



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **SOUTH COUNTRY CENTRAL SCHOOL
DISTRICT**

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

Superintendent **JOSEPH CIPP**

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 View School Accountability Status.

This section lists all schools in your district by 2010–11 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@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

	2007-08	2008-09	2009-10
Pre-K	139	203	227
Kindergarten	336	347	362
Grade 1	400	332	359
Grade 2	314	362	325
Grade 3	387	328	352
Grade 4	336	345	320
Grade 5	352	330	344
Grade 6	359	345	339
Ungraded Elementary	0	0	0
Grade 7	332	349	354
Grade 8	325	334	347
Grade 9	315	340	330
Grade 10	366	319	337
Grade 11	352	391	360
Grade 12	357	302	347
Ungraded Secondary	7	0	0
Total K-12	4538	4424	4476

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	22	21
Grade 8			
English	24	20	23
Mathematics	24	21	22
Science	22	23	24
Social Studies	23	23	22
Grade 10			
English	25	22	21
Mathematics	22	24	19
Science	25	13	16
Social Studies	23	23	22

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

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	1075	24%	1337	30%	1381	31%
Reduced-Price Lunch	336	7%	297	7%	321	7%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	238	5%	256	6%	264	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	30	1%	40	1%	32	1%
Black or African American	1204	27%	1132	26%	1169	26%
Hispanic or Latino	928	20%	976	22%	1031	23%
Asian or Native Hawaiian/Other Pacific Islander	57	1%	67	2%	76	2%
White	2318	51%	2209	50%	2152	48%
Multiracial	1	0%	0	0%	16	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	93%		94%		94%	
Student Suspensions	478	11%	547	12%	369	8%

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.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	368	375	389
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	1%
Percent with Fewer Than Three Years of Experience	9%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	59%	63%
Total Number of Core Classes	1019	1003	1017
Percent Not Taught by Highly Qualified Teachers in This District	0%	4%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1220	1236	1291
Percent Taught by Teachers Without Appropriate Certification	1%	3%	2%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	21%	10%
Turnover Rate of All Teachers	16%	10%	10%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	45	39	31
Total Paraprofessionals*	130	112	126
Assistant Principals	9	10	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. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
 $2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

▲ 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

2008–09

2009–10

2010–11

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	✗	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		—	—	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✗ 3 of 6	✗ 3 of 6	✗ 0 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

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

7 of 9

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2009–10	2010–11
Accountability Groups								
All Students (2094:2008)	✓	✓	100%	✓	164	153		
Ethnicity								
American Indian or Alaska Native (41:39)	✓	✓	98%	✓	154	139		
Black or African American (580:548)	✗	✓	99%	✗	148	150	150	115
Hispanic or Latino (422:390)	✓	✓	99%	✓	157	149		
Asian or Native Hawaiian/Other Pacific Islander (43:41)	✓	✓	100%	✓	180	140		
White (1001:985)	✓	✓	100%	✓	175	152		
Multiracial (7:5)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (322:303)	✗	✓	98%	✗	122	149	133	82
Limited English Proficient (102:163)	✓ ^{SH}	✓	100%	✓ ^{SH}	142	147	142	104
Economically Disadvantaged (907:848)	✓	✓	99%	✓	151	151		
Final AYP Determination	✗ 7 of 9							
Non-Accountability Groups								
Female (1054:1015)			100%		169	152		
Male (1040:993)			99%		159	152		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

9 of 9

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2091:2010)	✓	✓	100%	✓	181	133	
Ethnicity							
American Indian or Alaska Native (41:39)	✓	✓	98%	✓	190	119	
Black or African American (574:543)	✓	✓	100%	✓	166	130	
Hispanic or Latino (425:398)	✓	✓	100%	✓	178	129	
Asian or Native Hawaiian/Other Pacific Islander (43:41)	✓	✓	100%	✓	195	120	
White (1001:984)	✓	✓	100%	✓	190	132	
Multiracial (7:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (320:303)	✓	✓	98%	✓	149	129	
Limited English Proficient (105:171)	✓	✓	100%	✓	174	127	
Economically Disadvantaged (906:853)	✓	✓	100%	✓	172	131	
Final AYP Determination	✓ 9 of 9						
Non-Accountability Groups							
Female (1050:1016)			100%		183	132	
Male (1041:994)			99%		179	132	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10	2010–11
Accountability Groups									
All Students (687:652)	✓	Qualified	✓	99%	✓	171	100		
Ethnicity									
American Indian or Alaska Native (14:13)	—	—	—	—	—	—	—	—	—
Black or African American (180:169)	Qualified	✓	✓	98%	✓	147	100		
Hispanic or Latino (144:133)	Qualified	✓	✓	100%	✓	165	100		
Asian or Native Hawaiian/Other Pacific Islander (14:12)	—	—	—	—	—	—	—	—	—
White (331:322)	Qualified	✓	✓	100%	✓	186	100		
Multiracial (4:3)	—	—	—	—	—	—	—	—	—
Other Groups									
Students with Disabilities (111:101)	Qualified	✓	✓	98%	✓	144	100		
Limited English Proficient (34:29)	—	—	—	—	—	—	—	—	—
Economically Disadvantaged (284:261)	Qualified	✓	✓	99%	✓	159	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (351:337)				100%		170	100		
Male (336:315)				99%		173	100		
Migrant (0:0)									

Symbols



Made AYP



Did not make AYP



Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

3 of 6

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (354:343)	✓	✓	97%	✓	173	171	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (160:96)	✗	✓	95%	✗	147	167	149‡ 152
Hispanic or Latino (49:48)	✓	✓	96%	✓	175	163	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (201:196)	✓	✓	98%	✓	184	169	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (74:54)	✗	✗	84%	✗	100	164	117‡ 110
Limited English Proficient (7:5)	—	—	—	—	—	—	—
Economically Disadvantaged (86:94)	✗	✓	100%	✗	156	167	153‡ 160
Final AYP Determination	✗ 3 of 6						
Non-Accountability Groups							
Female (187:178)			98%		180	169	
Male (167:165)			95%		164	169	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status for This Subject (2010–11)



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 2011-12. [201]

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

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (354:343)	✓	✓	99%	✓	173	167	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (101:96)	✗	✓	97%	✗	152	163	143‡ 157
Hispanic or Latino (49:48)	✓	✓	100%	✓	169	159	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (201:196)	✓	✓	100%	✓	185	165	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (74:54)	✗	✗	92%	✗	102	160	110‡ 112
Limited English Proficient (7:5)	—	—	—	—	—	—	—
Economically Disadvantaged (86:94)	✗	✓	100%	✗	155	163	149‡ 160
Final AYP Determination	✗ 3 of 6						
Non-Accountability Groups							
Female (187:178)			99%		176	165	
Male (167:165)			98%		171	165	
Migrant (0:0)							


Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (317)	✗	✗	76%	80%	78%	77%
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (84)		✗	54%	80%	66%	59%
Hispanic or Latino (49)		✗	71%	80%	74%	73%
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–		
White (179)		✓	88%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (56)		✗	38%	80%	56%	46%
Limited English Proficient (6)		–	–	–		
Economically Disadvantaged (105)		✗	57%	80%	62%	62%
Final AYP Determination					✗ 0 of 1	
Non-Accountability Groups						
Female (159)			81%	80%		
Male (158)			72%	80%		
Migrant (0)						

Symbols

-  Made AYP
 Did not make AYP
 — Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **80%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

5 schools identified 83% of total

BELLPORT MIDDLE SCHOOL

BROOKHAVEN ELEMENTARY SCHOOL

FRANK P LONG INTERMEDIATE SCHOOL

KREAMER STREET ELEMENTARY SCHOOL

VERNE W CRITZ ELEMENTARY SCHOOL

Restructuring (year 2) Focused

1 school identified 17% of total

BELLPORT SENIOR HIGH SCHOOL

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

Summary of 2009–10 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	50%	<div></div>		345
Grade 4	46%	<div></div>		334
Grade 5	45%	<div></div>		339
Grade 6	42%	<div></div>		332
Grade 7	39%	<div></div>		357
Grade 8	40%	<div></div>		337
Mathematics				
Grade 3	46%	<div></div>		349
Grade 4	55%	<div></div>		333
Grade 5	53%	<div></div>		340
Grade 6	49%	<div></div>		331
Grade 7	55%	<div></div>		358
Grade 8	51%	<div></div>		341
Science				
Grade 4	86%	<div></div>		330
Grade 8	66%	<div></div>		343

	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
Secondary Level				
English	77%	<div></div>		383
Mathematics	75%	<div></div>		383

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.p12.nysed.gov/irts.

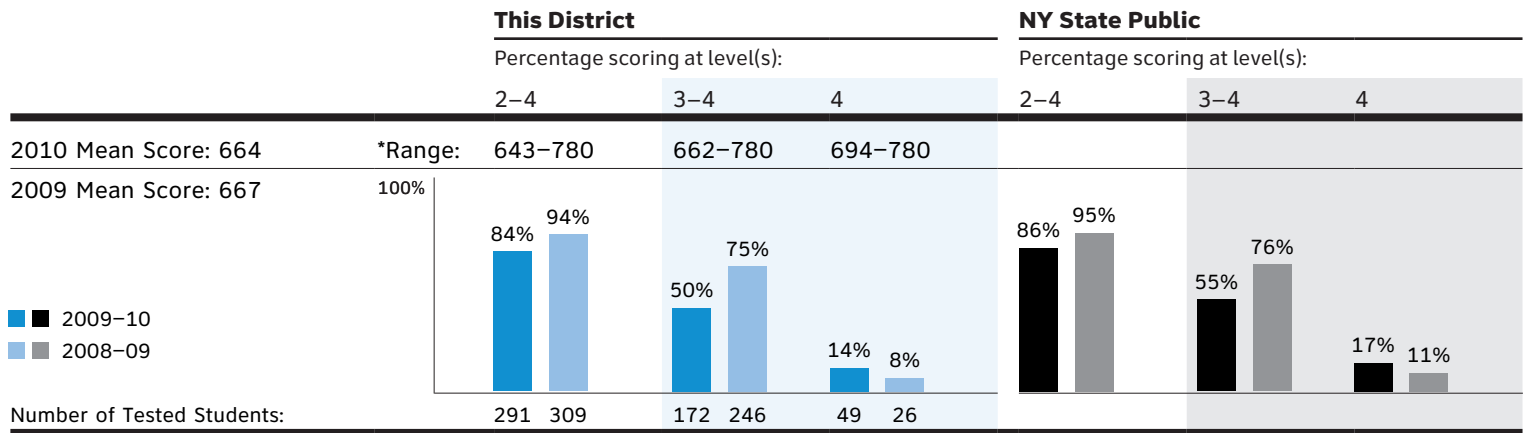
In this section, this district's performance is compared with that of public schools statewide.

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

	2009-10 School Year				2008-09 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	345	84%	50%	14%	329	94%	75%	8%
Female	167	83%	46%	14%	171	96%	82%	11%
Male	178	86%	53%	14%	158	92%	66%	5%
American Indian or Alaska Native	10	80%	30%	0%	5	-	-	-
Black or African American	83	72%	35%	6%	80	90%	60%	3%
Hispanic or Latino	76	80%	45%	11%	89	89%	70%	7%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	4	-	-	-
White	168	93%	62%	21%	151	99%	87%	12%
Multiracial	1	-	-	-				
Small Group Totals	8	75%	25%	0%	9	89%	56%	0%
General-Education Students	300	91%	56%	16%	288	99%	82%	9%
Students with Disabilities	45	40%	11%	0%	41	61%	24%	0%
English Proficient	307	86%	53%	15%	306	95%	77%	8%
Limited English Proficient	38	71%	21%	5%	23	78%	43%	0%
Economically Disadvantaged	153	76%	37%	8%	147	90%	64%	3%
Not Disadvantaged	192	91%	60%	19%	182	97%	84%	12%
Migrant								
Not Migrant	345	84%	50%	14%	329	94%	75%	8%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 Accountability and Overview Reports.

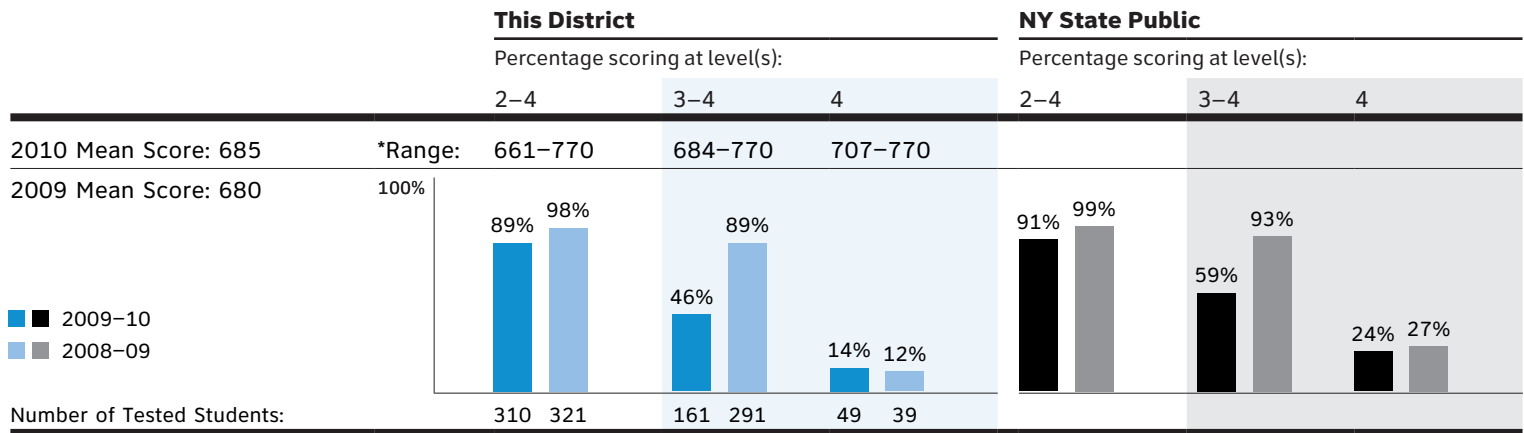
Other

Assessments

	2009-10 School Year				2008-09 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	8	7	6	4	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	89%	46%	14%	326	98%	89%	12%
Female	168	88%	40%	13%	170	100%	92%	13%
Male	181	90%	51%	15%	156	97%	86%	11%
American Indian or Alaska Native	10	90%	60%	0%	5	—	—	—
Black or African American	82	76%	29%	5%	80	99%	79%	4%
Hispanic or Latino	81	91%	40%	14%	87	98%	86%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	4	—	—	—
White	168	93%	57%	20%	150	99%	97%	21%
Multiracial	1	—	—	—				
Small Group Totals	8	100%	50%	0%	9	100%	89%	0%
General-Education Students	304	92%	50%	15%	285	100%	93%	14%
Students with Disabilities	45	69%	22%	9%	41	88%	61%	0%
English Proficient	307	89%	50%	15%	301	98%	91%	13%
Limited English Proficient	42	86%	21%	5%	25	100%	72%	4%
Economically Disadvantaged	157	85%	36%	10%	144	99%	84%	3%
Not Disadvantaged	192	92%	54%	18%	182	98%	93%	19%
Migrant								
Not Migrant	349	89%	46%	14%	326	98%	89%	12%

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.

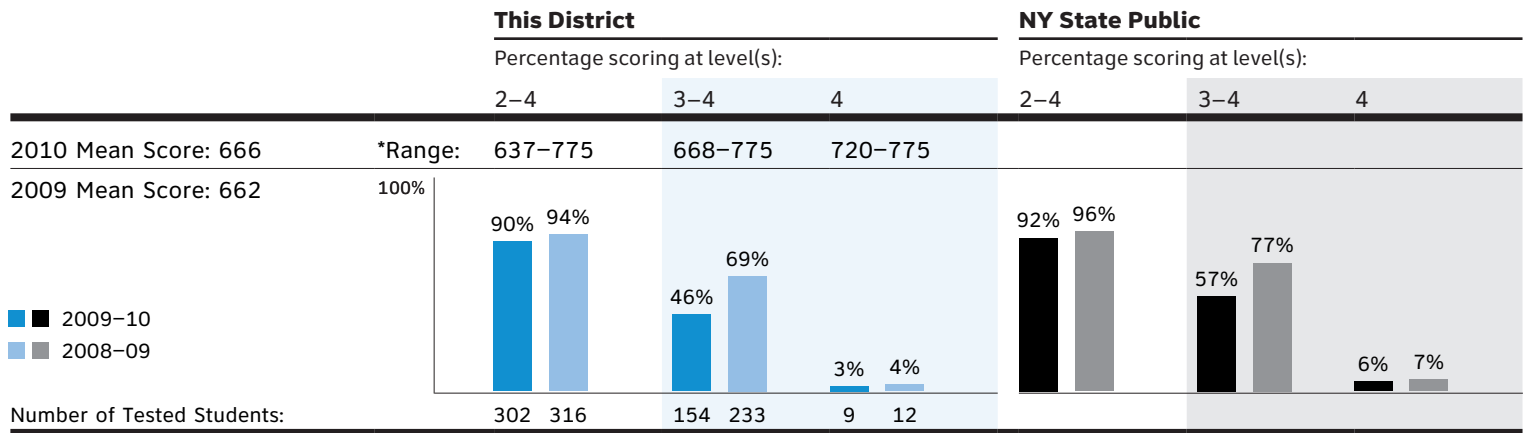
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	8	8	4	3	4	—	—	—

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	90%	46%	3%	337	94%	69%	4%
Female	173	95%	56%	5%	169	95%	76%	6%
Male	161	86%	35%	1%	168	93%	62%	1%
American Indian or Alaska Native	10	80%	30%	10%	4	—	—	—
Black or African American	92	84%	24%	0%	82	85%	44%	0%
Hispanic or Latino	75	88%	41%	1%	76	92%	67%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	7	—	—	—
White	149	96%	63%	4%	168	98%	82%	7%
Multiracial	2	—	—	—				
Small Group Totals	8	100%	50%	13%	11	100%	82%	0%
General-Education Students	285	95%	53%	3%	292	97%	75%	4%
Students with Disabilities	49	63%	6%	0%	45	71%	31%	0%
English Proficient	316	92%	48%	3%	318	94%	71%	4%
Limited English Proficient	18	67%	6%	0%	19	84%	32%	0%
Economically Disadvantaged	151	84%	30%	0%	143	87%	53%	1%
Not Disadvantaged	183	96%	60%	5%	194	98%	81%	6%
Migrant								
Not Migrant	334	90%	46%	3%	337	94%	69%	4%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

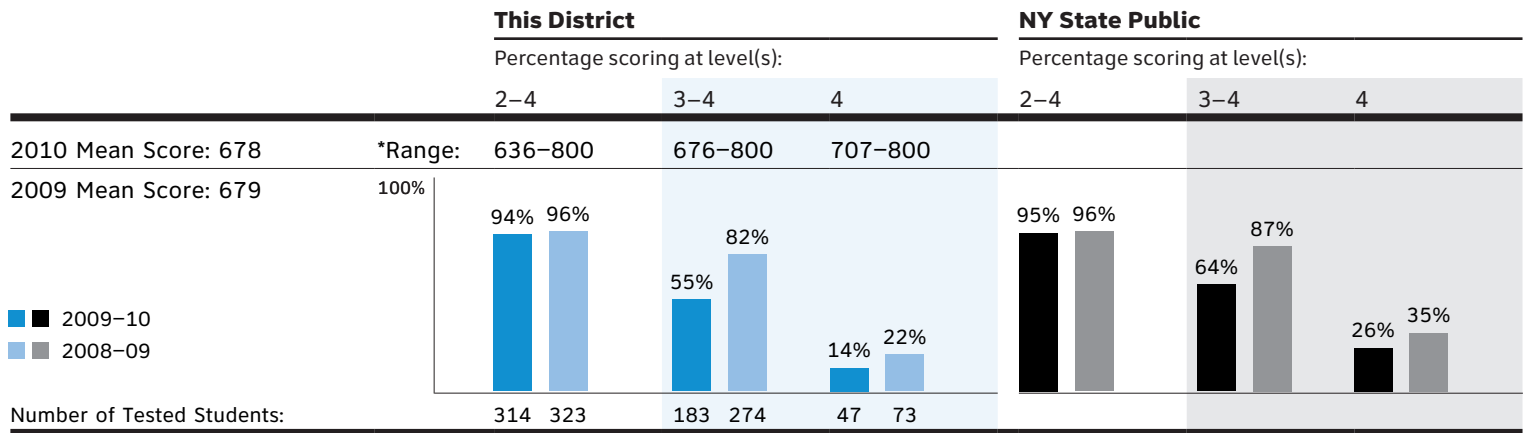
Other

Assessments

	2009-10 School Year				2008-09 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	4	4	4	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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%	55%	14%	335	96%	82%	22%
Female	172	96%	56%	12%	169	99%	84%	20%
Male	161	93%	54%	16%	166	94%	80%	23%
American Indian or Alaska Native	10	100%	50%	10%	4	—	—	—
Black or African American	91	91%	36%	4%	84	89%	61%	6%
Hispanic or Latino	75	91%	51%	9%	73	97%	88%	18%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	7	—	—	—
White	148	98%	68%	22%	167	99%	89%	31%
Multiracial	2	—	—	—				
Small Group Totals	9	89%	67%	22%	11	100%	91%	27%
General-Education Students	285	96%	58%	16%	292	98%	85%	25%
Students with Disabilities	48	85%	35%	0%	43	86%	58%	2%
English Proficient	312	96%	58%	15%	316	97%	83%	23%
Limited English Proficient	21	71%	10%	0%	19	95%	68%	5%
Economically Disadvantaged	151	93%	44%	5%	139	93%	71%	9%
Not Disadvantaged	182	96%	64%	22%	196	99%	89%	31%
Migrant								
Not Migrant	333	94%	55%	14%	335	96%	82%	22%

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.

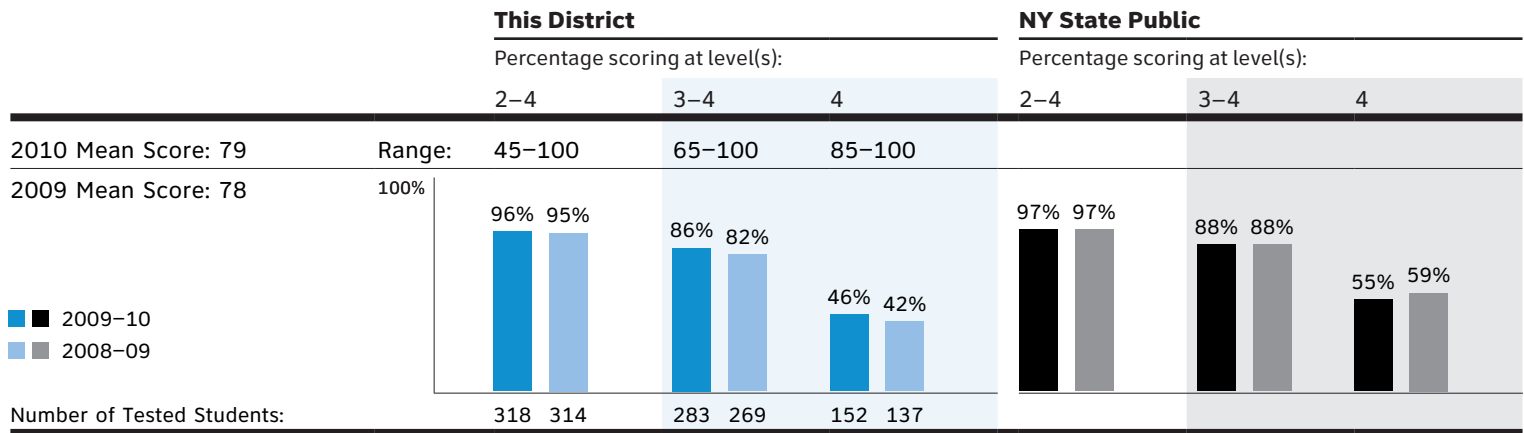
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	5	3	5	5	4	3

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	96%	86%	46%	329	95%	82%	42%
Female	171	98%	89%	45%	165	96%	82%	39%
Male	159	94%	82%	47%	164	95%	82%	44%
American Indian or Alaska Native	10	90%	90%	40%	4	—	—	—
Black or African American	88	94%	77%	25%	81	88%	63%	17%
Hispanic or Latino	76	95%	80%	43%	71	97%	92%	38%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	7	—	—	—
White	147	99%	93%	59%	166	99%	87%	54%
Multiracial	2	—	—	—				
Small Group Totals	9	89%	89%	67%	11	91%	82%	64%
General-Education Students	284	97%	87%	49%	287	96%	84%	44%
Students with Disabilities	46	93%	76%	28%	42	93%	69%	24%
English Proficient	309	97%	88%	49%	310	95%	82%	43%
Limited English Proficient	21	86%	52%	5%	19	100%	79%	21%
Economically Disadvantaged	149	95%	80%	32%	136	90%	71%	28%
Not Disadvantaged	181	97%	91%	57%	193	99%	89%	51%
Migrant								
Not Migrant	330	96%	86%	46%	329	95%	82%	42%

NOTES

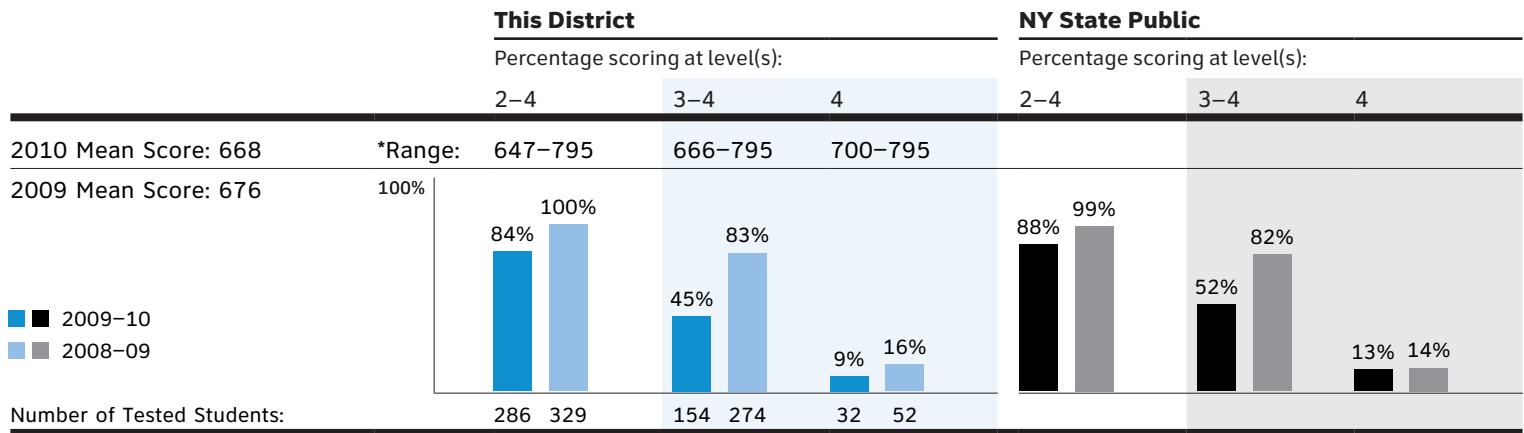
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2009-10 School Year				2008-09 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	5	4	5	5	4	3

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	339	84%	45%	9%	329	100%	83%	16%
Female	171	89%	44%	12%	154	100%	85%	18%
Male	168	79%	46%	7%	175	100%	82%	14%
American Indian or Alaska Native	8	88%	25%	0%	4	—	—	—
Black or African American	88	68%	18%	2%	90	100%	73%	8%
Hispanic or Latino	62	84%	44%	6%	75	100%	81%	12%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	11%	4	—	—	—
White	172	92%	59%	15%	156	100%	90%	22%
Multiracial								
Small Group Totals					8	100%	75%	25%
General-Education Students	291	89%	51%	11%	290	100%	85%	17%
Students with Disabilities	48	54%	15%	2%	39	100%	69%	5%
English Proficient	327	85%	46%	10%	313	100%	85%	17%
Limited English Proficient	12	67%	17%	0%	16	100%	44%	0%
Economically Disadvantaged	149	75%	32%	5%	146	100%	73%	8%
Not Disadvantaged	190	92%	56%	13%	183	100%	91%	22%
Migrant								
Not Migrant	339	84%	45%	9%	329	100%	83%	16%

NOTES

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

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

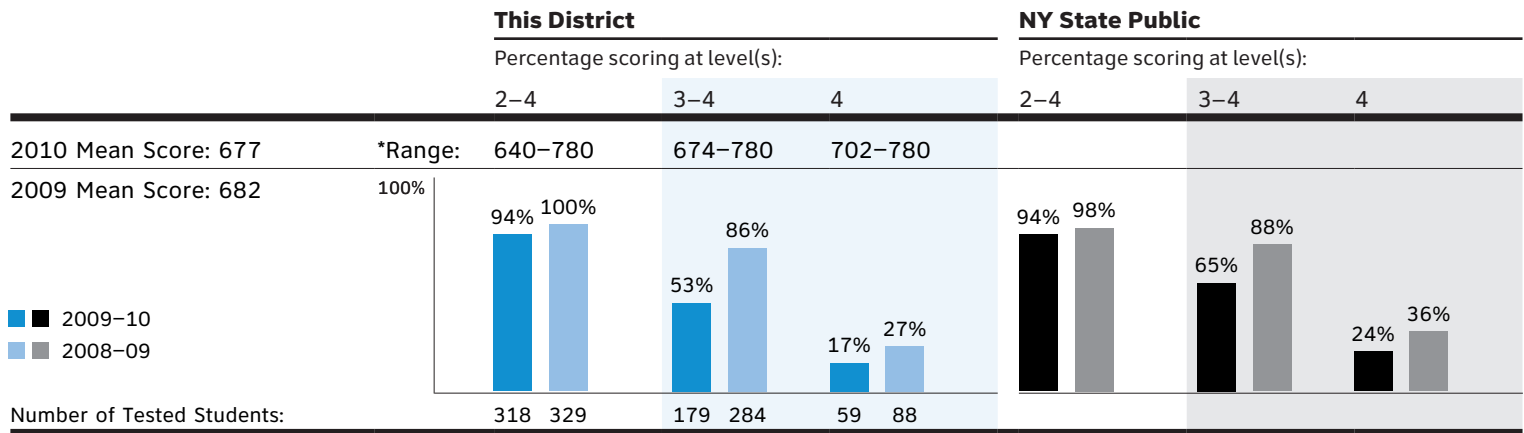
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	94%	53%	17%	330	100%	86%	27%
Female	172	94%	56%	20%	155	99%	84%	28%
Male	168	93%	49%	15%	175	100%	88%	25%
American Indian or Alaska Native	8	100%	50%	25%	4	—	—	—
Black or African American	88	84%	20%	3%	90	99%	78%	13%
Hispanic or Latino	63	94%	54%	11%	76	100%	83%	20%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	67%	22%	4	—	—	—
White	172	98%	68%	26%	156	100%	93%	38%
Multiracial								
Small Group Totals					8	100%	75%	13%
General-Education Students	292	96%	58%	20%	291	100%	89%	29%
Students with Disabilities	48	77%	23%	2%	39	97%	62%	10%
English Proficient	327	94%	54%	18%	313	100%	86%	28%
Limited English Proficient	13	77%	23%	0%	17	100%	82%	6%
Economically Disadvantaged	150	90%	35%	9%	146	100%	78%	13%
Not Disadvantaged	190	96%	67%	24%	184	99%	92%	38%
Migrant								
Not Migrant	340	94%	53%	17%	330	100%	86%	27%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

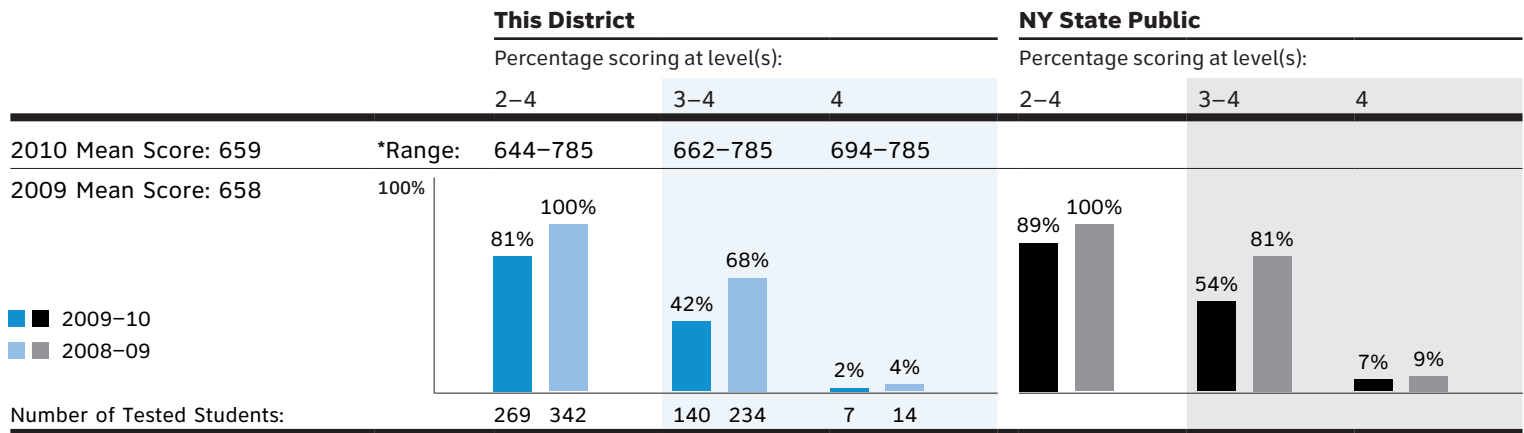
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	2	—	—	—

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	332	81%	42%	2%	342	100%	68%	4%
Female	163	81%	48%	3%	188	100%	72%	6%
Male	169	81%	37%	1%	154	100%	64%	1%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	94	71%	30%	2%	109	100%	62%	2%
Hispanic or Latino	72	71%	29%	0%	68	100%	56%	3%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	8	—	—	—
White	157	90%	54%	3%	156	100%	78%	6%
Multiracial	1	—	—	—				
Small Group Totals	9	100%	78%	11%	9	100%	78%	0%
General-Education Students	293	87%	47%	2%	289	100%	76%	5%
Students with Disabilities	39	38%	5%	0%	53	100%	25%	0%
English Proficient	327	82%	43%	2%	331	100%	70%	4%
Limited English Proficient	5	20%	0%	0%	11	100%	9%	0%
Economically Disadvantaged	147	67%	24%	1%	155	100%	53%	1%
Not Disadvantaged	185	92%	56%	3%	187	100%	81%	7%
Migrant								
Not Migrant	332	81%	42%	2%	342	100%	68%	4%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

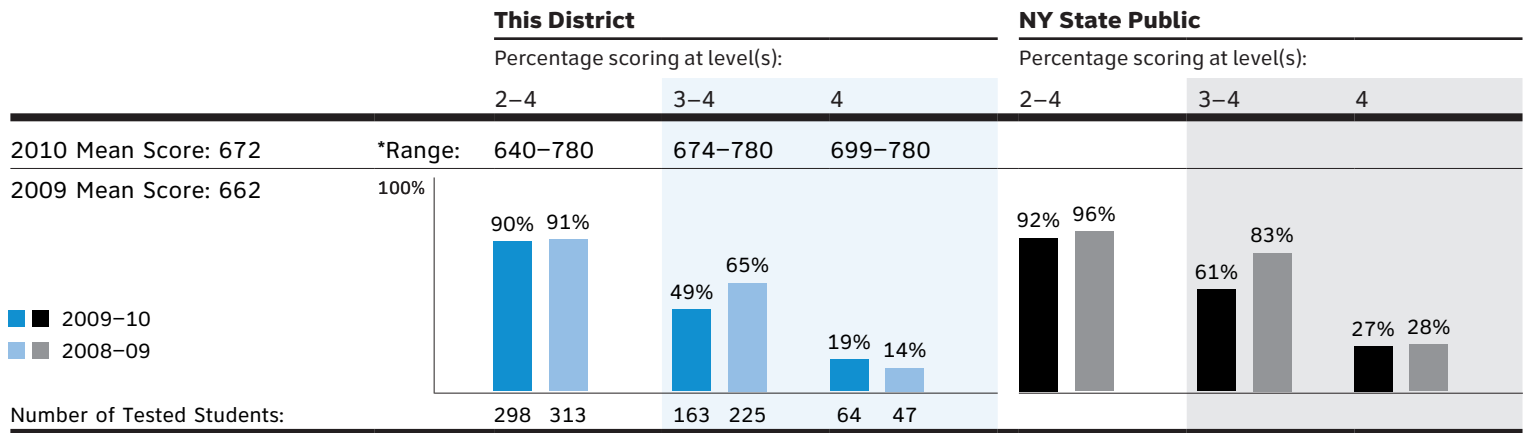
Other

Assessments

	2009-10 School Year				2008-09 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	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	90%	49%	19%	344	91%	65%	14%
Female	162	89%	51%	22%	188	92%	71%	15%
Male	169	91%	47%	17%	156	90%	59%	12%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	93	86%	34%	10%	110	88%	53%	2%
Hispanic or Latino	72	88%	28%	15%	69	90%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	8	—	—	—
White	157	93%	66%	25%	156	94%	78%	24%
Multiracial	1	—	—	—				
Small Group Totals	9	100%	89%	56%	9	89%	78%	22%
General-Education Students	293	95%	54%	22%	290	97%	73%	16%
Students with Disabilities	38	50%	11%	3%	54	61%	26%	0%
English Proficient	326	91%	50%	20%	333	92%	66%	14%
Limited English Proficient	5	20%	0%	0%	11	73%	36%	0%
Economically Disadvantaged	146	82%	25%	9%	156	87%	49%	3%
Not Disadvantaged	185	97%	69%	28%	188	95%	79%	23%
Migrant								
Not Migrant	331	90%	49%	19%	344	91%	65%	14%

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.

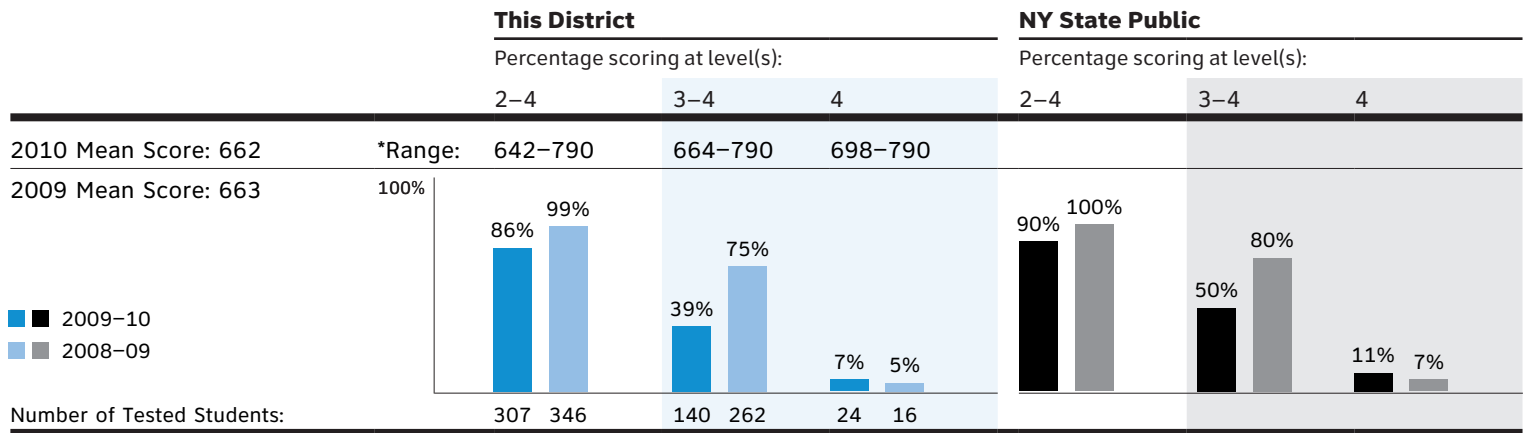
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	—	—	—	3	—	—	—

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	357	86%	39%	7%	350	99%	75%	5%
Female	193	90%	47%	8%	179	99%	78%	7%
Male	164	82%	30%	5%	171	99%	72%	2%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	121	84%	26%	2%	98	99%	56%	2%
Hispanic or Latino	62	81%	34%	6%	73	96%	66%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	6	—	—	—
White	161	89%	50%	10%	172	100%	88%	8%
Multiracial	1	—	—	—				
Small Group Totals	13	92%	46%	15%	7	100%	100%	0%
General-Education Students	306	93%	44%	8%	299	100%	81%	5%
Students with Disabilities	51	45%	8%	0%	51	94%	37%	2%
English Proficient	348	87%	40%	7%	341	99%	77%	5%
Limited English Proficient	9	33%	0%	0%	9	89%	0%	0%
Economically Disadvantaged	153	82%	24%	0%	151	99%	63%	1%
Not Disadvantaged	204	89%	50%	12%	199	98%	84%	7%
Migrant								
Not Migrant	357	86%	39%	7%	350	99%	75%	5%

NOTES

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

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

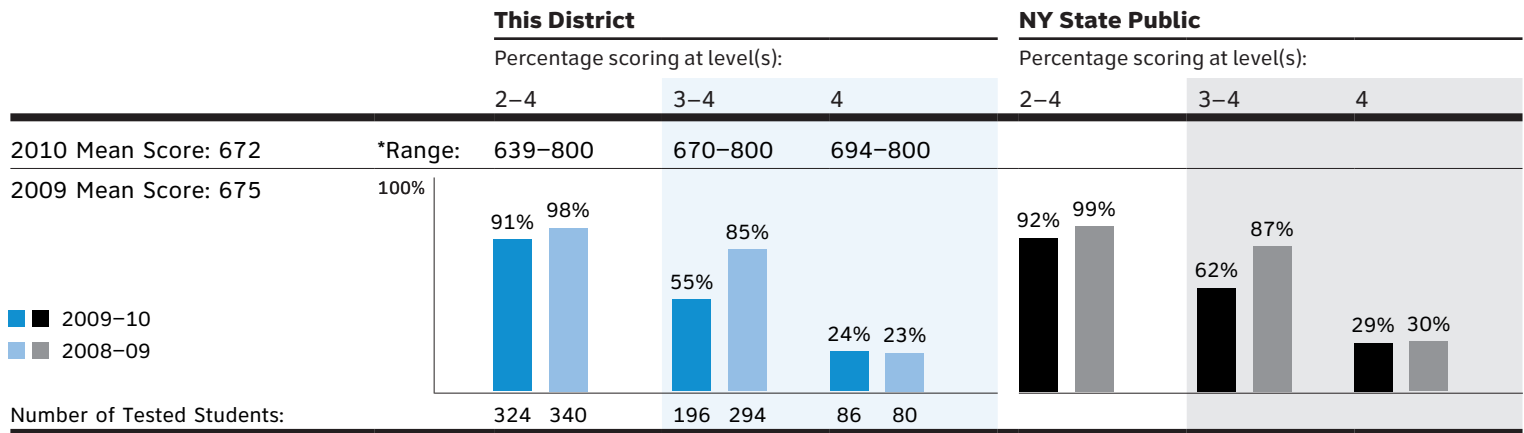
Other

Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	5	5	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	358	91%	55%	24%	347	98%	85%	23%
Female	192	92%	61%	27%	176	98%	88%	23%
Male	166	89%	48%	20%	171	98%	82%	23%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	120	82%	39%	8%	95	97%	68%	7%
Hispanic or Latino	64	91%	50%	16%	73	95%	85%	15%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	7	—	—	—
White	161	97%	67%	39%	171	100%	93%	34%
Multiracial	1	—	—	—				
Small Group Totals	13	92%	69%	31%	8	100%	100%	50%
General-Education Students	306	95%	61%	27%	297	100%	92%	26%
Students with Disabilities	52	65%	17%	4%	50	88%	42%	8%
English Proficient	347	90%	56%	25%	336	99%	85%	24%
Limited English Proficient	11	91%	9%	0%	11	82%	64%	0%
Economically Disadvantaged	154	86%	42%	9%	149	99%	79%	11%
Not Disadvantaged	204	94%	65%	35%	198	97%	89%	32%
Migrant								
Not Migrant	358	91%	55%	24%	347	98%	85%	23%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

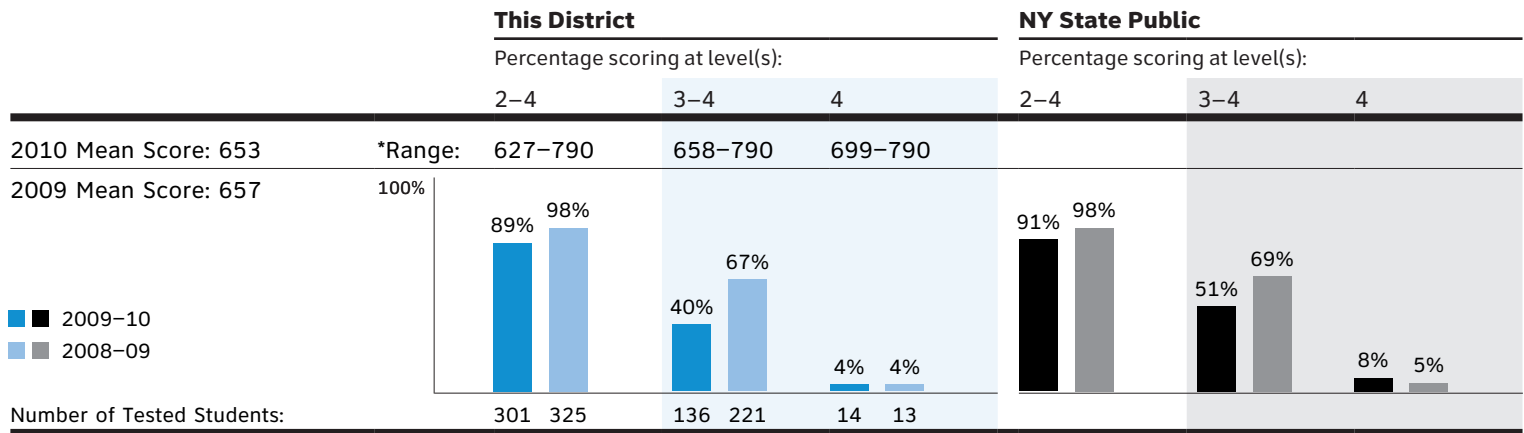
Other

Assessments

	2009-10 School Year				2008-09 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	3	—	—	—	5	4	4	0

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	337	89%	40%	4%	331	98%	67%	4%
Female	171	92%	49%	6%	169	100%	73%	6%
Male	166	86%	31%	2%	162	96%	60%	2%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	89	78%	24%	3%	73	96%	47%	0%
Hispanic or Latino	62	87%	31%	0%	75	97%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	71%	0%	4	—	—	—
White	173	97%	52%	6%	178	99%	79%	7%
Multiracial	2	—	—	—				
Small Group Totals	6	67%	17%	0%	5	100%	100%	0%
General-Education Students	285	94%	46%	5%	291	100%	73%	4%
Students with Disabilities	52	65%	8%	0%	40	88%	25%	0%
English Proficient	327	90%	42%	4%	320	99%	69%	4%
Limited English Proficient	10	60%	0%	0%	11	82%	0%	0%
Economically Disadvantaged	127	83%	24%	2%	129	97%	49%	1%
Not Disadvantaged	210	93%	50%	5%	202	99%	78%	6%
Migrant								
Not Migrant	337	89%	40%	4%	331	98%	67%	4%

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.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

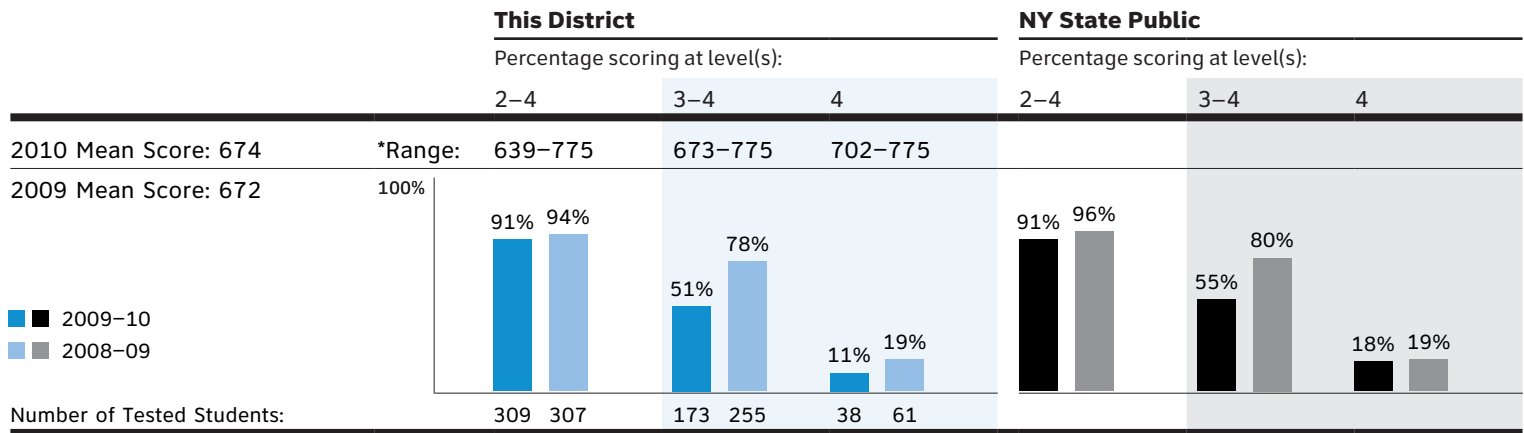
Other

Assessments

	2009-10 School Year				2008-09 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	5	5	4	3	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	341	91%	51%	11%	326	94%	78%	19%
Female	174	94%	51%	14%	168	95%	86%	18%
Male	167	87%	50%	8%	158	94%	70%	19%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	89	84%	31%	8%	71	92%	61%	4%
Hispanic or Latino	66	88%	41%	5%	76	92%	75%	9%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	43%	4	—	—	—
White	173	94%	62%	13%	174	96%	86%	28%
Multiracial	2	—	—	—				
Small Group Totals	6	100%	83%	33%	5	100%	100%	40%
General-Education Students	288	95%	57%	13%	287	98%	83%	21%
Students with Disabilities	53	64%	19%	2%	39	69%	44%	0%
English Proficient	328	91%	52%	12%	313	96%	80%	19%
Limited English Proficient	13	69%	23%	0%	13	62%	46%	0%
Economically Disadvantaged	131	87%	40%	7%	126	91%	65%	6%
Not Disadvantaged	210	93%	57%	14%	200	96%	87%	27%
Migrant								
Not Migrant	341	91%	51%	11%	326	94%	78%	19%

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.

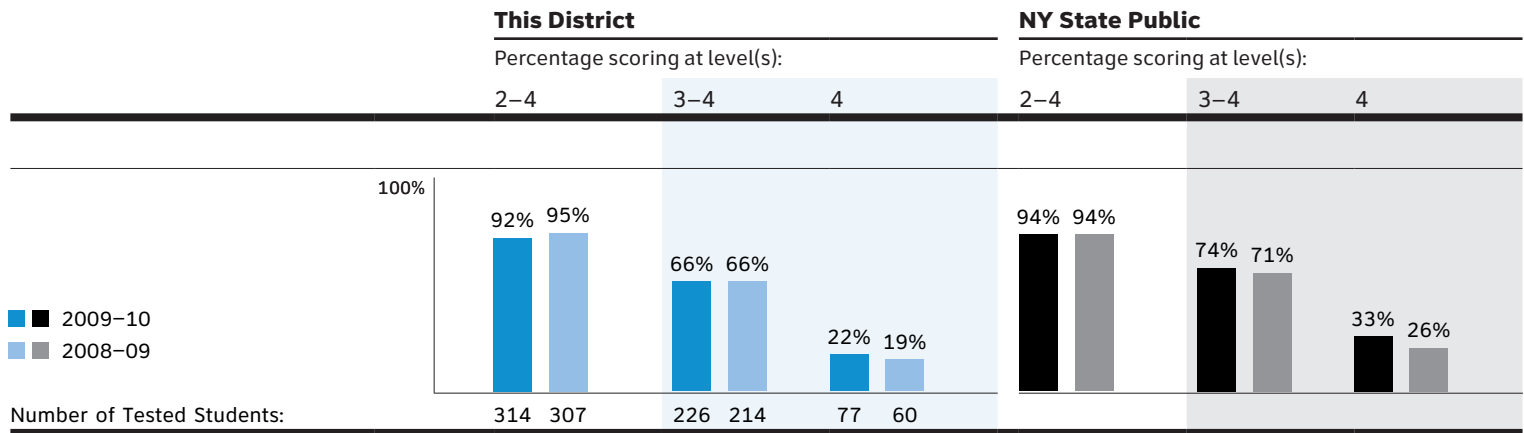
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	5	4	3	3	4	—	—	—

This District's Results in Grade 8 Science



Results by Student Group

	2009-10 School Year				2008-09 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	343	92%	66%	22%	323	95%	66%	19%
Female	177	89%	61%	23%	167	96%	64%	15%
Male	166	94%	71%	22%	156	94%	69%	22%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	88	81%	41%	9%	70	89%	44%	4%
Hispanic or Latino	67	90%	54%	12%	74	92%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	71%	4	—	—	—
White	175	97%	82%	31%	174	99%	80%	29%
Multiracial	2	—	—	—				
Small Group Totals	6	100%	67%	17%	5	100%	100%	40%
General-Education Students	290	93%	72%	25%	286	97%	70%	21%
Students with Disabilities	53	81%	34%	8%	37	84%	35%	3%
English Proficient	330	92%	67%	23%	311	96%	68%	19%
Limited English Proficient	13	69%	38%	8%	12	67%	8%	0%
Economically Disadvantaged	130	87%	49%	8%	123	89%	46%	7%
Not Disadvantaged	213	94%	76%	31%	200	99%	79%	26%
Migrant								
Not Migrant	343	92%	66%	22%	323	95%	66%	19%

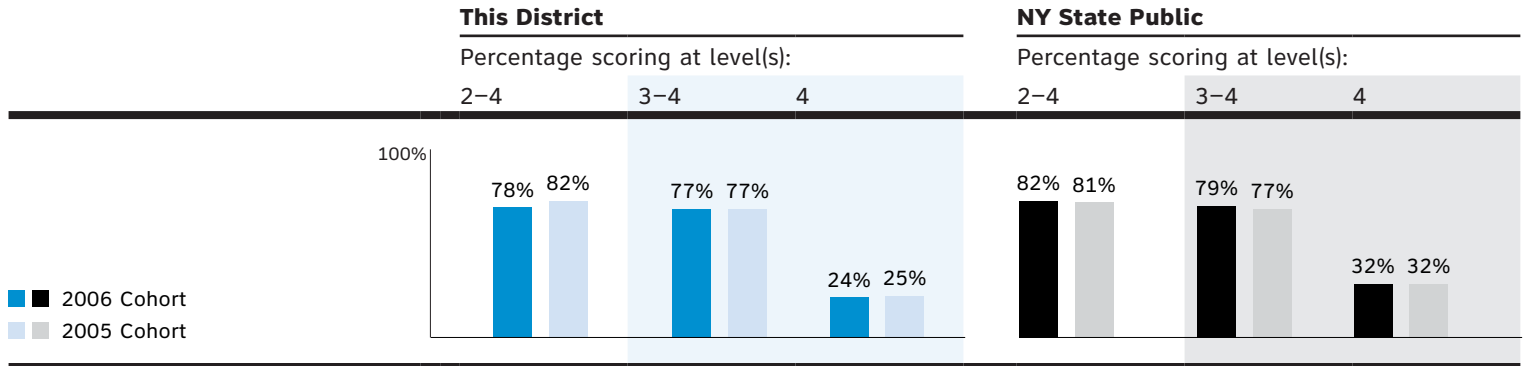
NOTES

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

	2009-10 School Year				2008-09 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	5	5	4	3	4	—	—	—
Regents Science	0				0			

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



Results by Student Group

	2006 Cohort				2005 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	383	78%	77%	24%	317	82%	77%	25%
Female	201	81%	79%	30%	159	89%	87%	29%
Male	182	76%	75%	18%	158	75%	67%	20%
American Indian or Alaska Native	4	–	–	–	1	–	–	–
Black or African American	114	61%	59%	14%	84	65%	57%	6%
Hispanic or Latino	54	80%	76%	13%	49	78%	78%	18%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	208	89%	88%	33%	179	91%	87%	34%
Multiracial								
Small Group Totals	7	43%	43%	29%	5	80%	60%	60%
General-Education Students	318	88%	87%	29%	263	91%	88%	30%
Students with Disabilities	65	29%	26%	2%	54	37%	24%	0%
English Proficient	375	79%	78%	25%	311	83%	78%	25%
Limited English Proficient	8	50%	38%	0%	6	17%	17%	0%
Economically Disadvantaged	119	61%	57%	9%	105	70%	62%	7%
Not Disadvantaged	264	86%	86%	31%	212	88%	84%	33%
Migrant								
Not Migrant	383	78%	77%	24%	317	82%	77%	25%

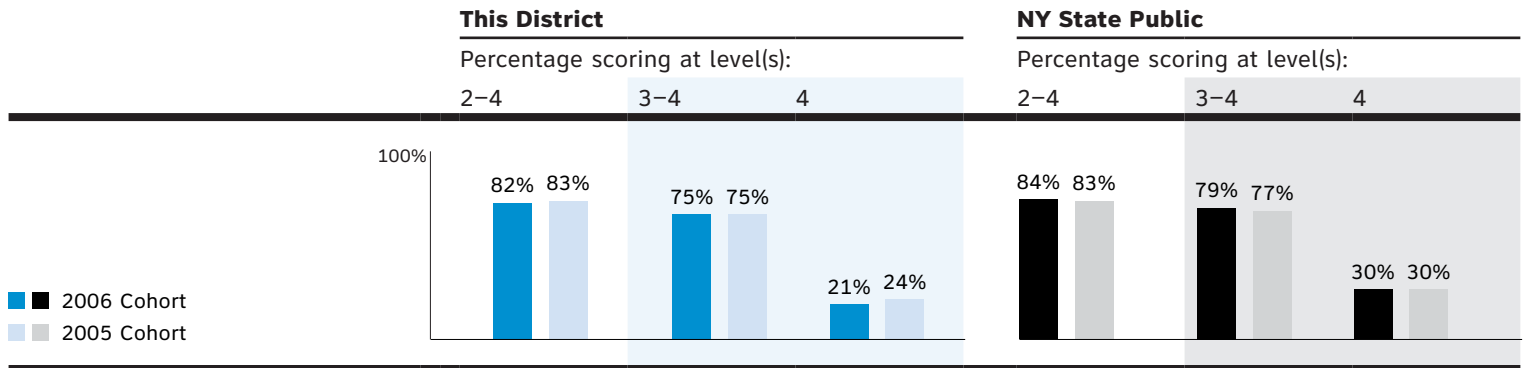
NOTES

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.

* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

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



Results by Student Group

	2006 Cohort				2005 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	383	82%	75%	21%	317	83%	75%	24%
Female	201	83%	76%	19%	159	90%	81%	31%
Male	182	81%	75%	23%	158	75%	69%	18%
American Indian or Alaska Native	4	–	–	–	1	–	–	–
Black or African American	114	69%	58%	6%	84	58%	51%	7%
Hispanic or Latino	54	80%	70%	13%	49	86%	69%	18%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	208	91%	87%	31%	179	93%	88%	34%
Multiracial								
Small Group Totals	7	43%	43%	29%	5	80%	80%	40%
General-Education Students	318	91%	86%	25%	263	93%	87%	29%
Students with Disabilities	65	40%	25%	2%	54	31%	19%	2%
English Proficient	375	83%	76%	21%	311	83%	76%	25%
Limited English Proficient	8	50%	38%	13%	6	67%	17%	0%
Economically Disadvantaged	119	64%	54%	7%	105	69%	53%	8%
Not Disadvantaged	264	90%	85%	27%	212	90%	86%	33%
Migrant								
Not Migrant	383	82%	75%	21%	317	83%	75%	24%

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.

* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.