



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **GREECE CENTRAL SCHOOL DISTRICT**  
District ID **26-05-01-06-0000**  
Superintendent **STEVEN ACHRAMOVITCH**  
Telephone **(585) 621-1000**  
Grades **K-12, UE, US**

## 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 2007–08 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 ID **26-05-01-06-0000**

## 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

	2004-05	2005-06	2006-07
Pre-K	317	353	351
Kindergarten	869	861	824
Grade 1	851	889	890
Grade 2	845	864	916
Grade 3	918	855	876
Grade 4	920	934	853
Grade 5	954	931	954
Grade 6	1064	961	959
Ungraded Elementary	0	0	0
Grade 7	1075	1085	998
Grade 8	1058	1085	1100
Grade 9	1282	1078	1093
Grade 10	1170	1283	1079
Grade 11	1157	1143	1275
Grade 12	1110	1185	1179
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>13273</b>	<b>13154</b>	<b>12996</b>

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	22	22	22
<b>Grade 8</b>			
English	24	24	24
Mathematics	21	23	23
Science	23	24	23
Social Studies	24	24	24
<b>Grade 10</b>			
English	24	24	24
Mathematics	21	23	21
Science	24	24	27
Social Studies	24	23	25

### 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

District ID 26-05-01-06-0000

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2192	17%	2375	18%	2622	20%
Reduced-Price Lunch	1095	8%	1145	9%	1313	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	256	2%	267	2%	296	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	58	0%	60	0%	57	0%
Black or African American	920	7%	1064	8%	1226	9%
Hispanic or Latino	546	4%	622	5%	713	5%
Asian or Native Hawaiian/Other Pacific Islander	248	2%	251	2%	271	2%
White	11501	87%	11157	85%	10729	83%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		95%
Student Suspensions	934	7%	1119	8%	1111	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

District ID 26-05-01-06-0000

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	1032	990	926
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	3%	1%	1%
Percent with Fewer Than Three Years of Experience	11%	12%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	9%	10%
<b>Total Number of Core Classes*</b>	N/A	3361	2322
Percent Not Taught by Highly Qualified Teachers	N/A	1%	0%
<b>Total Number of Classes</b>	3622	3322	3481
Percent Taught by Teachers Without Appropriate Certification	4%	2%	1%

\* Data for 2004-05 were not weighted, so are not shown.

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	25%	16%
Turnover Rate of All Teachers	21%	19%	13%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	140	159	55
Total Paraprofessionals*	250	201	236
Assistant Principals	20	23	25
Principals	20	17	20

\* Not available at the school level.

## Teacher Qualifications Information

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

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://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 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### 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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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 2006–07 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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](http://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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007-08)

**Good Standing**

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2005-06	2006-07	2007-08
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	SH					
Limited English Proficient				—	—	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	7 of 8	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) |
| Pending – Requires Special Evaluation |  |



## Elementary/Middle-Level English Language Arts


























**Accountability Status**  Good Standing  
**for This Subject**  
**(2007-08)**

**Accountability Measures** 7 of 8 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 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (5744:5624)			99%		166	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:24)	—	—	—	—	—	—	—
Black or African American (558:528)			99%		143	117	
Hispanic or Latino (295:286)			100%		154	116	
Asian or Native Hawaiian/Other Pacific Islander (126:118)			100%		175	112	
White (4740:4668)			99%		170	120	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (574:554)			99%		102	117	99 112
Limited English Proficient <sup>5</sup> (113:90)			100%		106	112	112 115
Economically Disadvantaged (1820:1749)			100%		149	119	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.


<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007-08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (5747:5607)			100%		170	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (25:23)	—	—	—	—	—	—	—
Black or African American (548:513)			99%		146	81	
Hispanic or Latino (302:284)			99%		161	80	
Asian or Native Hawaiian/Other Pacific Islander (127:122)			100%		179	77	
White (4745:4665)			100%		173	84	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (574:545)			98%		104	81	
Limited English Proficient <sup>5</sup> (114:103)			100%		124	76	
Economically Disadvantaged (1840:1757)			99%		152	83	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007-08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
<b>All Students</b> (1956:1886)		Qualified		99%		189	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (12:12)	—	—	—	—	—	—	—	—
Black or African American (203:178)		Qualified		98%		175	100	
Hispanic or Latino (81:78)		Qualified		99%		185	100	
Asian or Native Hawaiian/Other Pacific Islander (40:38)		Qualified		100%		192	100	
White (1620:1580)		Qualified		99%		191	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (208:192)		Qualified		99%		160	100	
Limited English Proficient <sup>4</sup> (31:27)	—	—	—	—	—	—	—	—
Economically Disadvantaged (623:588)		Qualified		99%		180	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

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

## Secondary-Level English Language Arts




















**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

**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 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (1076:1069)			98%		182	156	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:4)	—	—	—	—	—	—	—
Black or African American (158:82)			96%		151	148	
Hispanic or Latino (45:40)			96%		180	144	
Asian or Native Hawaiian/Other Pacific Islander (18:15)	—	—	—	—	—	—	—
White (925:928)			98%		185	155	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (162:57)			93%		81	146	122    93
Limited English Proficient <sup>4</sup> (8:6)	—	—	—	—	—	—	—
Economically Disadvantaged (195:188)			95%		171	151	
<b>Final AYP Determination</b>		5 of 6					

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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




















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07    2007–08
(12th Graders: 2003 Cohort) <sup>1</sup>							
<b>All Students</b> (1076:1069)			98%		186	149	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:4)	—	—	—	—	—	—	—
Black or African American (158:82)			96%		144	141	
Hispanic or Latino (45:40)			98%		188	137	
Asian or Native Hawaiian/Other Pacific Islander (18:15)	—	—	—	—	—	—	—
White (925:928)			99%		190	148	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (42:57)			95%		102	139	127    112
Limited English Proficient <sup>4</sup> (8:6)	—	—	—	—	—	—	—
Economically Disadvantaged (195:188)			97%		173	144	
<b>Final AYP Determination</b>		5 of 6					

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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









## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2006–07	2007–08
<b>All Students</b> (1100)			87%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (7)		–	–	–		
Black or African American (67)			78%	55%		
Hispanic or Latino (40)			73%	55%		
Asian or Native Hawaiian/Other Pacific Islander (17)		–	–	–		
White (969)			88%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (137)			55%	55%		
Limited English Proficient <sup>3</sup> (10)		–	–	–		
Economically Disadvantaged (174)			79%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **GREECE CENTRAL SCHOOL DISTRICT**

District ID **26-05-01-06-0000**

## 2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

### Federal Title I Status

#### Good Standing

7 schools identified 35% of total

BROOKSIDE ELEMENTARY SCHOOL CAMPUS  
BUCKMAN HEIGHTS ELEMENTARY SCHOOL  
ENGLISH VILLAGE ELEMENTARY SCHOOL  
HOLMES ROAD ELEMENTARY SCHOOL  
LAKESHORE ELEMENTARY SCHOOL  
LONGRIDGE SCHOOL  
PARKLAND ELEMENTARY SCHOOL CAMPUS

### New York State Status

#### Good Standing

10 schools identified 50% of total

ARCADIA HIGH SCHOOL  
ATHENA MIDDLE SCHOOL  
AUTUMN LANE ELEMENTARY SCHOOL  
CRAIG HILL ELEMENTARY SCHOOL  
KIRK ROAD ELEMENTARY SCHOOL  
ODYSSEY ACADEMY  
OLYMPIA HIGH SCHOOL  
PADDY HILL ELEMENTARY SCHOOL  
PINE BROOK ELEMENTARY SCHOOL  
WEST RIDGE ELEMENTARY SCHOOL

#### Requiring Academic Progress (Year 2)

3 schools identified 15% of total

APOLLO MIDDLE SCHOOL  
ARCADIA MIDDLE SCHOOL  
ATHENA HIGH SCHOOL

District **GREECE CENTRAL SCHOOL DISTRICT**District ID **26-05-01-06-0000**

## Summary of 2006–07 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%	
<b>English Language Arts</b>				
Grade 3	71%			862
Grade 4	74%			852
Grade 5	74%			934
Grade 6	69%			947
Grade 7	65%			982
Grade 8	63%			1075
<b>Mathematics</b>				
Grade 3	85%			875
Grade 4	81%			850
Grade 5	74%			936
Grade 6	79%			944
Grade 7	72%			995
Grade 8	60%			1076
<b>Science</b>				
Grade 4	93%			843
Grade 8	81%			760

<b>Secondary Level</b>	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	81%			1182
Mathematics	83%			1182

### 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](http://www.emsc.nysed.gov/irts).

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

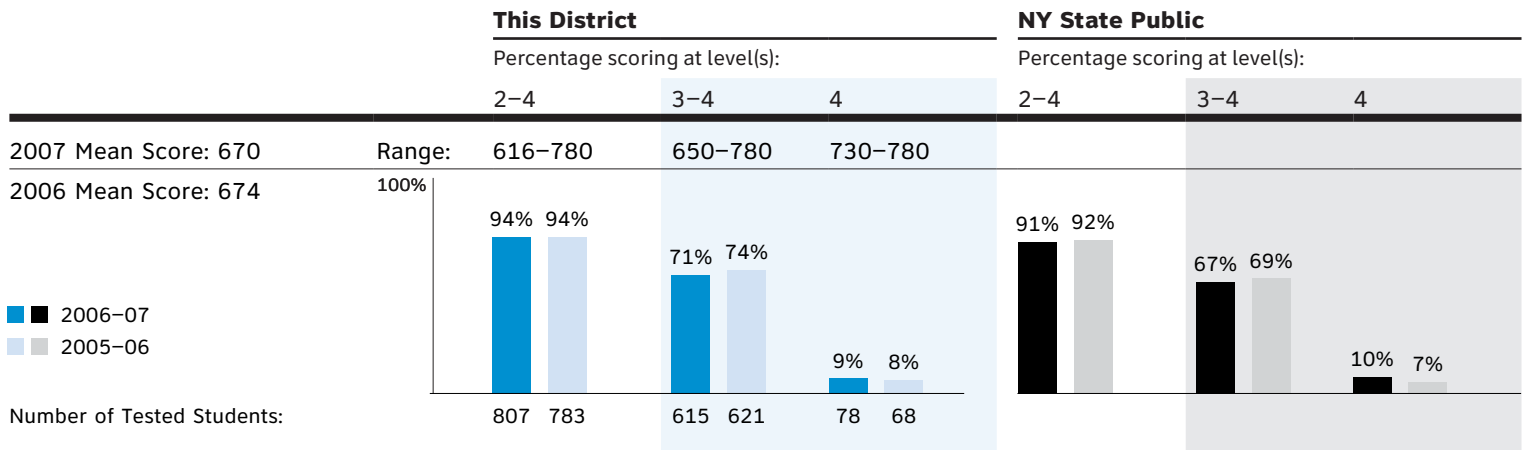
### This District's N/RC Category:

#### Average Need Districts

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



## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>862</b>	<b>94%</b>	<b>71%</b>	<b>9%</b>	<b>837</b>	<b>94%</b>	<b>74%</b>	<b>8%</b>
Female	425	96%	76%	12%	419	96%	78%	9%
Male	437	92%	66%	6%	418	91%	70%	7%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	91	87%	63%	3%	74	82%	45%	1%
Hispanic or Latino	49	88%	53%	6%	35	89%	77%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	18	-	-	-
White	699	95%	74%	10%	706	95%	77%	9%
Multiracial								
Small Group Totals	23	96%	74%	13%	22	95%	82%	0%
General-Education Students	794	97%	76%	10%	783	96%	78%	9%
Students with Disabilities	68	54%	16%	1%	54	57%	19%	0%
English Proficient	832	94%	73%	9%	828	93%	75%	8%
Limited English Proficient	30	77%	23%	0%	9	100%	33%	0%
Economically Disadvantaged	287	87%	58%	3%	282	90%	65%	3%
Not Disadvantaged	575	97%	78%	12%	555	95%	79%	11%
Migrant								
Not Migrant	862	94%	71%	9%	837	94%	74%	8%

#### NOTES

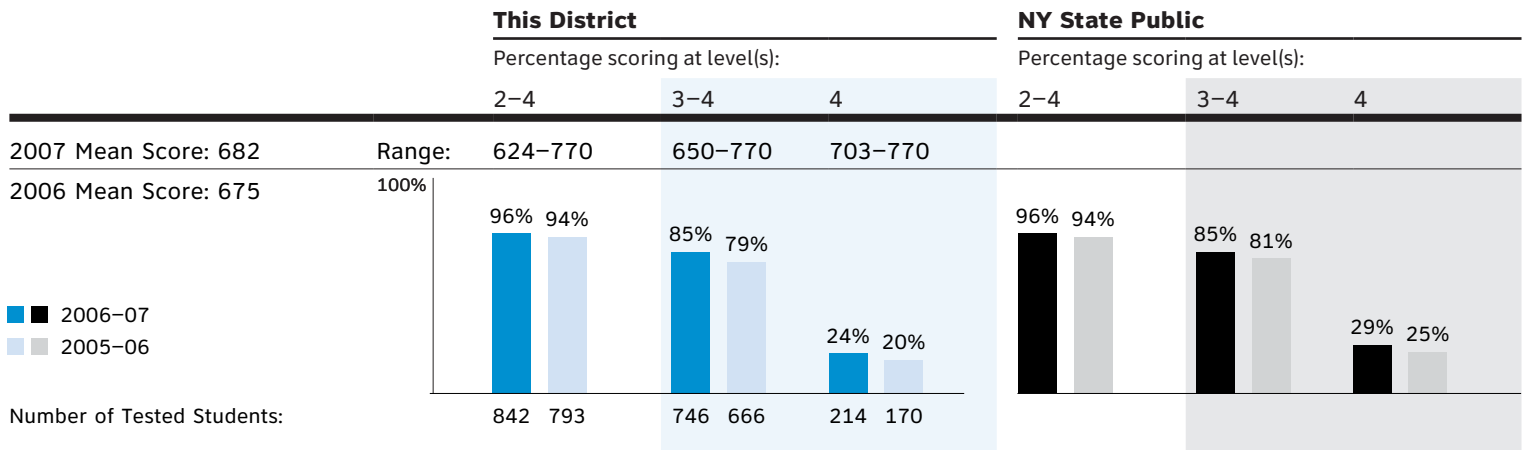
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>875</b>	<b>96%</b>	<b>85%</b>	<b>24%</b>	<b>841</b>	<b>94%</b>	<b>79%</b>	<b>20%</b>
Female	436	96%	87%	24%	418	94%	79%	18%
Male	439	96%	84%	25%	423	95%	79%	22%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	90	91%	74%	12%	76	84%	59%	7%
Hispanic or Latino	54	91%	70%	6%	36	94%	78%	8%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	19	-	-	-
White	705	97%	88%	27%	706	95%	81%	22%
Multiracial								
Small Group Totals	26	92%	77%	35%	23	96%	96%	26%
General-Education Students	804	98%	90%	26%	788	96%	82%	21%
Students with Disabilities	71	72%	35%	3%	53	72%	36%	6%
English Proficient	839	97%	86%	25%	823	94%	79%	21%
Limited English Proficient	36	78%	58%	8%	18	89%	67%	6%
Economically Disadvantaged	299	92%	77%	13%	290	89%	68%	11%
Not Disadvantaged	576	98%	90%	30%	551	97%	85%	25%
Migrant								
Not Migrant	875	96%	85%	24%	841	94%	79%	20%

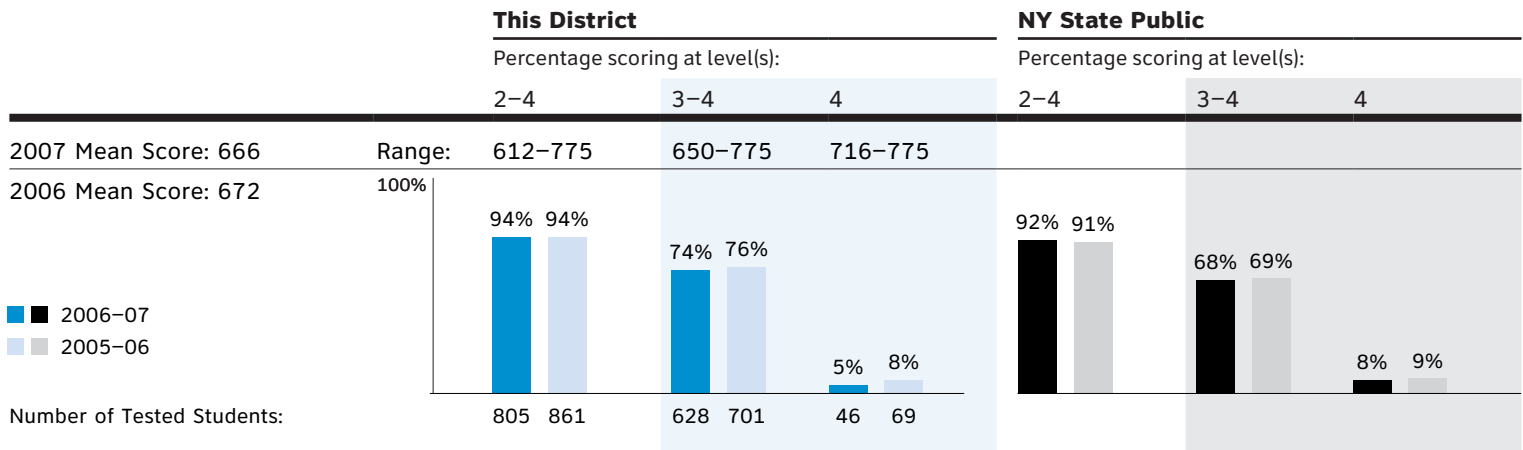
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>852</b>	<b>94%</b>	<b>74%</b>	<b>5%</b>	<b>917</b>	<b>94%</b>	<b>76%</b>	<b>8%</b>
Female	418	96%	76%	6%	416	96%	81%	12%
Male	434	93%	71%	4%	501	92%	73%	4%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	89	88%	53%	4%	68	87%	56%	1%
Hispanic or Latino	37	95%	65%	0%	45	93%	71%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	17	-	-	-
White	700	95%	77%	6%	783	94%	78%	8%
Multiracial								
Small Group Totals	26	92%	81%	4%	21	100%	81%	5%
General-Education Students	781	98%	79%	6%	840	97%	82%	8%
Students with Disabilities	71	61%	17%	0%	77	61%	19%	0%
English Proficient	834	95%	74%	6%	909	94%	77%	8%
Limited English Proficient	18	89%	39%	0%	8	88%	25%	0%
Economically Disadvantaged	289	91%	58%	2%	271	87%	66%	2%
Not Disadvantaged	563	96%	82%	7%	646	97%	81%	10%
Migrant								
Not Migrant	852	94%	74%	5%	917	94%	76%	8%

#### NOTES

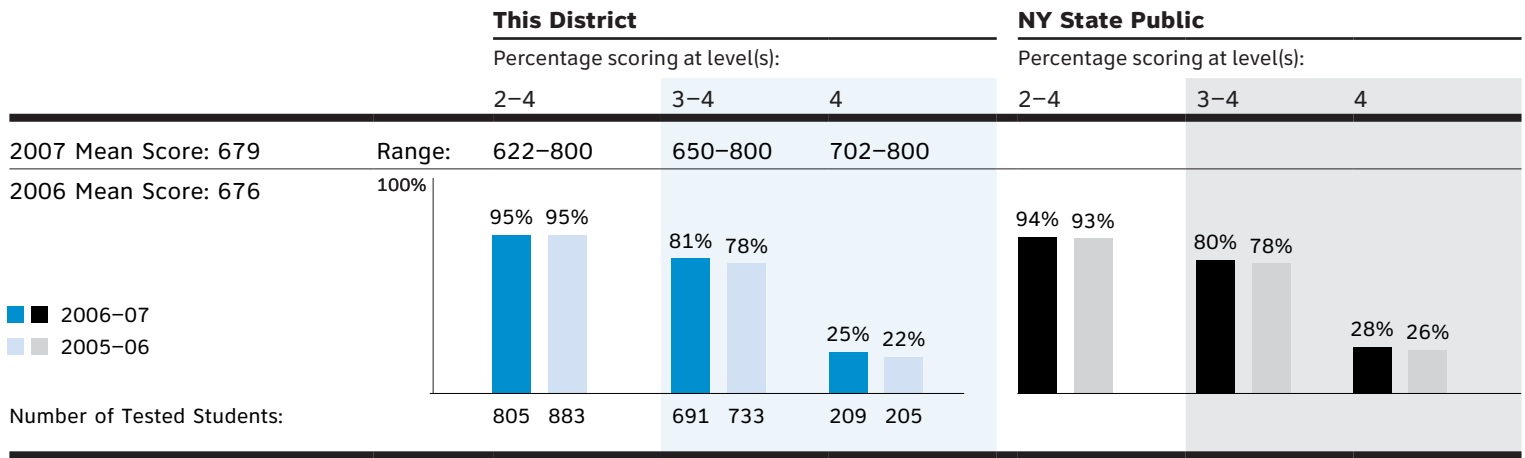
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### Other Assessments

	2006-07 School Year				2005-06 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	8	8	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

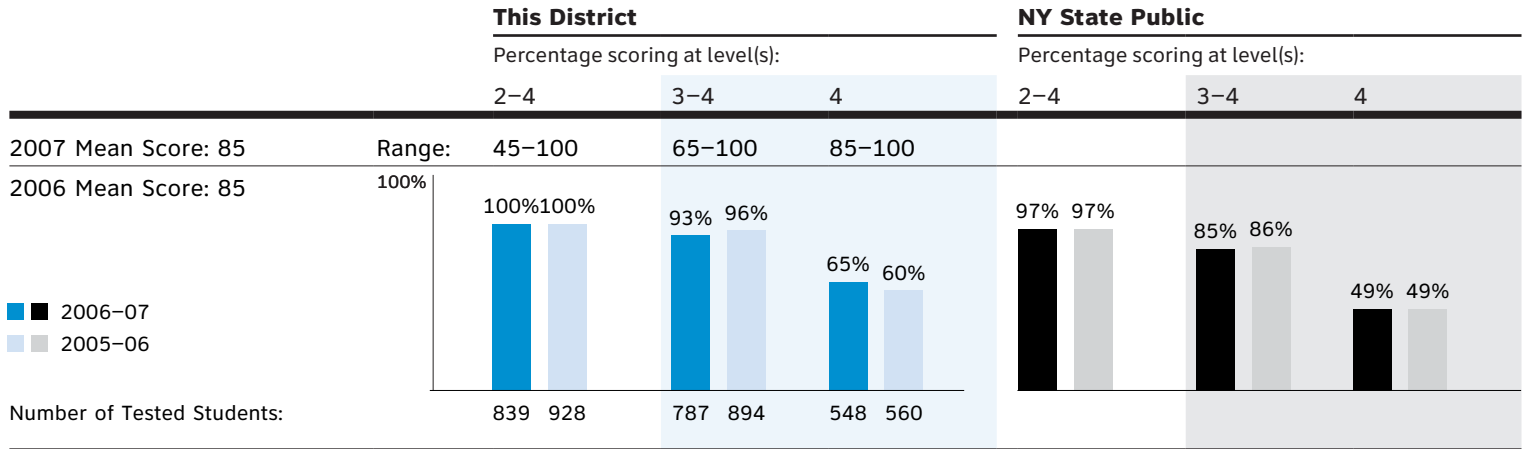
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>850</b>	<b>95%</b>	<b>81%</b>	<b>25%</b>	<b>934</b>	<b>95%</b>	<b>78%</b>	<b>22%</b>
Female	416	95%	81%	23%	423	95%	79%	19%
Male	434	94%	81%	26%	511	95%	78%	24%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	87	87%	68%	15%	74	84%	45%	7%
Hispanic or Latino	37	97%	81%	16%	48	92%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	20	-	-	-
White	700	96%	83%	26%	789	96%	81%	24%
Multiracial								
Small Group Totals	26	92%	85%	38%	23	100%	100%	22%
General-Education Students	780	97%	86%	26%	855	97%	83%	24%
Students with Disabilities	70	67%	27%	4%	79	70%	33%	0%
English Proficient	832	95%	82%	25%	915	95%	79%	22%
Limited English Proficient	18	83%	67%	6%	19	79%	37%	5%
Economically Disadvantaged	288	92%	68%	12%	286	89%	66%	12%
Not Disadvantaged	562	96%	88%	31%	648	97%	84%	26%
Migrant								
Not Migrant	850	95%	81%	25%	934	95%	78%	22%

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

### Other Assessments

	2006-07 School Year				2005-06 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	8	7	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

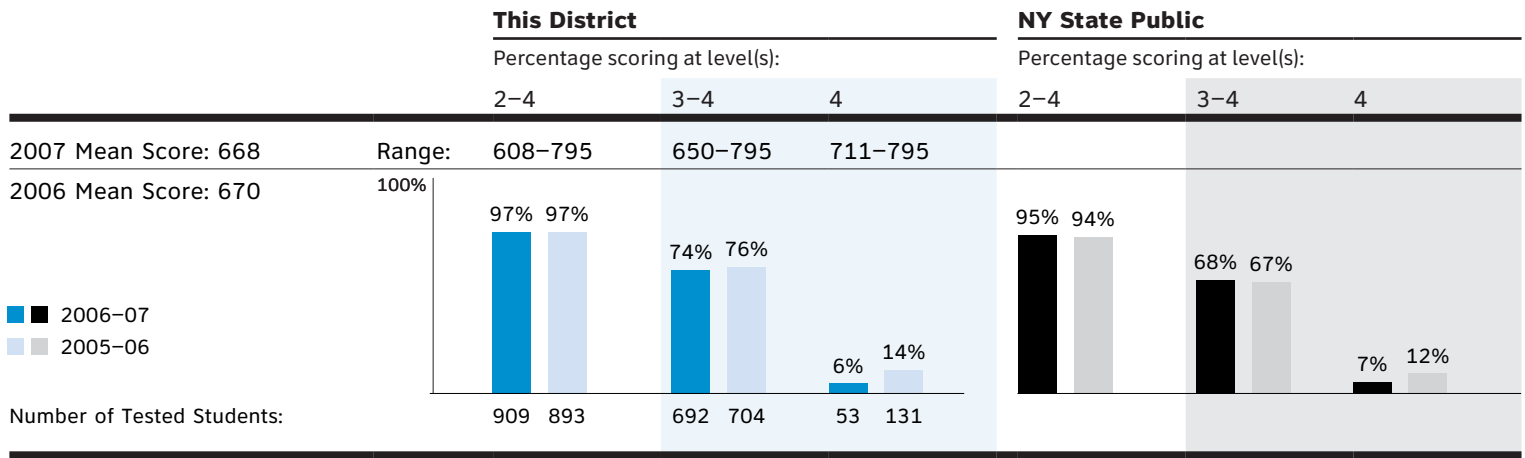
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>843</b>	<b>100%</b>	<b>93%</b>	<b>65%</b>	<b>931</b>	<b>100%</b>	<b>96%</b>	<b>60%</b>
Female	413	100%	93%	65%	422	100%	95%	58%
Male	430	99%	93%	65%	509	100%	97%	62%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	87	99%	82%	46%	77	99%	88%	34%
Hispanic or Latino	35	100%	91%	60%	48	100%	96%	50%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	20	-	-	-
White	695	100%	95%	67%	782	100%	97%	63%
Multiracial								
Small Group Totals	26	100%	92%	73%	24	100%	96%	58%
General-Education Students	773	100%	96%	69%	850	100%	97%	63%
Students with Disabilities	70	94%	67%	21%	81	98%	88%	26%
English Proficient	824	100%	94%	66%	912	100%	96%	61%
Limited English Proficient	19	100%	79%	26%	19	95%	84%	37%
Economically Disadvantaged	288	99%	85%	45%	292	99%	92%	46%
Not Disadvantaged	555	100%	97%	75%	639	100%	98%	67%
Migrant								
Not Migrant	843	100%	93%	65%	931	100%	96%	60%

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

## Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>934</b>	<b>97%</b>	<b>74%</b>	<b>6%</b>	<b>922</b>	<b>97%</b>	<b>76%</b>	<b>14%</b>
Female	425	98%	76%	8%	475	97%	80%	18%
Male	509	97%	73%	4%	447	96%	73%	10%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	82	91%	56%	2%	83	92%	53%	7%
Hispanic or Latino	56	100%	68%	4%	40	88%	60%	13%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	23	-	-	-
White	774	98%	76%	6%	772	98%	80%	15%
Multiracial								
Small Group Totals	22	95%	73%	5%	27	96%	67%	15%
General-Education Students	850	99%	79%	6%	837	100%	82%	16%
Students with Disabilities	84	81%	24%	0%	85	68%	18%	0%
English Proficient	920	98%	75%	6%	907	97%	77%	14%
Limited English Proficient	14	86%	21%	0%	15	87%	40%	0%
Economically Disadvantaged	299	96%	63%	1%	278	94%	62%	5%
Not Disadvantaged	635	98%	79%	8%	644	98%	82%	18%
Migrant								
Not Migrant	934	97%	74%	6%	922	97%	76%	14%

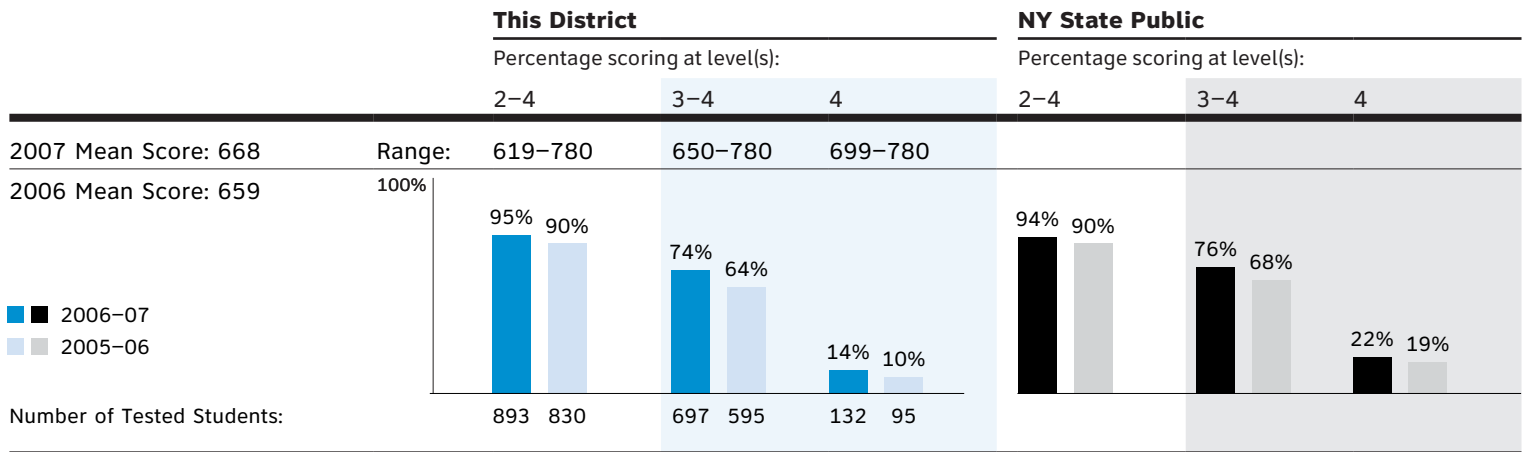
**NOTES**  
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	12	12	12	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

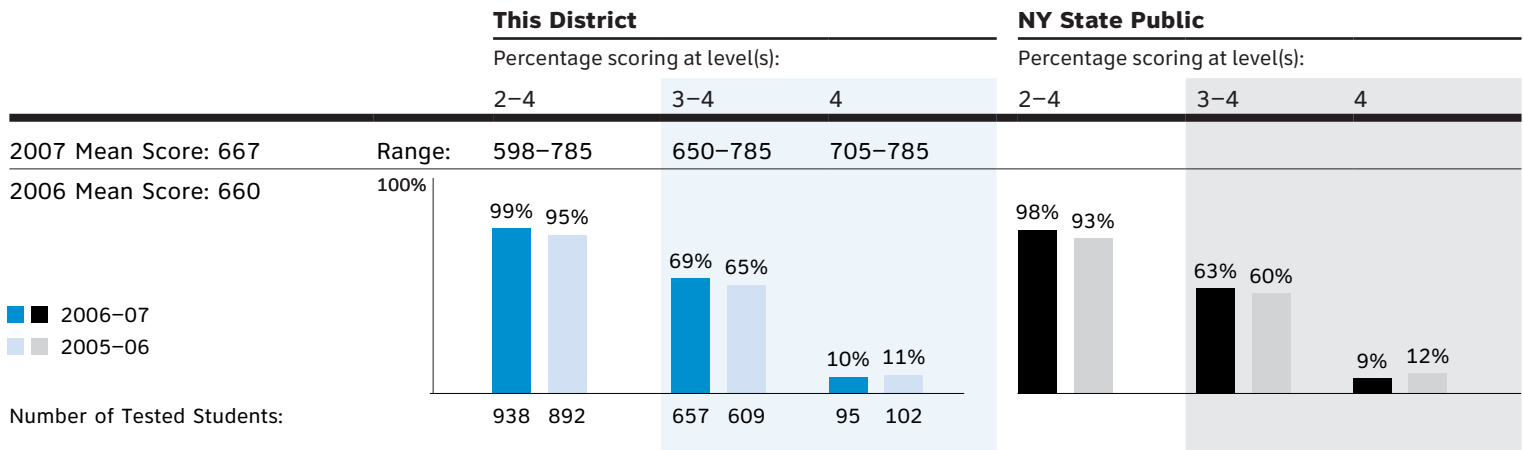
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>936</b>	<b>95%</b>	<b>74%</b>	<b>14%</b>	<b>924</b>	<b>90%</b>	<b>64%</b>	<b>10%</b>
Female	430	96%	75%	13%	477	90%	65%	9%
Male	506	95%	74%	15%	447	89%	64%	12%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	79	89%	62%	5%	83	77%	34%	6%
Hispanic or Latino	57	96%	68%	2%	41	85%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	23	-	-	-
White	777	96%	76%	16%	774	91%	67%	11%
Multiracial								
Small Group Totals	23	91%	83%	26%	26	92%	77%	12%
General-Education Students	852	98%	79%	15%	842	94%	69%	11%
Students with Disabilities	84	68%	25%	0%	82	51%	15%	0%
English Proficient	919	96%	75%	14%	904	90%	65%	11%
Limited English Proficient	17	76%	47%	6%	20	75%	45%	0%
Economically Disadvantaged	305	91%	63%	6%	284	81%	51%	5%
Not Disadvantaged	631	97%	80%	18%	640	94%	70%	13%
Migrant								
Not Migrant	936	95%	74%	14%	924	90%	64%	10%

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

### Other Assessments

	2006-07 School Year				2005-06 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	12	12	12	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>947</b>	<b>99%</b>	<b>69%</b>	<b>10%</b>	<b>939</b>	<b>95%</b>	<b>65%</b>	<b>11%</b>
Female	485	99%	73%	14%	465	96%	70%	13%
Male	462	99%	65%	6%	474	94%	60%	9%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	89	98%	44%	2%	77	95%	43%	8%
Hispanic or Latino	48	96%	56%	0%	49	94%	57%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	12	-	-	-
White	781	99%	73%	12%	797	95%	68%	12%
Multiracial								
Small Group Totals	29	97%	69%	10%	16	94%	56%	0%
General-Education Students	858	100%	75%	11%	860	98%	69%	12%
Students with Disabilities	89	90%	15%	0%	79	65%	15%	3%
English Proficient	932	99%	70%	10%	930	95%	65%	11%
Limited English Proficient	15	93%	53%	7%	9	89%	22%	0%
Economically Disadvantaged	289	98%	54%	4%	283	93%	51%	8%
Not Disadvantaged	658	99%	76%	13%	656	96%	71%	12%
Migrant								
Not Migrant	947	99%	69%	10%	939	95%	65%	11%

#### NOTES

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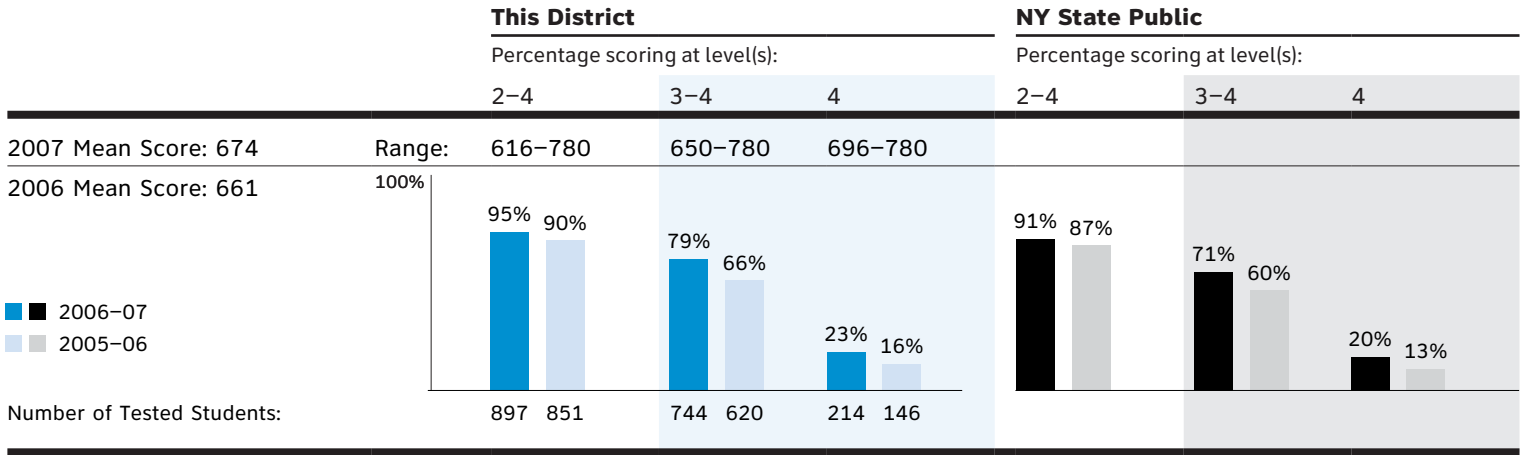
### Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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



## This District's Results in Grade 6 Mathematics



### Results by Student Group

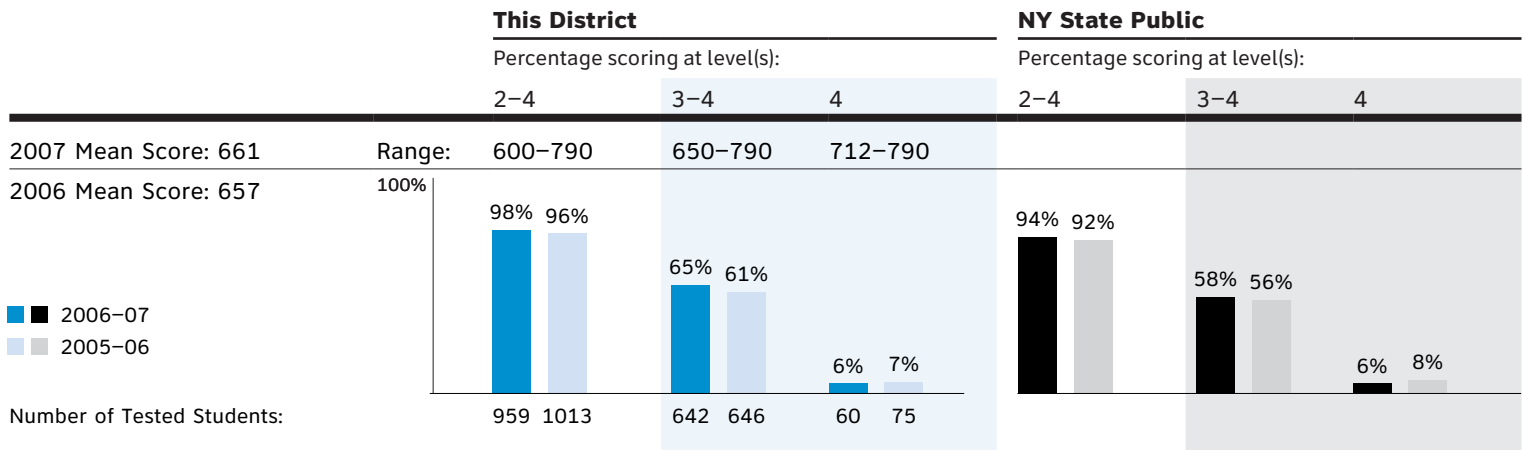
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>944</b>	<b>95%</b>	<b>79%</b>	<b>23%</b>	<b>941</b>	<b>90%</b>	<b>66%</b>	<b>16%</b>
Female	484	96%	79%	24%	467	91%	66%	14%
Male	460	94%	78%	22%	474	89%	66%	17%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	89	89%	47%	10%	76	78%	45%	5%
Hispanic or Latino	47	96%	74%	13%	52	88%	48%	8%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	12	-	-	-
White	779	96%	83%	24%	797	92%	69%	17%
Multiracial								
Small Group Totals	29	97%	83%	41%	16	100%	94%	13%
General-Education Students	861	97%	84%	25%	865	93%	71%	17%
Students with Disabilities	83	70%	25%	1%	76	62%	13%	3%
English Proficient	926	95%	79%	23%	927	91%	66%	16%
Limited English Proficient	18	83%	61%	17%	14	71%	36%	7%
Economically Disadvantaged	293	92%	64%	12%	291	86%	49%	7%
Not Disadvantaged	651	96%	85%	28%	650	93%	73%	19%
Migrant								
Not Migrant	944	95%	79%	23%	941	90%	66%	16%

**NOTES**  
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### Other Assessments

	2006-07 School Year			2005-06 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>982</b>	<b>98%</b>	<b>65%</b>	<b>6%</b>	<b>1056</b>	<b>96%</b>	<b>61%</b>	<b>7%</b>
Female	487	98%	73%	7%	490	97%	64%	8%
Male	495	97%	58%	5%	566	95%	58%	6%
American Indian or Alaska Native	4	-	-	-	8	88%	63%	0%
Black or African American	87	97%	47%	3%	94	91%	33%	1%
Hispanic or Latino	60	97%	62%	5%	38	89%	39%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-	18	100%	67%	17%
White	817	98%	68%	6%	898	97%	65%	8%
Multiracial								
Small Group Totals	18	100%	67%	6%				
General-Education Students	887	100%	71%	7%	951	98%	66%	8%
Students with Disabilities	95	79%	16%	0%	105	76%	13%	1%
English Proficient	972	98%	66%	6%	1044	96%	62%	7%
Limited English Proficient	10	70%	10%	0%	12	83%	8%	0%
Economically Disadvantaged	302	96%	47%	3%	306	92%	44%	3%
Not Disadvantaged	680	98%	74%	7%	750	98%	68%	9%
Migrant								
Not Migrant	982	98%	65%	6%	1056	96%	61%	7%

#### NOTES

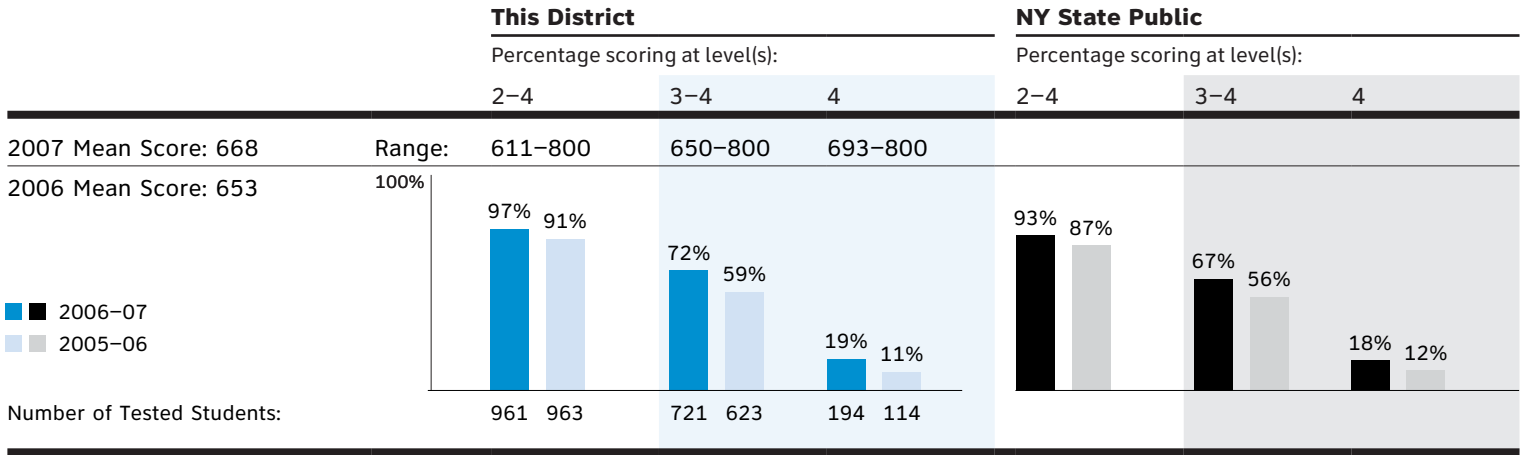
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### Other Assessments

	2006-07 School Year				2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



### Results by Student Group

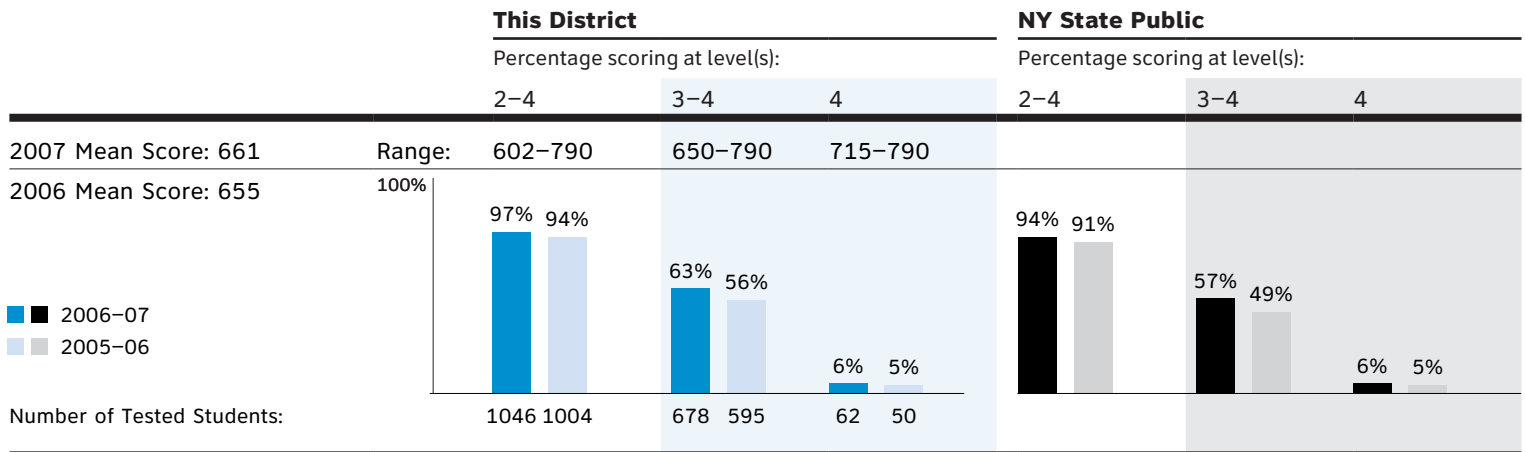
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>995</b>	<b>97%</b>	<b>72%</b>	<b>19%</b>	<b>1064</b>	<b>91%</b>	<b>59%</b>	<b>11%</b>
Female	495	97%	74%	19%	498	90%	58%	11%
Male	500	96%	71%	20%	566	91%	59%	11%
American Indian or Alaska Native	4	-	-	-	8	100%	75%	0%
Black or African American	86	93%	56%	10%	99	79%	27%	1%
Hispanic or Latino	61	97%	64%	20%	42	76%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	18	100%	72%	39%
White	829	97%	75%	20%	897	92%	63%	12%
Multiracial								
Small Group Totals	19	95%	84%	21%				
General-Education Students	898	98%	77%	21%	955	94%	64%	12%
Students with Disabilities	97	81%	27%	2%	109	62%	15%	2%
English Proficient	982	97%	73%	20%	1046	91%	59%	11%
Limited English Proficient	13	77%	15%	0%	18	78%	17%	0%
Economically Disadvantaged	313	94%	52%	8%	318	83%	39%	4%
Not Disadvantaged	682	98%	82%	25%	746	94%	67%	13%
Migrant								
Not Migrant	995	97%	72%	19%	1064	91%	59%	11%

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### Other Assessments

	2006-07 School Year			2005-06 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	4	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>1075</b>	<b>97%</b>	<b>63%</b>	<b>6%</b>	<b>1069</b>	<b>94%</b>	<b>56%</b>	<b>5%</b>
Female	505	99%	70%	7%	516	95%	61%	5%
Male	570	96%	57%	5%	553	93%	51%	4%
American Indian or Alaska Native	8	100%	88%	13%	6	83%	0%	0%
Black or African American	107	94%	41%	2%	81	85%	26%	0%
Hispanic or Latino	43	98%	42%	0%	47	89%	43%	2%
Asian or Native Hawaiian/Other Pacific Islander	17	100%	76%	12%	14	100%	57%	21%
White	900	98%	66%	6%	921	95%	59%	5%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	960	99%	69%	6%	953	98%	61%	5%
Students with Disabilities	115	82%	17%	0%	116	64%	9%	0%
English Proficient	1066	98%	64%	6%	1064	94%	56%	5%
Limited English Proficient	9	67%	0%	0%	5	80%	20%	0%
Economically Disadvantaged	313	96%	46%	1%	297	88%	36%	1%
Not Disadvantaged	762	98%	70%	8%	772	96%	63%	6%
Migrant								
Not Migrant	1075	97%	63%	6%	1069	94%	56%	5%

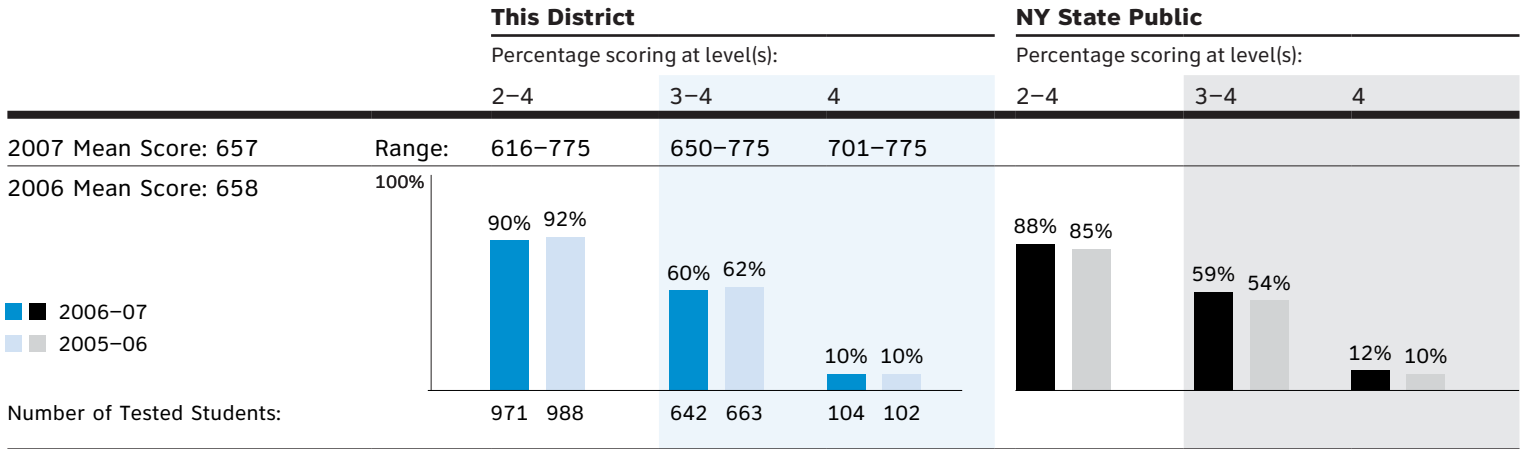
**NOTES**  
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### Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>1076</b>	<b>90%</b>	<b>60%</b>	<b>10%</b>	<b>1073</b>	<b>92%</b>	<b>62%</b>	<b>10%</b>
Female	505	91%	62%	10%	517	93%	61%	10%
Male	571	90%	57%	9%	556	91%	63%	9%
American Indian or Alaska Native	8	100%	75%	13%	6	83%	50%	0%
Black or African American	106	83%	35%	2%	79	80%	20%	3%
Hispanic or Latino	43	72%	40%	2%	54	83%	43%	6%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	71%	41%	17	100%	82%	18%
White	902	92%	63%	10%	917	94%	66%	10%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	959	93%	65%	11%	963	95%	67%	11%
Students with Disabilities	117	65%	15%	1%	110	63%	18%	0%
English Proficient	1064	91%	60%	10%	1059	92%	62%	10%
Limited English Proficient	12	58%	8%	0%	14	100%	43%	0%
Economically Disadvantaged	316	82%	39%	3%	304	83%	48%	5%
Not Disadvantaged	760	94%	68%	12%	769	96%	67%	11%
Migrant								
Not Migrant	1076	90%	60%	10%	1073	92%	62%	10%

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

### Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 Science

### This District

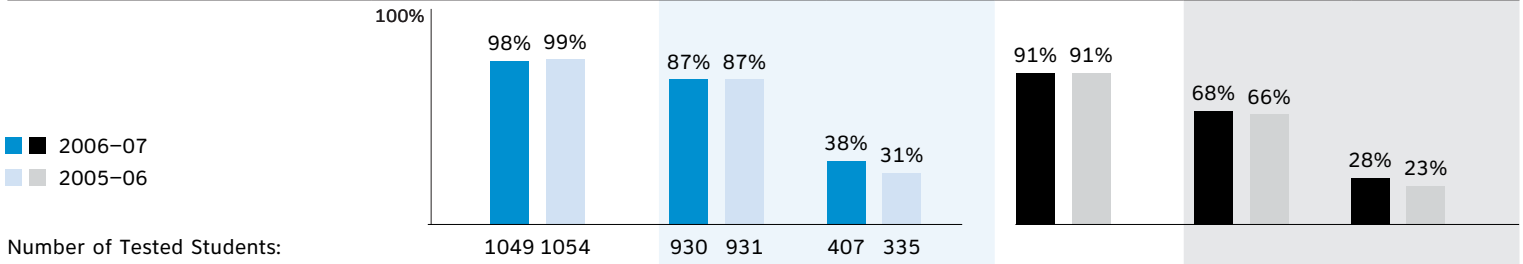
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



Number of Tested Students:

1049 1054      930 931      407 335

## Results by Student Group

### 2006-07 School Year

Total Tested      Percentage scoring at level(s):  
2-4      3-4      4

### 2005-06 School Year

Total Tested      Percentage scoring at level(s):  
2-4      3-4      4

	2006-07 School Year				2005-06 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>760</b>	<b>97%</b>	<b>81%</b>	<b>28%</b>	<b>762</b>	<b>98%</b>	<b>82%</b>	<b>20%</b>
Female	348	97%	78%	28%	370	98%	81%	17%
Male	412	97%	84%	29%	392	99%	84%	23%
American Indian or Alaska Native	7	86%	86%	43%	5	100%	60%	20%
Black or African American	94	91%	63%	6%	69	99%	58%	3%
Hispanic or Latino	41	95%	78%	12%	46	96%	76%	22%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	36%	9	100%	89%	44%
White	607	98%	84%	32%	633	99%	85%	22%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	642	98%	86%	32%	653	99%	87%	23%
Students with Disabilities	118	92%	58%	8%	109	93%	56%	1%
English Proficient	748	97%	82%	29%	748	98%	83%	20%
Limited English Proficient	12	92%	67%	0%	14	100%	57%	29%
Economically Disadvantaged	280	95%	73%	16%	257	98%	68%	15%
Not Disadvantaged	480	98%	87%	35%	505	99%	90%	23%
Migrant								
Not Migrant	760	97%	81%	28%	762	98%	82%	20%

### NOTES

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

## Other Assessments

### 2006-07 School Year

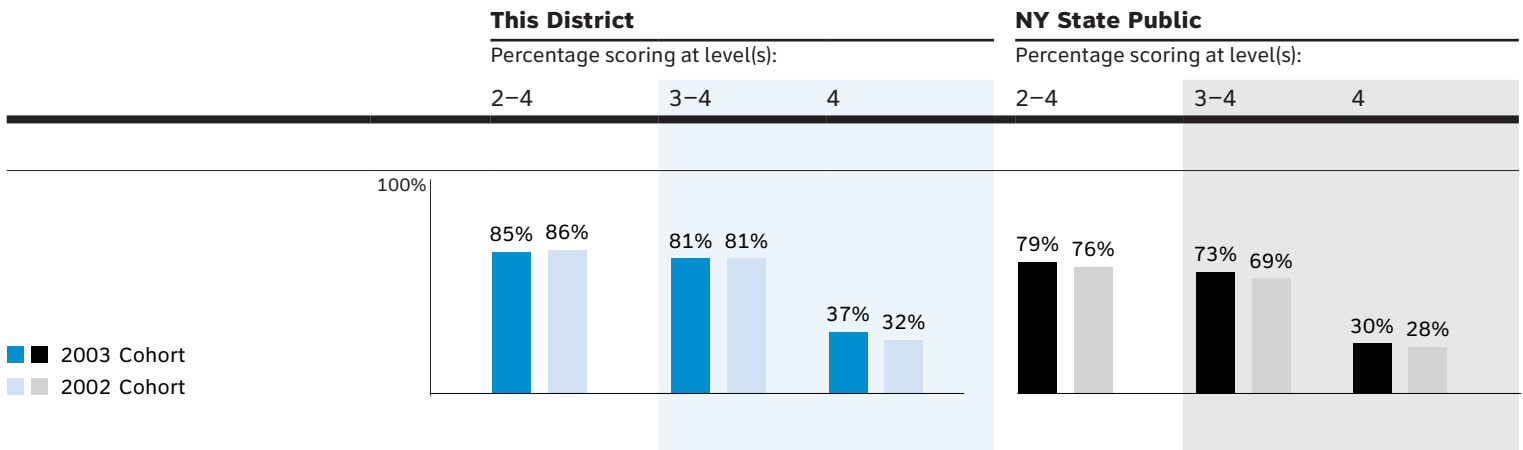
Total Tested      Number scoring at level(s):  
2-4      3-4      4

### 2005-06 School Year

Total Tested      Number scoring at level(s):  
2-4      3-4      4

	2006-07 School Year				2005-06 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	311	311	311	192	304	304	304	181

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1182</b>	<b>85%</b>	<b>81%</b>	<b>37%</b>	<b>1174</b>	<b>86%</b>	<b>81%</b>	<b>32%</b>
Female	577	88%	85%	44%	591	89%	86%	37%
Male	605	81%	78%	31%	583	82%	77%	28%
American Indian or Alaska Native	6	50%	50%	17%	10	80%	80%	40%
Black or African American	93	70%	60%	13%	69	77%	68%	19%
Hispanic or Latino	46	87%	78%	20%	43	74%	67%	23%
Asian or Native Hawaiian/Other Pacific Islander	20	75%	75%	25%	17	100%	88%	47%
White	1017	86%	84%	40%	1035	86%	83%	33%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1104	88%	86%	40%	1053	90%	87%	36%
Students with Disabilities	78	28%	15%	0%	121	45%	31%	3%
English Proficient	1165	85%	82%	38%	1153	86%	81%	33%
Limited English Proficient	17	35%	35%	6%	21	71%	67%	10%
Economically Disadvantaged	222	77%	71%	20%	179	72%	64%	16%
Not Disadvantaged	960	86%	84%	41%	995	88%	84%	35%
Migrant								
Not Migrant					1174	86%	81%	32%

#### NOTES

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### Other Assessments

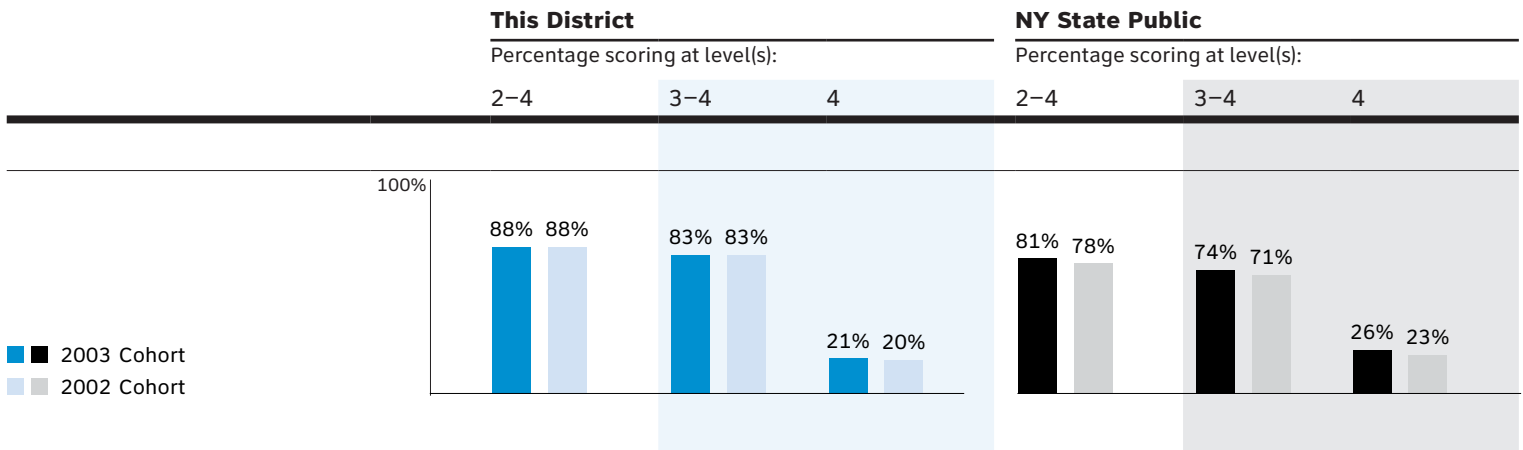
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				8	8	8	7

\* 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



### Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1182</b>	<b>88%</b>	<b>83%</b>	<b>21%</b>	<b>1174</b>	<b>88%</b>	<b>83%</b>	<b>20%</b>
Female	577	89%	85%	22%	591	91%	85%	20%
Male	605	87%	82%	20%	583	85%	80%	20%
American Indian or Alaska Native	6	83%	83%	0%	10	70%	60%	20%
Black or African American	93	72%	57%	8%	69	80%	71%	3%
Hispanic or Latino	46	91%	76%	9%	43	77%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	90%	35%	17	100%	100%	29%
White	1017	89%	86%	23%	1035	89%	84%	21%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	1104	92%	87%	23%	1053	92%	88%	22%
Students with Disabilities	78	36%	27%	0%	121	49%	38%	0%
English Proficient	1165	89%	84%	21%	1153	88%	83%	20%
Limited English Proficient	17	53%	47%	18%	21	81%	71%	5%
Economically Disadvantaged	222	82%	72%	13%	179	79%	70%	7%
Not Disadvantaged	960	89%	86%	23%	995	90%	85%	22%
Migrant								
Not Migrant					1174	88%	83%	20%

#### NOTES

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### Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				7	7	7	6

\* 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.