

New York State District Report Card

Comprehensive Information Report

BEDS Code: 58-02-35-06-0000
 Name: South Country Central School District
 Superintendent: Michael C. La Fever

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	66	60	104
Kindergarten	387	368	331
First	366	384	367
Second	354	354	380
Third	328	356	360
Fourth	389	335	351
Fifth	348	390	340
Sixth	396	375	366
Ungraded Elementary	56	62	44
Seventh	359	403	406
Eighth	355	353	352
Ninth	327	352	346
Tenth	345	320	355
Eleventh	322	355	337
Twelfth	321	282	303
Ungraded Secondary	13	19	16
Total K-12 Enrollment	4666	4708	4654

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	113	2.4%	120	2.5%	111	2.4%
Black (Not Hispanic)	1272	27.3%	1298	27.6%	1261	27.1%
Hispanic	625	13.4%	669	14.2%	715	15.4%
White (Not Hispanic)	2656	56.9%	2621	55.7%	2567	55.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	19
Common Branch	23	24	23
English Grade 8	21	24	27
Mathematics Grade 8	22	20	23
Science Grade 8	27	22	22
Social Studies Grade 8	19	20	23
English Grade 10	24	21	26
Mathematics Grade 10	18	19	23
Science Grade 10	21	18	22
Social Studies Grade 10	23	19	23

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	159	3.4%	161	3.4%	184	3.9%
Eligible for Free Lunch	1137	24.4%	1225	26.0%	1187	25.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		93.7%		93.4%
Student Suspensions	277	6.2%	410	8.8%	334	7.1%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	7.9%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	371
Total Other Professional Staff	48
Total Paraprofessionals	110
Teaching Out of Certification*	11

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	273	124	45%	224	127	57%	226	138	61%
Students with Disabilities	10	0	0%	19	2	11%	24	4	17%
All Students	283	124	44%	243	129	53%	250	142	57%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	127	77	2	7	35	2
Percent	51%	31%	1%	3%	14%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
24	4	10	34

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		46		38	3.3%
	Entered GED Program*	13		22		29	2.5%
	Total Noncompleters	27		68		67	5.9%
Students with Disabilities	Dropped Out	8		8		18	7.7%
	Entered GED Program*	1		4		4	1.7%
	Total Noncompleters	9		12		22	9.4%
All Students	Dropped Out	22	1.7%	54	4.1%	56	4.1%
	Entered GED Program*	14	1.1%	26	2.0%	33	2.4%
	Total Noncompleters	36	2.7%	80	6.0%	89	6.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	1%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	243	333	354
	Number of Students with Disabilities	56	20	50
	Number of All Students	299	353	404
	Percent of Enrollment	27%	31%	36%
9-12	Number of General-Education Students	0	0	1100
	Number of Students with Disabilities	0	0	200
	Number of All Students	0	0	1300
	Percent of Enrollment	0%	0%	96%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	34	91%	36	100%	34	100%
German	0	0%	0	0%	0	0%
Italian	39	97%	52	100%	52	96%
Latin	0	0%	0	0%	0	0%
Spanish	187	74%	192	93%	203	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	17	53%	7	57%	7	71%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	13	46%	3	#
Science	12	67%	0	0%	2	#
Reading	5	20%	1	#	0	0%
Writing	5	40%	1	#	0	0%
Global Studies	3	#	1	#	1	#
U.S. Hist & Gov't	10	70%	3	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	70	40%	106	39%	66	56%
Science	72	28%	94	37%	74	36%
Reading	49	69%	33	58%	65	57%
Writing	46	28%	54	30%	6	67%
Global Studies	44	25%	57	11%	65	31%
U.S. Hist & Gov't	36	22%	37	32%	89	47%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	300	358	279	41	31	37
Number Scoring 55–100	252	295	234	12	8	9
Number Scoring 65–100	206	235	217	6	2	7
Number Scoring 85–100	71	49	58	2	0	1
Percentage of Tested Scoring 55–100	84%	82%	84%	29%	26%	24%
Percentage of Tested Scoring 65–100	69%	66%	78%	15%	6%	19%
Percentage of Tested Scoring 85–100	24%	14%	21%	5%	0%	3%
Mathematics A						
Number Tested	179	215	461	2	17	84
Number Scoring 55–100	154	184	378	#	6	28
Number Scoring 65–100	134	173	310	#	5	13
Number Scoring 85–100	77	74	56	#	0	0
Percentage of Tested Scoring 55–100	86%	86%	82%	#	35%	33%
Percentage of Tested Scoring 65–100	75%	80%	67%	#	29%	15%
Percentage of Tested Scoring 85–100	43%	34%	12%	#	0%	0%
Mathematics B						
Number Tested	0	86	89	0	0	1
Number Scoring 55–100	0	76	64	0	0	#
Number Scoring 65–100	0	57	46	0	0	#
Number Scoring 85–100	0	8	8	0	0	#
Percentage of Tested Scoring 55–100	0%	88%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	66%	52%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	9%	9%	0%	0%	#
Global History and Geography						
Number Tested	316	359	334	27	54	50
Number Scoring 55–100	280	289	243	8	20	9
Number Scoring 65–100	247	240	190	5	11	6
Number Scoring 85–100	67	91	51	0	1	1
Percentage of Tested Scoring 55–100	89%	81%	73%	30%	37%	18%
Percentage of Tested Scoring 65–100	78%	67%	57%	19%	20%	12%
Percentage of Tested Scoring 85–100	21%	25%	15%	0%	2%	2%
U.S. History and Government						
Number Tested	292	298	270	40	31	38
Number Scoring 55–100	248	272	235	10	15	17
Number Scoring 65–100	188	252	213	5	10	11
Number Scoring 85–100	57	110	107	1	1	4
Percentage of Tested Scoring 55–100	85%	91%	87%	25%	48%	45%
Percentage of Tested Scoring 65–100	64%	85%	79%	12%	32%	29%
Percentage of Tested Scoring 85–100	20%	37%	40%	3%	3%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	284	281	419	25	45	87
Number Scoring 55–100	279	250	357	22	24	46
Number Scoring 65–100	261	223	316	14	14	35
Number Scoring 85–100	48	40	73	1	1	2
Percentage of Tested Scoring 55–100	98%	89%	85%	88%	53%	53%
Percentage of Tested Scoring 65–100	92%	79%	75%	56%	31%	40%
Percentage of Tested Scoring 85–100	17%	14%	17%	4%	2%	2%
Physical Setting/Earth Science						
Number Tested	209	214	239	4	5	7
Number Scoring 55–100	195	199	217	#	4	2
Number Scoring 65–100	179	172	201	#	3	2
Number Scoring 85–100	63	70	67	#	1	1
Percentage of Tested Scoring 55–100	93%	93%	91%	#	80%	29%
Percentage of Tested Scoring 65–100	86%	80%	84%	#	60%	29%
Percentage of Tested Scoring 85–100	30%	33%	28%	#	20%	14%
Physical Setting/Chemistry						
Number Tested	0	151	136	0	0	0
Number Scoring 55–100	0	137	124	0	0	0
Number Scoring 65–100	0	90	90	0	0	0
Number Scoring 85–100	0	13	20	0	0	0
Percentage of Tested Scoring 55–100	0%	91%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	60%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	9%	15%	0%	0%	0%
Physical Setting/Physics						
Number Tested			57			0
Number Scoring 55–100			55			0
Number Scoring 65–100			48			0
Number Scoring 85–100			12			0
Percentage of Tested Scoring 55–100			96%			0%
Percentage of Tested Scoring 65–100			84%			0%
Percentage of Tested Scoring 85–100			21%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	40	23	22	0	0	0
Number Scoring 55–100	40	23	22	0	0	0
Number Scoring 65–100	40	23	22	0	0	0
Number Scoring 85–100	17	14	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	61%	59%	0%	0%	0%
Comprehensive Italian						
Number Tested	15	16	28	0	0	0
Number Scoring 55–100	11	16	28	0	0	0
Number Scoring 65–100	10	16	28	0	0	0
Number Scoring 85–100	2	10	9	0	0	0
Percentage of Tested Scoring 55–100	73%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	62%	32%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	126	112	131	1	0	2
Number Scoring 55–100	125	110	122	#	0	#
Number Scoring 65–100	118	110	113	#	0	#
Number Scoring 85–100	58	65	39	#	0	#
Percentage of Tested Scoring 55–100	99%	98%	93%	#	0%	#
Percentage of Tested Scoring 65–100	94%	98%	86%	#	0%	#
Percentage of Tested Scoring 85–100	46%	58%	30%	#	0%	#
Comprehensive Latin						
Number Tested	3	6	5	0	0	0
Number Scoring 55–100	#	6	5	0	0	0
Number Scoring 65–100	#	6	5	0	0	0
Number Scoring 85–100	#	1	2	0	0	0
Percentage of Tested Scoring 55–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	17%	40%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	106	36	0	1	0	0
Number Scoring 55–100	105	28	0	#	0	0
Number Scoring 65–100	104	23	0	#	0	0
Number Scoring 85–100	61	6	0	#	0	0
Percentage of Tested Scoring 55–100	99%	78%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	64%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	17%	0%	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	78	94%	1	#	90	88%
Students with Disabilities	9	78%	0	0%	32	44%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	282	5%	6%	57%	32%
	Students with Disabilities	46	11%	7%	63%	20%
	All Students	328	5%	6%	58%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	331	3%	51%	43%	3%
	Students with Disabilities	56	27%	64%	9%	0%
	All Students	387	7%	53%	38%	3%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	1	#	#	#	#
Middle Level						
Social Studies	8	0	1	1	2	4
Secondary Level						
English Language Arts	2	3	#	#	#	#
Social Studies	4	1	#	#	#	#
Mathematics	4	1	#	#	#	#
Science	2	3	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	253	253	253	42	42	42	295	295	295
Number Scoring 55–64	14	9	10	5	3	4	19	12	14
Number Scoring 65–84	180	109	145	5	8	15	185	117	160
Number Scoring 85–100	36	107	78	0	1	1	36	108	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			70			0
Beginning (0-18)			2			0
Intermediate (19-31)			5			0
Advanced (32-36)			33			0
Proficient (37-39)			30			0
Reading and Writing (Grade K-1)						
Number Tested			70			0
Beginning (0-14)			19			0
Intermediate (15-24)			16			0
Advanced (25-32)			26			0
Proficient (33-35)			9			0
Listening and Speaking (Grade 2-4)						
Number Tested			73			4
Beginning (0-18)			2			#
Intermediate (19-31)			6			#
Advanced (32-36)			22			#
Proficient (37-39)			43			#
Reading and Writing (Grade 2-4)						
Number Tested			73			4
Beginning (0-14)			8			#
Intermediate (15-24)			37			#
Advanced (25-32)			21			#
Proficient (33-35)			7			#
Listening and Speaking (Grade 5-6)						
Number Tested			23			1
Beginning (0-18)			2			#
Intermediate (19-31)			1			#
Advanced (32-36)			5			#
Proficient (37-39)			15			#
Reading and Writing (Grade 5-6)						
Number Tested			23			1
Beginning (0-14)			2			#
Intermediate (15-24)			7			#
Advanced (25-32)			10			#
Proficient (33-35)			4			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			21			0
Beginning (0-18)			2			0
Intermediate (19-31)			2			0
Advanced (32-36)			10			0
Proficient (37-39)			7			0
Reading and Writing (Grade 7-8)						
Number Tested			21			0
Beginning (0-14)			1			0
Intermediate (15-24)			11			0
Advanced (25-32)			7			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 9-12)						
Number Tested			26			0
Beginning (0-18)			5			0
Intermediate (19-31)			6			0
Advanced (32-36)			10			0
Proficient (37-39)			5			0
Reading and Writing (Grade 9-12)						
Number Tested			25			0
Beginning (0-14)			5			0
Intermediate (15-24)			6			0
Advanced (25-32)			14			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)