



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **SOUTH COUNTRY CENTRAL SCHOOL  
DISTRICT**

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

Superintendent **RAYMOND WALSH**

Telephone **(631) 730-1510**

Grades **PK-12**

## This District's Report Card

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

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

### Use this report to:

**1**

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

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

**2**

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

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

**3**

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

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

### For more information:

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

## District Profile

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

### Enrollment

	2006-07	2007-08	2008-09
Pre-K	141	139	203
Kindergarten	371	336	347
Grade 1	336	400	332
Grade 2	355	314	362
Grade 3	334	387	328
Grade 4	354	336	345
Grade 5	356	352	330
Grade 6	342	359	345
Ungraded Elementary	5	0	0
Grade 7	312	332	349
Grade 8	321	325	334
Grade 9	362	315	340
Grade 10	327	366	319
Grade 11	383	352	391
Grade 12	298	357	302
Ungraded Secondary	0	7	0
<b>Total K-12</b>	<b>4456</b>	<b>4538</b>	<b>4424</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	23	21	22
<b>Grade 8</b>			
English	22	24	20
Mathematics	24	24	21
Science	23	22	23
Social Studies	22	23	23
<b>Grade 10</b>			
English	24	25	22
Mathematics	18	22	24
Science	20	25	13
Social Studies	25	23	23

### Enrollment Information

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

### Average Class Size Information

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

## Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	992	22%	1075	24%	1337	30%
Reduced-Price Lunch	273	6%	336	7%	297	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	270	6%	238	5%	256	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	28	1%	30	1%	40	1%
Black or African American	1167	26%	1204	27%	1132	26%
Hispanic or Latino	863	19%	928	20%	976	22%
Asian or Native Hawaiian/Other Pacific Islander	58	1%	57	1%	67	2%
White	2340	53%	2318	51%	2209	50%
Multiracial	0	0%	1	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	93%		93%		94%	
Student Suspensions	411	9%	478	11%	547	12%

## 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

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	349	368	375
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	3%	0%	2%
Percent with Fewer Than Three Years of Experience	9%	9%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	55%	59%
<b>Total Number of Core Classes</b>	999	1019	1003
Percent Not Taught by Highly Qualified Teachers	3%	0%	4%
<b>Total Number of Classes</b>	1207	1220	1236
Percent Taught by Teachers Without Appropriate Certification	5%	1%	3%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	27%	21%
Turnover Rate of All Teachers	14%	16%	10%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	39	45	39
Total Paraprofessionals*	120	130	112
Assistant Principals	7	9	10
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. 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.

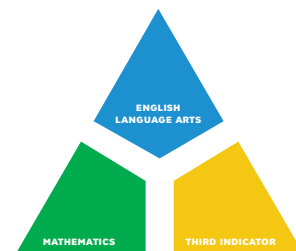
## Staff Counts Information

*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 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 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 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### 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](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08\ PI + (200 - the\ 2007-08\ PI) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### 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 (2009–10)

#### 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

2007–08	2008–09	2009–10
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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	—	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✗	✗	—
<b>Student groups making AYP in each subject</b>	✓ 7 of 7	✓ 8 of 8	✓ 1 of 1	✗ 3 of 6	✗ 3 of 6	✓ 1 of 1

#### AYP Status

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

#### 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 (2009–10)



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 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (2055:1999)	✓	✓	100%	✓	170	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (17:17)	—	—	—	—	—	—	—
Black or African American (543:519)	✓	✓	99%	✓	154	139	
Hispanic or Latino (465:452)	✓	✓	100%	✓	162	139	
Asian or Native Hawaiian/Other Pacific Islander (34:29)	—	—	—	—	—	—	—
White (996:982)	✓	✓	100%	✓	183	141	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (298:282)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	125	138	119 133
Limited English Proficient <sup>5</sup> (95:148)	✓	✓	100%	✓	136	135	
Economically Disadvantaged (887:854)	✓	✓	100%	✓	155	140	
<b>Final AYP Determination</b>	✓ 7 of 7						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

<sup>5</sup> 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 (2009–10)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (2038:1977)	✓	✓	100%	✓	178	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (17:17)	–	–	–	–	–	–	–
Black or African American (539:513)	✓	✓	100%	✓	161	114	
Hispanic or Latino (459:443)	✓	✓	99%	✓	176	114	
Asian or Native Hawaiian/Other Pacific Islander (34:30)	✓	–	–	✓	193	102	
White (989:974)	✓	✓	100%	✓	187	115	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (295:278)	✓	✓	98%	✓	134	112	
Limited English Proficient <sup>5</sup> (96:149)	✓	✓	100%	✓	166	110	
Economically Disadvantaged (873:836)	✓	✓	100%	✓	167	115	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

<sup>5</sup> 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**  Good Standing  
**for This Subject**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (671:641)		Qualified		99%		170	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (5:5)		–	–	–	–	–	–	–
Black or African American (158:147)		Qualified		98%		143	100	
Hispanic or Latino (149:141)		Qualified		98%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (11:9)		–	–	–	–	–	–	–
White (348:339)		Qualified		99%		182	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (95:86)		Qualified		93%		144	100	
Limited English Proficient <sup>4</sup> (32:28)		–	–	–	–	–	–	–
Economically Disadvantaged (270:254)		Qualified		97%		150	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

<sup>4</sup> 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 (2009–10)



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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (287:301)	✓	✓	98%	✓	171	165		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—	—
Black or African American (59:79)	✗	✓	97%	✗	143	160	146	149
Hispanic or Latino (46:45)	✓	✓	100%	✓	169	157		
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—		—
White (178:172)	✓	✓	98%	✓	186	163		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (26:52)	✗	—	—	✗	108	158	110	117
Limited English Proficient <sup>5</sup> (3:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (79:98)	✗	✓	97%	✗	148	161	150	153
<b>Final AYP Determination</b>	✗ 3 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

<sup>5</sup> 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 (2009–10)



Good Standing

### Accountability Measures

3 of 6

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (287:301)	✓	✓	99%	✓	170	160		
<b>Ethnicity</b>								
American Indian or Alaska Native (0:1)	—	—	—	—	—	—	—	—
Black or African American (59:79)	✗	✓	98%	✗	137	155	151	143
Hispanic or Latino (46:45)	✓	✓	98%	✓	164	152		
Asian or Native Hawaiian/Other Pacific Islander (4:4)	—	—	—	—	—	—		—
White (178:172)	✓	✓	99%	✓	186	158		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (26:52)	✗	—	—	✗	100	153	112	110
Limited English Proficient <sup>5</sup> (3:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (79:98)	✗	✓	99%	✗	143	156	155	149
<b>Final AYP Determination</b>	✗ 3 of 6							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

<sup>5</sup> 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (371)			77%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (2)		–	–	–	
Black or African American (91)			62%	55%	
Hispanic or Latino (60)			72%	55%	
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–	
White (213)			85%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (52)			50%	55%	39% 51%
Limited English Proficient <sup>2</sup> (4)		–	–	–	
Economically Disadvantaged (113)			58%	55%	
<b>Final AYP Determination</b>  1 of 1					

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.







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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.







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

## Summary of 2008–09 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	75%			329
Grade 4	69%			337
Grade 5	83%			329
Grade 6	68%			342
Grade 7	75%			350
Grade 8	67%			331

### Mathematics

Grade 3	89%		326
Grade 4	82%		335
Grade 5	86%		330
Grade 6	65%		344
Grade 7	85%		347
Grade 8	78%		326

### Science

Grade 4	82%		329
Grade 8	66%		323

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	77%			317
Mathematics	75%			317

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

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

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

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

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

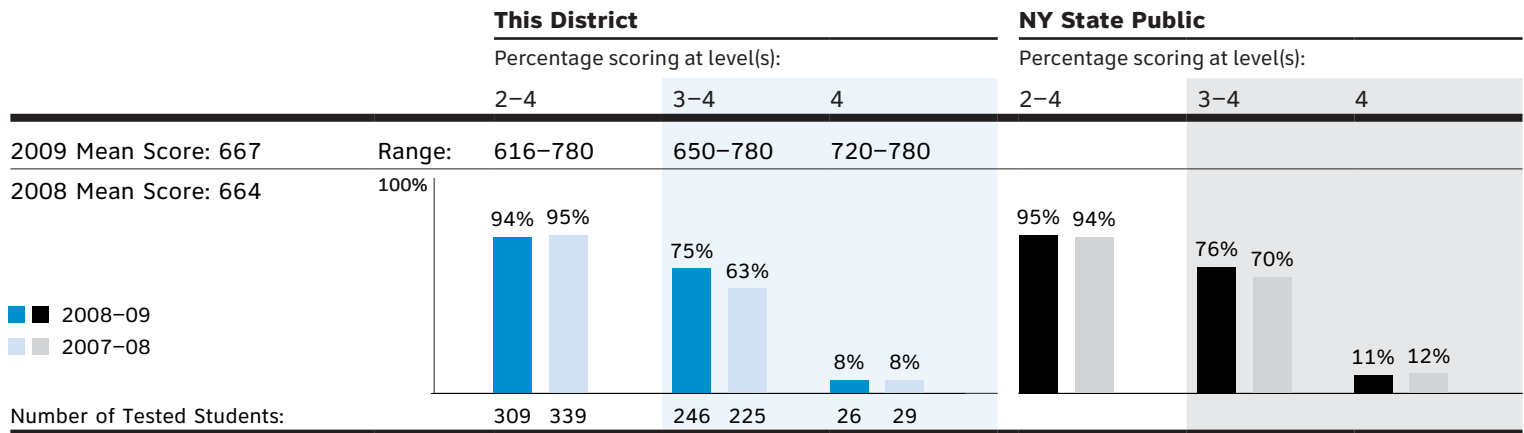
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### Average Need Districts

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

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>329</b>	<b>94%</b>	<b>75%</b>	<b>8%</b>	<b>355</b>	<b>95%</b>	<b>63%</b>	<b>8%</b>
Female	171	96%	82%	11%	173	98%	63%	8%
Male	158	92%	66%	5%	182	93%	64%	8%
American Indian or Alaska Native	5	—	—	—	5	100%	40%	0%
Black or African American	80	90%	60%	3%	84	93%	48%	2%
Hispanic or Latino	89	89%	70%	7%	82	91%	54%	1%
Asian or Native Hawaiian/Other	4	—	—	—	9	100%	89%	0%
Pacific Islander	4	—	—	—	9	100%	89%	0%
White	151	99%	87%	12%	175	98%	75%	15%
Multiracial	9	89%	56%	0%	319	98%	69%	9%
Small Group Totals	288	99%	82%	9%	36	69%	11%	0%
General-Education Students	41	61%	24%	0%	331	96%	66%	9%
Students with Disabilities	23	78%	43%	0%	24	92%	29%	0%
English Proficient	147	90%	64%	3%	150	91%	47%	3%
Limited English Proficient	182	97%	84%	12%	205	99%	76%	12%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	329	94%	75%	8%	355	95%	63%	8%

### NOTES

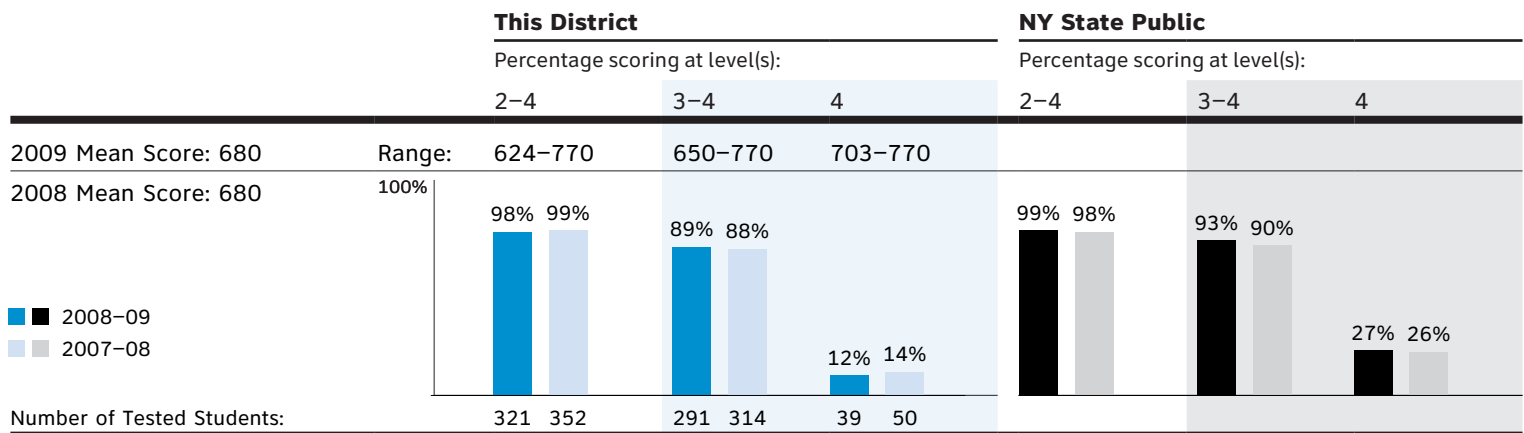
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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	4	—	—	—
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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>326</b>	<b>98%</b>	<b>89%</b>	<b>12%</b>	<b>355</b>	<b>99%</b>	<b>88%</b>	<b>14%</b>
Female	170	100%	92%	13%	175	99%	90%	15%
Male	156	97%	86%	11%	180	99%	87%	13%
American Indian or Alaska Native	5	—	—	—	4	—	—	—
Black or African American	80	99%	79%	4%	83	98%	73%	7%
Hispanic or Latino	87	98%	86%	6%	84	99%	89%	13%
Asian or Native Hawaiian/Other	4	—	—	—	9	—	—	—
Pacific Islander	4	—	—	—	9	—	—	—
White	150	99%	97%	21%	175	100%	94%	17%
Multiracial	9	100%	89%	0%	13	100%	100%	23%
Small Group Totals	9	100%	89%	0%	13	100%	100%	23%
General-Education Students	285	100%	93%	14%	319	100%	92%	16%
Students with Disabilities	41	88%	61%	0%	36	94%	53%	0%
English Proficient	301	98%	91%	13%	331	99%	89%	15%
Limited English Proficient	25	100%	72%	4%	24	100%	83%	4%
Economically Disadvantaged	144	99%	84%	3%	149	98%	82%	7%
Not Disadvantaged	182	98%	93%	19%	206	100%	93%	19%
Migrant	326	98%	89%	12%	355	99%	88%	14%
Not Migrant	326	98%	89%	12%	355	99%	88%	14%

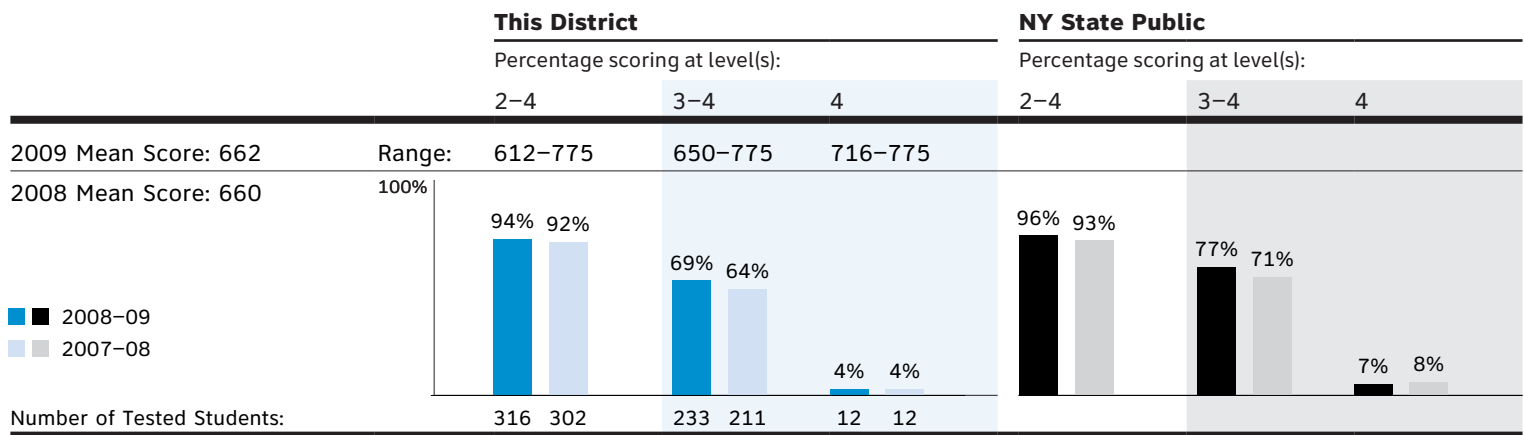
### NOTES

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## Other Assessments

	2008-09 School Year			2007-08 School Year		
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):	
		2-4	3-4		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	—	—	4	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>337</b>	<b>94%</b>	<b>69%</b>	<b>4%</b>	<b>330</b>	<b>92%</b>	<b>64%</b>	<b>4%</b>
Female	169	95%	76%	6%	155	94%	70%	5%
Male	168	93%	62%	1%	175	90%	59%	3%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	82	85%	44%	0%	80	84%	41%	3%
Hispanic or Latino	76	92%	67%	1%	79	86%	57%	4%
Asian or Native Hawaiian/Other	7	—	—	—	5	—	—	—
Pacific Islander	7	—	—	—	5	—	—	—
White	168	98%	82%	7%	162	98%	78%	4%
Multiracial								
Small Group Totals	11	100%	82%	0%	9	100%	67%	0%
General-Education Students	292	97%	75%	4%	295	94%	69%	4%
Students with Disabilities	45	71%	31%	0%	35	74%	23%	0%
English Proficient	318	94%	71%	4%	309	94%	67%	4%
Limited English Proficient	19	84%	32%	0%	21	57%	19%	0%
Economically Disadvantaged	143	87%	53%	1%	145	87%	46%	1%
Not Disadvantaged	194	98%	81%	6%	185	95%	78%	5%
Migrant								
Not Migrant	337	94%	69%	4%	330	92%	64%	4%

### NOTES

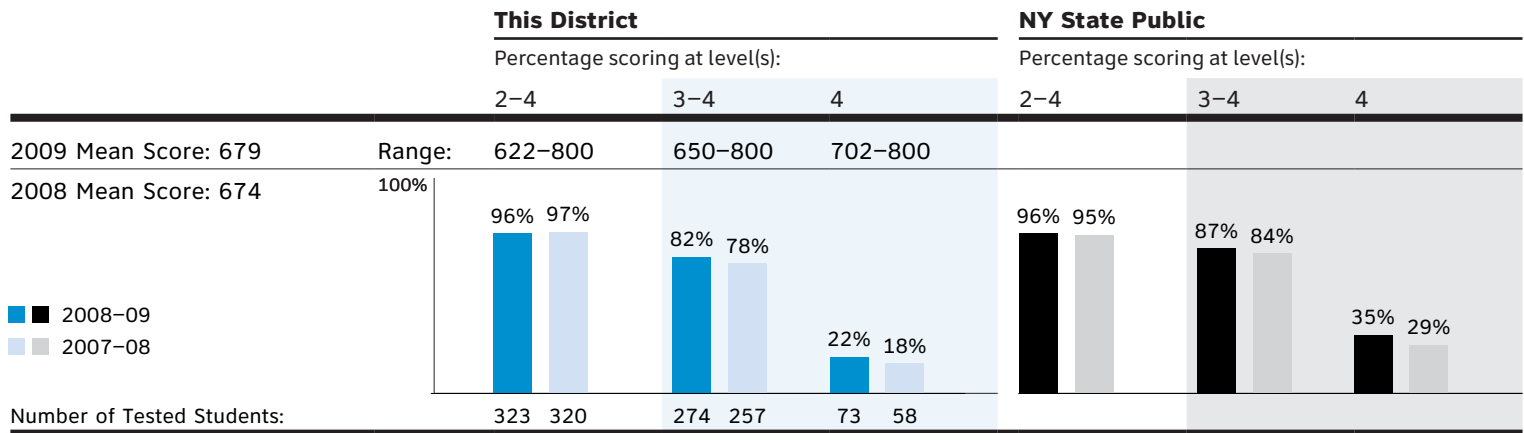
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## Other Assessments

	2008-09 School Year				2007-08 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	5	5	3	2	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	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 4 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>335</b>	<b>96%</b>	<b>82%</b>	<b>22%</b>	<b>331</b>	<b>97%</b>	<b>78%</b>	<b>18%</b>
Female	169	99%	84%	20%	155	97%	77%	19%
Male	166	94%	80%	23%	176	96%	78%	16%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	84	89%	61%	6%	79	91%	63%	9%
Hispanic or Latino	73	97%	88%	18%	81	96%	68%	11%
Asian or Native Hawaiian/Other	7	—	—	—	5	—	—	—
Pacific Islander	7	—	—	—	5	—	—	—
White	167	99%	89%	31%	162	99%	90%	25%
Multiracial								
Small Group Totals	11	100%	91%	27%	9	100%	78%	22%
General-Education Students	292	98%	85%	25%	296	97%	79%	18%
Students with Disabilities	43	86%	58%	2%	35	91%	69%	17%
English Proficient	316	97%	83%	23%	308	97%	79%	19%
Limited English Proficient	19	95%	68%	5%	23	91%	57%	0%
Economically Disadvantaged	139	93%	71%	9%	145	94%	67%	8%
Not Disadvantaged	196	99%	89%	31%	186	98%	86%	25%
Migrant								
Not Migrant	335	96%	82%	22%	331	97%	78%	18%

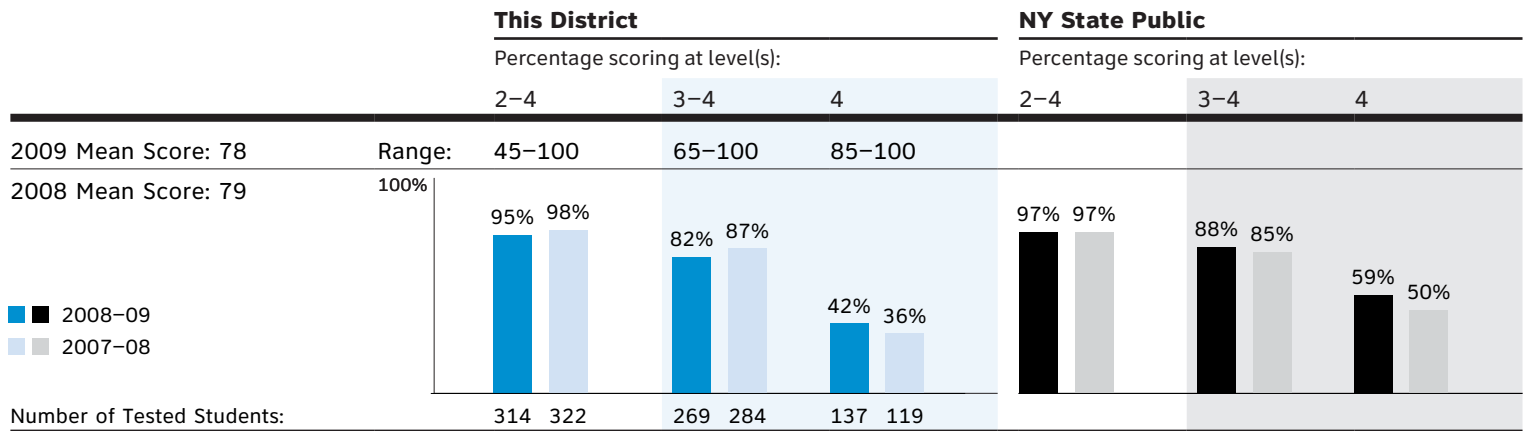
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	5	5	4	3	2	—	—	—

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>329</b>	<b>95%</b>	<b>82%</b>	<b>42%</b>	<b>328</b>	<b>98%</b>	<b>87%</b>	<b>36%</b>
Female	165	96%	82%	39%	153	98%	83%	38%
Male	164	95%	82%	44%	175	98%	90%	35%
American Indian or Alaska Native	4	—	—	—	4	—	—	—
Black or African American	81	88%	63%	17%	78	97%	68%	21%
Hispanic or Latino	71	97%	92%	38%	80	98%	84%	20%
Asian or Native Hawaiian/Other	7	—	—	—	5	—	—	—
Pacific Islander	166	99%	87%	54%	161	100%	98%	53%
White	11	91%	82%	64%	9	78%	78%	22%
Multiracial	287	96%	84%	44%	293	98%	87%	38%
Small Group Totals	42	93%	69%	24%	35	100%	86%	20%
General-Education Students	310	95%	82%	43%	305	99%	88%	38%
Students with Disabilities	19	100%	79%	21%	23	91%	65%	9%
English Proficient	136	90%	71%	28%	142	96%	77%	17%
Limited English Proficient	193	99%	89%	51%	186	99%	94%	51%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	329	95%	82%	42%	328	98%	87%	36%

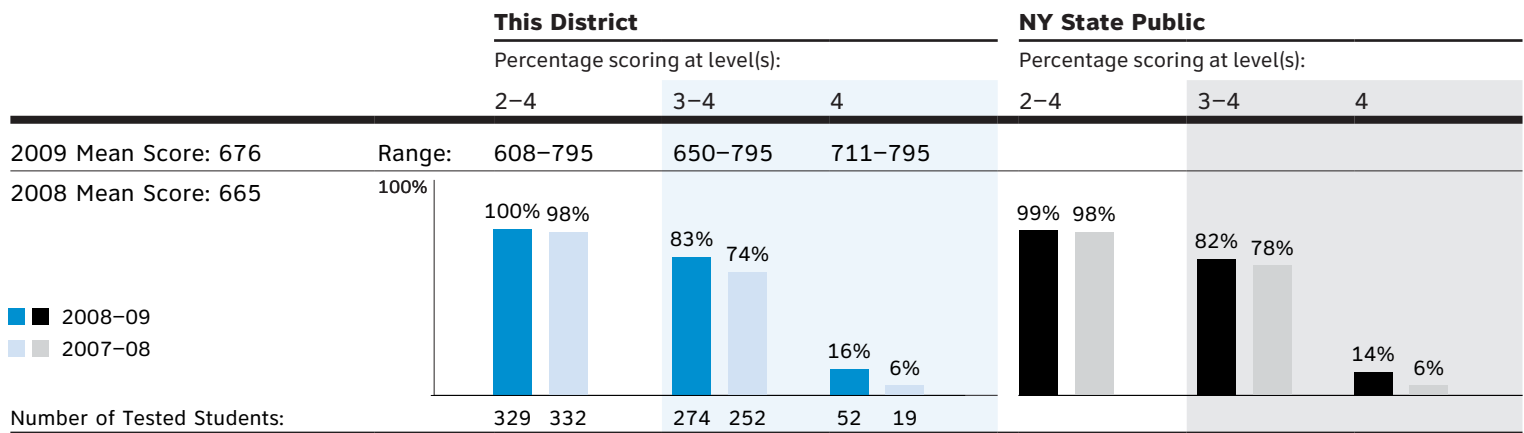
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	5	5	4	3	2	—	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>329</b>	<b>100%</b>	<b>83%</b>	<b>16%</b>	<b>340</b>	<b>98%</b>	<b>74%</b>	<b>6%</b>
Female	154	100%	85%	18%	189	98%	75%	6%
Male	175	100%	82%	14%	151	97%	73%	5%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	90	100%	73%	8%	100	99%	65%	2%
Hispanic or Latino	75	100%	81%	12%	68	97%	74%	6%
Asian or Native Hawaiian/Other	4	—	—	—	5	—	—	—
Pacific Islander	4	—	—	—	5	—	—	—
White	156	100%	90%	22%	166	98%	81%	8%
Multiracial								
Small Group Totals	8	100%	75%	25%	6	83%	33%	0%
General-Education Students	290	100%	85%	17%	290	99%	78%	6%
Students with Disabilities	39	100%	69%	5%	50	92%	50%	2%
English Proficient	313	100%	85%	17%	320	98%	76%	6%
Limited English Proficient	16	100%	44%	0%	20	95%	45%	0%
Economically Disadvantaged	146	100%	73%	8%	148	97%	63%	3%
Not Disadvantaged	183	100%	91%	22%	192	98%	83%	8%
Migrant								
Not Migrant	329	100%	83%	16%	340	98%	74%	6%

### NOTES

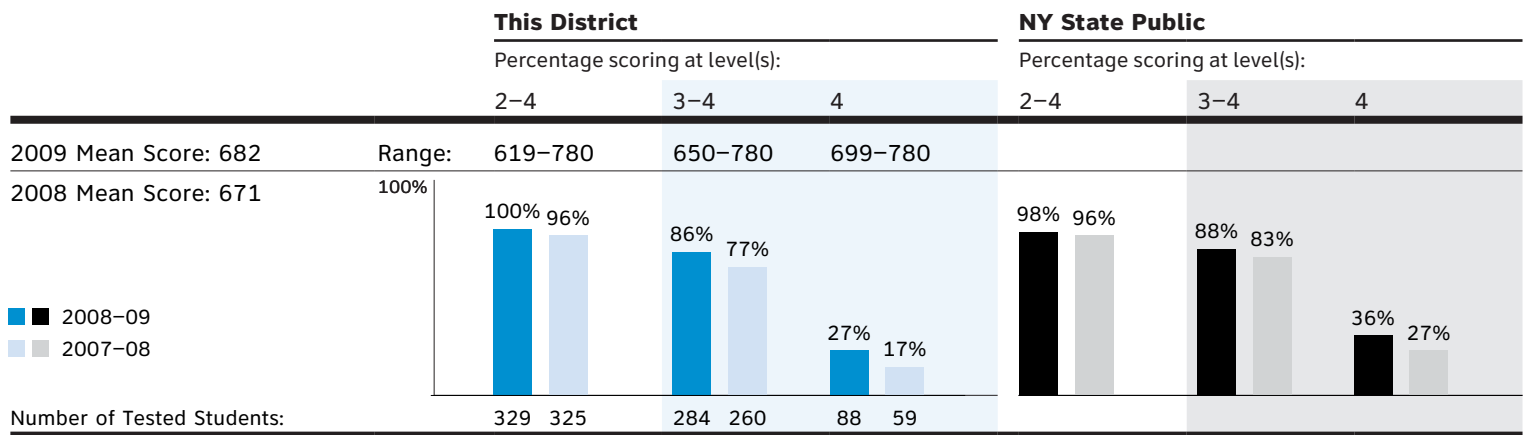
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## Other Assessments

	2008-09 School Year				2007-08 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	2	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>330</b>	<b>100%</b>	<b>86%</b>	<b>27%</b>	<b>338</b>	<b>96%</b>	<b>77%</b>	<b>17%</b>
Female	155	99%	84%	28%	188	97%	76%	16%
Male	175	100%	88%	25%	150	95%	78%	19%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	90	99%	78%	13%	98	94%	65%	4%
Hispanic or Latino	76	100%	83%	20%	69	97%	70%	14%
Asian or Native Hawaiian/Other	4	—	—	—	5	—	—	—
Pacific Islander	4	—	—	—	5	—	—	—
White	156	100%	93%	38%	165	97%	87%	27%
Multiracial								
Small Group Totals	8	100%	75%	13%	6	100%	67%	17%
General-Education Students	291	100%	89%	29%	289	97%	80%	19%
Students with Disabilities	39	97%	62%	10%	49	90%	59%	8%
English Proficient	313	100%	86%	28%	317	96%	79%	18%
Limited English Proficient	17	100%	82%	6%	21	95%	48%	5%
Economically Disadvantaged	146	100%	78%	13%	146	96%	65%	8%
Not Disadvantaged	184	99%	92%	38%	192	96%	86%	24%
Migrant								
Not Migrant	330	100%	86%	27%	338	96%	77%	17%

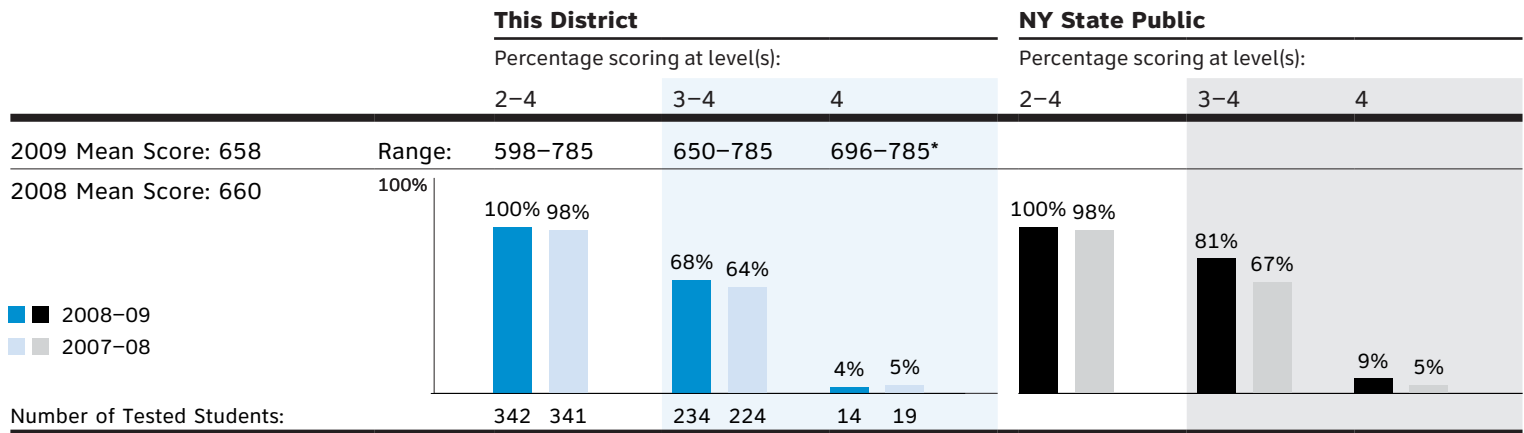
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	2	—	—	—	3	—	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>342</b>	<b>100%</b>	<b>68%</b>	<b>4%</b>	<b>349</b>	<b>98%</b>	<b>64%</b>	<b>5%</b>
Female	188	100%	72%	6%	175	99%	69%	6%
Male	154	100%	64%	1%	174	97%	60%	5%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	109	100%	62%	2%	101	96%	38%	1%
Hispanic or Latino	68	100%	56%	3%	71	94%	65%	1%
Asian or Native Hawaiian/Other	8	—	—	—	5	—	—	—
Pacific Islander	156	100%	78%	6%	170	100%	79%	9%
White								
Multiracial	9	100%	78%	0%	7	100%	86%	14%
Small Group Totals	289	100%	76%	5%	301	99%	71%	6%
General-Education Students	53	100%	25%	0%	48	88%	23%	0%
Students with Disabilities	331	100%	70%	4%	338	98%	66%	6%
English Proficient	11	100%	9%	0%	11	91%	18%	0%
Limited English Proficient	155	100%	53%	1%	154	97%	51%	1%
Economically Disadvantaged	187	100%	81%	7%	195	98%	74%	9%
Not Disadvantaged								
Migrant	342	100%	68%	4%	349	98%	64%	5%
Not Migrant								

### NOTES

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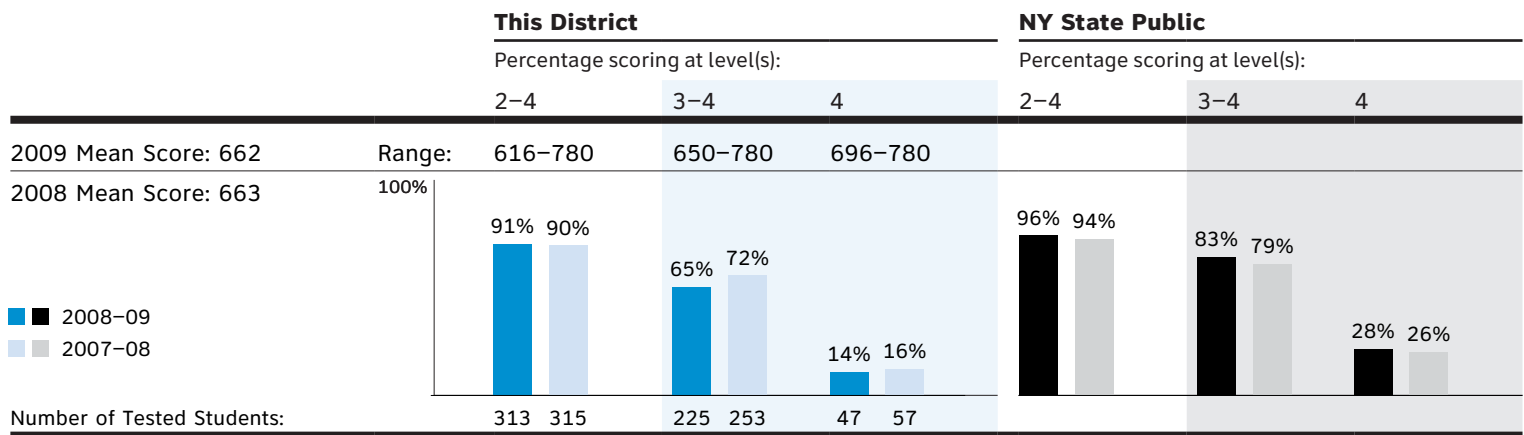
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 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	3	—	—	—	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>344</b>	<b>91%</b>	<b>65%</b>	<b>14%</b>	<b>351</b>	<b>90%</b>	<b>72%</b>	<b>16%</b>
Female	188	92%	71%	15%	176	93%	75%	15%
Male	156	90%	59%	12%	175	86%	69%	18%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	110	88%	53%	2%	101	74%	50%	5%
Hispanic or Latino	69	90%	55%	9%	71	96%	70%	15%
Asian or Native Hawaiian/Other	8	—	—	—	6	—	—	—
Pacific Islander	156	94%	78%	24%	170	97%	85%	24%
Multiracial	9	89%	78%	22%	9	78%	78%	11%
Small Group Totals	290	97%	73%	16%	302	95%	80%	19%
General-Education Students	54	61%	26%	0%	49	55%	22%	2%
Students with Disabilities	333	92%	66%	14%	339	89%	73%	16%
English Proficient	11	73%	36%	0%	12	100%	58%	17%
Limited English Proficient	156	87%	49%	3%	155	85%	61%	7%
Economically Disadvantaged	188	95%	79%	23%	196	93%	81%	23%
Not Disadvantaged								
Migrant	344	91%	65%	14%	351	90%	72%	16%
Not Migrant								

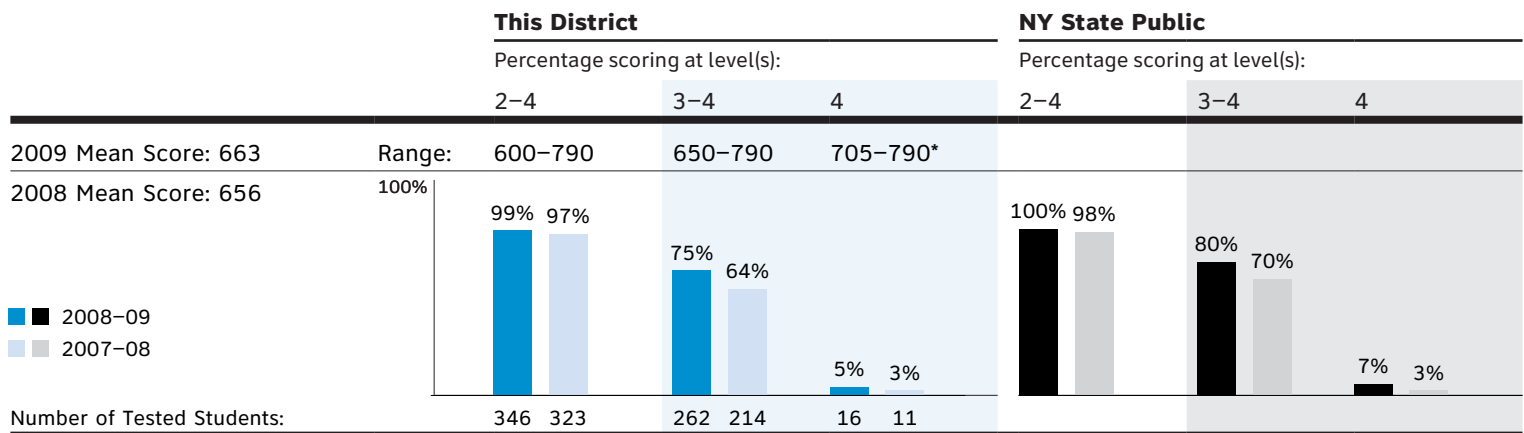
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	3	—	—	—	5	5	4	2

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>350</b>	<b>99%</b>	<b>75%</b>	<b>5%</b>	<b>334</b>	<b>97%</b>	<b>64%</b>	<b>3%</b>
Female	179	99%	78%	7%	173	99%	69%	5%
Male	171	99%	72%	2%	161	94%	58%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	98	99%	56%	2%	77	92%	45%	0%
Hispanic or Latino	73	96%	66%	1%	76	-	-	-
Asian or Native Hawaiian/Other	6	-	-	-	1	-	-	-
Pacific Islander	172	100%	88%	8%	179	98%	74%	5%
White								
Multiracial	7	100%	100%	0%	78	99%	59%	3%
Small Group Totals	299	100%	81%	5%	292	99%	71%	4%
General-Education Students	51	94%	37%	2%	42	81%	17%	0%
Students with Disabilities	341	99%	77%	5%	324	97%	66%	3%
English Proficient	9	89%	0%	0%	10	100%	0%	0%
Limited English Proficient	151	99%	63%	1%	136	95%	49%	2%
Economically Disadvantaged	199	98%	84%	7%	198	98%	75%	4%
Not Disadvantaged								
Migrant	350	99%	75%	5%	334	97%	64%	3%
Not Migrant								

### NOTES

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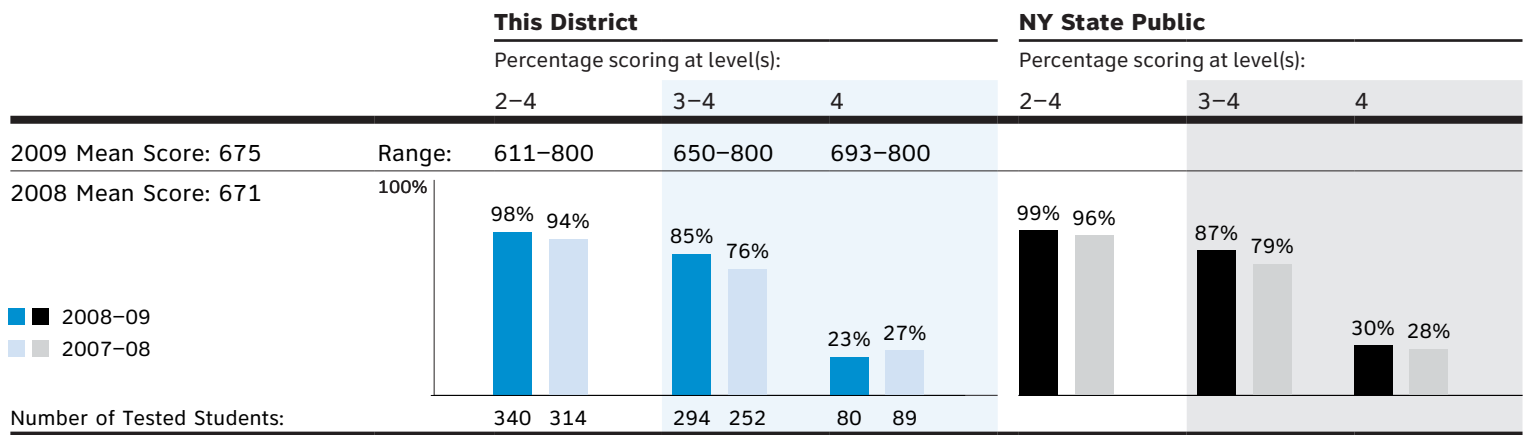
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	2	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	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 7 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>347</b>	<b>98%</b>	<b>85%</b>	<b>23%</b>	<b>333</b>	<b>94%</b>	<b>76%</b>	<b>27%</b>
Female	176	98%	88%	23%	174	96%	80%	28%
Male	171	98%	82%	23%	159	92%	70%	26%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	95	97%	68%	7%	75	—	—	—
Hispanic or Latino	73	95%	85%	15%	79	97%	76%	15%
Asian or Native Hawaiian/Other	7	—	—	—	1	—	—	—
Pacific Islander	171	100%	93%	34%	177	96%	84%	37%
White								
Multiracial	8	100%	100%	50%	77	87%	57%	14%
Small Group Totals	297	100%	92%	26%	292	98%	81%	30%
General-Education Students	50	88%	42%	8%	41	71%	37%	0%
Students with Disabilities	336	99%	85%	24%	321	94%	76%	28%
English Proficient	11	82%	64%	0%	12	92%	58%	0%
Limited English Proficient	149	99%	79%	11%	133	91%	64%	17%
Economically Disadvantaged	198	97%	89%	32%	200	97%	84%	34%
Not Disadvantaged								
Migrant	347	98%	85%	23%	333	94%	76%	27%
Not Migrant								

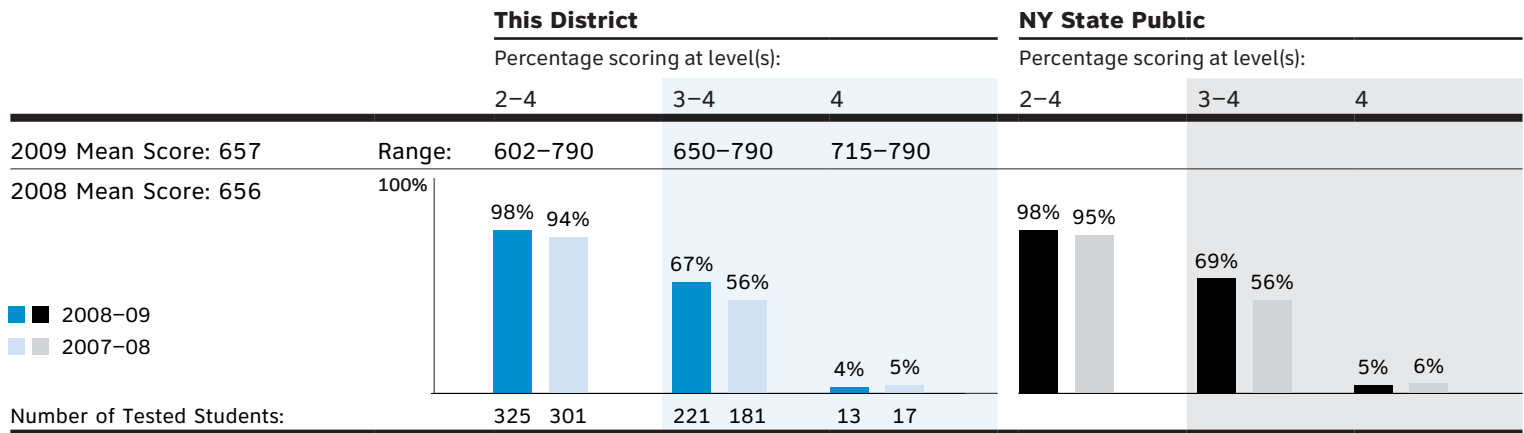
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	4	4	0	4	—	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>331</b>	<b>98%</b>	<b>67%</b>	<b>4%</b>	<b>321</b>	<b>94%</b>	<b>56%</b>	<b>5%</b>
Female	169	100%	73%	6%	147	98%	61%	7%
Male	162	96%	60%	2%	174	90%	52%	4%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	73	96%	47%	0%	80	86%	30%	1%
Hispanic or Latino	75	97%	55%	1%	56	96%	50%	4%
Asian or Native Hawaiian/Other	4	—	—	—	6	—	—	—
Pacific Islander	4	—	—	—	6	—	—	—
White	178	99%	79%	7%	176	96%	71%	7%
Multiracial								
Small Group Totals	5	100%	100%	0%	9	100%	44%	11%
General-Education Students	291	100%	73%	4%	279	97%	63%	6%
Students with Disabilities	40	88%	25%	0%	42	71%	14%	0%
English Proficient	320	99%	69%	4%	319	—	—	—
Limited English Proficient	11	82%	0%	0%	2	—	—	—
Economically Disadvantaged	129	97%	49%	1%	124	86%	35%	1%
Not Disadvantaged	202	99%	78%	6%	197	98%	70%	8%
Migrant								
Not Migrant	331	98%	67%	4%	321	94%	56%	5%

### NOTES

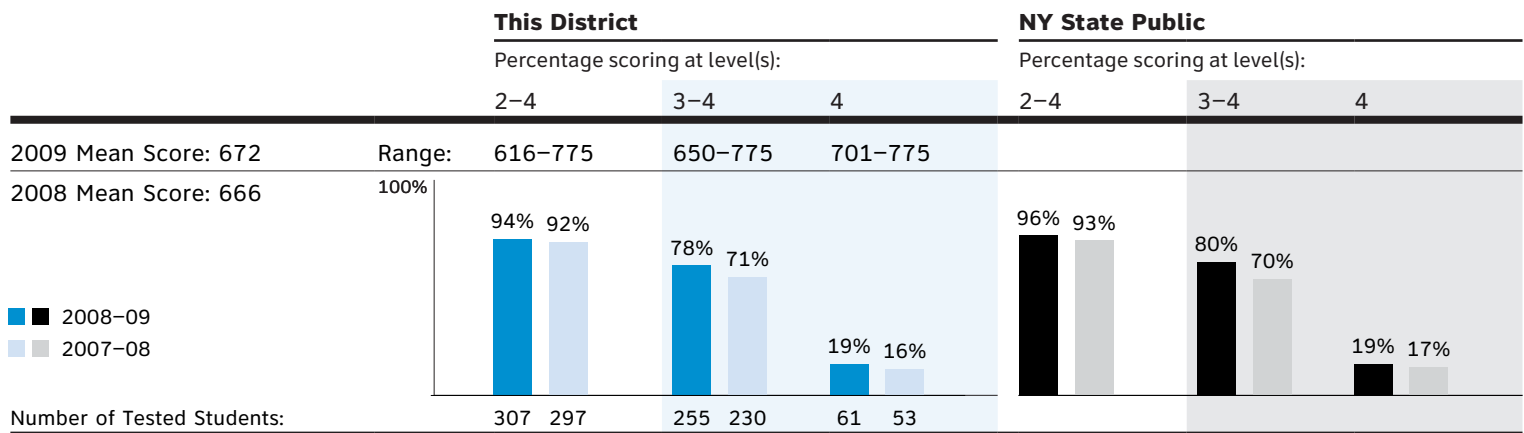
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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8 Mathematics



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>326</b>	<b>94%</b>	<b>78%</b>	<b>19%</b>	<b>324</b>	<b>92%</b>	<b>71%</b>	<b>16%</b>
Female	168	95%	86%	18%	150	97%	71%	14%
Male	158	94%	70%	19%	174	87%	71%	18%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	71	92%	61%	4%	80	80%	44%	4%
Hispanic or Latino	76	92%	75%	9%	58	93%	69%	10%
Asian or Native Hawaiian/Other	4	—	—	—	6	—	—	—
Pacific Islander	4	—	—	—	6	—	—	—
White	174	96%	86%	28%	177	97%	84%	24%
Multiracial								
Small Group Totals	5	100%	100%	40%	9	78%	67%	11%
General-Education Students	287	98%	83%	21%	283	96%	77%	18%
Students with Disabilities	39	69%	44%	0%	41	61%	27%	2%
English Proficient	313	96%	80%	19%	320	—	—	—
Limited English Proficient	13	62%	46%	0%	4	—	—	—
Economically Disadvantaged	126	91%	65%	6%	123	85%	54%	6%
Not Disadvantaged	200	96%	87%	27%	201	96%	82%	23%
Migrant								
Not Migrant	326	94%	78%	19%	324	92%	71%	16%

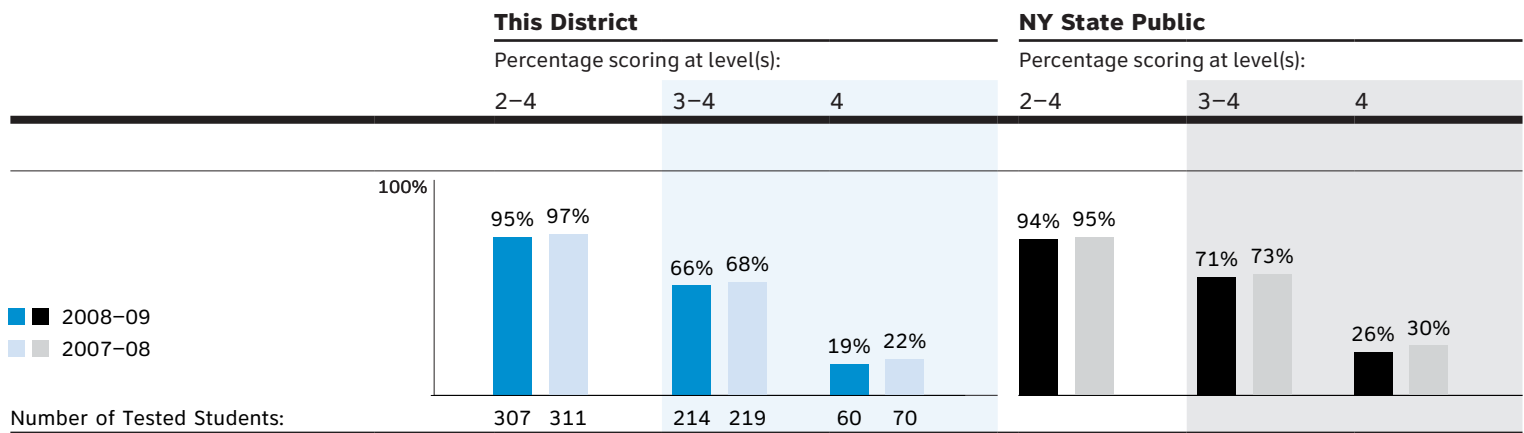
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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	4	—	—	—

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>323</b>	<b>95%</b>	<b>66%</b>	<b>19%</b>	<b>320</b>	<b>97%</b>	<b>68%</b>	<b>22%</b>
Female	167	96%	64%	15%	149	99%	64%	17%
Male	156	94%	69%	22%	171	96%	73%	26%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	70	89%	44%	4%	78	92%	41%	8%
Hispanic or Latino	74	92%	53%	5%	57	100%	65%	14%
Asian or Native Hawaiian/Other	4	—	—	—	6	—	—	—
Pacific Islander	4	—	—	—	6	—	—	—
White	174	99%	80%	29%	176	98%	82%	30%
Multiracial	5	100%	100%	40%	9	100%	67%	33%
Small Group Totals	5	100%	100%	40%	9	100%	67%	33%
General-Education Students	286	97%	70%	21%	280	99%	74%	24%
Students with Disabilities	37	84%	35%	3%	40	88%	33%	8%
English Proficient	311	96%	68%	19%	316	—	—	—
Limited English Proficient	12	67%	8%	0%	4	—	—	—
Economically Disadvantaged	123	89%	46%	7%	120	95%	49%	8%
Not Disadvantaged	200	99%	79%	26%	200	99%	80%	30%
Migrant	323	95%	66%	19%	320	97%	68%	22%
Not Migrant	323	95%	66%	19%	320	97%	68%	22%

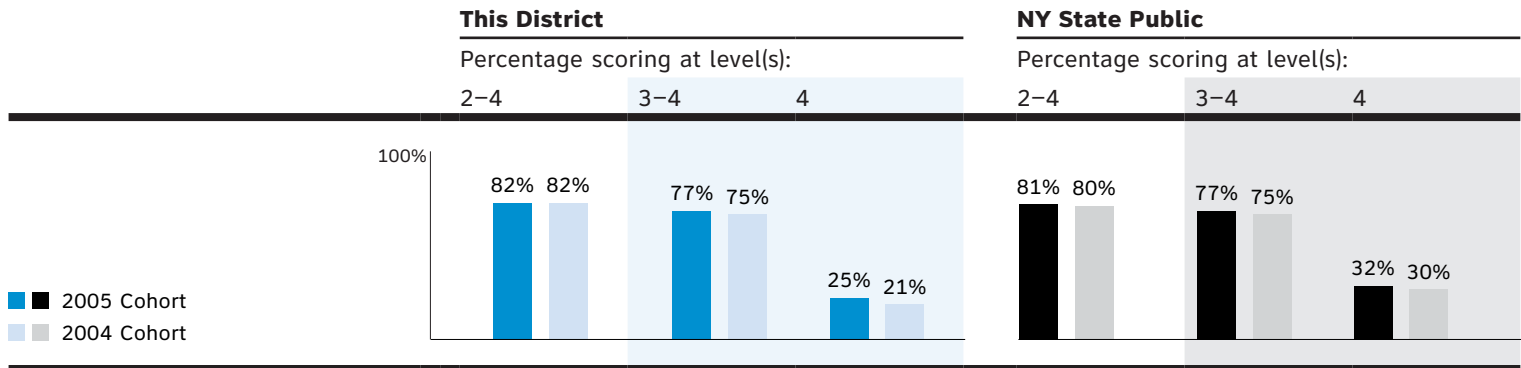
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	4	—	—	—
Regents Science	0	—	—	—	0	—	—	—

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



## Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>317</b>	<b>82%</b>	<b>77%</b>	<b>25%</b>	<b>372</b>	<b>82%</b>	<b>75%</b>	<b>21%</b>
Female	159	89%	87%	29%	183	85%	75%	23%
Male	158	75%	67%	20%	189	79%	75%	19%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	84	65%	57%	6%	92	62%	52%	8%
Hispanic or Latino	49	78%	78%	18%	60	82%	77%	17%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	5	—	—	—
White	179	91%	87%	34%	213	91%	85%	27%
Multiracial								
Small Group Totals	5	80%	60%	60%	7	86%	86%	57%
General-Education Students	263	91%	88%	30%	320	90%	83%	24%
Students with Disabilities	54	37%	24%	0%	52	33%	27%	2%
English Proficient	311	83%	78%	25%	368	—	—	—
Limited English Proficient	6	17%	17%	0%	4	—	—	—
Economically Disadvantaged	105	70%	62%	7%	113	67%	58%	10%
Not Disadvantaged	212	88%	84%	33%	259	88%	83%	26%
Migrant								
Not Migrant	317	82%	77%	25%	372	82%	75%	21%

### NOTES

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

## Other Assessments

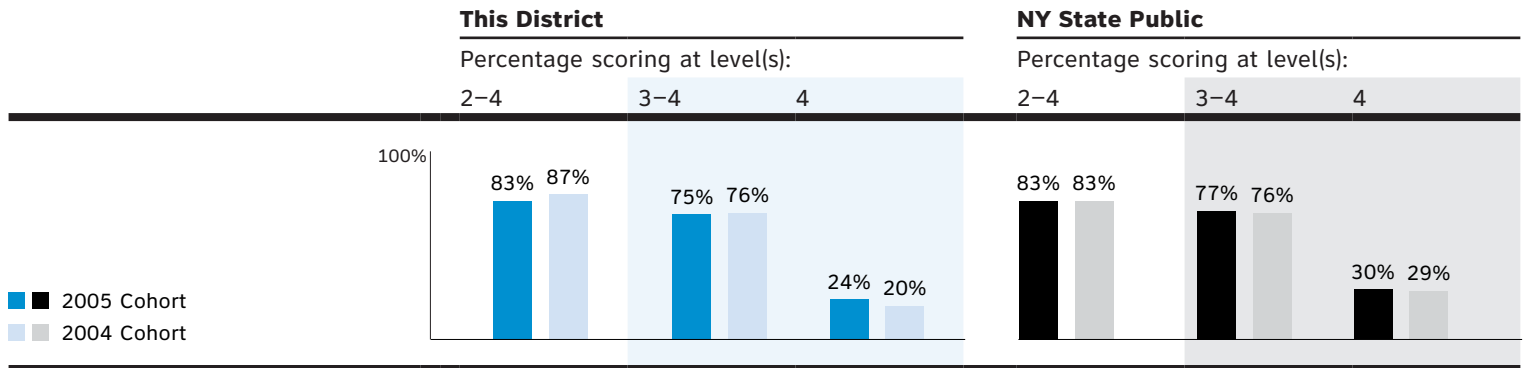
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *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

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>317</b>	<b>83%</b>	<b>75%</b>	<b>24%</b>	<b>372</b>	<b>87%</b>	<b>76%</b>	<b>20%</b>
Female	159	90%	81%	31%	183	89%	75%	22%
Male	158	75%	69%	18%	189	86%	77%	19%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	84	58%	51%	7%	92	70%	54%	3%
Hispanic or Latino	49	86%	69%	18%	60	87%	77%	10%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	5	–	–	–
White	179	93%	88%	34%	213	95%	85%	30%
Multiracial								
Small Group Totals	5	80%	80%	40%	7	100%	100%	29%
General-Education Students	263	93%	87%	29%	320	94%	84%	23%
Students with Disabilities	54	31%	19%	2%	52	44%	27%	4%
English Proficient	311	83%	76%	25%	368	–	–	–
Limited English Proficient	6	67%	17%	0%	4	–	–	–
Economically Disadvantaged	105	69%	53%	8%	113	77%	60%	4%
Not Disadvantaged	212	90%	86%	33%	259	92%	83%	27%
Migrant								
Not Migrant	317	83%	75%	24%	372	87%	76%	20%

### 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

	2005 Cohort				2004 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 ***								

\* 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.

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