



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **GREECE CENTRAL SCHOOL DISTRICT**
District ID **260501060000**
Superintendent **STEVEN ACHRAMOVITCH**
Telephone **(585) 621-1000**
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.

For more information:

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

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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **GREECE CENTRAL SCHOOL DISTRICT**

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

	2003-04	2004-05	2005-06
Pre-K	231	317	353
Kindergarten	862	869	861
Grade 1	828	851	889
Grade 2	903	845	864
Grade 3	925	918	855
Grade 4	941	920	934
Grade 5	1013	954	931
Grade 6	1040	1064	961
Ungraded Elementary	77	0	0
Grade 7	1025	1075	1085
Grade 8	1265	1058	1085
Grade 9	1143	1282	1078
Grade 10	1176	1170	1283
Grade 11	1082	1157	1143
Grade 12	1194	1110	1185
Ungraded Secondary	94	0	0
Total K-12	13568	13273	13154

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	22	22
Grade 8			
English	24	24	24
Mathematics	24	21	23
Science	25	23	24
Social Studies	25	24	24
Grade 10			
English	23	24	24
Mathematics	24	21	23
Science	25	24	24
Social Studies	23	24	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 **GREECE CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2107	16%	2192	17%	2375	18%
Reduced-Price Lunch	1070	8%	1095	8%	1145	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	232	2%	256	2%	267	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	67	0%	58	0%	60	0%
Black or African American	819	6%	920	7%	1064	8%
Hispanic or Latino	531	4%	546	4%	622	5%
Asian or Native Hawaiian/Other Pacific Islander	264	2%	248	2%	251	2%
White	11887	88%	11501	87%	11157	85%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		94%
Student Suspensions	781	N/A	934	7%	1119	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.

District **GREECE CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	2684	2611	3361
Percent Not Taught by Highly Qualified Teachers	2%	3%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	7	9	5
Percent with No Valid Teaching Certificate	1%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	13	29	13
Percentage of Total	1%	3%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	8%	9%	9%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	1062	1033	981
Total Other Professional Staff	102	140	159
Total Paraprofessionals*	249	250	201
Assistant Principals	23	20	23
Principals	20	20	17

* Not available at the school level.

Teacher Qualifications Information

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. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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.

District **GREECE CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	–	–	–	–	–
Black or African American	✓	✓	–	✓	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓	✓	–	✗	✗	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✓ 9 of 9	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 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) ■ |

District **GREECE CENTRAL SCHOOL DISTRICT**




























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 9 of 9 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (5847:5754)			100%		163	121	
Ethnicity							
American Indian or Alaska Native (31:31)		–	–		132	105	
Black or African American (495:468)			99%		131	117	
Hispanic or Latino (267:252)			99%		148	115	
Asian or Native Hawaiian/Other Pacific Islander (112:109)			99%		172	112	
White (4942:4894)			100%		166	120	
Other Groups							
Students with Disabilities ⁴ (567:544)			98%		88	117	100 99
Limited English Proficient (104:92)			99%		116	112	
Economically Disadvantaged (1783:1723)			99%		145	119	
Final AYP Determination	 9 of 9						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **GREECE CENTRAL SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (5847:5711)			100%		160	85	
Ethnicity							
American Indian or Alaska Native (30:29)	–	–	–	–	–	–	–
Black or African American (497:457)			99%		118	81	
Hispanic or Latino (275:252)			100%		143	79	
Asian or Native Hawaiian/Other Pacific Islander (113:109)			100%		188	76	
White (4932:4864)			100%		164	84	
Other Groups							
Students with Disabilities ⁴ (563:535)			98%		91	81	
Limited English Proficient (105:91)			98%		124	76	
Economically Disadvantaged (1804:1716)			99%		139	83	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **GREECE CENTRAL SCHOOL DISTRICT**
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (2025:1953)		Qualified		99%		191	100	
Ethnicity								
American Indian or Alaska Native (10:9)	–	–	–	–	–	–	–	–
Black or African American (159:137)		Qualified		96%		174	100	
Hispanic or Latino (102:92)		Qualified		100%		186	100	
Asian or Native Hawaiian/Other Pacific Islander (39:37)	–	–	–	–		195	100	
White (1715:1678)		Qualified		99%		193	100	
Other Groups								
Students with Disabilities (208:192)		Qualified		97%		166	100	
Limited English Proficient (34:27)	–	–	–	–	–	–	–	–
Economically Disadvantaged (608:562)		Qualified		98%		181	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **GREECE CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1158:1086)			99%		183	151	
Ethnicity							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (75:64)			97%		167	142	
Hispanic or Latino (42:35)			100%		183	138	
Asian or Native Hawaiian/Other Pacific Islander (18:16)	–	–	–	–	–	–	–
White (1014:962)			99%		183	150	
Other Groups							
Students with Disabilities (198:113)			92%		113	144	109‡ 122
Limited English Proficient (23:19)	–	–	–	–	–	–	–
Economically Disadvantaged (157:148)			97%		168	145	
Final AYP Determination	 5 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **GREECE CENTRAL SCHOOL DISTRICT**

Secondary-Level Mathematics




















Accountability Status for This Subject (2006–07)  Good Standing

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

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1158:1086)			98%		185	143	
Ethnicity							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (75:64)			100%		178	134	
Hispanic or Latino (42:35)			95%		180	130	
Asian or Native Hawaiian/Other Pacific Islander (18:16)	–	–	–	–	–	–	–
White (1014:962)			98%		185	142	
Other Groups							
Students with Disabilities (198:113)			85%		119	136	106‡ 127
Limited English Proficient (23:19)	–	–	–	–	–	–	–
Economically Disadvantaged (157:148)			97%		178	137	
Final AYP Determination	 5 of 6						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **GREECE CENTRAL SCHOOL DISTRICT**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (1040)			84%	55%		
Ethnicity						
American Indian or Alaska Native (5)		–	–	–	–	–
Black or African American (35)			71%	55%		
Hispanic or Latino (34)			76%	55%		
Asian or Native Hawaiian/Other Pacific Islander (29)		–	–	–	–	–
White (937)			84%	55%		
Other Groups						
Students with Disabilities (88)			44%	55%	55%	45%
Limited English Proficient (17)		–	–	–	–	–
Economically Disadvantaged (145)			71%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **GREECE CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

16 schools identified 80% of total

AUTUMN LANE ELEMENTARY SCHOOL
BROOKSIDE ELEMENTARY SCHOOL CAMPUS
BUCKMAN HEIGHTS ELEMENTARY SCHOOL
CRAIG HILL ELEMENTARY SCHOOL
ENGLISH VILLAGE SCHOOL
GREECE ARCADIA HIGH SCHOOL
HOLMES ROAD ELEMENTARY SCHOOL
KIRK ROAD SCHOOL
LAKESHORE ELEMENTARY SCHOOL
LONGRIDGE SCHOOL
ODYSSEY ACADEMY
OLYMPIA SENIOR HIGH SCHOOL
PADDY HILL ELEMENTARY SCHOOL
PARKLAND ELEMENTARY SCHOOL CAMPUS
PINE BROOK ELEMENTARY SCHOOL
WEST RIDGE SCHOOL

Requiring Academic Progress (Year 1)

1 school identified 5% of total

GREECE-ATHENA HIGH SCHOOL

Requiring Academic Progress (Year 2)

3 schools identified 15% of total

APOLLO MIDDLE SCHOOL
ARCADIA MIDDLE SCHOOL
GREECE-ATHENA MIDDLE SCHOOL

District **GREECE CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	74%			837
Grade 4	76%			917
Grade 5	76%			922
Grade 6	65%			939
Grade 7	61%			1056
Grade 8	56%			1069
Mathematics				
Grade 3	79%			841
Grade 4	78%			934
Grade 5	64%			924
Grade 6	66%			941
Grade 7	59%			1064
Grade 8	62%			1073
Science				
Grade 4	96%			931
Grade 8	82%			762

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	81%			1174
Mathematics	83%			1174

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	80%			1174

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

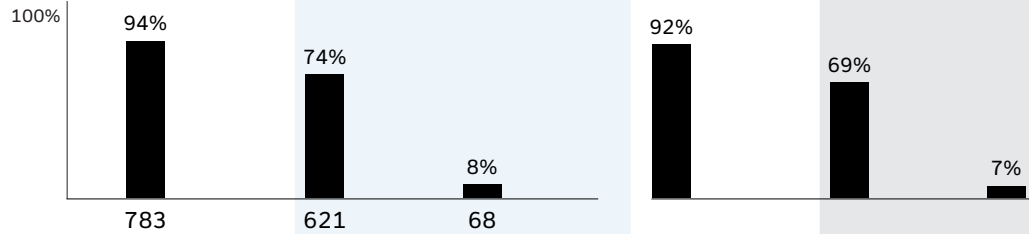
Average Need Districts

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

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 674	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	783	621	68	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 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	837	94%	74%	8%				
Female	419	96%	78%	9%				
Male	418	91%	70%	7%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	74	82%	45%	1%				
Hispanic or Latino	35	89%	77%	0%				
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-				
White	706	95%	77%	9%	This test was not given in 2004-05.			
Small Group Totals	22	95%	82%	0%				
General-Education Students	783	96%	78%	9%				
Students with Disabilities	54	57%	19%	0%				
English Proficient	828	93%	75%	8%				
Limited English Proficient	9	100%	33%	0%				
Economically Disadvantaged	282	90%	65%	3%				
Not Disadvantaged	555	95%	79%	11%				
Migrant								
Not Migrant	837	94%	74%	8%				

NOTES

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

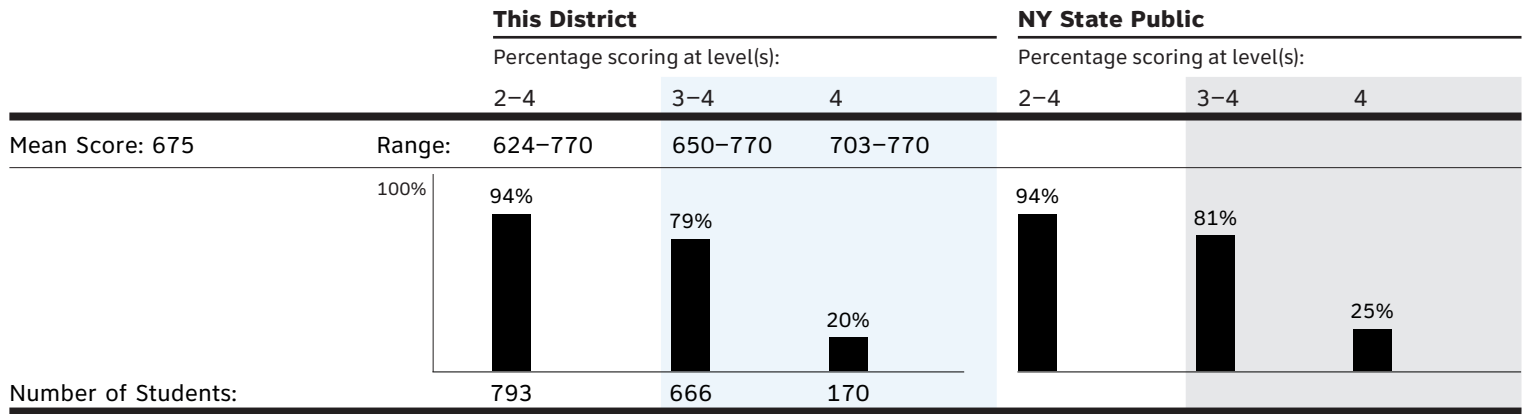
Other Assessments

	2005-06 School Year				2004-05 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	13	10	9	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	9	7	6	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	841	94%	79%	20%				
Female	418	94%	79%	18%				
Male	423	95%	79%	22%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	76	84%	59%	7%				
Hispanic or Latino	36	94%	78%	8%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	706	95%	81%	22%	This test was not given in 2004-05.			
Small Group Totals	23	96%	96%	26%				
General-Education Students	788	96%	82%	21%				
Students with Disabilities	53	72%	36%	6%				
English Proficient	823	94%	79%	21%				
Limited English Proficient	18	89%	67%	6%				
Economically Disadvantaged	290	89%	68%	11%				
Not Disadvantaged	551	97%	85%	25%				
Migrant								
Not Migrant	841	94%	79%	20%				

NOTES

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

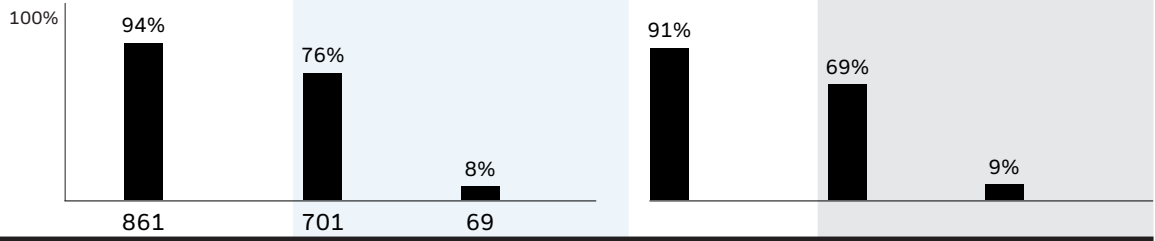
Other Assessments

	2005-06 School Year				2004-05 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	13	13	11	8	This test was not given in 2004-05.			

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	861	701	69	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 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	917	94%	76%	8%				
Female	416	96%	81%	12%				
Male	501	92%	73%	4%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	68	87%	56%	1%				
Hispanic or Latino	45	93%	71%	2%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	783	94%	78%	8%				
Small Group Totals	21	100%	81%	5%				
General-Education Students	840	97%	82%	8%				
Students with Disabilities	77	61%	19%	0%				
English Proficient	909	94%	77%	8%				
Limited English Proficient	8	88%	25%	0%				
Economically Disadvantaged	271	87%	66%	2%				
Not Disadvantaged	646	97%	81%	10%				
Migrant								
Not Migrant	917	94%	76%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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

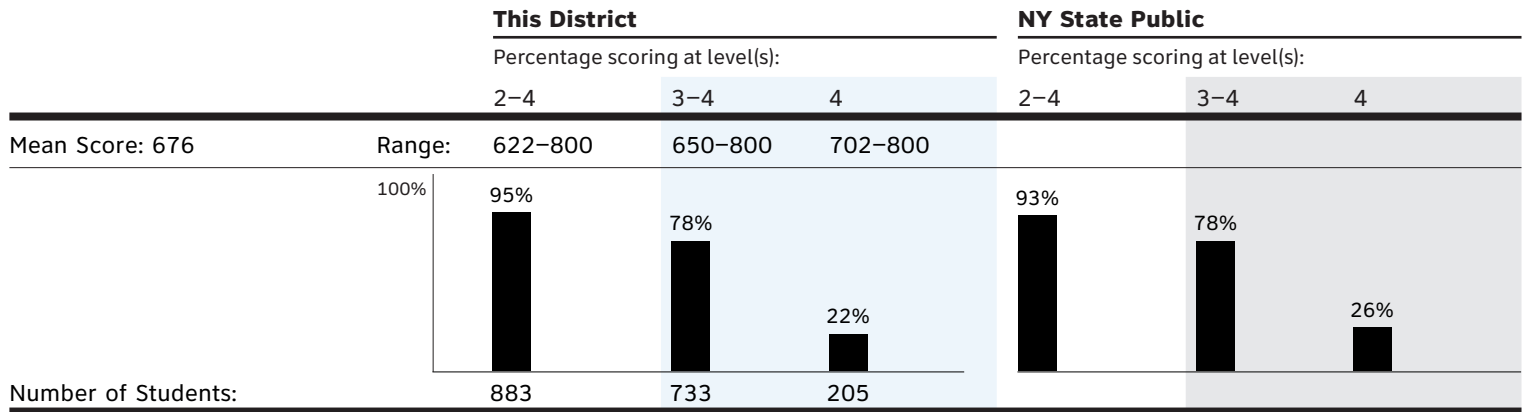
Other Assessments

	2005-06 School Year				2004-05 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	3	-	-	-	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	12	6	6	N/A	18	14	12	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	934	95%	78%	22%				
Female	423	95%	79%	19%				
Male	511	95%	78%	24%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	74	84%	45%	7%				
Hispanic or Latino	48	92%	73%	13%				
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-				
White	789	96%	81%	24%				
Small Group Totals	23	100%	100%	22%				
General-Education Students	855	97%	83%	24%				
Students with Disabilities	79	70%	33%	0%				
English Proficient	915	95%	79%	22%				
Limited English Proficient	19	79%	37%	5%				
Economically Disadvantaged	286	89%	66%	12%				
Not Disadvantaged	648	97%	84%	26%				
Migrant								
Not Migrant	934	95%	78%	22%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

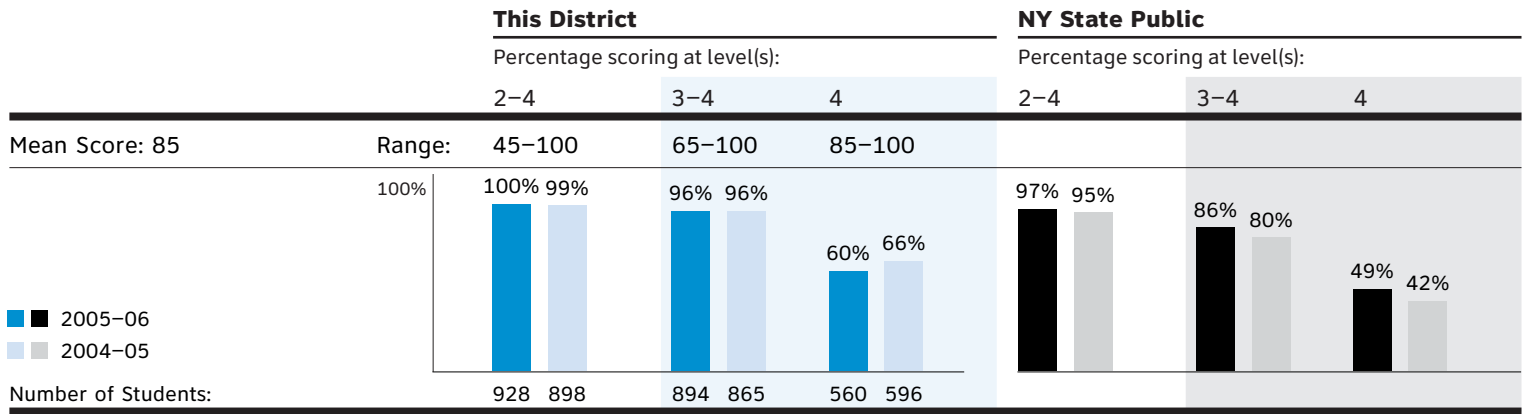
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 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	3	-	-	-	6	6	5	5

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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	931	100%	96%	60%	904	99%	96%	66%
Female	422	100%	95%	58%	456	99%	96%	68%
Male	509	100%	97%	62%	448	100%	96%	64%
American Indian or Alaska Native	4	-	-	-	2	-	-	-
Black or African American	77	99%	88%	34%	67	96%	84%	45%
Hispanic or Latino	48	100%	96%	50%	37	97%	95%	62%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	21	-	-	-
White	782	100%	97%	63%	777	100%	97%	68%
Small Group Totals	24	100%	96%	58%	23	100%	96%	61%
General-Education Students	850	100%	97%	63%	836	100%	97%	69%
Students with Disabilities	81	98%	88%	26%	68	97%	78%	25%
English Proficient	912	100%	96%	61%	879	99%	96%	67%
Limited English Proficient	19	95%	84%	37%	25	96%	92%	28%
Economically Disadvantaged	292	99%	92%	46%	226	98%	91%	48%
Not Disadvantaged	639	100%	98%	67%	678	100%	97%	72%
Migrant								
Not Migrant	931	100%	96%	60%	904	99%	96%	66%

NOTES

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

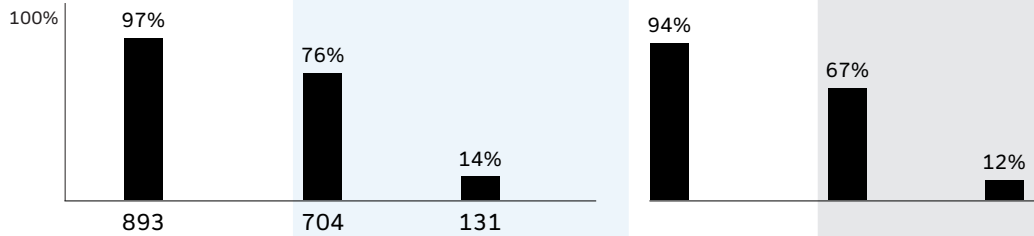
Other Assessments

	2005-06 School Year				2004-05 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	3	-	-	-	5	5	5	5

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 670	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	893	704	131			



Results by Student Group

	2005-06 School Year				2004-05 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	922	97%	76%	14%				
Female	475	97%	80%	18%				
Male	447	96%	73%	10%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	83	92%	53%	7%				
Hispanic or Latino	40	88%	60%	13%				
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-				
White	772	98%	80%	15%	This test was not given in 2004-05.			
Small Group Totals	27	96%	67%	15%				
General-Education Students	837	100%	82%	16%				
Students with Disabilities	85	68%	18%	0%				
English Proficient	907	97%	77%	14%				
Limited English Proficient	15	87%	40%	0%				
Economically Disadvantaged	278	94%	62%	5%				
Not Disadvantaged	644	98%	82%	18%				
Migrant								
Not Migrant	922	97%	76%	14%				

NOTES

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

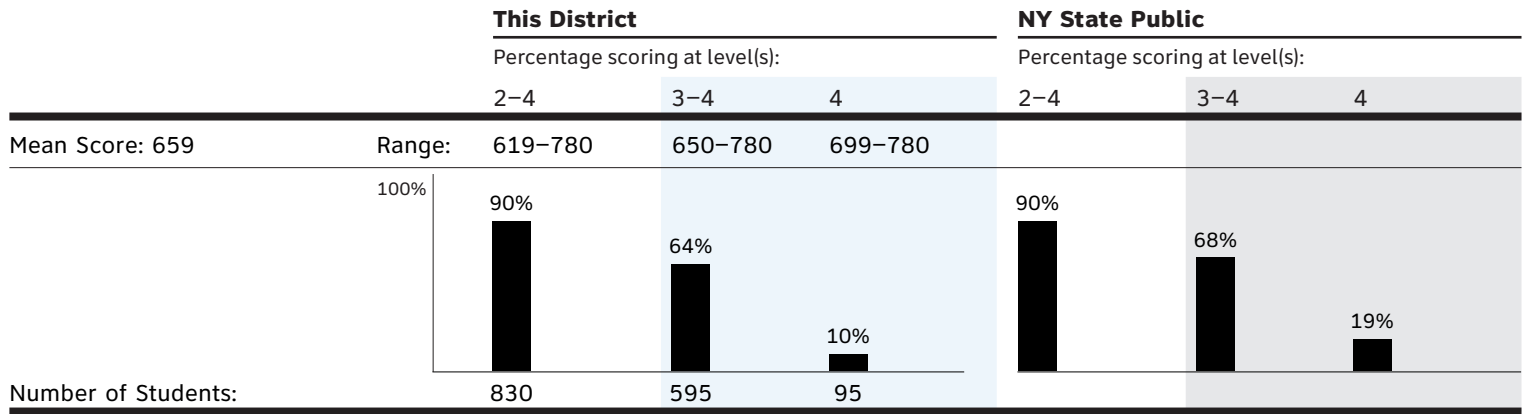
Other Assessments

	2005-06 School Year				2004-05 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	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	4	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	924	90%	64%	10%				
Female	477	90%	65%	9%				
Male	447	89%	64%	12%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	83	77%	34%	6%				
Hispanic or Latino	41	85%	61%	5%				
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-				
White	774	91%	67%	11%	This test was not given in 2004-05.			
Small Group Totals	26	92%	77%	12%				
General-Education Students	842	94%	69%	11%				
Students with Disabilities	82	51%	15%	0%				
English Proficient	904	90%	65%	11%				
Limited English Proficient	20	75%	45%	0%				
Economically Disadvantaged	284	81%	51%	5%				
Not Disadvantaged	640	94%	70%	13%				
Migrant								
Not Migrant	924	90%	64%	10%				

NOTES

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

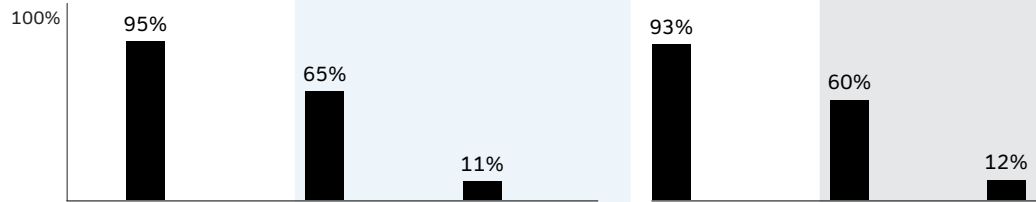
Other Assessments

	2005-06 School Year				2004-05 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	4	-	-	-	This test was not given in 2004-05.			

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 660	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	892	609	102			



Results by Student Group

	2005-06 School Year				2004-05 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	939	95%	65%	11%				
Female	465	96%	70%	13%				
Male	474	94%	60%	9%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	77	95%	43%	8%				
Hispanic or Latino	49	94%	57%	6%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	797	95%	68%	12%	This test was not given in 2004-05.			
Small Group Totals	16	94%	56%	0%				
General-Education Students	860	98%	69%	12%				
Students with Disabilities	79	65%	15%	3%				
English Proficient	930	95%	65%	11%				
Limited English Proficient	9	89%	22%	0%				
Economically Disadvantaged	283	93%	51%	8%				
Not Disadvantaged	656	96%	71%	12%				
Migrant								
Not Migrant	939	95%	65%	11%				

NOTES

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

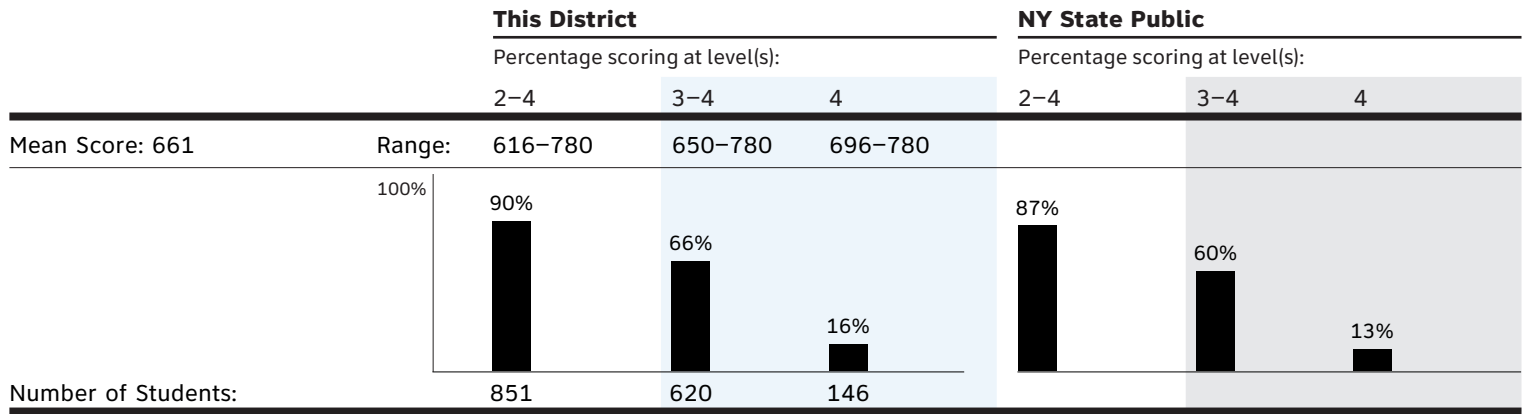
Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	5	3	1	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	941	90%	66%	16%				
Female	467	91%	66%	14%				
Male	474	89%	66%	17%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	76	78%	45%	5%				
Hispanic or Latino	52	88%	48%	8%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	797	92%	69%	17%	This test was not given in 2004-05.			
Small Group Totals	16	100%	94%	13%				
General-Education Students	865	93%	71%	17%				
Students with Disabilities	76	62%	13%	3%				
English Proficient	927	91%	66%	16%				
Limited English Proficient	14	71%	36%	7%				
Economically Disadvantaged	291	86%	49%	7%				
Not Disadvantaged	650	93%	73%	19%				
Migrant								
Not Migrant	941	90%	66%	16%				

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 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	10	10	10	9	This test was not given in 2004-05.			

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 657	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
	96%	61%	7%	92%	56%	8%
Number of Students:	1013	646	75			

Results by Student Group

	2005-06 School Year				2004-05 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	1056	96%	61%	7%				
Female	490	97%	64%	8%				
Male	566	95%	58%	6%				
American Indian or Alaska Native	8	88%	63%	0%				
Black or African American	94	91%	33%	1%				
Hispanic or Latino	38	89%	39%	0%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	67%	17%				
White	898	97%	65%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	951	98%	66%	8%				
Students with Disabilities	105	76%	13%	1%				
English Proficient	1044	96%	62%	7%				
Limited English Proficient	12	83%	8%	0%				
Economically Disadvantaged	306	92%	44%	3%				
Not Disadvantaged	750	98%	68%	9%				
Migrant								
Not Migrant	1056	96%	61%	7%				

NOTES

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

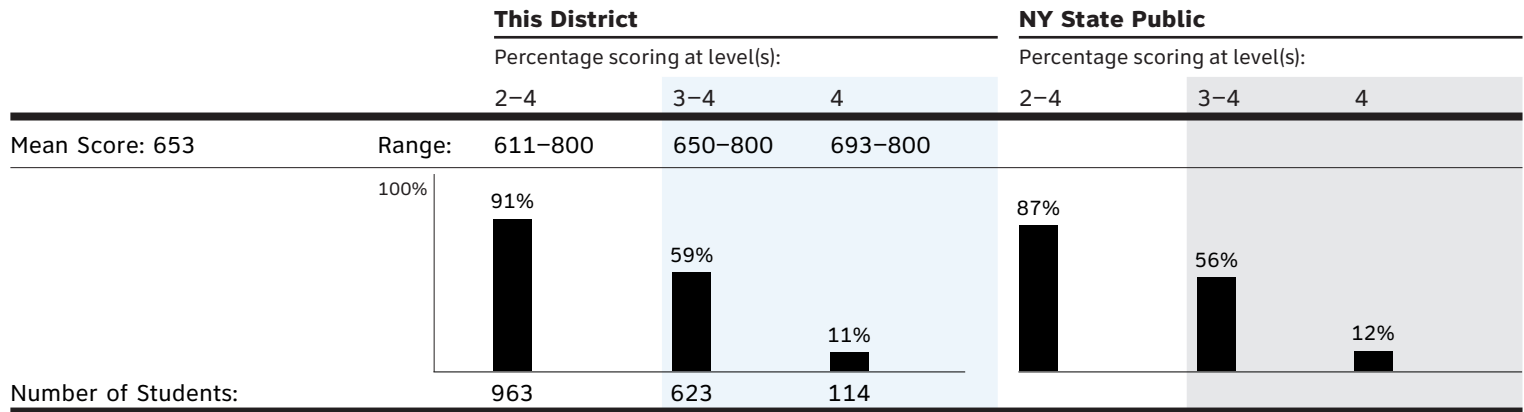
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	6	3	1	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	1064	91%	59%	11%				
Female	498	90%	58%	11%				
Male	566	91%	59%	11%				
American Indian or Alaska Native	8	100%	75%	0%				
Black or African American	99	79%	27%	1%				
Hispanic or Latino	42	76%	33%	2%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	72%	39%				
White	897	92%	63%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	955	94%	64%	12%				
Students with Disabilities	109	62%	15%	2%				
English Proficient	1046	91%	59%	11%				
Limited English Proficient	18	78%	17%	0%				
Economically Disadvantaged	318	83%	39%	4%				
Not Disadvantaged	746	94%	67%	13%				
Migrant								
Not Migrant	1064	91%	59%	11%				

NOTES

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

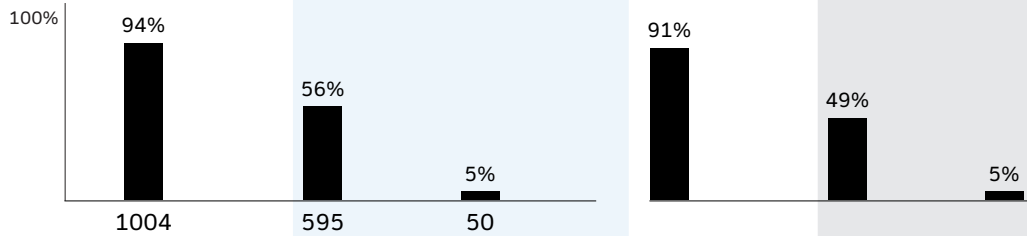
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	5	This test was not given in 2004-05.			

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1004	595	50			



Results by Student Group

	2005-06 School Year				2004-05 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	1069	94%	56%	5%				
Female	516	95%	61%	5%				
Male	553	93%	51%	4%				
American Indian or Alaska Native	6	83%	0%	0%				
Black or African American	81	85%	26%	0%				
Hispanic or Latino	47	89%	43%	2%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	57%	21%				
White	921	95%	59%	5%				
Small Group Totals								
General-Education Students	953	98%	61%	5%				
Students with Disabilities	116	64%	9%	0%				
English Proficient	1064	94%	56%	5%				
Limited English Proficient	5	80%	20%	0%				
Economically Disadvantaged	297	88%	36%	1%				
Not Disadvantaged	772	96%	63%	6%				
Migrant								
Not Migrant	1069	94%	56%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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

Other Assessments

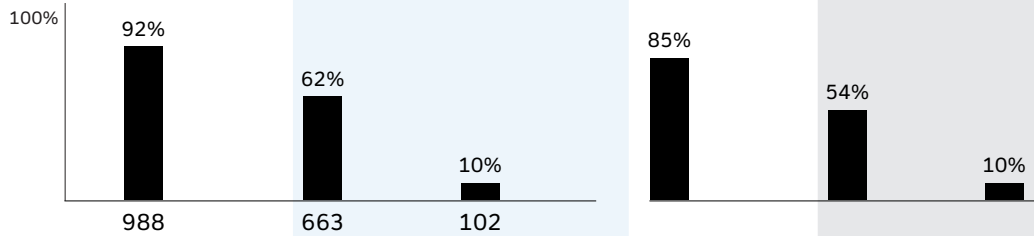
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	8	8	7	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	9	7	7	N/A	5	4	3	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 658	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	988	663	102			



Results by Student Group

	2005-06 School Year				2004-05 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	1073	92%	62%	10%				
Female	517	93%	61%	10%				
Male	556	91%	63%	9%				
American Indian or Alaska Native	6	83%	50%	0%				
Black or African American	79	80%	20%	3%				
Hispanic or Latino	54	83%	43%	6%				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	82%	18%				
White	917	94%	66%	10%				
Small Group Totals								
General-Education Students	963	95%	67%	11%				
Students with Disabilities	110	63%	18%	0%				
English Proficient	1059	92%	62%	10%				
Limited English Proficient	14	100%	43%	0%				
Economically Disadvantaged	304	83%	48%	5%				
Not Disadvantaged	769	96%	67%	11%				
Migrant								
Not Migrant	1073	92%	62%	10%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

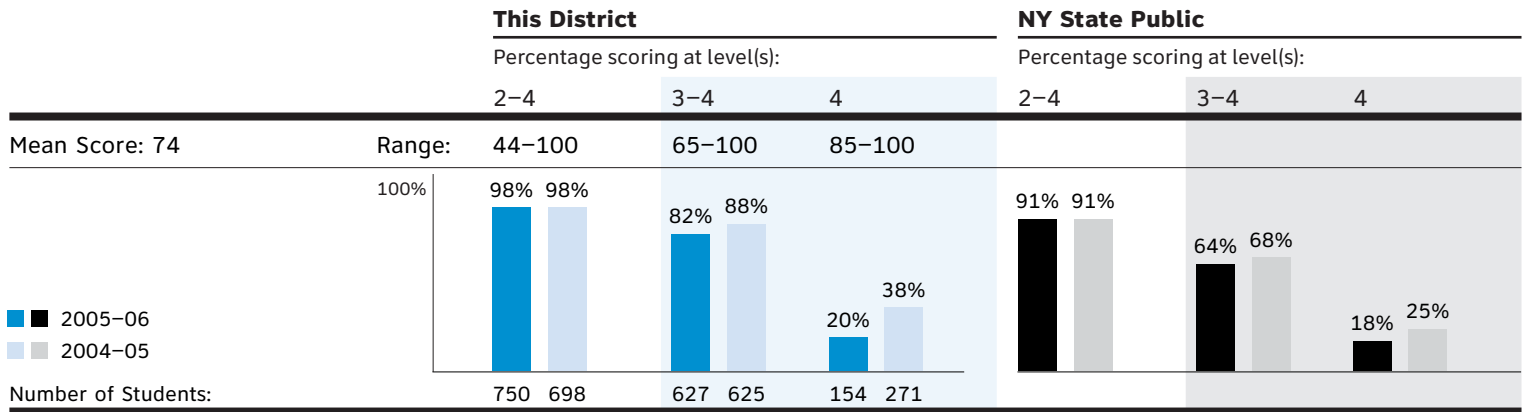
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 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	6	6	5	4	8	8	7	6

District **GREECE CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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	762	98%	82%	20%	711	98%	88%	38%
Female	370	98%	81%	17%	364	98%	87%	34%
Male	392	99%	84%	23%	347	98%	89%	42%
American Indian or Alaska Native	5	100%	60%	20%	1	-	-	-
Black or African American	69	99%	58%	3%	71	96%	65%	18%
Hispanic or Latino	46	96%	76%	22%	41	93%	73%	24%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	89%	44%	14	-	-	-
White	633	99%	85%	22%	584	99%	92%	42%
Small Group Totals	15	100%	93%	27%	15	100%	93%	27%
General-Education Students	653	99%	87%	23%	586	100%	92%	43%
Students with Disabilities	109	93%	56%	1%	125	90%	70%	17%
English Proficient	748	98%	83%	20%	697	98%	88%	39%
Limited English Proficient	14	100%	57%	29%	14	100%	79%	14%
Economically Disadvantaged	257	98%	68%	15%	203	96%	80%	27%
Not Disadvantaged	505	99%	90%	23%	508	99%	91%	43%
Migrant								
Not Migrant	762	98%	82%	20%	711	98%	88%	38%

NOTES

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

Other Assessments

	2005-06 School Year				2004-05 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	6	6	6	5	9	8	8	6
Regents Science	304	304	304	181	321	321	321	225

District **GREECE CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

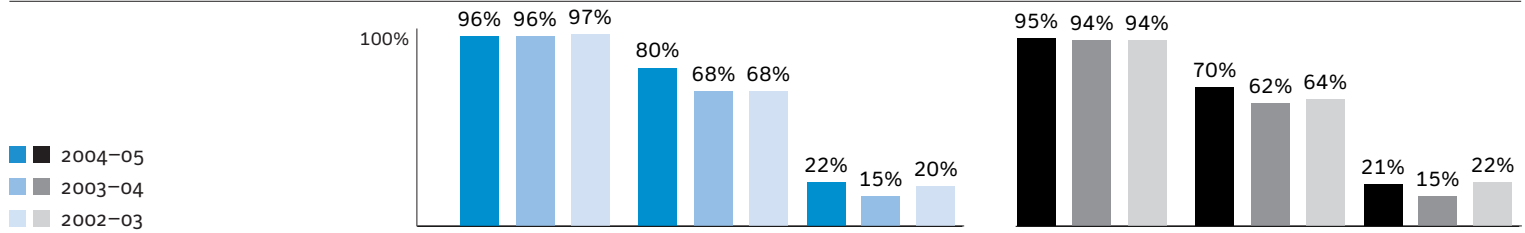
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	31	142	517	195	885	670
Feb 2004	36	263	488	142	929	660
Feb 2003	30	283	472	197	982	661

Grade 8

This School

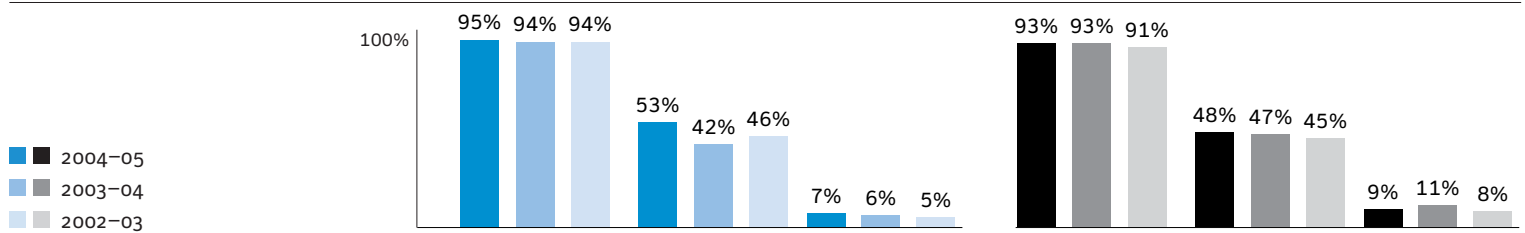
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	48	444	487	78	1057	700
Jan 2004	70	664	453	77	1264	695
Jan 2003	64	549	469	51	1133	694

District **GREECE CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

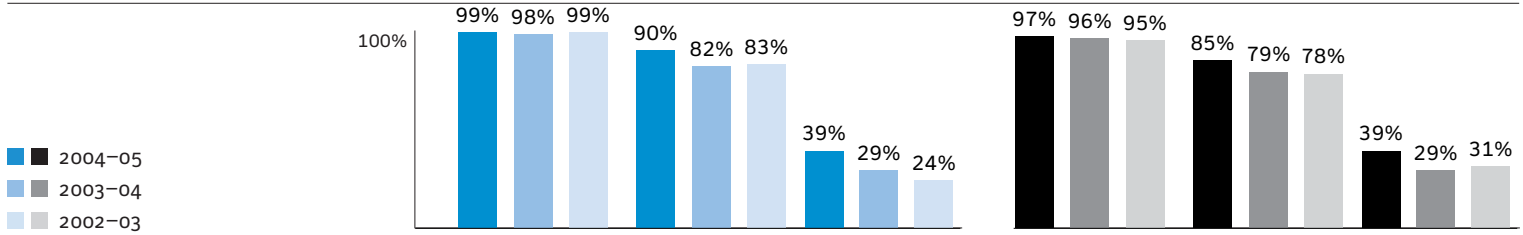
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	12	82	461	349	904	672
May 2004	16	151	509	273	949	664
May 2003	15	160	590	240	1005	660

Grade 8

This School

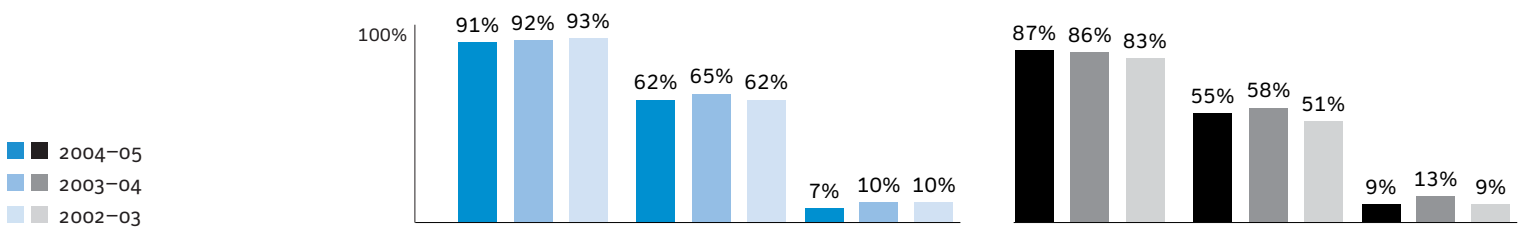
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	96	306	593	70	1065	720
May 2004	101	338	687	130	1256	724
May 2003	81	353	582	114	1130	723

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

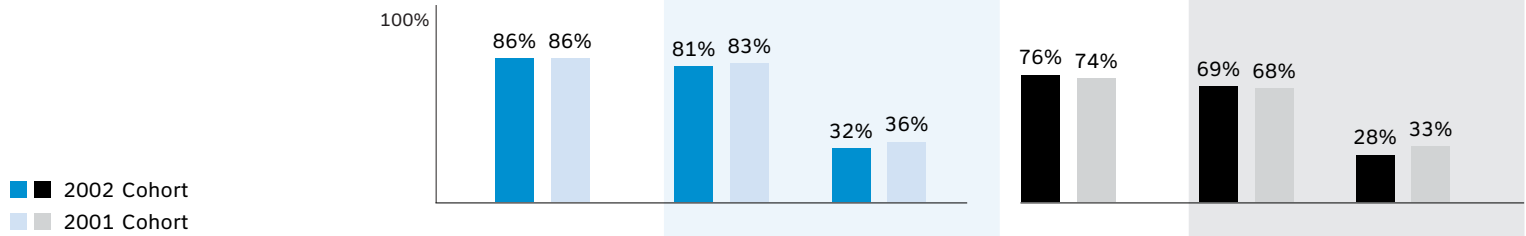
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1174	86%	81%	32%	1095	86%	83%	36%
Female	591	89%	86%	37%	508	88%	85%	39%
Male	583	82%	77%	28%	587	84%	81%	33%
American Indian or Alaska Native	10	80%	80%	40%	6	33%	33%	17%
Black or African American	69	77%	68%	19%	44	75%	66%	14%
Hispanic or Latino	43	74%	67%	23%	40	80%	78%	25%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	88%	47%	28	96%	89%	50%
White	1035	86%	83%	33%	977	87%	84%	37%
Small Group Totals								
General-Education Students	1053	90%	87%	36%	1002	90%	87%	39%
Students with Disabilities	121	45%	31%	3%	93	44%	35%	1%
English Proficient	1153	86%	81%	33%	1077	87%	84%	36%
Limited English Proficient	21	71%	67%	10%	18	61%	50%	11%
Economically Disadvantaged	179	72%	64%	16%				
Not Disadvantaged	995	88%	84%	35%				
Migrant								
Not Migrant	1174	86%	81%	32%				

NOTES

The – symbol indicates that data for a group of students has 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

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	8	4

* 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.

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

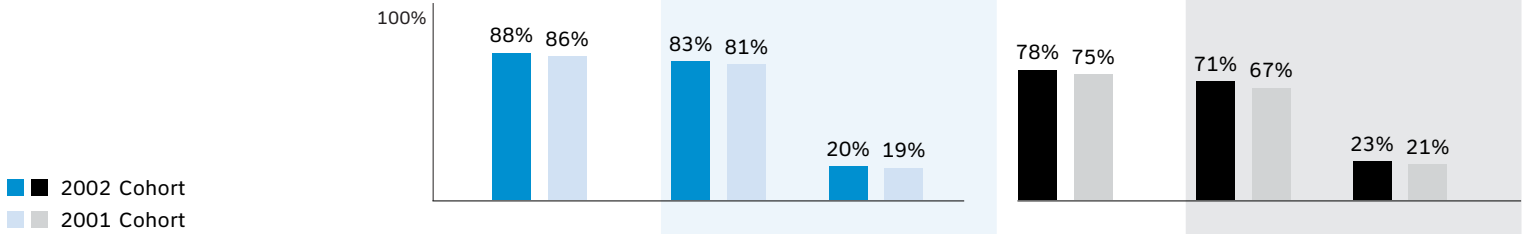
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1174	88%	83%	20%	1095	86%	81%	19%
Female	591	91%	85%	20%	508	86%	81%	20%
Male	583	85%	80%	20%	587	86%	82%	19%
American Indian or Alaska Native	10	70%	60%	20%	6	33%	33%	0%
Black or African American	69	80%	71%	3%	44	68%	59%	5%
Hispanic or Latino	43	77%	67%	9%	40	85%	75%	8%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	100%	29%	28	96%	93%	36%
White	1035	89%	84%	21%	977	87%	83%	20%
Small Group Totals								
General-Education Students	1053	92%	88%	22%	1002	91%	86%	21%
Students with Disabilities	121	49%	38%	0%	93	35%	31%	3%
English Proficient	1153	88%	83%	20%	1077	86%	82%	19%
Limited English Proficient	21	81%	71%	5%	18	78%	67%	22%
Economically Disadvantaged	179	79%	70%	7%				
Not Disadvantaged	995	90%	85%	22%				
Migrant								
Not Migrant	1174	88%	83%	20%				

NOTES

The – symbol indicates that data for a group of students has 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

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	7	5

* 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.

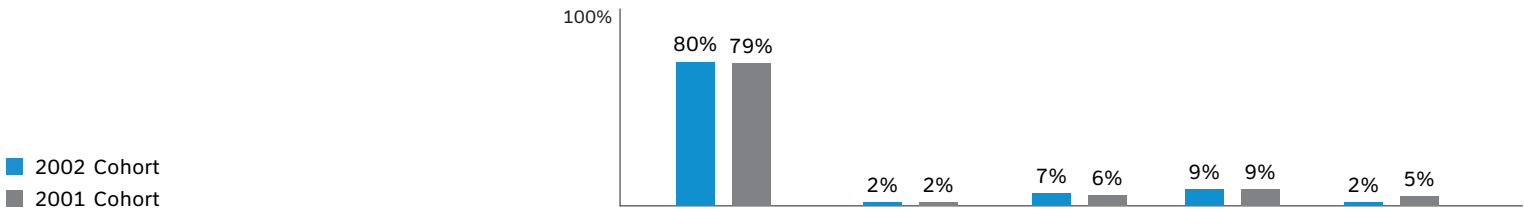
District **GREECE CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	1174	80%	2%	7%	9%	2%
	2001	1095	79%	2%	6%	9%	5%
Female	2002	591	83%	2%	6%	7%	2%
	2001	508	81%	2%	4%	8%	6%
Male	2002	583	76%	3%	8%	11%	2%
	2001	587	77%	2%	8%	9%	4%
American Indian or Alaska Native	2002	10	50%	0%	10%	40%	0%
	2001	6	33%	17%	50%	0%	0%
Black or African American	2002	69	68%	3%	9%	19%	1%
	2001	44	57%	0%	9%	23%	11%
Hispanic or Latino	2002	43	53%	5%	14%	21%	7%
	2001	40	68%	3%	5%	20%	5%
Asian or Native Hawaiian/Other Pacific Islander	2002	17	88%	0%	0%	12%	0%
	2001	28	93%	4%	0%	4%	0%
White	2002	1035	82%	2%	7%	8%	2%
	2001	977	80%	2%	6%	8%	5%
Small Group Totals							
General-Education Students	2002	1053	83%	0%	7%	8%	2%
	2001	1002	82%	0%	6%	8%	4%
Students with Disabilities	2002	121	47%	21%	9%	21%	2%
	2001	93	41%	22%	10%	19%	9%
English Proficient	2002	1153	80%	2%	7%	9%	2%
	2001	1077	79%	2%	6%	9%	4%
Limited English Proficient	2002	21	76%	5%	5%	10%	5%
	2001	18	67%	0%	17%	0%	17%
Economically Disadvantaged	2002	179	65%	3%	13%	15%	4%
	2001	179	65%	3%	13%	15%	4%
Not Disadvantaged	2002	995	82%	2%	6%	8%	2%
	2001	995	82%	2%	6%	8%	2%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1174	80%	2%	7%	9%	2%
	2001	1095	79%	2%	6%	9%	5%

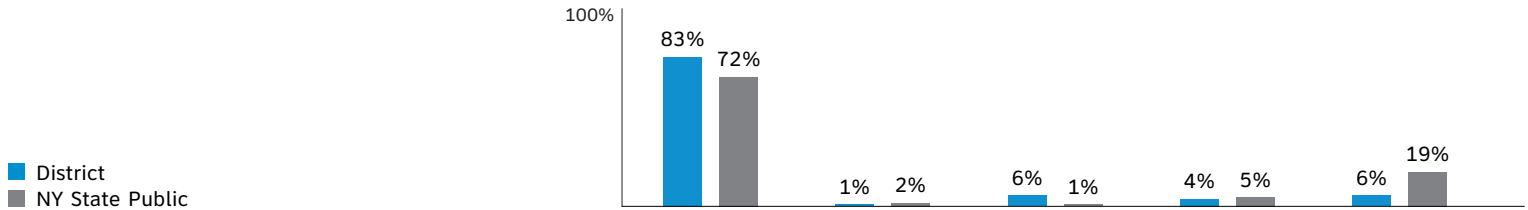
NOTES

The – symbol indicates that data for a group of students has 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.

District **GREECE CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	1091	83%	1%	6%	4%	6%
Female	502	85%	1%	4%	4%	6%
Male	589	82%	2%	8%	3%	5%
American Indian or Alaska Native	6	33%	17%	50%	0%	0%
Black or African American	43	67%	0%	12%	14%	7%
Hispanic or Latino	39	74%	3%	5%	10%	8%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	0%	0%	3%	0%
White	974	84%	1%	6%	3%	6%
Small Group Totals						
General-Education Students	1003	86%	0%	6%	3%	5%
Students with Disabilities	88	49%	15%	14%	11%	11%
English Proficient	1072	83%	1%	6%	4%	6%
Limited English Proficient	19	68%	0%	16%	5%	11%
Economically Disadvantaged	163	68%	5%	15%	3%	9%
Not Disadvantaged	928	86%	1%	5%	4%	5%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1091	83%	1%	6%	4%	6%

NOTES

The – symbol indicates that data for a group of students has 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.