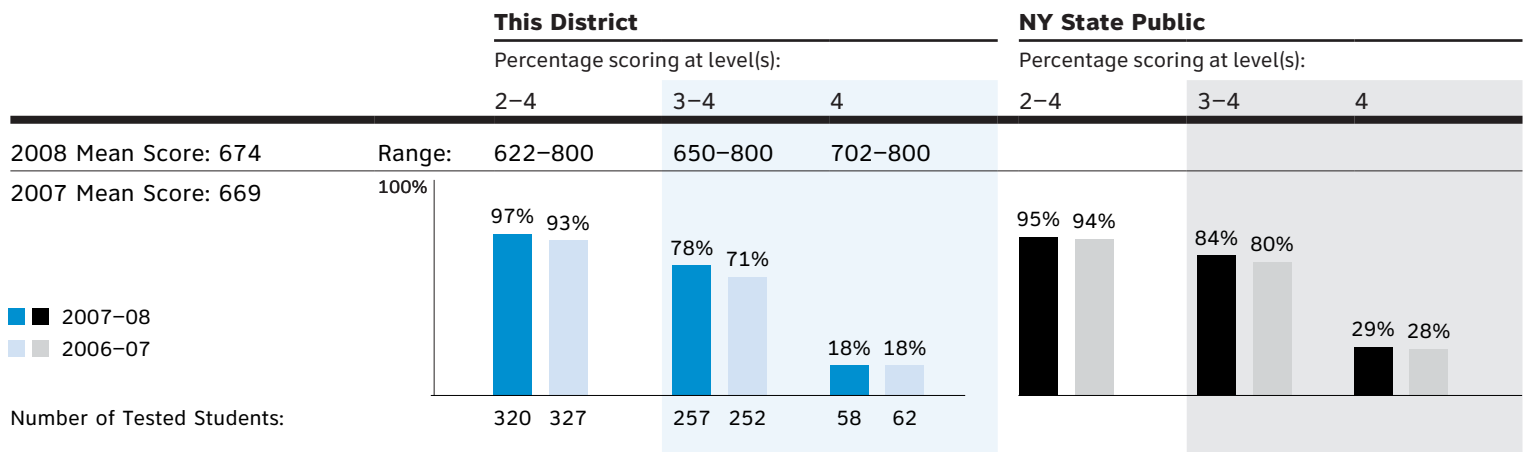
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Other Assessments

	2007-08 School Year				2006-07 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	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	4	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

	2007-08 School Year				2006-07 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	331	97%	78%	18%	353	93%	71%	18%
Female	155	97%	77%	19%	197	93%	72%	17%
Male	176	96%	78%	16%	156	92%	71%	18%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	79	91%	63%	9%	106	85%	58%	6%
Hispanic or Latino	81	96%	68%	11%	69	96%	74%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	5	—	—	—
White	162	99%	90%	25%	172	97%	79%	27%
Multiracial								
Small Group Totals	9	100%	78%	22%	6	83%	67%	17%
General-Education Students	296	97%	79%	18%	306	95%	75%	20%
Students with Disabilities	35	91%	69%	17%	47	79%	49%	4%
English Proficient	308	97%	79%	19%	327	93%	72%	19%
Limited English Proficient	23	91%	57%	0%	26	92%	62%	4%
Economically Disadvantaged	145	94%	67%	8%	155	87%	61%	5%
Not Disadvantaged	186	98%	86%	25%	198	97%	79%	27%
Migrant								
Not Migrant	331	97%	78%	18%	353	93%	71%	18%

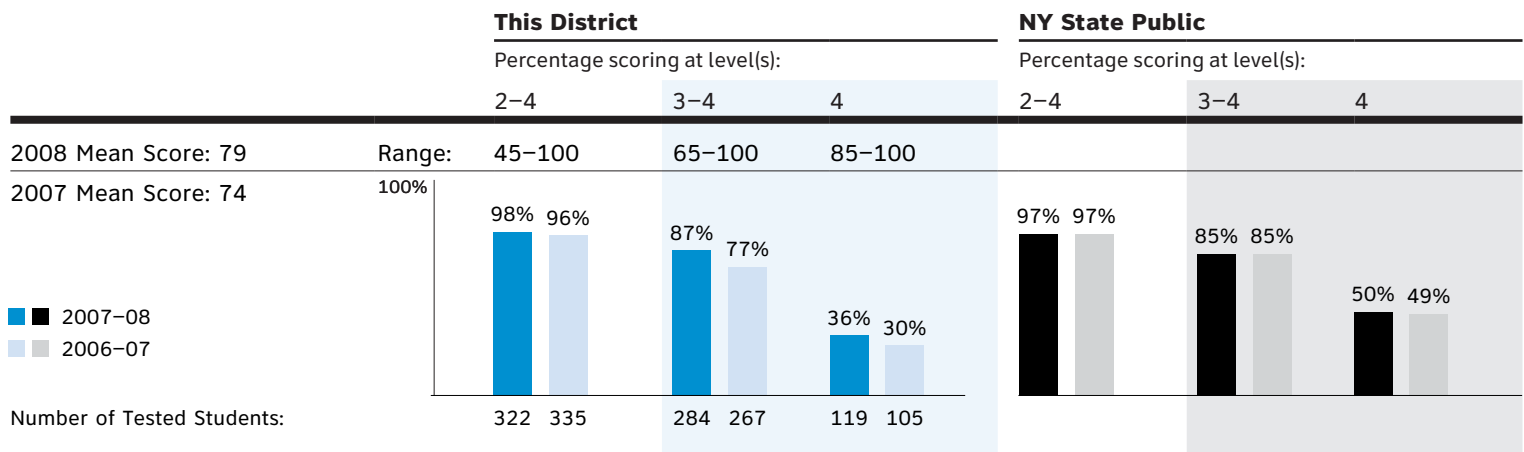
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	—	—	—	2	—	—	—

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	328	98%	87%	36%	349	96%	77%	30%
Female	153	98%	83%	38%	187	97%	79%	30%
Male	175	98%	90%	35%	162	94%	74%	30%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	78	97%	68%	21%	105	93%	65%	11%
Hispanic or Latino	80	98%	84%	20%	71	97%	70%	23%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	5	—	—	—
White	161	100%	98%	53%	167	98%	86%	46%
Multiracial								
Small Group Totals	9	78%	78%	22%	6	83%	83%	17%
General-Education Students	293	98%	87%	38%	304	97%	79%	32%
Students with Disabilities	35	100%	86%	20%	45	91%	58%	20%
English Proficient	305	99%	88%	38%	322	97%	79%	33%
Limited English Proficient	23	91%	65%	9%	27	89%	44%	0%
Economically Disadvantaged	142	96%	77%	17%	148	93%	62%	10%
Not Disadvantaged	186	99%	94%	51%	201	98%	87%	45%
Migrant								
Not Migrant	328	98%	87%	36%	349	96%	77%	30%

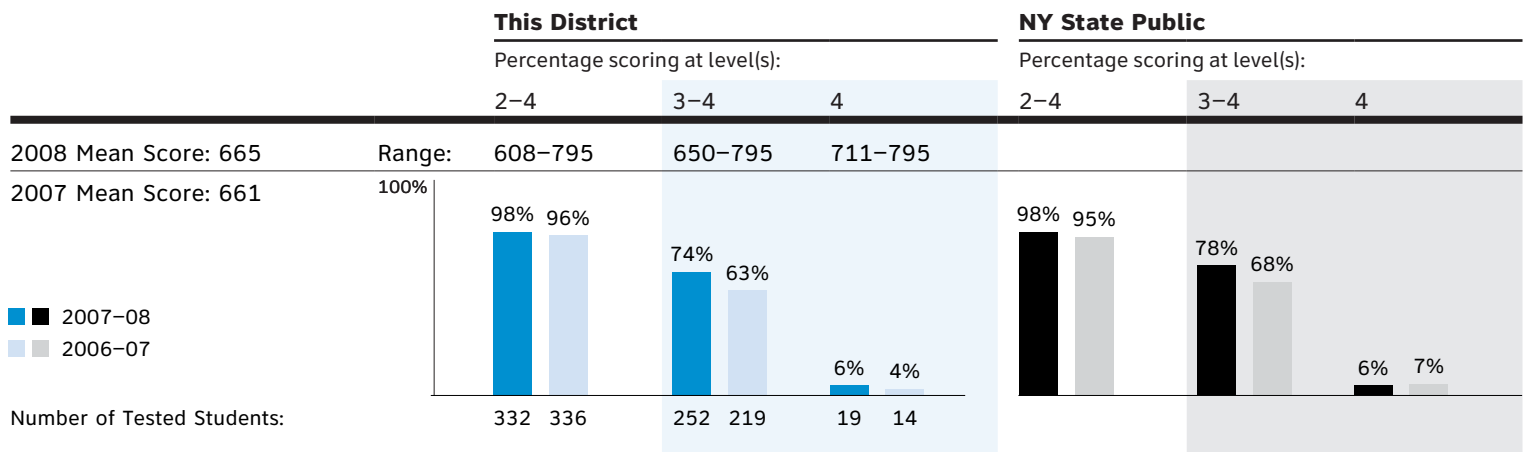
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	—	—	—	2	—	—	—

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	340	98%	74%	6%	350	96%	63%	4%
Female	189	98%	75%	6%	175	99%	66%	5%
Male	151	97%	73%	5%	175	93%	59%	3%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	100	99%	65%	2%	103	90%	38%	1%
Hispanic or Latino	68	97%	74%	6%	73	96%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	4	—	—	—
White	166	98%	81%	8%	169	99%	77%	7%
Multiracial								
Small Group Totals	6	83%	33%	0%	5	100%	100%	0%
General-Education Students	290	99%	78%	6%	303	99%	69%	5%
Students with Disabilities	50	92%	50%	2%	47	77%	23%	0%
English Proficient	320	98%	76%	6%	335	96%	63%	4%
Limited English Proficient	20	95%	45%	0%	15	100%	47%	0%
Economically Disadvantaged	148	97%	63%	3%	148	93%	49%	1%
Not Disadvantaged	192	98%	83%	8%	202	98%	73%	6%
Migrant								
Not Migrant	340	98%	74%	6%	350	96%	63%	4%

NOTES

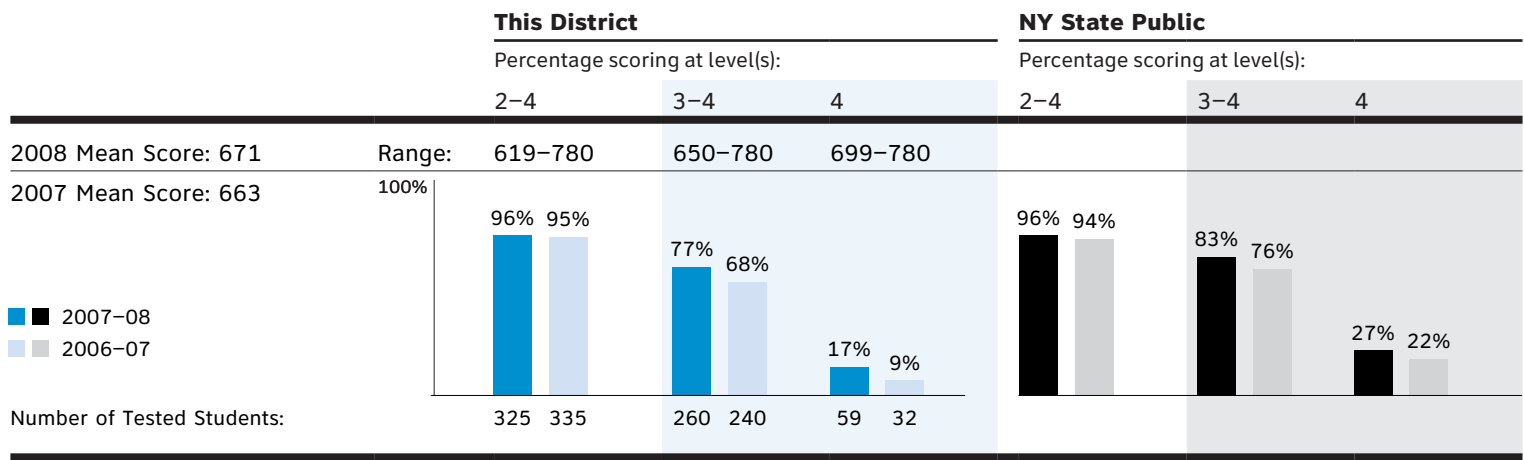
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Other Assessments

	2007-08 School Year				2006-07 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	3	—	—	—	6	6	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 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	338	96%	77%	17%	351	95%	68%	9%
Female	188	97%	76%	16%	175	98%	66%	9%
Male	150	95%	78%	19%	176	93%	70%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	98	94%	65%	4%	101	88%	45%	4%
Hispanic or Latino	69	97%	70%	14%	76	96%	62%	8%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	4	-	-	-
White	165	97%	87%	27%	169	99%	85%	13%
Multiracial								
Small Group Totals	6	100%	67%	17%	5	100%	80%	0%
General-Education Students	289	97%	80%	19%	305	97%	70%	10%
Students with Disabilities	49	90%	59%	8%	46	85%	57%	0%
English Proficient	317	96%	79%	18%	333	95%	70%	9%
Limited English Proficient	21	95%	48%	5%	18	94%	44%	6%
Economically Disadvantaged	146	96%	65%	8%	146	94%	49%	5%
Not Disadvantaged	192	96%	86%	24%	205	97%	82%	12%
Migrant								
Not Migrant	338	96%	77%	17%	351	95%	68%	9%

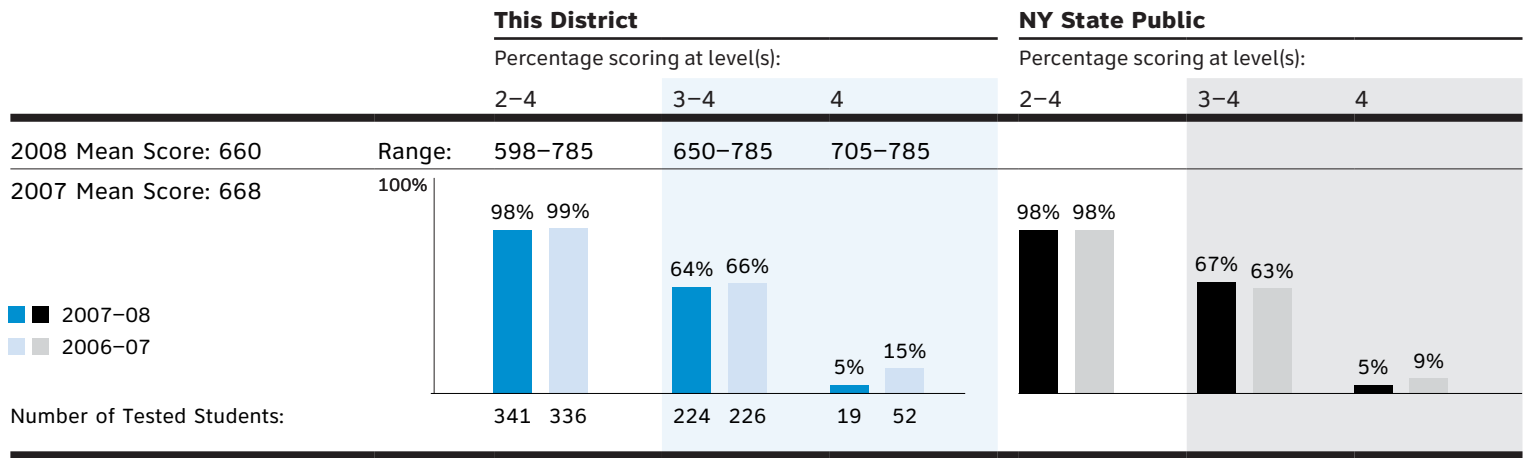
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	6	5	4	3

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	98%	64%	5%	341	99%	66%	15%
Female	175	99%	69%	6%	177	99%	68%	18%
Male	174	97%	60%	5%	164	98%	65%	13%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	101	96%	38%	1%	80	96%	41%	9%
Hispanic or Latino	71	94%	65%	1%	70	99%	67%	7%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	3	—	—	—
White	170	100%	79%	9%	186	99%	76%	21%
Multiracial								
Small Group Totals	7	100%	86%	14%	5	100%	80%	20%
General-Education Students	301	99%	71%	6%	301	100%	73%	17%
Students with Disabilities	48	88%	23%	0%	40	90%	18%	0%
English Proficient	338	98%	66%	6%	334	99%	67%	16%
Limited English Proficient	11	91%	18%	0%	7	86%	14%	0%
Economically Disadvantaged	154	97%	51%	1%	136	99%	46%	7%
Not Disadvantaged	195	98%	74%	9%	205	99%	80%	20%
Migrant								
Not Migrant	349	98%	64%	5%	341	99%	66%	15%

NOTES

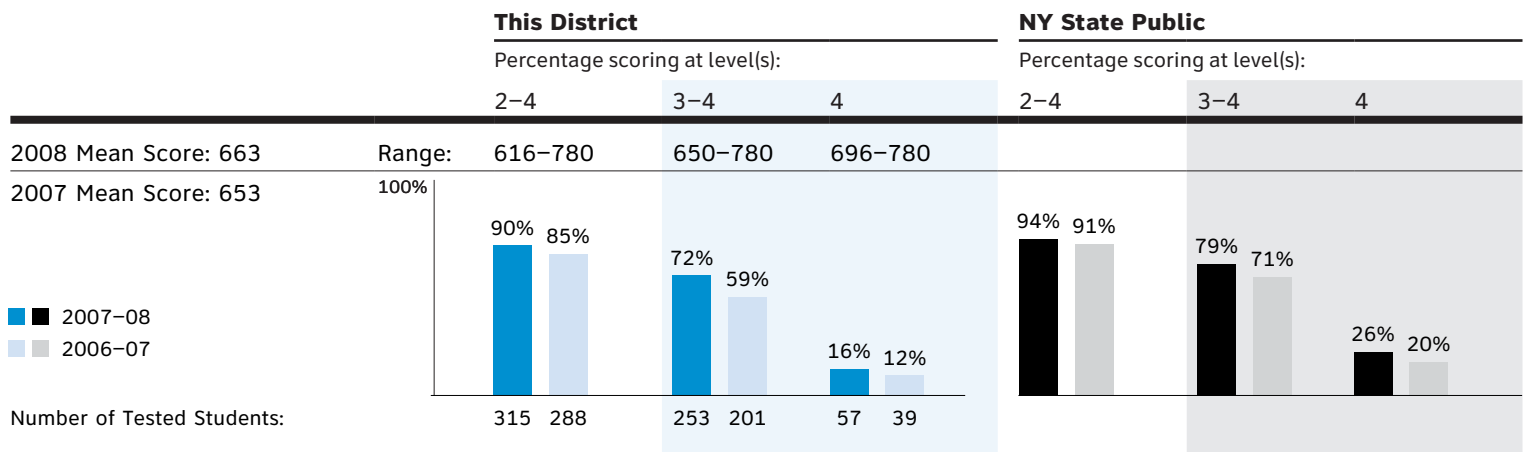
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Other Assessments

	2007-08 School Year				2006-07 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	5	5	3	2	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 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	90%	72%	16%	339	85%	59%	12%
Female	176	93%	75%	15%	176	86%	60%	11%
Male	175	86%	69%	18%	163	83%	58%	12%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	101	74%	50%	5%	76	70%	39%	4%
Hispanic or Latino	71	96%	70%	15%	75	84%	57%	5%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	3	—	—	—
White	170	97%	85%	24%	183	92%	68%	17%
Multiracial								
Small Group Totals	9	78%	78%	11%	5	80%	60%	20%
General-Education Students	302	95%	80%	19%	303	90%	64%	13%
Students with Disabilities	49	55%	22%	2%	36	42%	17%	0%
English Proficient	339	89%	73%	16%	328	86%	60%	12%
Limited English Proficient	12	100%	58%	17%	11	45%	27%	0%
Economically Disadvantaged	155	85%	61%	7%	137	73%	45%	4%
Not Disadvantaged	196	93%	81%	23%	202	93%	69%	16%
Migrant								
Not Migrant	351	90%	72%	16%	339	85%	59%	12%

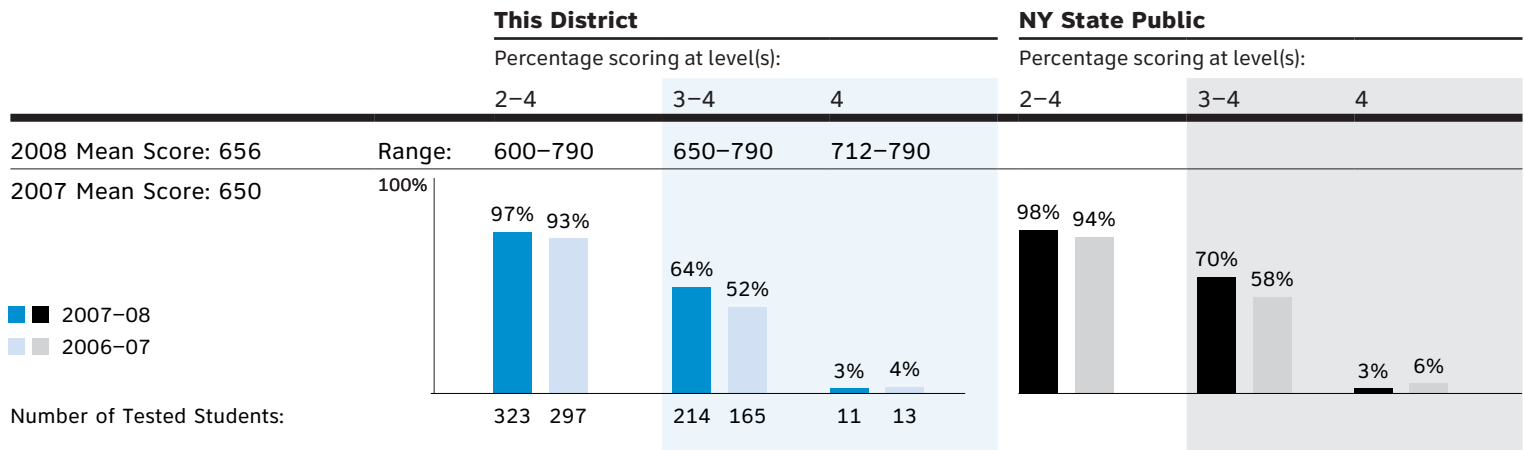
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	5	5	4	2	6	6	6	5

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	334	97%	64%	3%	319	93%	52%	4%
Female	173	99%	69%	5%	150	95%	54%	5%
Male	161	94%	58%	1%	169	91%	50%	3%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	77	92%	45%	0%	78	85%	21%	0%
Hispanic or Latino	76	—	—	—	56	98%	45%	4%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	5	—	—	—
White	179	98%	74%	5%	176	95%	69%	6%
Multiracial								
Small Group Totals	78	99%	59%	3%	9	89%	33%	0%
General-Education Students	292	99%	71%	4%	281	98%	57%	5%
Students with Disabilities	42	81%	17%	0%	38	61%	11%	0%
English Proficient	324	97%	66%	3%	315	—	—	—
Limited English Proficient	10	100%	0%	0%	4	—	—	—
Economically Disadvantaged	136	95%	49%	2%	124	85%	24%	0%
Not Disadvantaged	198	98%	75%	4%	195	98%	69%	7%
Migrant								
Not Migrant	334	97%	64%	3%	319	93%	52%	4%

NOTES

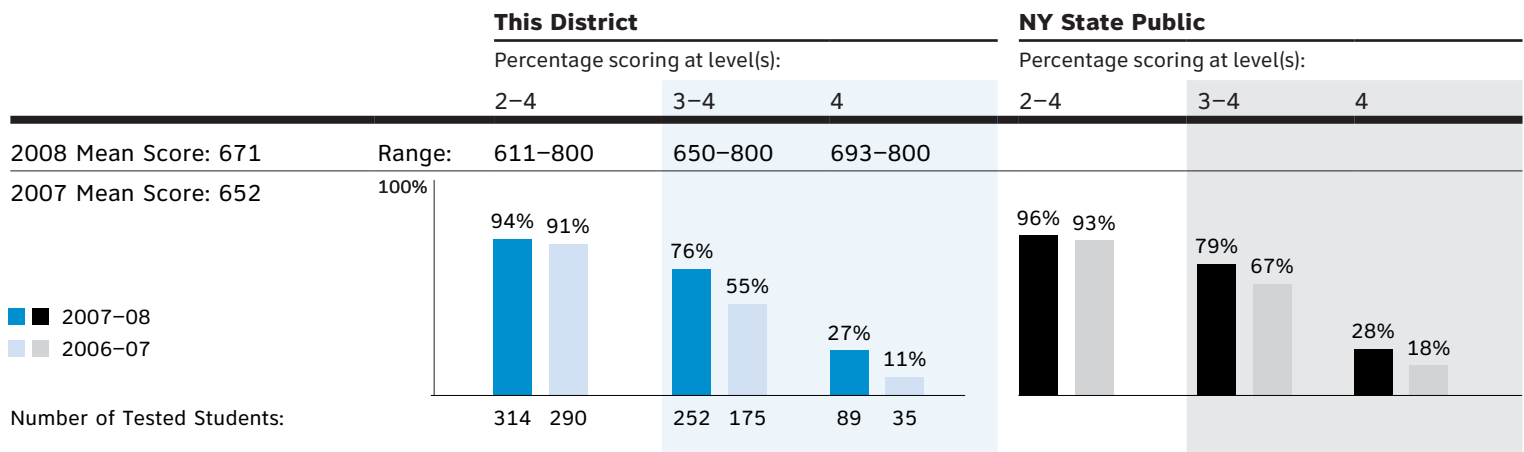
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Other Assessments

	2007-08 School Year				2006-07 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	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	2	N/A	N/A	N/A	1	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

	2007-08 School Year				2006-07 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	333	94%	76%	27%	319	91%	55%	11%
Female	174	96%	80%	28%	151	93%	58%	10%
Male	159	92%	70%	26%	168	89%	52%	12%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	75	—	—	—	77	81%	34%	1%
Hispanic or Latino	79	97%	76%	15%	58	93%	47%	9%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	5	—	—	—
White	177	96%	84%	37%	176	96%	67%	15%
Multiracial								
Small Group Totals	77	87%	57%	14%	8	63%	50%	25%
General-Education Students	292	98%	81%	30%	282	95%	60%	12%
Students with Disabilities	41	71%	37%	0%	37	57%	16%	0%
English Proficient	321	94%	76%	28%	313	91%	54%	11%
Limited English Proficient	12	92%	58%	0%	6	83%	83%	17%
Economically Disadvantaged	133	91%	64%	17%	124	83%	35%	2%
Not Disadvantaged	200	97%	84%	34%	195	96%	68%	16%
Migrant								
Not Migrant	333	94%	76%	27%	319	91%	55%	11%

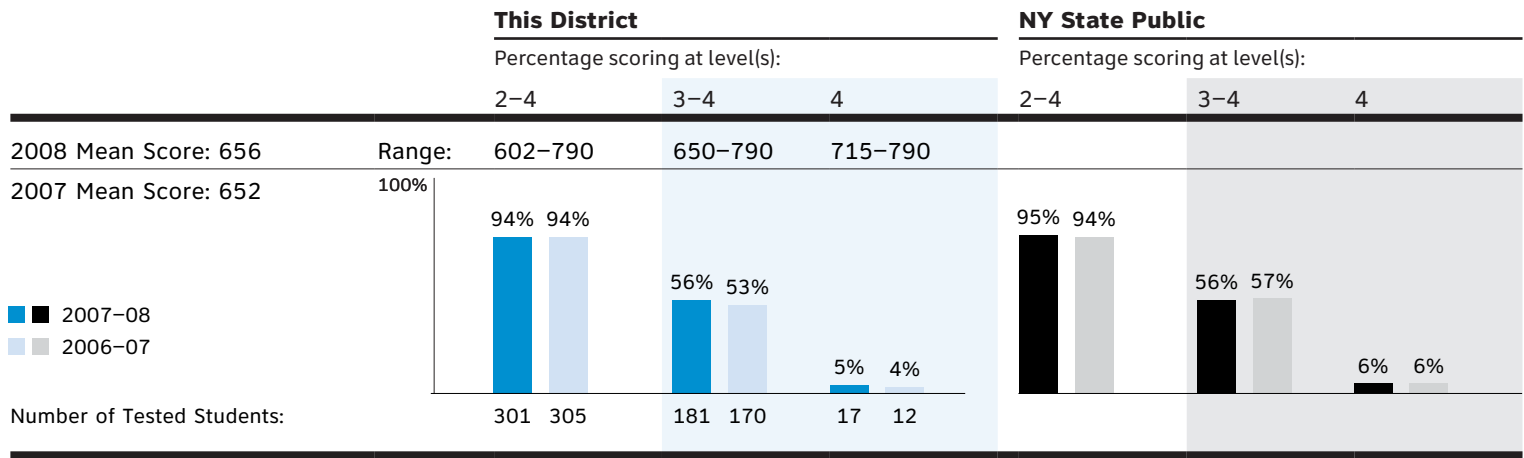
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	—	—	—	4	—	—	—

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	321	94%	56%	5%	323	94%	53%	4%
Female	147	98%	61%	7%	166	97%	57%	6%
Male	174	90%	52%	4%	157	92%	48%	1%
American Indian or Alaska Native	3	—	—	—	2	—	—	—
Black or African American	80	86%	30%	1%	92	88%	29%	0%
Hispanic or Latino	56	96%	50%	4%	57	95%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	3	—	—	—
White	176	96%	71%	7%	169	98%	66%	7%
Multiracial								
Small Group Totals	9	100%	44%	11%	5	100%	60%	0%
General-Education Students	279	97%	63%	6%	287	99%	57%	4%
Students with Disabilities	42	71%	14%	0%	36	61%	14%	0%
English Proficient	319	—	—	—	316	95%	54%	4%
Limited English Proficient	2	—	—	—	7	86%	0%	0%
Economically Disadvantaged	124	86%	35%	1%	118	88%	36%	1%
Not Disadvantaged	197	98%	70%	8%	205	98%	62%	5%
Migrant								
Not Migrant	321	94%	56%	5%	323	94%	53%	4%

NOTES

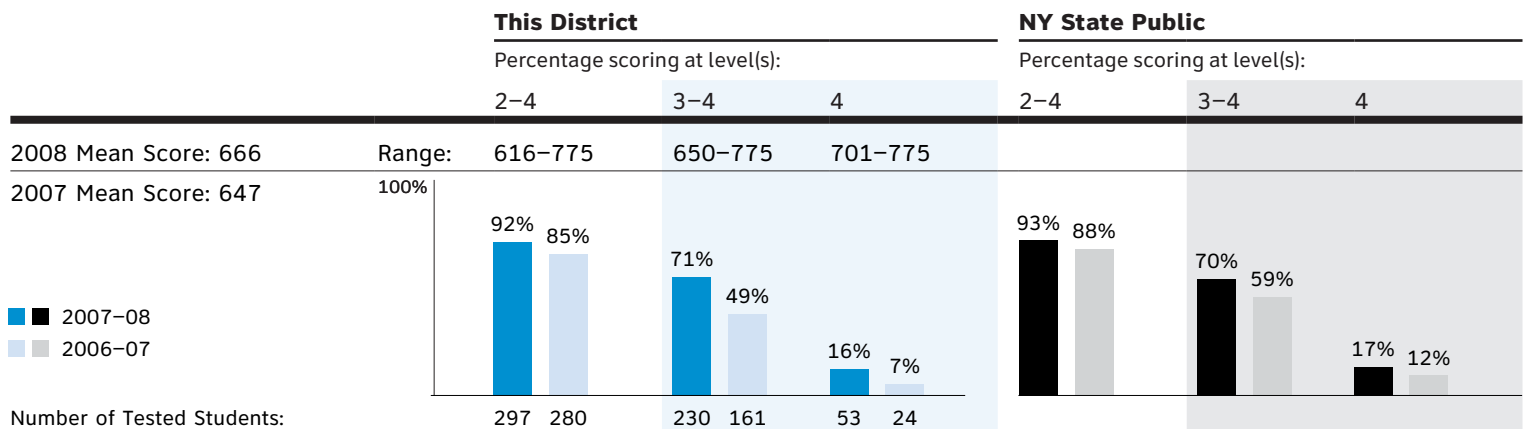
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Other Assessments

	2007-08 School Year				2006-07 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	4	—	—	—	1	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	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

	2007-08 School Year				2006-07 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	92%	71%	16%	330	85%	49%	7%
Female	150	97%	71%	14%	170	87%	57%	8%
Male	174	87%	71%	18%	160	83%	40%	6%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	80	80%	44%	4%	97	73%	36%	1%
Hispanic or Latino	58	93%	69%	10%	59	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	3	—	—	—
White	177	97%	84%	24%	170	92%	56%	12%
Multiracial								
Small Group Totals	9	78%	67%	11%	63	83%	48%	3%
General-Education Students	283	96%	77%	18%	294	90%	54%	8%
Students with Disabilities	41	61%	27%	2%	36	42%	8%	0%
English Proficient	320	—	—	—	322	85%	49%	7%
Limited English Proficient	4	—	—	—	8	75%	38%	0%
Economically Disadvantaged	123	85%	54%	6%	122	70%	37%	3%
Not Disadvantaged	201	96%	82%	23%	208	93%	56%	10%
Migrant								
Not Migrant	324	92%	71%	16%	330	85%	49%	7%

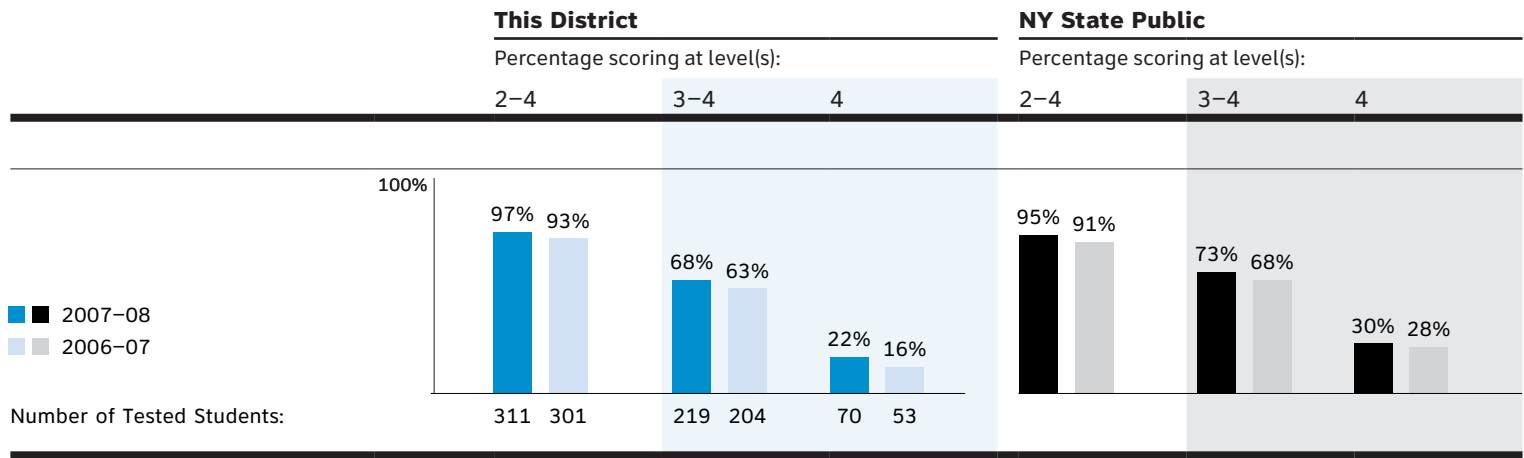
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	4	—	—	—	1	—	—	—

This District's Results in Grade 8 Science



Results by Student Group	2007-08 School Year				2006-07 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	320	97%	68%	22%	324	93%	63%	16%
Female	149	99%	64%	17%	170	94%	61%	15%
Male	171	96%	73%	26%	154	92%	65%	18%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	78	92%	41%	8%	92	89%	42%	2%
Hispanic or Latino	57	100%	65%	14%	61	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	3	—	—	—
White	176	98%	82%	30%	167	95%	77%	25%
Multiracial								
Small Group Totals	9	100%	67%	33%	65	94%	57%	14%
General-Education Students	280	99%	74%	24%	290	95%	67%	18%
Students with Disabilities	40	88%	33%	8%	34	74%	26%	3%
English Proficient	316	—	—	—	316	93%	65%	17%
Limited English Proficient	4	—	—	—	8	88%	0%	0%
Economically Disadvantaged	120	95%	49%	8%	117	88%	42%	8%
Not Disadvantaged	200	99%	80%	30%	207	96%	75%	21%
Migrant								
Not Migrant	320	97%	68%	22%	324	93%	63%	16%

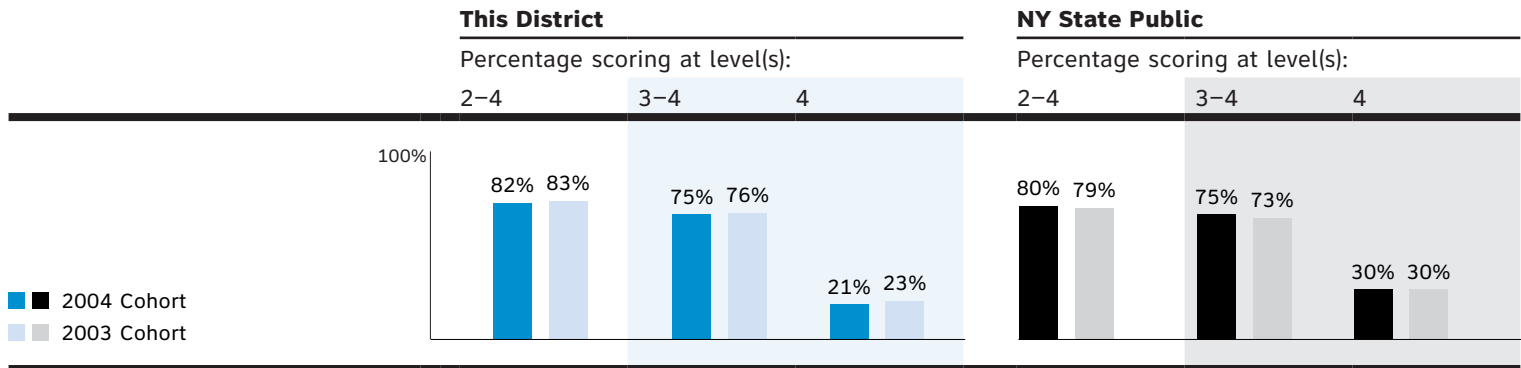
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	4	—	—	—	1	—	—	—
Regents Science	0				0			

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



Results by Student Group

	2004 Cohort				2003 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	372	82%	75%	21%	338	83%	76%	23%
Female	183	85%	75%	23%	156	87%	84%	31%
Male	189	79%	75%	19%	182	80%	69%	16%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	92	62%	52%	8%	88	63%	53%	11%
Hispanic or Latino	60	82%	77%	17%	41	73%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	10	–	–	–
White	213	91%	85%	27%	198	93%	87%	30%
Multiracial								
Small Group Totals	7	86%	86%	57%	11	100%	91%	36%
General-Education Students	320	90%	83%	24%	297	91%	84%	26%
Students with Disabilities	52	33%	27%	2%	41	24%	22%	0%
English Proficient	368	–	–	–	333	84%	77%	23%
Limited English Proficient	4	–	–	–	5	40%	40%	0%
Economically Disadvantaged	113	67%	58%	10%	79	65%	58%	5%
Not Disadvantaged	259	88%	83%	26%	259	89%	81%	29%
Migrant								
Not Migrant	372	82%	75%	21%				

NOTES

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Other Assessments

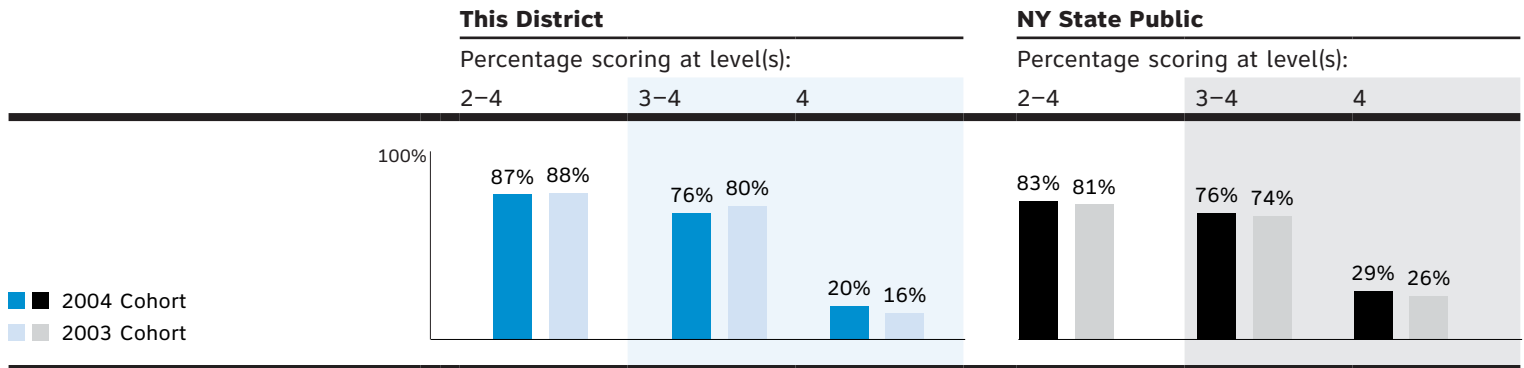
	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 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

	2004 Cohort				2003 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	372	87%	76%	20%	338	88%	80%	16%
Female	183	89%	75%	22%	156	92%	84%	16%
Male	189	86%	77%	19%	182	84%	76%	16%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	92	70%	54%	3%	88	73%	58%	7%
Hispanic or Latino	60	87%	77%	10%	41	83%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	10	–	–	–
White	213	95%	85%	30%	198	95%	91%	22%
Multiracial								
Small Group Totals	7	100%	100%	29%	11	100%	91%	27%
General-Education Students	320	94%	84%	23%	297	95%	88%	18%
Students with Disabilities	52	44%	27%	4%	41	37%	20%	0%
English Proficient	368	–	–	–	333	88%	80%	16%
Limited English Proficient	4	–	–	–	5	100%	100%	0%
Economically Disadvantaged	113	77%	60%	4%	79	73%	57%	3%
Not Disadvantaged	259	92%	83%	27%	259	92%	87%	20%
Migrant								
Not Migrant	372	87%	76%	20%				

NOTES

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Other Assessments

	2004 Cohort				2003 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				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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