



# The New York State Accountability Report 2011-12

**DISTRICT:** SOUTH COUNTRY CENTRAL  
SCHOOL DISTRICT  
**DISTRICT ID:** 580235060000  
**SUPERINTENDENT:** HOWARD KOENIG  
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

**DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

**DISTRICT ID: 580235060000**

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2045	100%
American Indian or Alaska Native	—	19	—
Black or African American	✓	486	100%
Hispanic or Latino	✓	547	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	47	100%
White	✓	933	99%
Multiracial	—	13	—
Students With Disabilities	✓	301	99%
Limited English Proficient	✓	98	100%
Economically Disadvantaged	✓	969	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	1974	145	148	145
American Indian or Alaska Native	—	18	—	—	—
Black or African American	✗	465	117	125	124
Hispanic or Latino	✓	513	133	127	127
Asian or Native Hawaiian/Other Pacific Islander	✓	46	163	151	151
White	✓	922	167	160	160
Multiracial	—	10	—	—	—
Students With Disabilities	✗	295†	86†	95	87
Limited English Proficient	✗	151‡	101‡	102	102
Economically Disadvantaged	✗	922	124	130	127

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: 
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10.$$

# Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

Participation and performance for the following groups are **NOT** used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2026	100%
Not Black or African American	1559	100%
Not Hispanic or Latino	1498	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1998	100%
Not White	1112	100%
Not Multiracial	2032	100%
General Education	1744	100%
English Proficient	1947	100%
Not Economically Disadvantaged	1076	100%
Male	1047	100%
Female	998	100%
Migrant	0	—
Not Migrant	2045	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1956	146
Not Black or African American	1509	154
Not Hispanic or Latino	1461	150
Not Asian or Native Hawaiian/Other Pacific Islander	1928	145
Not White	1052	127
Not Multiracial	1964	145
General Education	1682	156
English Proficient	1896	148
Not Economically Disadvantaged	1052	164
Male	1015	137
Female	959	155
Migrant	0	—
Not Migrant	1974	145

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

**DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

**DISTRICT ID: 580235060000**

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✗
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	2039	100%
American Indian or Alaska Native	—	19	—
Black or African American	✓	481	99%
Hispanic or Latino	✓	545	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	47	100%
White	✓	934	99%
Multiracial	—	13	—
Students With Disabilities	✓	302	99%
Limited English Proficient	✓	96	100%
Economically Disadvantaged	✓	964	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.



# Elementary/Middle-Level Math: Performance

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	1970	156	162	162
American Indian or Alaska Native	—	18	—	—	—
Black or African American	✗	458	127	137	137
Hispanic or Latino	✓	516	150	145	145
Asian or Native Hawaiian/Other Pacific Islander	✓	46	191	171	171
White	✓	922	173	170	170
Multiracial	—	10	—	—	—
Students With Disabilities	✗	294†	107†	116	116
Limited English Proficient	✗	155‡	131‡	132	132
Economically Disadvantaged	✗	919	138	147	147

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	2020	100%
Not Black or African American	1558	100%
Not Hispanic or Latino	1494	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1992	100%
Not White	1105	100%
Not Multiracial	2026	100%
General Education	1737	100%
English Proficient	1943	99%
Not Economically Disadvantaged	1075	100%
Male	1048	100%
Female	991	100%
Migrant	0	—
Not Migrant	2039	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1952	156
Not Black or African American	1512	165
Not Hispanic or Latino	1454	158
Not Asian or Native Hawaiian/Other Pacific Islander	1924	155
Not White	1048	141
Not Multiracial	1960	156
General Education	1679	165
English Proficient	1888	158
Not Economically Disadvantaged	1051	172
Male	1015	153
Female	955	160
Migrant	0	—
Not Migrant	1970	156

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

**DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

**DISTRICT ID: 580235060000**

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	634	98%
American Indian or Alaska Native	—	5	—
Black or African American	✓	174	97%
Hispanic or Latino	✓	164	98%
Asian or Native Hawaiian/Other Pacific Islander	—	14	—
White	✓	271	99%
Multiracial	—	6	—
Students With Disabilities	✓	88	97%
Limited English Proficient	—	29	—
Economically Disadvantaged	✓	311	97%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **NO**

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✗	603	170	175	174
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✗	162	148	153	153
Hispanic or Latino	✓	153	161	157	157
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	264	188	184	182
Multiracial	—	5	—	—	—
Students With Disabilities	✗	84†	136†	143	143
Limited English Proficient	—	24	—	—	—
Economically Disadvantaged	✗	292	154	162	162

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	629	98%
Not Black or African American	460	98%
Not Hispanic or Latino	470	98%
Not Asian or Native Hawaiian/Other Pacific Islander	620	98%
Not White	363	98%
Not Multiracial	628	98%
General Education	546	98%
English Proficient	605	98%
Not Economically Disadvantaged	323	99%
Male	324	98%
Female	310	98%
Migrant	0	—
Not Migrant	634	98%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	598	170
Not Black or African American	441	179
Not Hispanic or Latino	450	173
Not Asian or Native Hawaiian/Other Pacific Islander	589	170
Not White	339	157
Not Multiracial	598	170
General Education	520	176
English Proficient	579	171
Not Economically Disadvantaged	311	186
Male	309	168
Female	294	172
Migrant	0	—
Not Migrant	603	170

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

**DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

**DISTRICT ID: 580235060000**

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	324	98%
American Indian or Alaska Native	—	1	—
Black or African American	✓	83	98%
Hispanic or Latino	✓	66	97%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
White	✓	166	99%
Multiracial	—	1	—
Students With Disabilities	✓	52	96%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	130	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.



# Secondary-Level ELA: Performance

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	295	149	153	151
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	69	119	122	122
Hispanic or Latino	✓	58	136	124	124
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✓	160	168	166	165
Multiracial	—	0	—	—	—
Students With Disabilities	✗	49	78	83	83
Limited English Proficient	—	8	—	—	—
Economically Disadvantaged	✗	117	126	131	131

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level ELA: Non-AYP Groups

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	323	98%
Not Black or African American	241	98%
Not Hispanic or Latino	258	98%
Not Asian or Native Hawaiian/Other Pacific Islander	317	98%
Not White	158	97%
Not Multiracial	323	98%
General Education	272	99%
English Proficient	313	99%
Not Economically Disadvantaged	194	98%
Male	175	97%
Female	149	99%
Migrant	0	—
Not Migrant	324	98%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	294	150
Not Black or African American	226	159
Not Hispanic or Latino	237	153
Not Asian or Native Hawaiian/Other Pacific Islander	288	149
Not White	135	128
Not Multiracial	295	149
General Education	246	164
English Proficient	287	151
Not Economically Disadvantaged	178	165
Male	160	141
Female	135	160
Migrant	0	—
Not Migrant	295	149

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

**DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

**DISTRICT ID: 580235060000**

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✗
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	324	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	83	98%
Hispanic or Latino	✓	66	98%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
White	✓	166	99%
Multiracial	—	1	—
Students With Disabilities	✓	52	98%
Limited English Proficient	—	11	—
Economically Disadvantaged	✓	130	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Secondary-Level Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	295	122	130	125
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✗	69	88	91	91
Hispanic or Latino	✓	58	112	95	95
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✓	160	140	146	136
Multiracial	—	0	—	—	—
Students With Disabilities	✗	49	63	68	68
Limited English Proficient	—	8	—	—	—
Economically Disadvantaged	✗	117	100	105	105

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	323	99%
Not Black or African American	241	99%
Not Hispanic or Latino	258	99%
Not Asian or Native Hawaiian/Other Pacific Islander	317	99%
Not White	158	98%
Not Multiracial	323	99%
General Education	272	99%
English Proficient	313	99%
Not Economically Disadvantaged	194	99%
Male	175	98%
Female	149	99%
Migrant	0	—
Not Migrant	324	99%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	294	122
Not Black or African American	226	133
Not Hispanic or Latino	237	125
Not Asian or Native Hawaiian/Other Pacific Islander	288	122
Not White	135	101
Not Multiracial	295	122
General Education	246	134
English Proficient	287	123
Not Economically Disadvantaged	178	137
Male	160	116
Female	135	130
Migrant	0	—
Not Migrant	295	122

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

**DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT**

**DISTRICT ID: 580235060000**

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	145	156	149	122	143
American Indian or Alaska Native	—	—	—	—	—
Black or African American	117	127	119	88	113
Hispanic or Latino	133	150	136	112	133
Asian or Native Hawaiian/Other Pacific Islander	163	191	—	—	177
White	167	173	168	140	162
Multiracial	—	—	—	—	—
Students With Disabilities	86	107	78	63	84
Limited English Proficient	101	131	—	—	116
Economically Disadvantaged	124	138	126	100	122

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

**All accountability groups made AYP: YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination



# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	326	78%	80%	76%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✗	105	62%	80%	65%
Hispanic or Latino	✓	58	79%	80%	68%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	155	88%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	41†	56%†	80%	49%
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	115	67%	80%	58%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	390	77%	80%	80%
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	117	65%	80%	62%
Hispanic or Latino	✗	55	73%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	211	87%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	62	50%	80%	50%
Limited English Proficient	—	9	—	—	—
Economically Disadvantaged	✗	107	61%	80%	70%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

DISTRICT: SOUTH COUNTRY CENTRAL SCHOOL DISTRICT

DISTRICT ID: 580235060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	324	78%	386	78%
Not Black or African American	221	86%	273	83%
Not Hispanic or Latino	268	78%	335	78%
Not Asian or Native Hawaiian/Other Pacific Islander	321	78%	387	78%
Not White	171	69%	179	66%
Not Multiracial	325	78%	390	77%
General Education	286	81%	328	83%
English Proficient	320	79%	381	78%
Not Economically Disadvantaged	211	84%	283	84%
Male	155	74%	189	72%
Female	171	82%	201	83%
Migrant	0	—	0	—
Not Migrant	326	78%	390	77%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 24%, which did not exceed the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 1%, which did not exceed the State average of 3%.