



The New York State District Report Card

Accountability and Overview Report 2010 – 11

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 2011–12 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

	2008-09	2009-10	2010-11
Pre-K	203	227	201
Kindergarten	347	362	355
Grade 1	332	359	364
Grade 2	362	325	355
Grade 3	328	352	331
Grade 4	345	320	351
Grade 5	330	344	330
Grade 6	345	339	349
Ungraded Elementary	0	0	0
Grade 7	349	354	327
Grade 8	334	347	362
Grade 9	340	330	345
Grade 10	319	337	343
Grade 11	391	360	328
Grade 12	302	347	345
Ungraded Secondary	0	0	0
Total K-12	4424	4476	4485

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	21	23
Grade 8			
English	20	23	24
Mathematics	21	22	26
Science	23	24	25
Social Studies	23	22	23
Grade 10			
English	22	21	20
Mathematics	24	19	20
Science	13	16	16
Social Studies	23	22	23

Enrollment Information

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

Average Class Size Information

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

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

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1337	30%	1381	31%	1539	34%
Reduced-Price Lunch	297	7%	321	7%	269	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	256	6%	264	6%	258	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	40	1%	32	1%	37	1%
Black or African American	1132	26%	1169	26%	1121	25%
Hispanic or Latino	976	22%	1031	23%	1123	25%
Asian or Native Hawaiian/Other Pacific Islander	67	2%	76	2%	83	2%
White	2209	50%	2152	48%	2104	47%
Multiracial	0	0%	16	0%	17	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	547	12%	369	8%	376	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

	2008-09	2009-10	2010-11
Total Number of Teachers	375	389	387
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	6%	4%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	63%	61%
Total Number of Core Classes	1003	1017	1074
Percent Not Taught by Highly Qualified Teachers in This District	4%	1%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1236	1291	1452
Percent Taught by Teachers Without Appropriate Certification	3%	2%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	10%	12%
Turnover Rate of All Teachers	10%	10%	17%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	39	31	39
Total Paraprofessionals*	112	126	135
Assistant Principals	10	9	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 HOUSS 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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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	✗	✓ ^{SH}	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✓ ^{SH}	—	✗	✗	—
Limited English Proficient	✗	✓	—	—	—	—
Economically Disadvantaged	✗	✓	—	✓	✓	—
Student groups making AYP in each subject	✗ 4 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 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 | 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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 4 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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	
Accountability Groups								
All Students (2062:1973)	✓	✓	100%	✓	137	120		
Ethnicity								
American Indian or Alaska Native (19:19)	—	—	—	—	—	—	—	
Black or African American (561:525)	✗	✓	99%	✗	113	117	115	122
Hispanic or Latino (505:476)	✓	✓	100%	✓	128	117		
Asian or Native Hawaiian/Other Pacific Islander (47:44)	✓	✓	100%	✓	155	107		
White (922:904)	✓	✓	100%	✓	154	118		
Multiracial (8:5)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (309:295)	✗	✓	99%	✗	72	116	82	85
Limited English Proficient (84:149)	✗	✓	99%	✗	97	113	104	107
Economically Disadvantaged (968:904)	✗	✓	99%	✗	116	118	118	124
Final AYP Determination	✗ 4 of 8							
Non-Accountability Groups								
Female (1044:994)			100%		145	119		
Male (1018:979)			100%		128	118		
Migrant (0:0)								


Symbols

-  Made AYP
-  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  Good Standing
for This Subject
(2011–12)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12
Accountability Groups							
All Students (2063:1983)			100%		154	135	
Ethnicity							
American Indian or Alaska Native (19:18)	—	—	—	—	—	—	—
Black or African American (562:528)			99%		127	132	126 134
Hispanic or Latino (505:481)			100%		150	132	
Asian or Native Hawaiian/Other Pacific Islander (47:45)			100%		176	123	
White (922:906)			100%		171	133	
Multiracial (8:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (310:295)			98%		108	131	108 117
Limited English Proficient (84:157)			100%		129	129	
Economically Disadvantaged (969:912)			99%		136	133	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (1045:1001)			100%		158	134	
Male (1018:982)			100%		150	134	
Migrant (0:0)							

Symbols

-  Made AYP
-  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 (2011–12)



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 2012-13. [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 2010–11	2011–12
Accountability Groups									
All Students (723:680)	✓	Qualified	✓	98%	✓	173	100		
Ethnicity									
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—		—
Black or African American (206:187)		Qualified	✓	96%	✓	157	100		
Hispanic or Latino (175:163)		Qualified	✓	98%	✓	176	100		
Asian or Native Hawaiian/Other Pacific Islander (16:15)	—	—	—	—	—	—	—		—
White (318:308)		Qualified	✓	98%	✓	181	100		
Multiracial (3:2)	—	—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (107:100)		Qualified	✓	94%	✓	142	100		
Limited English Proficient (37:56)		Qualified	—	—	✓	168	100		
Economically Disadvantaged (342:315)		Qualified	✓	97%	✓	162	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (362:342)				97%		174	100		
Male (361:338)				98%		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  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (318:302)			99%		182	177	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (94:87)			98%		174	172	
Hispanic or Latino (58:55)			100%		180	170	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (159:153)			99%		186	175	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (39:40)		—	—		148	168	110* 153
Limited English Proficient (7:5)	—	—	—	—	—	—	—
Economically Disadvantaged (102:103)			100%		179	173	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (163:158)			99%		188	175	
Male (155:144)			99%		175	174	
Migrant (0:0)							


Symbols

-  Made AYP
-  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  Good Standing
for This Subject
(2011–12)




Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (318:302)			99%		180	174	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (94:87)			99%		175	169	
Hispanic or Latino (58:55)			98%		178	167	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (159:153)			100%		182	172	
Multiracial (1:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (39:40)		—	—		118	165	112 [‡] 126
Limited English Proficient (7:5)	—	—	—	—	—	—	—
Economically Disadvantaged (102:103)			99%		175	170	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (163:158)			100%		185	172	
Male (155:144)			99%		174	171	
Migrant (0:0)							

Symbols

-  Made AYP
-  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 (2011–12)

Improvement (Year 1)

Accountability Measures

0 of 1

Student groups making AYP in graduation rate

✗

Did not make AYP

Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (383)	✗	✗	75%	80%	77%
Ethnicity					
American Indian or Alaska Native (4)		—	—	—	
Black or African American (114)		✓	63%	80%	59%
Hispanic or Latino (54)		✗	67%	80%	73%
Asian or Native Hawaiian/Other Pacific Islander (3)		—	—	—	
White (208)		✓	86%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (65)		✗	45%	80%	46%
Limited English Proficient (8)		—	—	—	
Economically Disadvantaged (119)		✗	56%	80%	62%
Final AYP Determination	✗ 0 of 1				
Non-Accountability Groups					
Female (201)			80%	80%	
Male (182)			71%	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 2006 total cohort through June 2011 (after 5 years) for this district is **78%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

3 schools identified 50% of total

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

Improvement (year 1) Basic

1 school identified 17% of total

FRANK P LONG INTERMEDIATE SCHOOL

Improvement (year 1) Focused

1 school identified 17% of total

BELLPORT MIDDLE SCHOOL

Restructuring (advanced) 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 2010–11 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	54%			317
Grade 4	51%			343
Grade 5	54%			322
Grade 6	42%			344
Grade 7	47%			323
Grade 8	36%			362

Mathematics

Grade 3	56%		319
Grade 4	66%		345
Grade 5	66%		323
Grade 6	54%		343
Grade 7	64%		328
Grade 8	53%		366

Science

Grade 4	89%		337
Grade 8	64%		356

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	82%			326
Mathematics	81%			326

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

This District's N/RC Category:

Average Need Districts

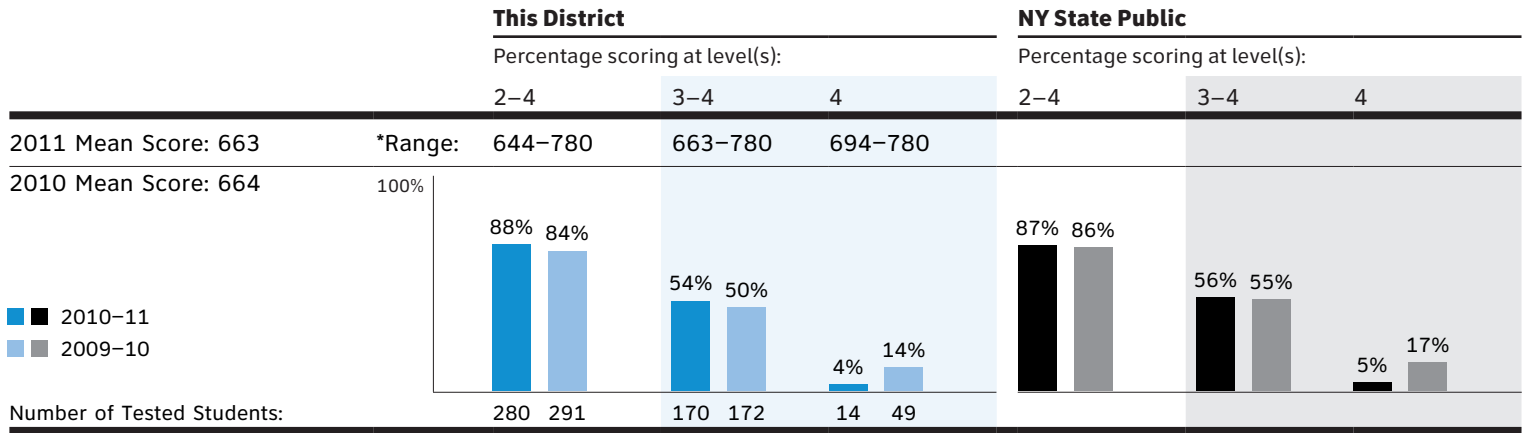
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	317	88%	54%	4%	345	84%	50%	14%
Female	159	90%	58%	6%	167	83%	46%	14%
Male	158	87%	49%	3%	178	86%	53%	14%
American Indian or Alaska Native	3	—	—	—	10	80%	30%	0%
Black or African American	88	81%	41%	0%	83	72%	35%	6%
Hispanic or Latino	86	93%	48%	1%	76	80%	45%	11%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	7	—	—	—
White	129	91%	67%	9%	168	93%	62%	21%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	14	86%	43%	14%	8	75%	25%	0%
General-Education Students	277	94%	60%	5%	300	91%	56%	16%
Students with Disabilities	40	48%	8%	0%	45	40%	11%	0%
English Proficient	294	89%	57%	5%	307	86%	53%	15%
Limited English Proficient	23	78%	9%	0%	38	71%	21%	5%
Economically Disadvantaged	155	86%	41%	1%	153	76%	37%	8%
Not Disadvantaged	162	90%	66%	7%	192	91%	60%	19%
Migrant								
Not Migrant	317	88%	54%	4%	345	84%	50%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	5	4	4	3	8	7	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A

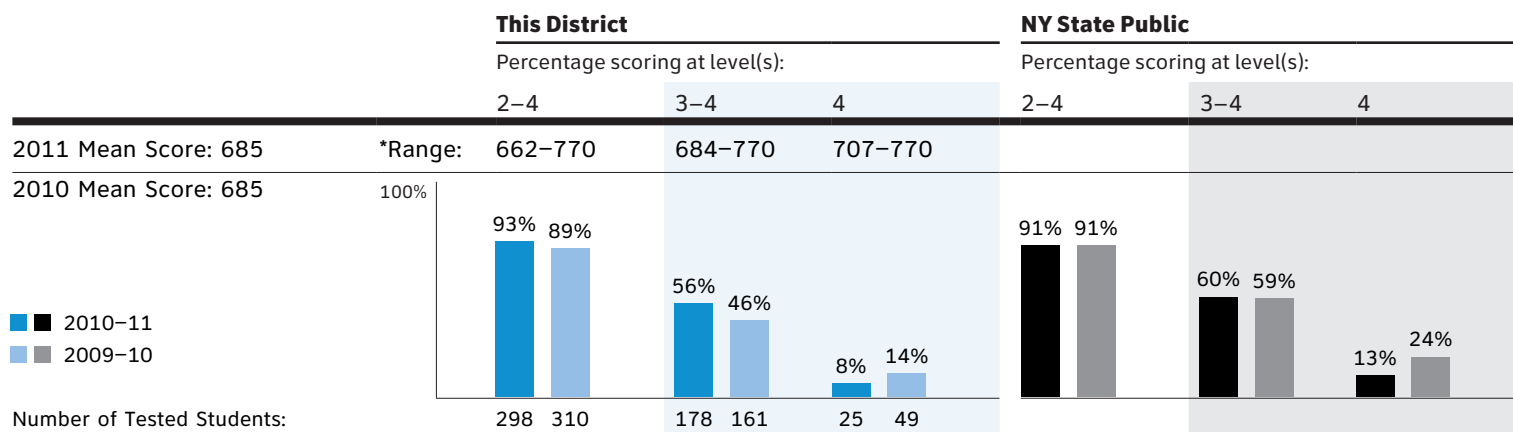
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	93%	56%	8%	349	89%	46%	14%
Female	161	93%	55%	8%	168	88%	40%	13%
Male	158	94%	56%	8%	181	90%	51%	15%
American Indian or Alaska Native	3	—	—	—	10	90%	60%	0%
Black or African American	88	91%	43%	3%	82	76%	29%	5%
Hispanic or Latino	87	94%	49%	6%	81	91%	40%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	7	—	—	—
White	130	95%	69%	12%	168	93%	57%	20%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	14	93%	50%	14%	8	100%	50%	0%
General-Education Students	279	94%	61%	9%	304	92%	50%	15%
Students with Disabilities	40	88%	18%	0%	45	69%	22%	9%
English Proficient	295	95%	59%	8%	307	89%	50%	15%
Limited English Proficient	24	75%	17%	0%	42	86%	21%	5%
Economically Disadvantaged	157	90%	42%	4%	157	85%	36%	10%
Not Disadvantaged	162	97%	69%	12%	192	92%	54%	18%
Migrant								
Not Migrant	319	93%	56%	8%	349	89%	46%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

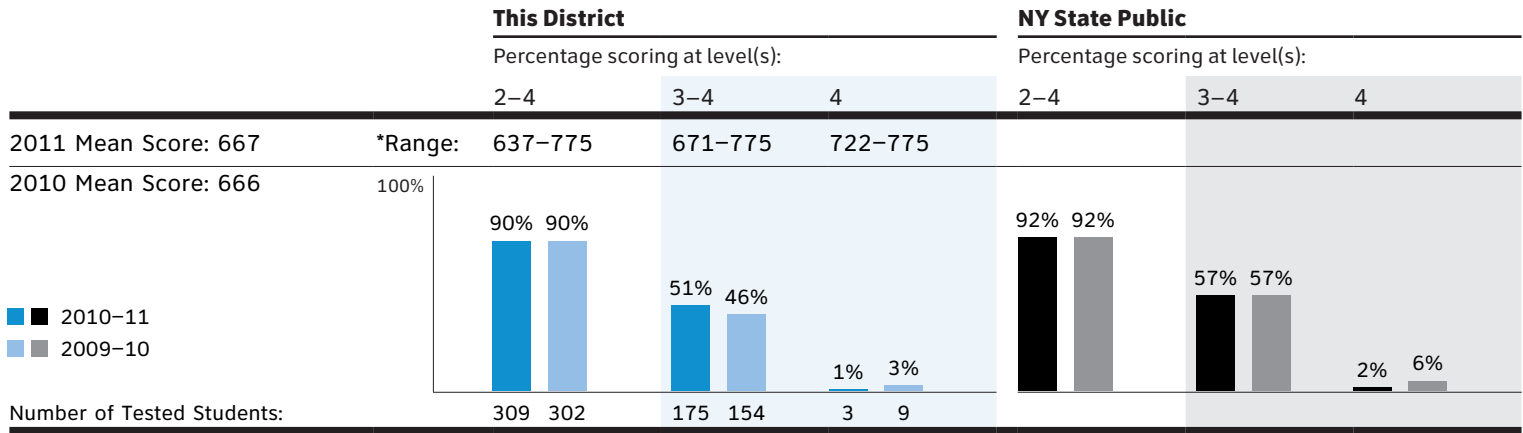
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	8	8	4	3

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	90%	51%	1%	334	90%	46%	3%
Female	161	94%	51%	1%	173	95%	56%	5%
Male	182	87%	51%	1%	161	86%	35%	1%
American Indian or Alaska Native	4	—	—	—	10	80%	30%	10%
Black or African American	78	78%	32%	1%	92	84%	24%	0%
Hispanic or Latino	98	92%	45%	0%	75	88%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	6	—	—	—
White	155	95%	64%	1%	149	96%	63%	4%
Multiracial					2	—	—	—
Small Group Totals	12	83%	58%	0%	8	100%	50%	13%
General-Education Students	299	94%	56%	1%	285	95%	53%	3%
Students with Disabilities	44	66%	18%	0%	49	63%	6%	0%
English Proficient	317	91%	54%	1%	316	92%	48%	3%
Limited English Proficient	26	73%	15%	0%	18	67%	6%	0%
Economically Disadvantaged	164	84%	36%	1%	151	84%	30%	0%
Not Disadvantaged	179	96%	65%	1%	183	96%	60%	5%
Migrant								
Not Migrant	343	90%	51%	1%	334	90%	46%	3%

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.

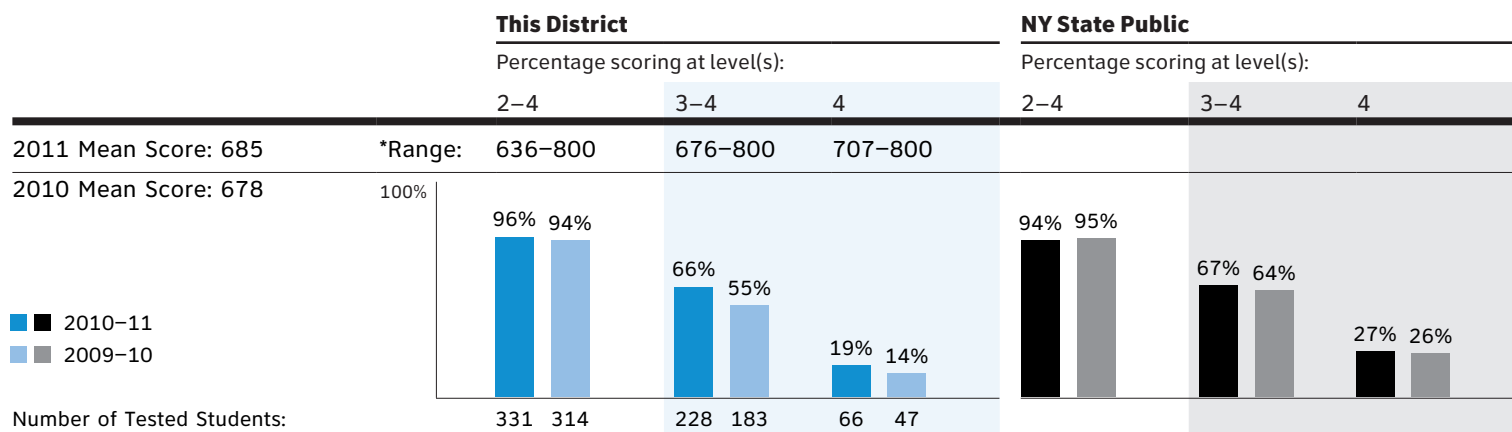
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	7	5	4	2	5	4	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	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 4	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 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	96%	66%	19%	333	94%	55%	14%
Female	162	96%	62%	15%	172	96%	56%	12%
Male	183	96%	70%	22%	161	93%	54%	16%
American Indian or Alaska Native	4	—	—	—	10	100%	50%	10%
Black or African American	79	87%	44%	6%	91	91%	36%	4%
Hispanic or Latino	99	98%	67%	10%	75	91%	51%	9%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	7	—	—	—
White	155	99%	77%	31%	148	98%	68%	22%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	12	100%	67%	25%	9	89%	67%	22%
General-Education Students	301	97%	68%	21%	285	96%	58%	16%
Students with Disabilities	44	91%	50%	7%	48	85%	35%	0%
English Proficient	317	96%	68%	21%	312	96%	58%	15%
Limited English Proficient	28	93%	46%	0%	21	71%	10%	0%
Economically Disadvantaged	166	93%	57%	10%	151	93%	44%	5%
Not Disadvantaged	179	98%	75%	27%	182	96%	64%	22%
Migrant								
Not Migrant	345	96%	66%	19%	333	94%	55%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

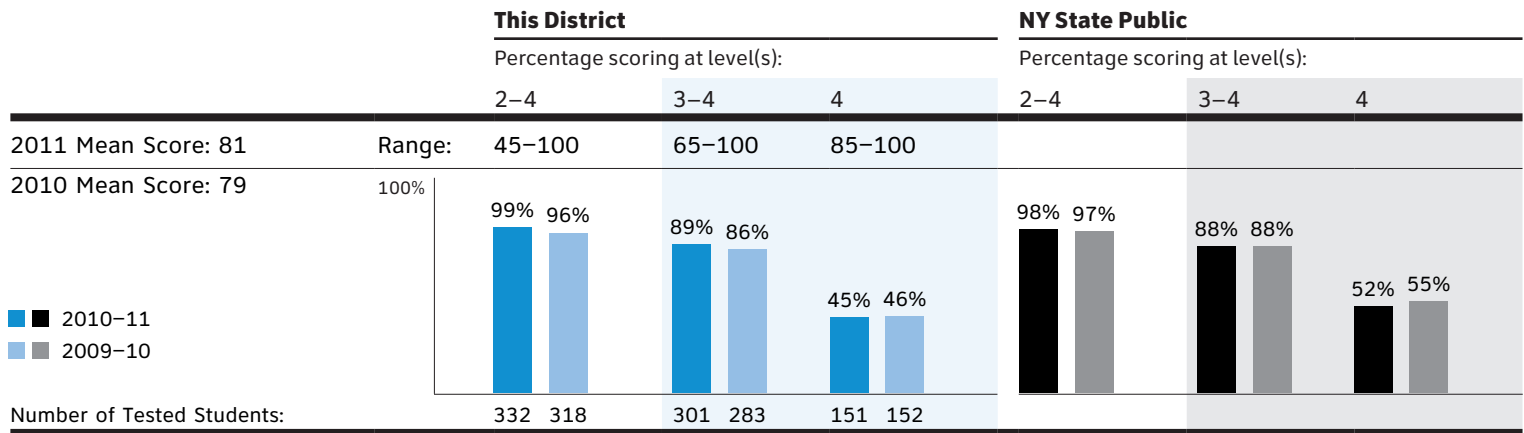
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	6	5	4	5	5	5	3

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	99%	89%	45%	330	96%	86%	46%
Female	156	99%	88%	41%	171	98%	89%	45%
Male	181	98%	90%	48%	159	94%	82%	47%
American Indian or Alaska Native	4	—	—	—	10	90%	90%	40%
Black or African American	75	97%	79%	29%	88	94%	77%	25%
Hispanic or Latino	97	97%	91%	35%	76	95%	80%	43%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	7	—	—	—
White	153	100%	93%	59%	147	99%	93%	59%
Multiracial	2	—	—	—	2	—	—	—
Small Group Totals	12	100%	100%	42%	9	89%	89%	67%
General-Education Students	294	99%	90%	46%	284	97%	87%	49%
Students with Disabilities	43	98%	86%	37%	46	93%	76%	28%
English Proficient	310	99%	90%	47%	309	97%	88%	49%
Limited English Proficient	27	89%	81%	15%	21	86%	52%	5%
Economically Disadvantaged	160	98%	84%	29%	149	95%	80%	32%
Not Disadvantaged	177	99%	94%	59%	181	97%	91%	57%
Migrant								
Not Migrant	337	99%	89%	45%	330	96%	86%	46%

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

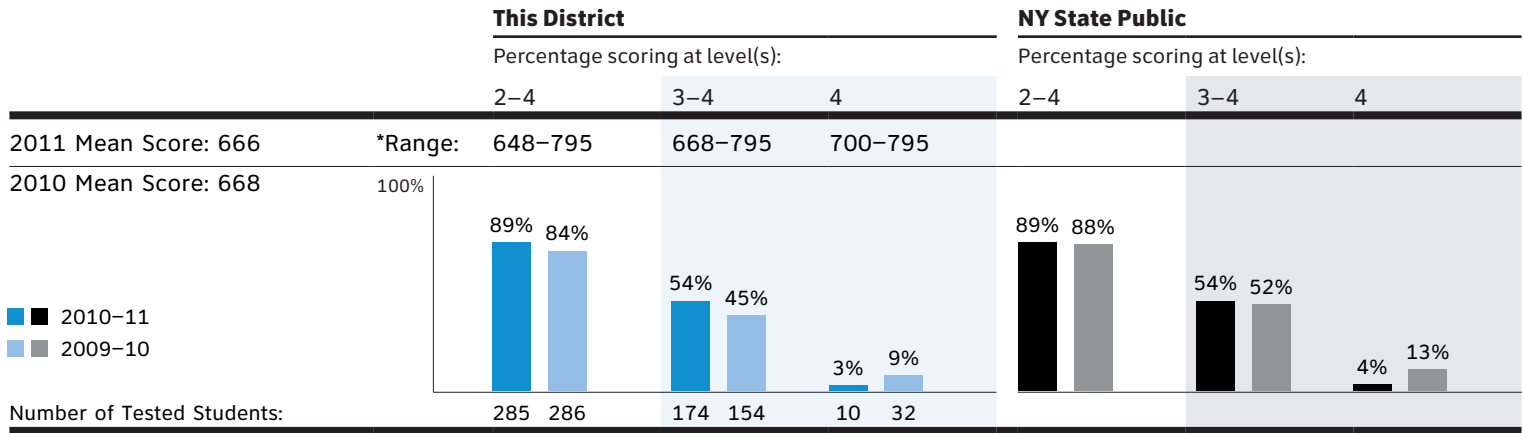
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	4	4	5	5	5	4

4 Overview of District Performance

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

	2010-11 School Year				2009-10 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	322	89%	54%	3%	339	84%	45%	9%
Female	170	94%	61%	4%	171	89%	44%	12%
Male	152	83%	47%	3%	168	79%	46%	7%
American Indian or Alaska Native	5	80%	40%	0%	8	88%	25%	0%
Black or African American	81	78%	40%	2%	88	68%	18%	2%
Hispanic or Latino	85	84%	46%	0%	62	84%	44%	6%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	83%	0%	9	100%	78%	11%
White	145	97%	66%	6%	172	92%	59%	15%
Multiracial								
Small Group Totals								
General-Education Students	276	94%	61%	4%	291	89%	51%	11%
Students with Disabilities	46	54%	11%	0%	48	54%	15%	2%
English Proficient	313	90%	56%	3%	327	85%	46%	10%
Limited English Proficient	9	22%	0%	0%	12	67%	17%	0%
Economically Disadvantaged	157	82%	43%	0%	149	75%	32%	5%
Not Disadvantaged	165	95%	64%	6%	190	92%	56%	13%
Migrant								
Not Migrant	322	89%	54%	3%	339	84%	45%	9%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	7	7	7	4	6	6	6	6
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	1	N/A	N/A	N/A

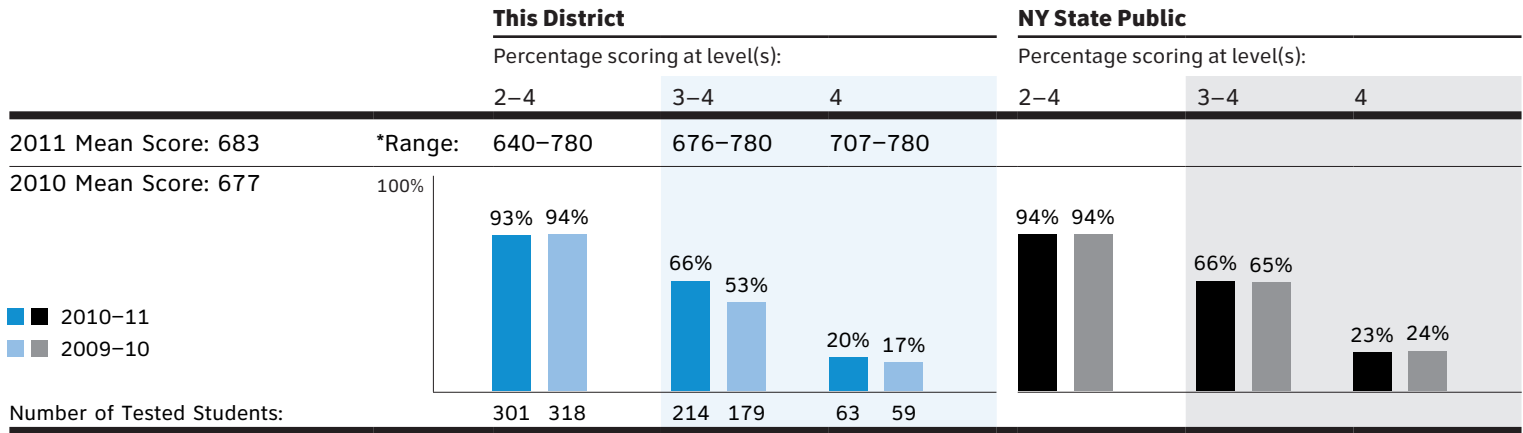
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	323	93%	66%	20%	340	94%	53%	17%
Female	171	96%	70%	18%	172	94%	56%	20%
Male	152	89%	63%	22%	168	93%	49%	15%
American Indian or Alaska Native	5	100%	80%	20%	8	100%	50%	25%
Black or African American	81	86%	47%	10%	88	84%	20%	3%
Hispanic or Latino	86	90%	58%	10%	63	94%	54%	11%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	67%	9	100%	67%	22%
White	145	99%	80%	28%	172	98%	68%	26%
Multiracial								
Small Group Totals								
General-Education Students	277	97%	73%	22%	292	96%	58%	20%
Students with Disabilities	46	70%	28%	4%	48	77%	23%	2%
English Proficient	313	95%	68%	20%	327	94%	54%	18%
Limited English Proficient	10	40%	0%	0%	13	77%	23%	0%
Economically Disadvantaged	158	89%	52%	8%	150	90%	35%	9%
Not Disadvantaged	165	98%	80%	31%	190	96%	67%	24%
Migrant								
Not Migrant	323	93%	66%	20%	340	94%	53%	17%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

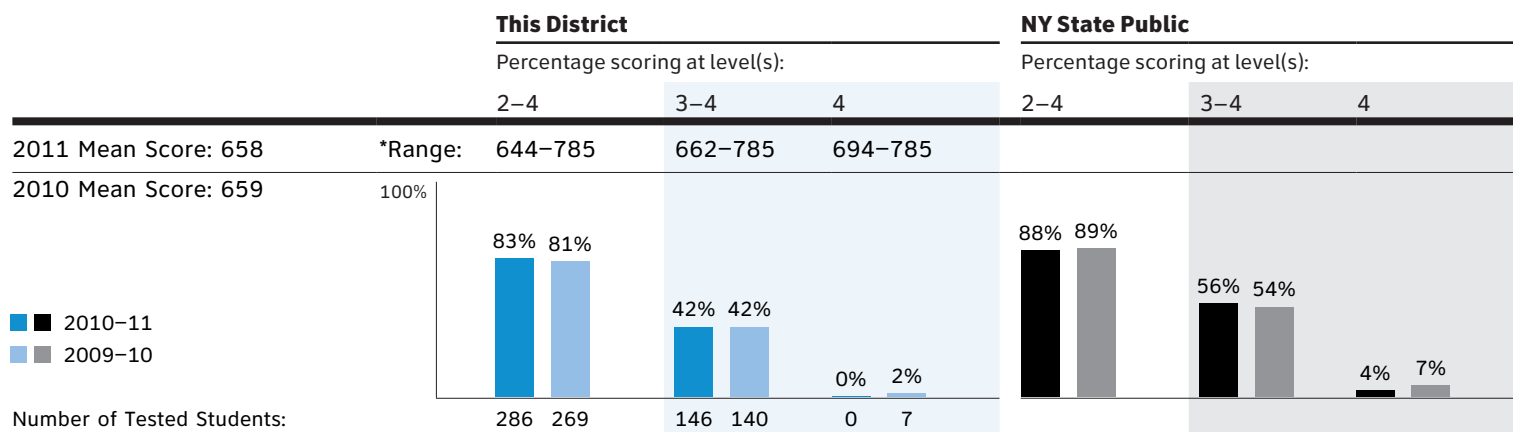
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	3	6	6	6	6

4 Overview of District Performance

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

	2010-11 School Year				2009-10 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	344	83%	42%	0%	332	81%	42%	2%
Female	176	87%	49%	0%	163	81%	48%	3%
Male	168	79%	36%	0%	169	81%	37%	1%
American Indian or Alaska Native	2	-	-	-	4	-	-	-
Black or African American	90	70%	20%	0%	94	71%	30%	2%
Hispanic or Latino	74	82%	31%	0%	72	71%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	4	-	-	-
White	168	90%	58%	0%	157	90%	54%	3%
Multiracial					1	-	-	-
Small Group Totals	12	83%	58%	0%	9	100%	78%	11%
General-Education Students	294	92%	48%	0%	293	87%	47%	2%
Students with Disabilities	50	32%	8%	0%	39	38%	5%	0%
English Proficient	338	85%	43%	0%	327	82%	43%	2%
Limited English Proficient	6	0%	0%	0%	5	20%	0%	0%
Economically Disadvantaged	155	75%	23%	0%	147	67%	24%	1%
Not Disadvantaged	189	89%	58%	0%	185	92%	56%	3%
Migrant								
Not Migrant	344	83%	42%	0%	332	81%	42%	2%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	7	7	7	6	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	0	N/A	N/A	N/A

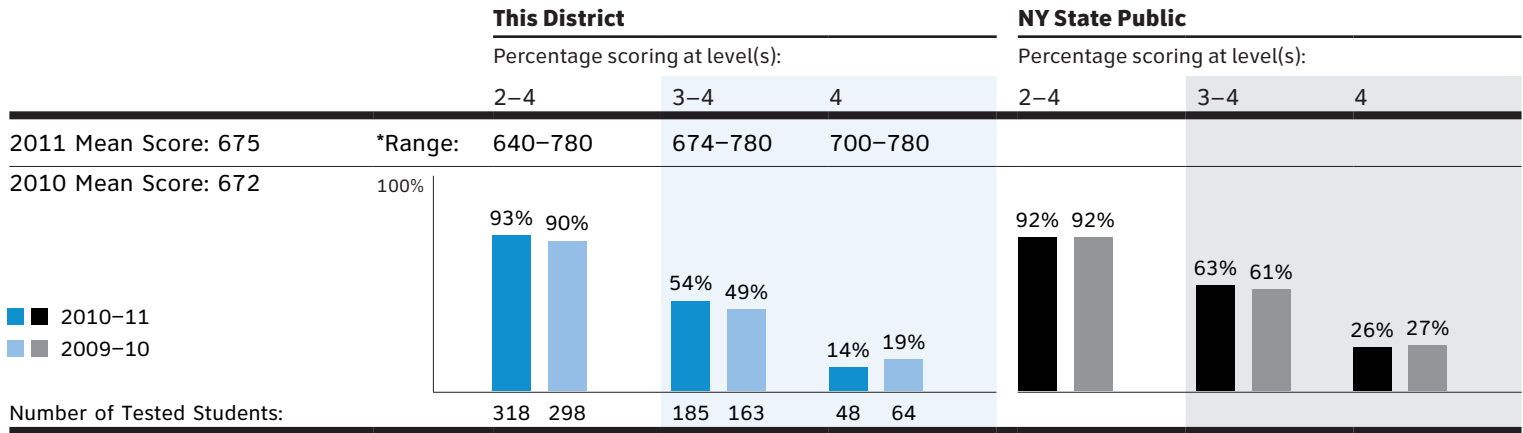
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	93%	54%	14%	331	90%	49%	19%
Female	175	93%	58%	12%	162	89%	51%	22%
Male	168	92%	49%	16%	169	91%	47%	17%
American Indian or Alaska Native	1	—	—	—	4	—	—	—
Black or African American	90	80%	23%	3%	93	86%	34%	10%
Hispanic or Latino	74	96%	53%	7%	72	88%	28%	15%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	4	—	—	—
White	168	98%	70%	22%	157	93%	66%	25%
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	11	100%	64%	27%	9	100%	89%	56%
General-Education Students	293	97%	61%	16%	293	95%	54%	22%
Students with Disabilities	50	68%	12%	4%	38	50%	11%	3%
English Proficient	337	93%	55%	14%	326	91%	50%	20%
Limited English Proficient	6	67%	0%	0%	5	20%	0%	0%
Economically Disadvantaged	154	88%	35%	6%	146	82%	25%	9%
Not Disadvantaged	189	96%	69%	21%	185	97%	69%	28%
Migrant								
Not Migrant	343	93%	54%	14%	331	90%	49%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

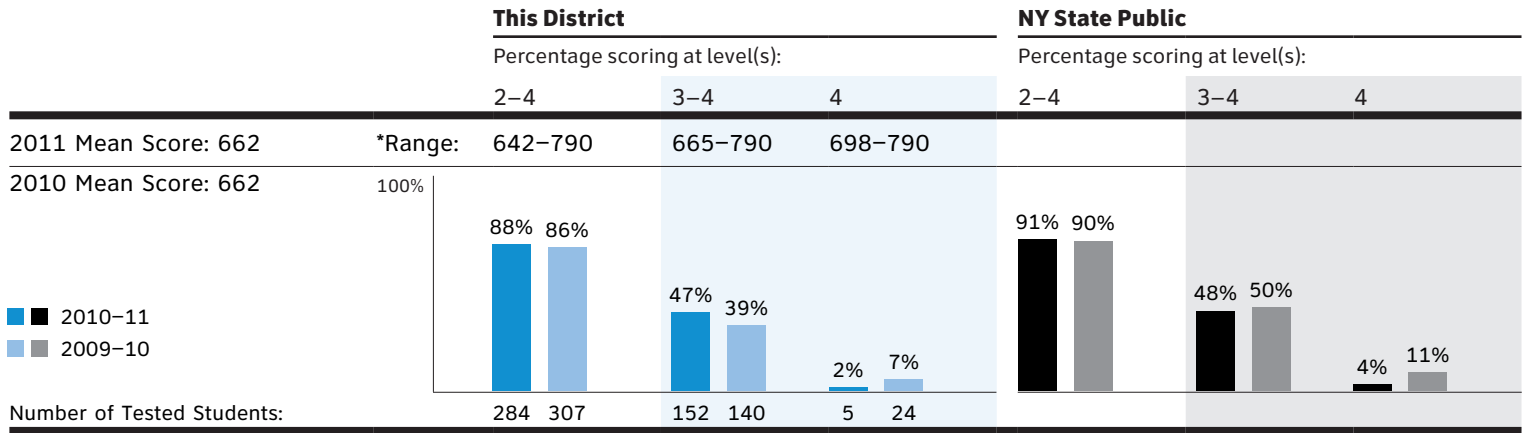
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	6	6	3	—	—	—

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	323	88%	47%	2%	357	86%	39%	7%
Female	160	88%	57%	3%	193	90%	47%	8%
Male	163	88%	37%	1%	164	82%	30%	5%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	84	75%	33%	1%	121	84%	26%	2%
Hispanic or Latino	79	87%	32%	0%	62	81%	34%	6%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	9	—	—	—
White	149	95%	61%	3%	161	89%	50%	10%
Multiracial	4	—	—	—	1	—	—	—
Small Group Totals	11	91%	73%	0%	13	92%	46%	15%
General-Education Students	283	94%	53%	2%	306	93%	44%	8%
Students with Disabilities	40	45%	8%	0%	51	45%	8%	0%
English Proficient	320	—	—	—	348	87%	40%	7%
Limited English Proficient	3	—	—	—	9	33%	0%	0%
Economically Disadvantaged	141	81%	28%	1%	153	82%	24%	0%
Not Disadvantaged	182	93%	62%	2%	204	89%	50%	12%
Migrant								
Not Migrant	323	88%	47%	2%	357	86%	39%	7%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	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 7	4	N/A	N/A	N/A	1	N/A	N/A	N/A

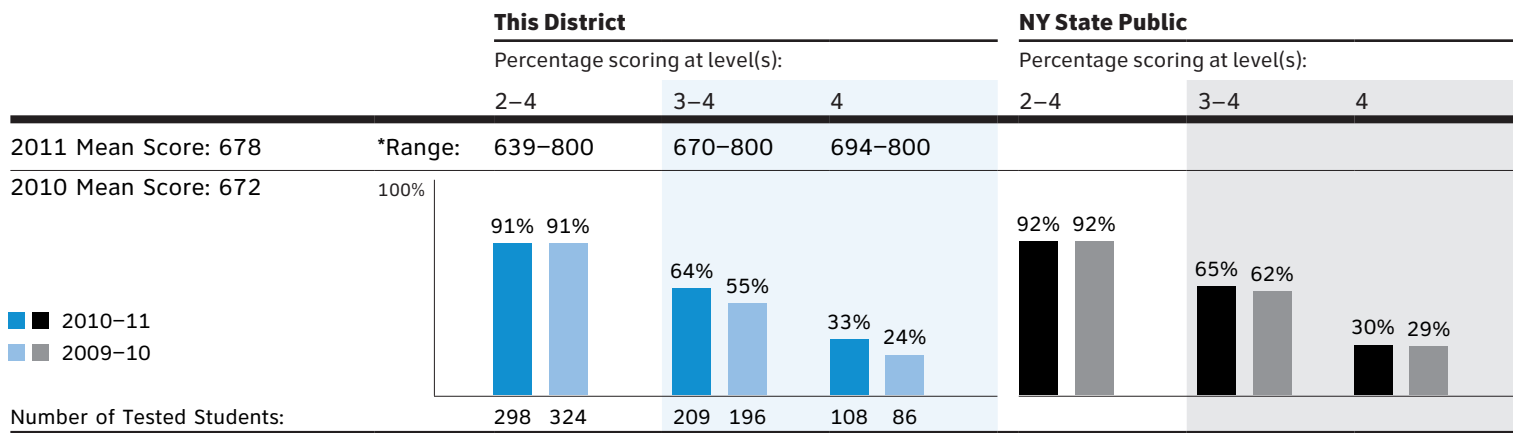
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	328	91%	64%	33%	358	91%	55%	24%
Female	164	92%	66%	34%	192	92%	61%	27%
Male	164	90%	61%	32%	166	89%	48%	20%
American Indian or Alaska Native	3	—	—	—	3	—	—	—
Black or African American	85	82%	44%	18%	120	82%	39%	8%
Hispanic or Latino	82	88%	51%	18%	64	91%	50%	16%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	80%	9	—	—	—
White	149	97%	81%	48%	161	97%	67%	39%
Multiracial	4	—	—	—	1	—	—	—
Small Group Totals	7	86%	57%	43%	13	92%	69%	31%
General-Education Students	288	95%	69%	37%	306	95%	61%	27%
Students with Disabilities	40	60%	25%	3%	52	65%	17%	4%
English Proficient	321	92%	64%	34%	347	90%	56%	25%
Limited English Proficient	7	57%	29%	0%	11	91%	9%	0%
Economically Disadvantaged	145	83%	43%	14%	154	86%	42%	9%
Not Disadvantaged	183	97%	80%	48%	204	94%	65%	35%
Migrant								
Not Migrant	328	91%	64%	33%	358	91%	55%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

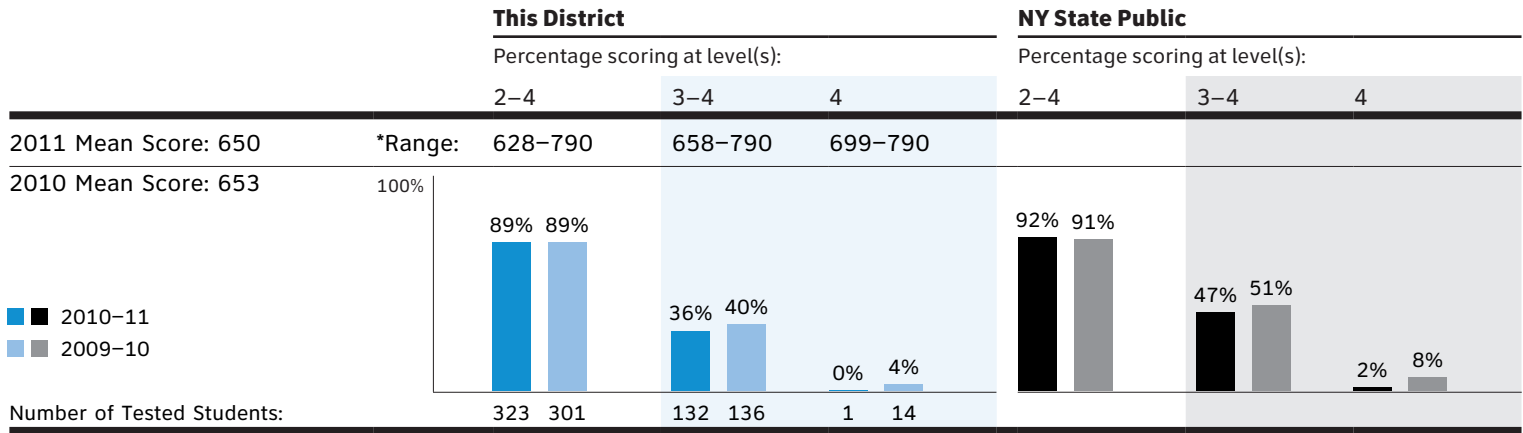
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	—	—	—	3	—	—	—

4 Overview of District Performance

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

	2010-11 School Year				2009-10 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	362	89%	36%	0%	337	89%	40%	4%
Female	197	92%	43%	1%	171	92%	49%	6%
Male	165	85%	29%	0%	166	86%	31%	2%
American Indian or Alaska Native					4	-	-	-
Black or African American	121	86%	25%	0%	89	78%	24%	3%
Hispanic or Latino	72	88%	25%	0%	62	87%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	7	86%	71%	0%
White	158	92%	51%	1%	173	97%	52%	6%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	11	100%	36%	0%	6	67%	17%	0%
General-Education Students	310	95%	42%	0%	285	94%	46%	5%
Students with Disabilities	52	54%	6%	0%	52	65%	8%	0%
English Proficient	356	90%	37%	0%	327	90%	42%	4%
Limited English Proficient	6	17%	0%	0%	10	60%	0%	0%
Economically Disadvantaged	168	85%	17%	0%	127	83%	24%	2%
Not Disadvantaged	194	93%	53%	1%	210	93%	50%	5%
Migrant								
Not Migrant	362	89%	36%	0%	337	89%	40%	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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	3	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	3	N/A	N/A	N/A

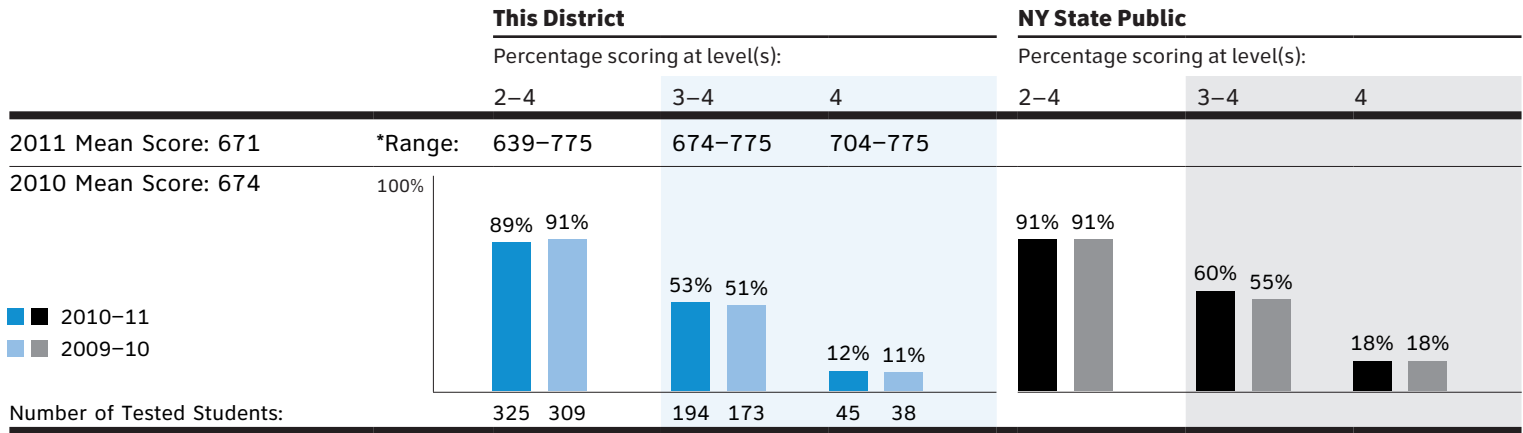
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	366	89%	53%	12%	341	91%	51%	11%
Female	199	91%	61%	13%	174	94%	51%	14%
Male	167	86%	44%	11%	167	87%	50%	8%
American Indian or Alaska Native					4	—	—	—
Black or African American	122	80%	41%	4%	89	84%	31%	8%
Hispanic or Latino	74	89%	45%	8%	66	88%	41%	5%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	7	100%	86%	43%
White	159	95%	65%	20%	173	94%	62%	13%
Multiracial	3	—	—	—	2	—	—	—
Small Group Totals	11	100%	64%	18%	6	100%	83%	33%
General-Education Students	314	91%	59%	14%	288	95%	57%	13%
Students with Disabilities	52	75%	19%	0%	53	64%	19%	2%
English Proficient	357	89%	54%	13%	328	91%	52%	12%
Limited English Proficient	9	78%	22%	0%	13	69%	23%	0%
Economically Disadvantaged	170	85%	39%	4%	131	87%	40%	7%
Not Disadvantaged	196	92%	65%	19%	210	93%	57%	14%
Migrant								
Not Migrant	366	89%	53%	12%	341	91%	51%	11%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

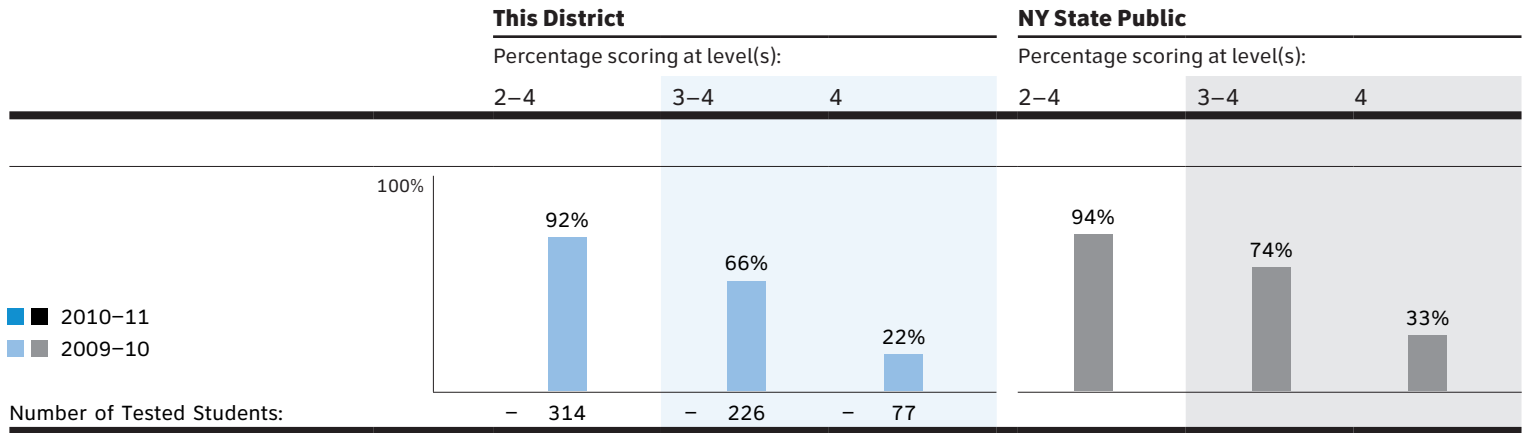
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	—	—	—	5	4	3	3

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 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	356	94%	64%	19%	343	92%	66%	22%
Female	194	96%	65%	20%	177	89%	61%	23%
Male	162	91%	63%	17%	166	94%	71%	22%
American Indian or Alaska Native					4	-	-	-
Black or African American	118	90%	52%	6%	88	81%	41%	9%
Hispanic or Latino	74	96%	59%	14%	67	90%	54%	12%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	7	100%	86%	71%
White	153	95%	75%	29%	175	97%	82%	31%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	11	100%	82%	45%	6	100%	67%	17%
General-Education Students	309	96%	71%	21%	290	93%	72%	25%
Students with Disabilities	47	77%	21%	0%	53	81%	34%	8%
English Proficient	348	95%	65%	19%	330	92%	67%	23%
Limited English Proficient	8	63%	25%	13%	13	69%	38%	8%
Economically Disadvantaged	167	92%	49%	5%	130	87%	49%	8%
Not Disadvantaged	189	96%	77%	31%	213	94%	76%	31%
Migrant								
Not Migrant	356	94%	64%	19%	343	92%	66%	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.

Other Assessments

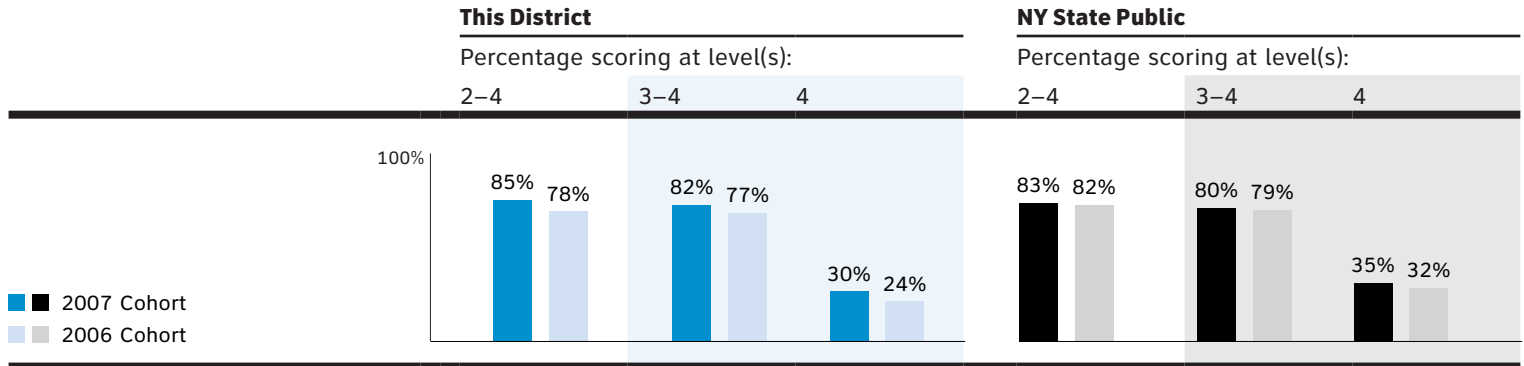
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	5	5	4	3
Regents Science	1	-	-	-	0			

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

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



Results by Student Group

Results by Student Group	2007 Cohort				2006 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	326	85%	82%	30%	383	78%	77%	24%
Female	171	89%	87%	37%	201	81%	79%	30%
Male	155	81%	76%	22%	182	76%	75%	18%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	105	77%	70%	14%	114	61%	59%	14%
Hispanic or Latino	58	83%	83%	28%	54	80%	76%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	3	—	—	—
White	155	92%	88%	40%	208	89%	88%	33%
Multiracial	1	—	—	—				
Small Group Totals	8	88%	88%	50%	7	43%	43%	29%
General-Education Students	286	88%	86%	34%	318	88%	87%	29%
Students with Disabilities	40	63%	53%	0%	65	29%	26%	2%
English Proficient	320	86%	83%	30%	375	79%	78%	25%
Limited English Proficient	6	33%	17%	0%	8	50%	38%	0%
Economically Disadvantaged	114	82%	79%	15%	119	61%	57%	9%
Not Disadvantaged	212	87%	83%	38%	264	86%	86%	31%
Migrant								
Not Migrant	326	85%	82%	30%	383	78%	77%	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.

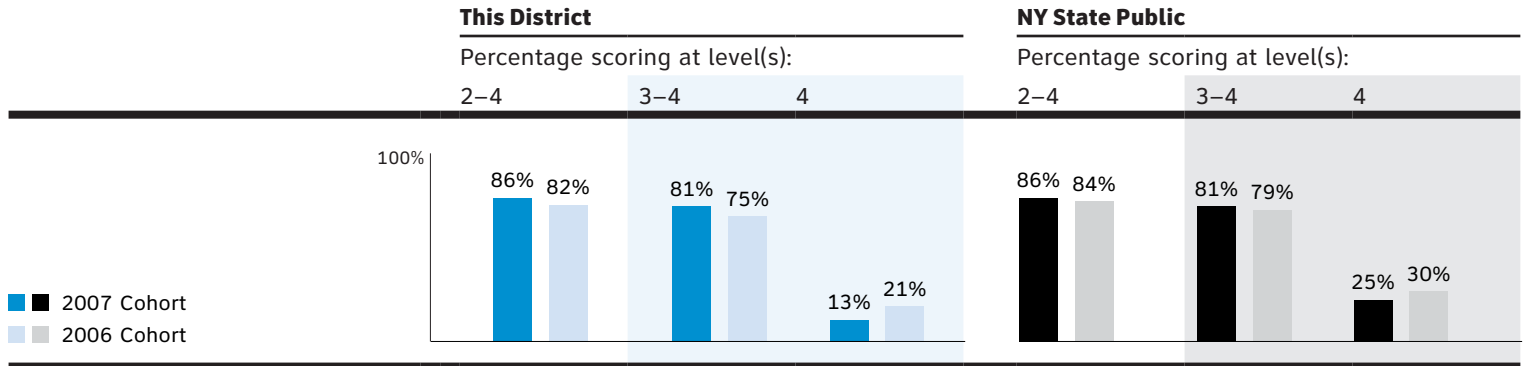
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort				2006 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	326	86%	81%	13%	383	82%	75%	21%
Female	171	91%	85%	15%	201	83%	76%	19%
Male	155	81%	77%	11%	182	81%	75%	23%
American Indian or Alaska Native	2	—	—	—	4	—	—	—
Black or African American	105	79%	71%	1%	114	69%	58%	6%
Hispanic or Latino	58	86%	84%	7%	54	80%	70%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	3	—	—	—
White	155	91%	86%	23%	208	91%	87%	31%
Multiracial	1	—	—	—				
Small Group Totals	8	88%	88%	25%	7	43%	43%	29%
General-Education Students	286	91%	87%	15%	318	91%	86%	25%
Students with Disabilities	40	53%	38%	0%	65	40%	25%	2%
English Proficient	320	87%	82%	13%	375	83%	76%	21%
Limited English Proficient	6	67%	50%	0%	8	50%	38%	13%
Economically Disadvantaged	114	85%	78%	4%	119	64%	54%	7%
Not Disadvantaged	212	87%	83%	18%	264	90%	85%	27%
Migrant								
Not Migrant	326	86%	81%	13%	383	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.

* 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.

** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.