



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **GREECE CENTRAL SCHOOL DISTRICT**
District ID **26-05-01-06-0000**
Superintendent **STEVEN ACHRAMOVITCH**
Telephone **(585) 621-1000**
Grades **PK-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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	353	351	396
Kindergarten	861	824	838
Grade 1	889	890	824
Grade 2	864	916	883
Grade 3	855	876	907
Grade 4	934	853	872
Grade 5	931	954	845
Grade 6	961	959	948
Ungraded Elementary	0	0	60
Grade 7	1085	998	976
Grade 8	1085	1100	1020
Grade 9	1078	1093	1083
Grade 10	1283	1079	1095
Grade 11	1143	1275	1051
Grade 12	1185	1179	1304
Ungraded Secondary	0	0	27
Total K-12	13154	12996	12733

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	22	21
Grade 8			
English	24	24	22
Mathematics	23	23	22
Science	24	23	23
Social Studies	24	24	24
Grade 10			
English	24	24	23
Mathematics	23	21	22
Science	24	27	23
Social Studies	23	25	24

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	2375	18%	2622	20%	2745	22%
Reduced-Price Lunch	1145	9%	1313	10%	1317	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	267	2%	296	2%	292	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	60	0%	57	0%	46	0%
Black or African American	1064	8%	1226	9%	1313	10%
Hispanic or Latino	622	5%	713	5%	750	6%
Asian or Native Hawaiian/Other Pacific Islander	251	2%	271	2%	284	2%
White	11157	85%	10729	83%	10340	81%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		93%
Student Suspensions	1119	8%	1111	8%	1057	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

	2005-06	2006-07	2007-08
Total Number of Teachers	990	926	1042
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	12%	10%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	10%	11%
Total Number of Core Classes	3361	2322	2345
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
Total Number of Classes	3322	3481	3424
Percent Taught by Teachers Without Appropriate Certification	2%	1%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	16%	16%
Turnover Rate of All Teachers	19%	13%	13%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	159	55	111
Total Paraprofessionals*	201	236	309
Assistant Principals	23	25	23
Principals	17	20	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 who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, 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.



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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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.

Graduation-Rate Total 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.

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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.

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 (2008-09)

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

2006-07	2007-08	2008-09
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
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	5 of 6	5 of 6	1 of 1

AYP Status

- Made AYP
- 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
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (5659:5544)			100%		172	132	
Ethnicity							
American Indian or Alaska Native (16:16)	—	—	—	—	—	—	—
Black or African American (593:556)			100%		149	128	
Hispanic or Latino (373:354)			100%		160	127	
Asian or Native Hawaiian/Other Pacific Islander (140:133)			100%		177	124	
White (4537:4485)			100%		175	131	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (631:611)			99%		109	129	112 118
Limited English Proficient ⁵ (125:169)			100%		144	125	
Economically Disadvantaged (1983:1904)			100%		156	131	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

⁵ 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (5668:5505)			100%		182	101	
Ethnicity							
American Indian or Alaska Native (16:15)	—	—	—	—	—	—	—
Black or African American (591:545)			100%		165	97	
Hispanic or Latino (374:347)			100%		175	96	
Asian or Native Hawaiian/Other Pacific Islander (141:133)			100%		189	93	
White (4546:4465)			100%		184	100	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (631:596)			98%		127	98	
Limited English Proficient ⁵ (126:168)			99%		161	94	
Economically Disadvantaged (2006:1896)			99%		170	99	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

⁵ 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1913:1845)		Qualified		99%		188	100	
Ethnicity								
American Indian or Alaska Native (4:3)	—	—	—	—	—	—	—	—
Black or African American (201:183)		Qualified		98%		174	100	
Hispanic or Latino (130:120)		Qualified		98%		184	100	
Asian or Native Hawaiian/Other Pacific Islander (43:42)		Qualified		100%		198	100	
White (1535:1497)		Qualified		99%		190	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (222:204)		Qualified		96%		160	100	
Limited English Proficient ⁴ (47:57)		Qualified		100%		163	100	
Economically Disadvantaged (686:643)		Qualified		99%		179	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

⁴ 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (1236:1210)			97%		184	162	
Ethnicity							
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—
Black or African American (97:93)			96%		166	155	
Hispanic or Latino (49:48)			96%		175	151	
Asian or Native Hawaiian/Other Pacific Islander (24:25)	—	—	—	—	—	—	—
White (1059:1037)			98%		186	162	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (154:121)			91%		115	156	93 [‡] 124
Limited English Proficient ⁴ (11:13)	—	—	—	—	—	—	—
Economically Disadvantaged (265:263)			96%		170	158	
Final AYP Determination		5 of 6					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ 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
(2008–09)

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 2009-10. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (1236:1210)			97%		185	156	
Ethnicity							
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—
Black or African American (97:93)			96%		169	149	
Hispanic or Latino (49:48)			96%		171	145	
Asian or Native Hawaiian/Other Pacific Islander (24:25)	—	—	—	—	—	—	—
White (1059:1037)			98%		188	156	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (154:121)			92%		131	150	112 [‡] 138
Limited English Proficient ⁴ (11:13)	—	—	—	—	—	—	—
Economically Disadvantaged (265:263)			97%		173	152	
Final AYP Determination	 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (1169)			82%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (88)			65%	55%		
Hispanic or Latino (44)			73%	55%		
Asian or Native Hawaiian/Other Pacific Islander (19)		–	–	–		
White (1012)			84%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (72)			25%	55%	55%	26%
Limited English Proficient ³ (15)		–	–	–		
Economically Disadvantaged (206)			77%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ 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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 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

11 schools identified 55% of total

ARCADIA HIGH SCHOOL
ARCADIA MIDDLE 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)

1 school identified 5% of total

ATHENA HIGH SCHOOL

Requiring Academic Progress (Year 3)

1 school identified 5% of total

APOLLO MIDDLE SCHOOL

District GREECE CENTRAL SCHOOL DISTRICT

District ID 26-05-01-06-0000

Summary of 2007–08 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	77%			900
Grade 4	71%			873
Grade 5	81%			851
Grade 6	75%			959
Grade 7	79%			977
Grade 8	62%			1025
Mathematics				
Grade 3	89%			902
Grade 4	84%			867
Grade 5	83%			856
Grade 6	83%			965
Grade 7	86%			976
Grade 8	77%			1022
Science				
Grade 4	91%			870
Grade 8	81%			661

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	82%			1326
Mathematics	83%			1326

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.

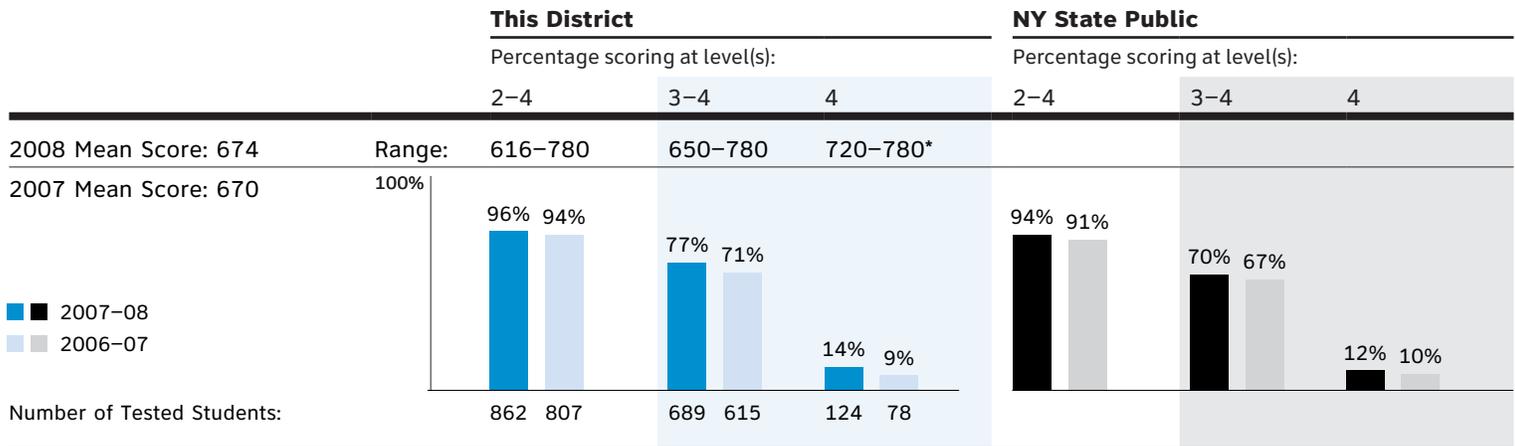
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	900	96%	77%	14%	862	94%	71%	9%
Female	430	97%	80%	18%	425	96%	76%	12%
Male	470	94%	73%	10%	437	92%	66%	6%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	97	88%	54%	2%	91	87%	63%	3%
Hispanic or Latino	78	94%	59%	10%	49	88%	53%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	22	-	-	-
White	699	97%	82%	16%	699	95%	74%	10%
Multiracial								
Small Group Totals	26	100%	77%	15%	23	96%	74%	13%
General-Education Students	831	99%	81%	15%	794	97%	76%	10%
Students with Disabilities	69	61%	20%	0%	68	54%	16%	1%
English Proficient	865	96%	78%	14%	832	94%	73%	9%
Limited English Proficient	35	97%	29%	0%	30	77%	23%	0%
Economically Disadvantaged	330	92%	65%	7%	287	87%	58%	3%
Not Disadvantaged	570	98%	83%	18%	575	97%	78%	12%
Migrant								
Not Migrant	900	96%	77%	14%	862	94%	71%	9%

NOTES

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

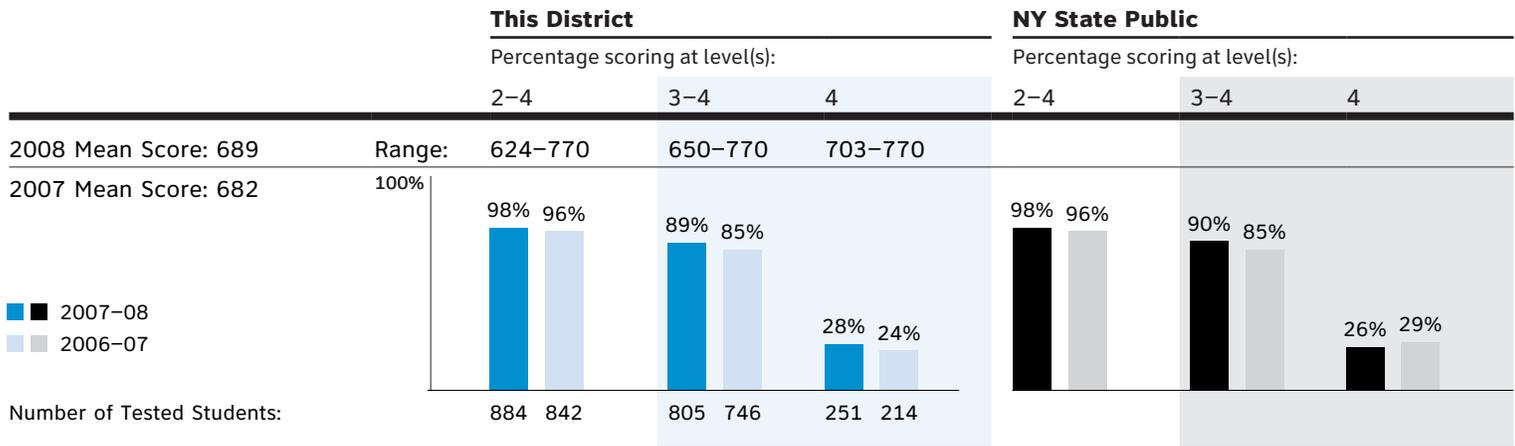
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	15	15	14	13	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	4	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

	2007-08 School Year				2006-07 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	902	98%	89%	28%	875	96%	85%	24%
Female	430	98%	89%	26%	436	96%	87%	24%
Male	472	98%	90%	29%	439	96%	84%	25%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	95	94%	74%	5%	90	91%	74%	12%
Hispanic or Latino	78	97%	78%	17%	54	91%	70%	6%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	25	-	-	-
White	702	99%	92%	31%	705	97%	88%	27%
Multiracial								
Small Group Totals	27	100%	100%	52%	26	92%	77%	35%
General-Education Students	832	99%	93%	30%	804	98%	90%	26%
Students with Disabilities	70	83%	47%	3%	71	72%	35%	3%
English Proficient	866	98%	90%	28%	839	97%	86%	25%
Limited English Proficient	36	97%	78%	14%	36	78%	58%	8%
Economically Disadvantaged	336	97%	82%	17%	299	92%	77%	13%
Not Disadvantaged	566	99%	93%	34%	576	98%	90%	30%
Migrant								
Not Migrant	902	98%	89%	28%	875	96%	85%	24%

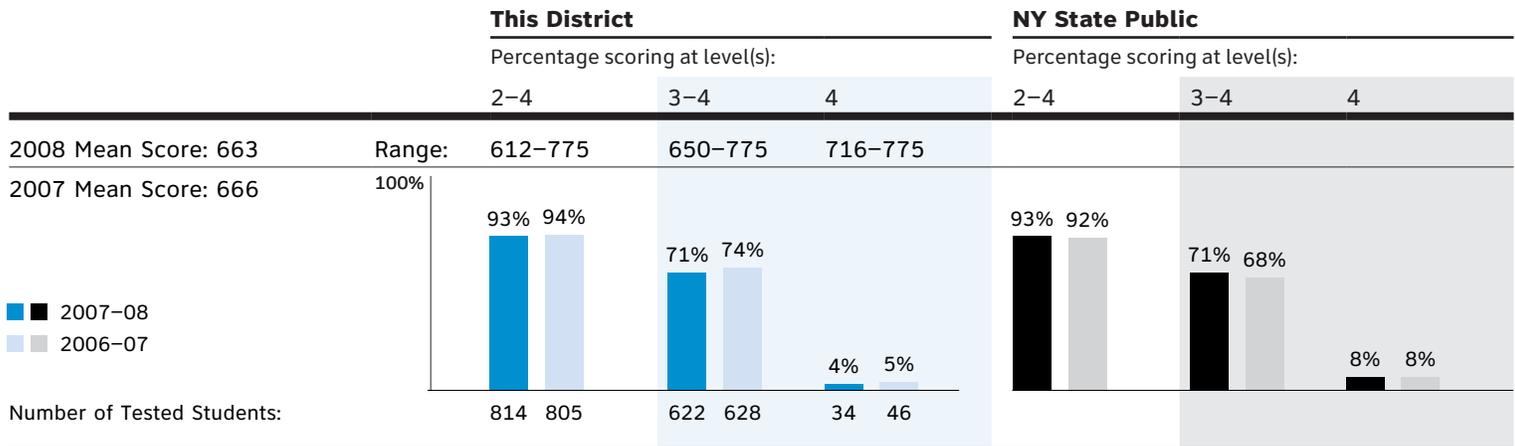
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	15	15	15	12	6	6	6	6

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	873	93%	71%	4%	852	94%	74%	5%
Female	447	95%	75%	5%	418	96%	76%	6%
Male	426	92%	67%	3%	434	93%	71%	4%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	98	87%	57%	1%	89	88%	53%	4%
Hispanic or Latino	63	86%	56%	0%	37	95%	65%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	22	-	-	-
White	688	95%	74%	5%	700	95%	77%	6%
Multiracial								
Small Group Totals	24	88%	79%	8%	26	92%	81%	4%
General-Education Students	780	97%	77%	4%	781	98%	79%	6%
Students with Disabilities	93	62%	23%	0%	71	61%	17%	0%
English Proficient	841	94%	73%	4%	834	95%	74%	6%
Limited English Proficient	32	72%	38%	0%	18	89%	39%	0%
Economically Disadvantaged	310	87%	55%	1%	289	91%	58%	2%
Not Disadvantaged	563	96%	80%	5%	563	96%	82%	7%
Migrant								
Not Migrant	873	93%	71%	4%	852	94%	74%	5%

NOTES

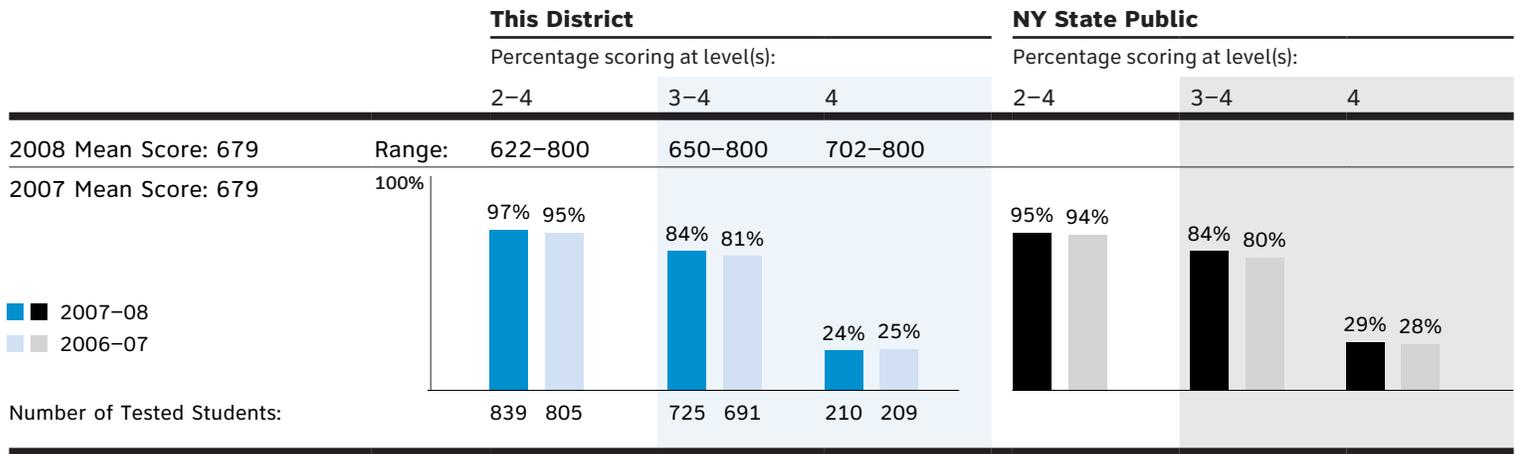
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Other Assessments

	2007-08 School Year				2006-07 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	9	8	8	7	8	8	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 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	867	97%	84%	24%	850	95%	81%	25%
Female	447	97%	84%	22%	416	95%	81%	23%
Male	420	96%	84%	26%	434	94%	81%	26%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	97	95%	77%	7%	87	87%	68%	15%
Hispanic or Latino	64	92%	70%	6%	37	97%	81%	16%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	22	-	-	-
White	682	98%	86%	28%	700	96%	83%	26%
Multiracial								
Small Group Totals	24	96%	83%	38%	26	92%	85%	38%
General-Education Students	779	99%	88%	26%	780	97%	86%	26%
Students with Disabilities	88	75%	44%	6%	70	67%	27%	4%
English Proficient	834	97%	85%	25%	832	95%	82%	25%
Limited English Proficient	33	91%	48%	3%	18	83%	67%	6%
Economically Disadvantaged	311	94%	72%	12%	288	92%	68%	12%
Not Disadvantaged	556	99%	90%	31%	562	96%	88%	31%
Migrant								
Not Migrant	867	97%	84%	24%	850	95%	81%	25%

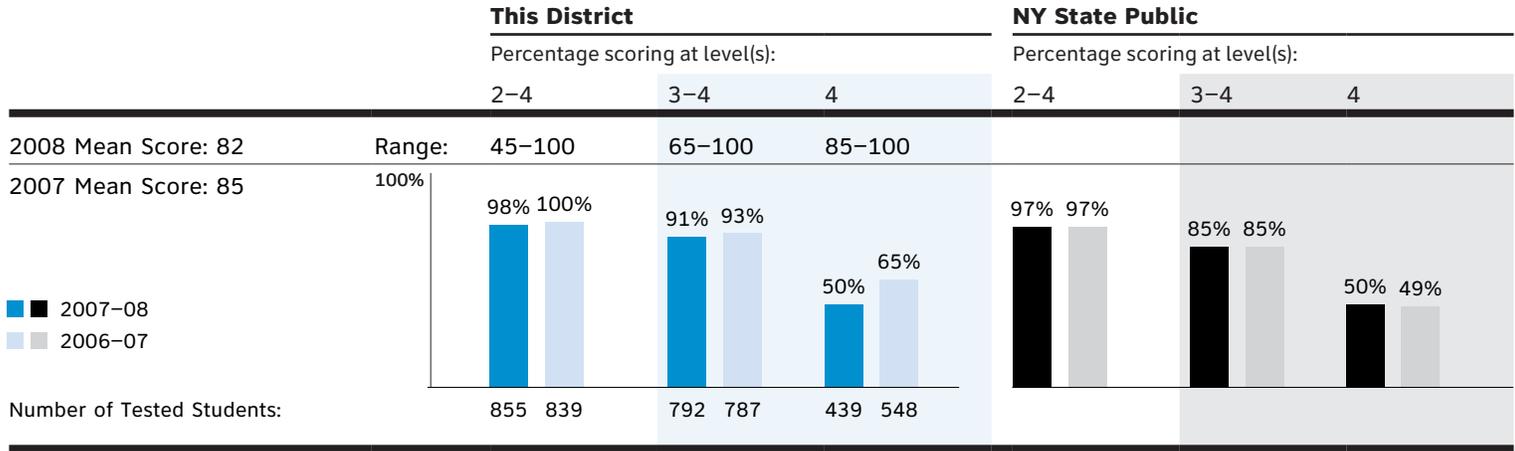
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	9	7	8	7	6	4

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	870	98%	91%	50%	843	100%	93%	65%
Female	448	98%	91%	48%	413	100%	93%	65%
Male	422	98%	91%	53%	430	99%	93%	65%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	97	95%	81%	28%	87	99%	82%	46%
Hispanic or Latino	64	94%	89%	27%	35	100%	91%	60%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	22	-	-	-
White	685	99%	93%	55%	695	100%	95%	67%
Multiracial								
Small Group Totals	24	96%	92%	63%	26	100%	92%	73%
General-Education Students	777	99%	93%	54%	773	100%	96%	69%
Students with Disabilities	93	91%	71%	17%	70	94%	67%	21%
English Proficient	837	99%	92%	52%	824	100%	94%	66%
Limited English Proficient	33	88%	70%	15%	19	100%	79%	26%
Economically Disadvantaged	317	97%	85%	30%	288	99%	85%	45%
Not Disadvantaged	553	99%	95%	62%	555	100%	97%	75%
Migrant								
Not Migrant	870	98%	91%	50%	843	100%	93%	65%

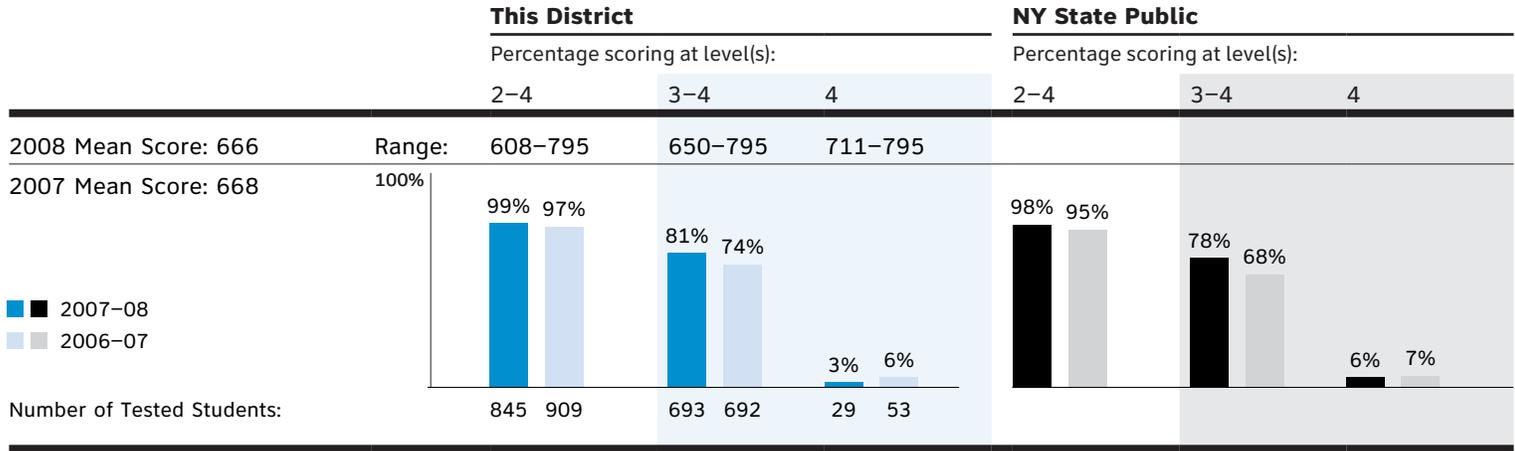
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	9	8	8	8	7	7

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	851	99%	81%	3%	934	97%	74%	6%
Female	422	99%	83%	5%	425	98%	76%	8%
Male	429	99%	79%	1%	509	97%	73%	4%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	95	100%	62%	1%	82	91%	56%	2%
Hispanic or Latino	39	100%	79%	3%	56	100%	68%	4%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	18	-	-	-
White	693	99%	84%	4%	774	98%	76%	6%
Multiracial								
Small Group Totals	24	100%	83%	4%	22	95%	73%	5%
General-Education Students	761	100%	87%	4%	850	99%	79%	6%
Students with Disabilities	90	94%	34%	0%	84	81%	24%	0%
English Proficient	837	99%	82%	3%	920	98%	75%	6%
Limited English Proficient	14	100%	57%	0%	14	86%	21%	0%
Economically Disadvantaged	300	99%	70%	1%	299	96%	63%	1%
Not Disadvantaged	551	99%	87%	5%	635	98%	79%	8%
Migrant								
Not Migrant	851	99%	81%	3%	934	97%	74%	6%

NOTES

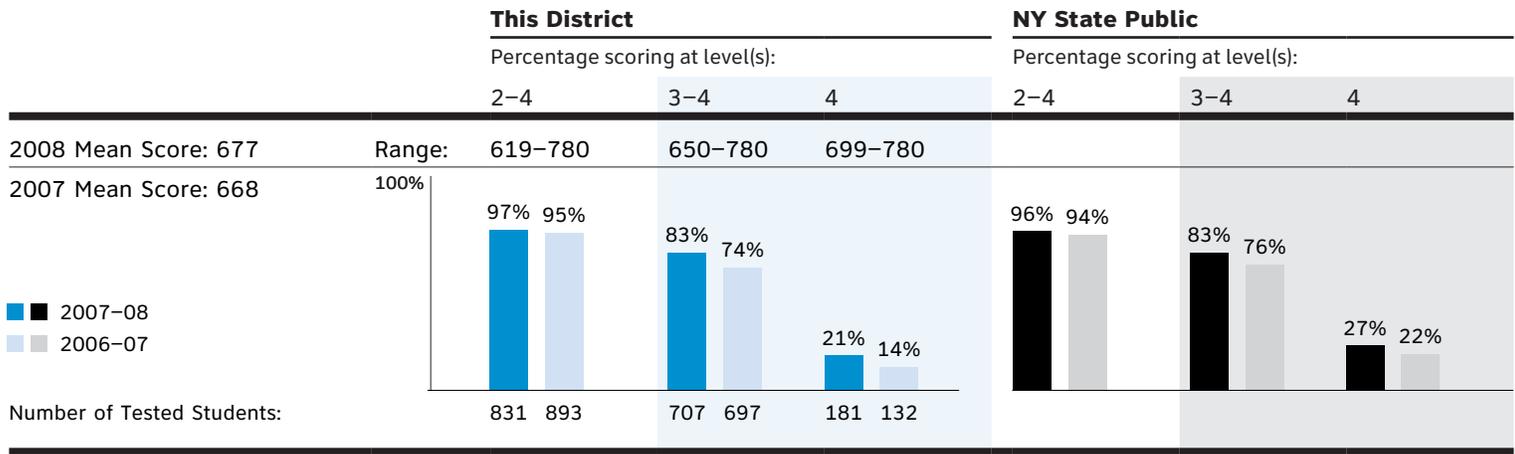
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 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	9	7	7	5	12	12	12	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 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	856	97%	83%	21%	936	95%	74%	14%
Female	425	97%	81%	19%	430	96%	75%	13%
Male	431	97%	84%	23%	506	95%	74%	15%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	93	95%	62%	6%	79	89%	62%	5%
Hispanic or Latino	41	100%	80%	17%	57	96%	68%	2%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	19	-	-	-
White	696	97%	85%	23%	777	96%	76%	16%
Multiracial								
Small Group Totals	26	96%	85%	31%	23	91%	83%	26%
General-Education Students	767	99%	87%	23%	852	98%	79%	15%
Students with Disabilities	89	81%	40%	3%	84	68%	25%	0%
English Proficient	839	97%	83%	21%	919	96%	75%	14%
Limited English Proficient	17	100%	59%	6%	17	76%	47%	6%
Economically Disadvantaged	303	96%	71%	9%	305	91%	63%	6%
Not Disadvantaged	553	97%	89%	28%	631	97%	80%	18%
Migrant								
Not Migrant	856	97%	83%	21%	936	95%	74%	14%

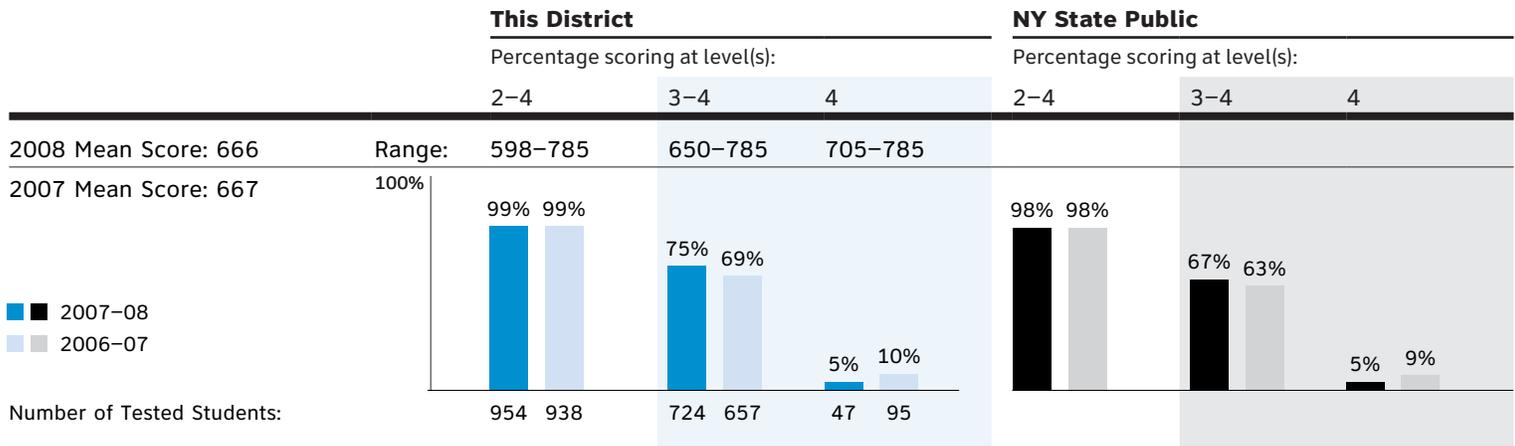
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	8	3	12	12	12	10

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	959	99%	75%	5%	947	99%	69%	10%
Female	449	100%	82%	7%	485	99%	73%	14%
Male	510	99%	70%	3%	462	99%	65%	6%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	92	100%	54%	3%	89	98%	44%	2%
Hispanic or Latino	64	98%	66%	0%	48	96%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	25	-	-	-
White	779	99%	79%	6%	781	99%	73%	12%
Multiracial								
Small Group Totals	24	100%	75%	4%	29	97%	69%	10%
General-Education Students	858	100%	83%	5%	858	100%	75%	11%
Students with Disabilities	101	96%	15%	0%	89	90%	15%	0%
English Proficient	945	99%	76%	5%	932	99%	70%	10%
Limited English Proficient	14	100%	36%	0%	15	93%	53%	7%
Economically Disadvantaged	321	100%	63%	2%	289	98%	54%	4%
Not Disadvantaged	638	99%	82%	7%	658	99%	76%	13%
Migrant								
Not Migrant	959	99%	75%	5%	947	99%	69%	10%

NOTES

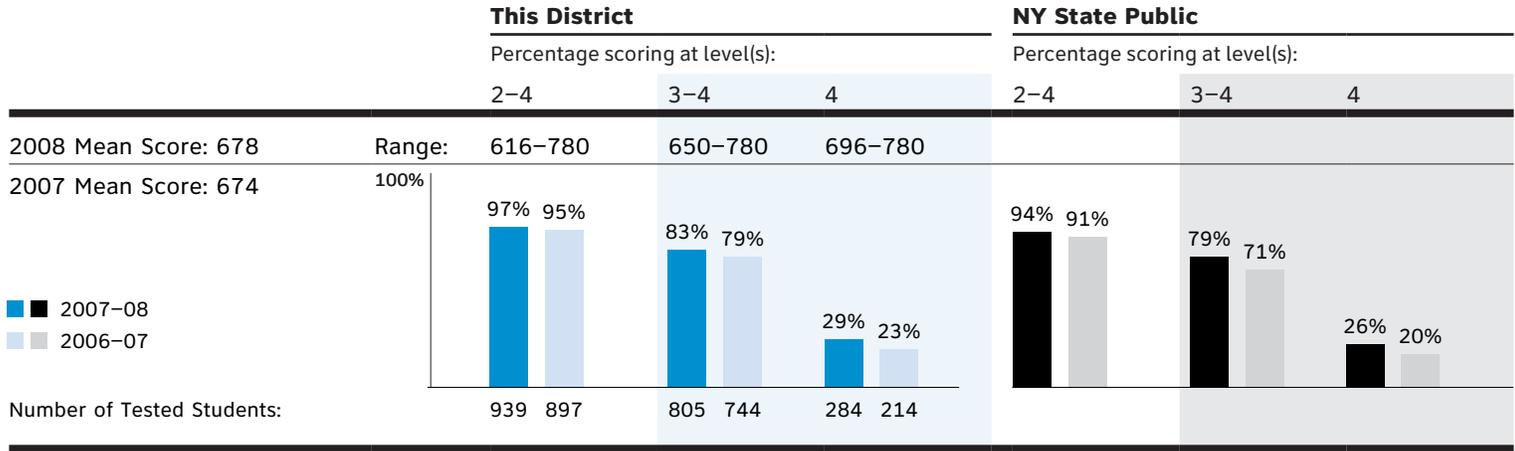
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Other Assessments

	2007-08 School Year				2006-07 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	15	15	10	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 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	965	97%	83%	29%	944	95%	79%	23%
Female	449	97%	86%	30%	484	96%	79%	24%
Male	516	97%	81%	29%	460	94%	78%	22%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	95	94%	69%	11%	89	89%	47%	10%
Hispanic or Latino	63	100%	81%	14%	47	96%	74%	13%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	26	-	-	-
White	783	98%	85%	33%	779	96%	83%	24%
Multiracial								
Small Group Totals	24	96%	83%	29%	29	97%	83%	41%
General-Education Students	862	99%	90%	33%	861	97%	84%	25%
Students with Disabilities	103	82%	31%	3%	83	70%	25%	1%
English Proficient	951	97%	84%	30%	926	95%	79%	23%
Limited English Proficient	14	93%	50%	7%	18	83%	61%	17%
Economically Disadvantaged	325	94%	74%	17%	293	92%	64%	12%
Not Disadvantaged	640	99%	88%	36%	651	96%	85%	28%
Migrant								
Not Migrant	965	97%	83%	29%	944	95%	79%	23%

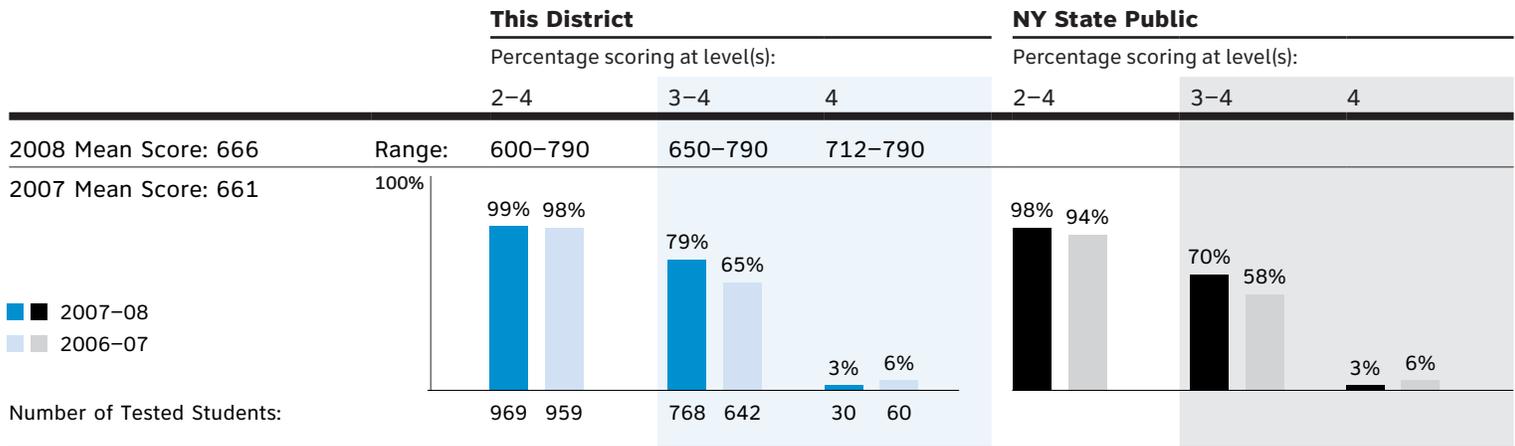
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	15	15	15	10	3	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	977	99%	79%	3%	982	98%	65%	6%
Female	500	99%	84%	4%	487	98%	73%	7%
Male	477	99%	73%	2%	495	97%	58%	5%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	101	100%	59%	0%	87	97%	47%	3%
Hispanic or Latino	56	93%	71%	5%	60	97%	62%	5%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	14	-	-	-
White	792	99%	82%	3%	817	98%	68%	6%
Multiracial								
Small Group Totals	28	100%	79%	0%	18	100%	67%	6%
General-Education Students	874	100%	85%	3%	887	100%	71%	7%
Students with Disabilities	103	93%	24%	0%	95	79%	16%	0%
English Proficient	968	99%	79%	3%	972	98%	66%	6%
Limited English Proficient	9	78%	33%	0%	10	70%	10%	0%
Economically Disadvantaged	329	98%	67%	2%	302	96%	47%	3%
Not Disadvantaged	648	100%	85%	4%	680	98%	74%	7%
Migrant								
Not Migrant	977	99%	79%	3%	982	98%	65%	6%

NOTES

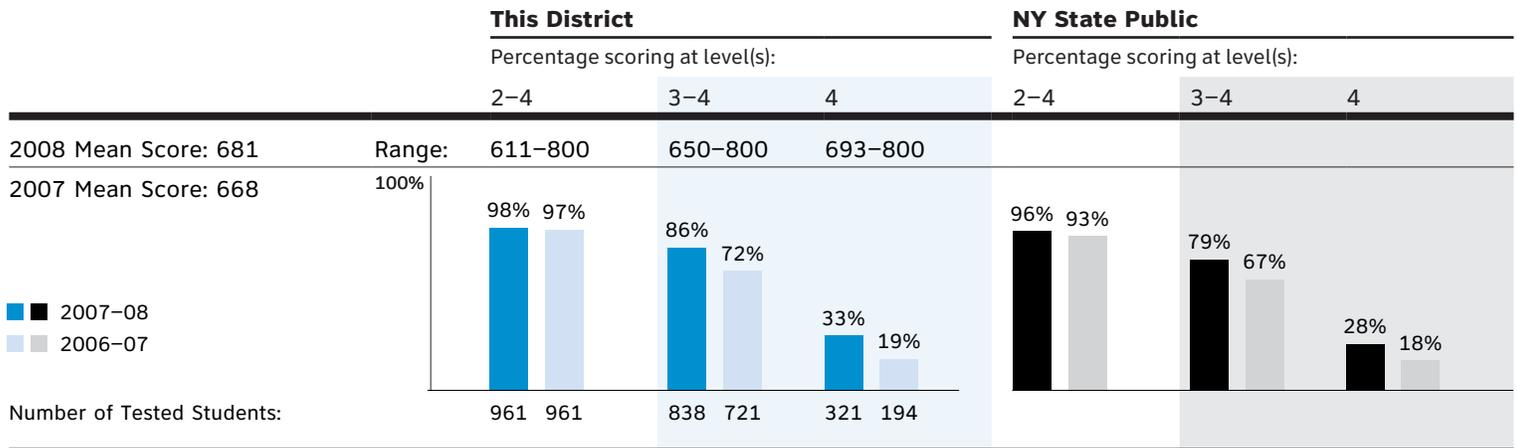
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Other Assessments

	2007-08 School Year				2006-07 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	6	6	5	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	4	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

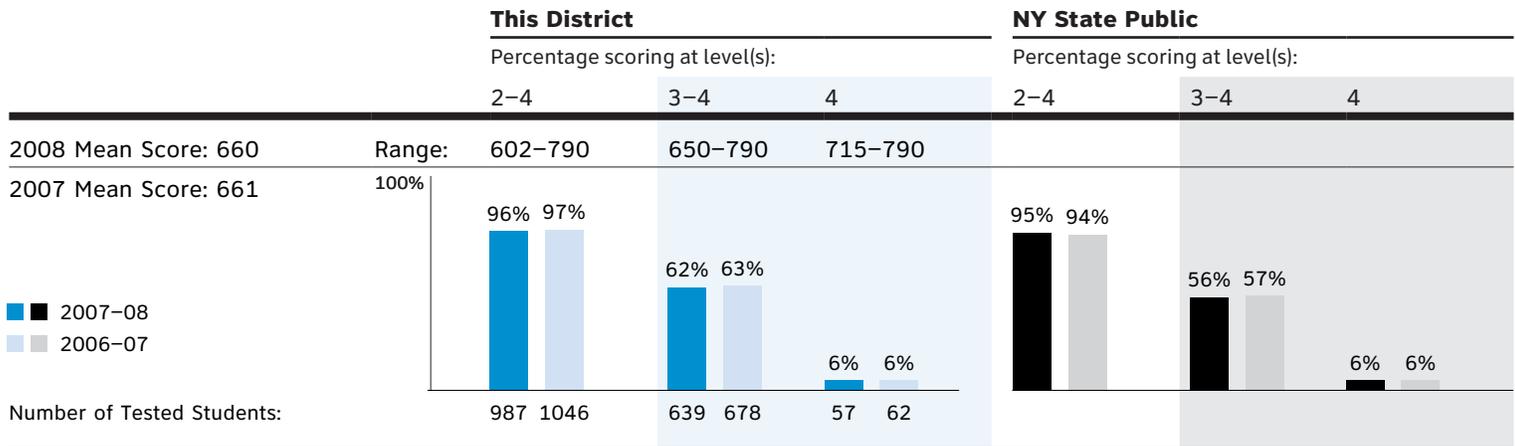
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	976	98%	86%	33%	995	97%	72%	19%
Female	498	99%	87%	33%	495	97%	74%	19%
Male	478	98%	85%	32%	500	96%	71%	20%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	104	94%	70%	13%	86	93%	56%	10%
Hispanic or Latino	55	96%	84%	15%	61	97%	64%	20%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	15	-	-	-
White	788	99%	88%	37%	829	97%	75%	20%
Multiracial								
Small Group Totals	29	100%	90%	34%	19	95%	84%	21%
General-Education Students	876	100%	91%	36%	898	98%	77%	21%
Students with Disabilities	100	88%	37%	6%	97	81%	27%	2%
English Proficient	965	99%	86%	33%	982	97%	73%	20%
Limited English Proficient	11	91%	45%	0%	13	77%	15%	0%
Economically Disadvantaged	335	97%	77%	19%	313	94%	52%	8%
Not Disadvantaged	641	99%	91%	40%	682	98%	82%	25%
Migrant								
Not Migrant	976	98%	86%	33%	995	97%	72%	19%

NOTES
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Other Assessments

	2007-08 School Year				2006-07 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	6	5	5	2	4	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	1025	96%	62%	6%	1075	97%	63%	6%
Female	508	97%	69%	9%	505	99%	70%	7%
Male	517	95%	56%	2%	570	96%	57%	5%
American Indian or Alaska Native	3	-	-	-	8	100%	88%	13%
Black or African American	102	90%	37%	2%	107	94%	41%	2%
Hispanic or Latino	68	97%	60%	0%	43	98%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	17	100%	76%	12%
White	833	97%	66%	6%	900	98%	66%	6%
Multiracial								
Small Group Totals	22	95%	64%	14%				
General-Education Students	913	99%	69%	6%	960	99%	69%	6%
Students with Disabilities	112	72%	10%	0%	115	82%	17%	0%
English Proficient	1012	97%	63%	6%	1066	98%	64%	6%
Limited English Proficient	13	77%	23%	0%	9	67%	0%	0%
Economically Disadvantaged	357	94%	44%	2%	313	96%	46%	1%
Not Disadvantaged	668	98%	72%	7%	762	98%	70%	8%
Migrant								
Not Migrant	1025	96%	62%	6%	1075	97%	63%	6%

NOTES

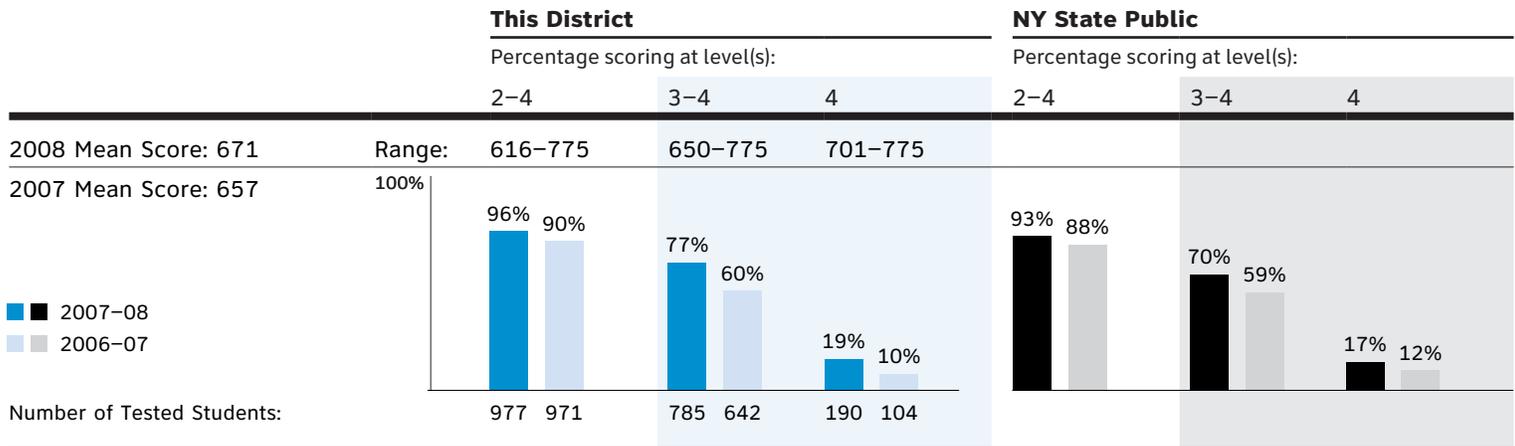
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	10	10	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 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	1022	96%	77%	19%	1076	90%	60%	10%
Female	507	96%	78%	20%	505	91%	62%	10%
Male	515	95%	75%	17%	571	90%	57%	9%
American Indian or Alaska Native	3	-	-	-	8	100%	75%	13%
Black or African American	100	90%	60%	10%	106	83%	35%	2%
Hispanic or Latino	67	90%	69%	7%	43	72%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	17	94%	71%	41%
White	833	97%	79%	20%	902	92%	63%	10%
Multiracial								
Small Group Totals	22	95%	86%	23%				
General-Education Students	911	98%	83%	21%	959	93%	65%	11%
Students with Disabilities	111	78%	28%	0%	117	65%	15%	1%
English Proficient	1009	96%	77%	19%	1064	91%	60%	10%
Limited English Proficient	13	77%	46%	0%	12	58%	8%	0%
Economically Disadvantaged	358	93%	63%	9%	316	82%	39%	3%
Not Disadvantaged	664	97%	84%	24%	760	94%	68%	12%
Migrant								
Not Migrant	1022	96%	77%	19%	1076	90%	60%	10%

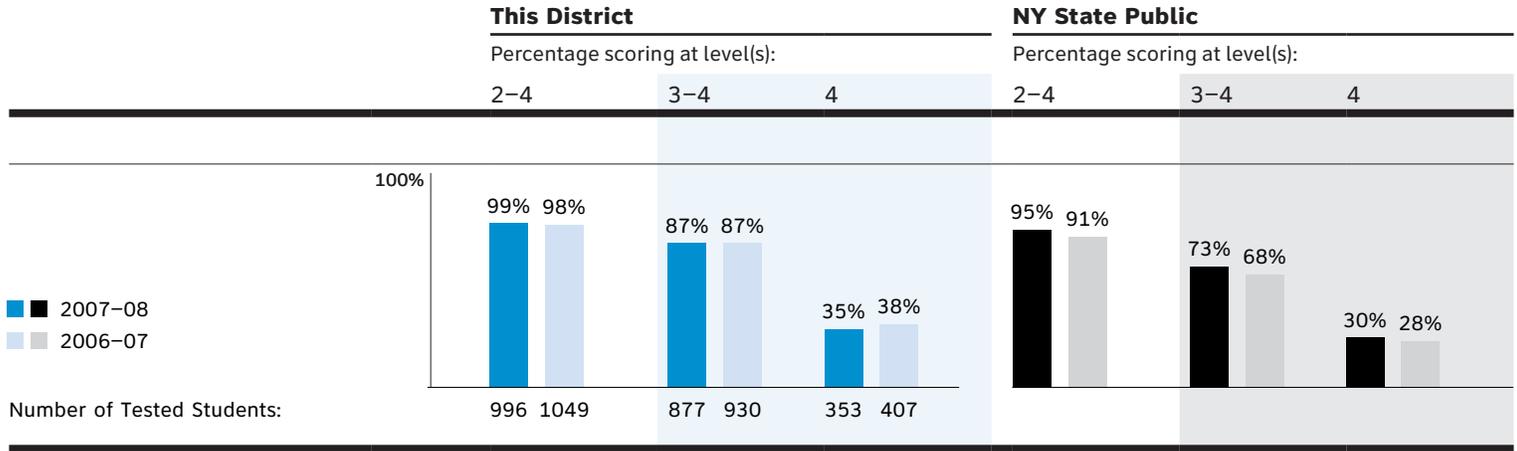
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	10	10	10	8

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 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	661	98%	81%	19%	760	97%	81%	28%
Female	328	98%	80%	16%	348	97%	78%	28%
Male	333	98%	81%	23%	412	97%	84%	29%
American Indian or Alaska Native	2	-	-	-	7	86%	86%	43%
Black or African American	81	98%	63%	9%	94	91%	63%	6%
Hispanic or Latino	51	98%	76%	18%	41	95%	78%	12%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	11	100%	91%	36%
White	518	99%	84%	21%	607	98%	84%	32%
Multiracial								
Small Group Totals	11	100%	91%	18%				
General-Education Students	557	100%	85%	22%	642	98%	86%	32%
Students with Disabilities	104	92%	56%	6%	118	92%	58%	8%
English Proficient	648	99%	81%	20%	748	97%	82%	29%
Limited English Proficient	13	92%	62%	0%	12	92%	67%	0%
Economically Disadvantaged	296	98%	72%	11%	280	95%	73%	16%
Not Disadvantaged	365	99%	87%	26%	480	98%	87%	35%
Migrant								
Not Migrant	661	98%	81%	19%	760	97%	81%	28%

NOTES
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	10	10	10	9
Regents Science	345	345	344	226	311	311	311	192

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

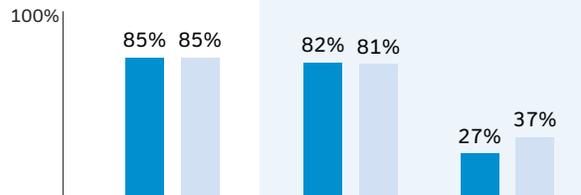
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

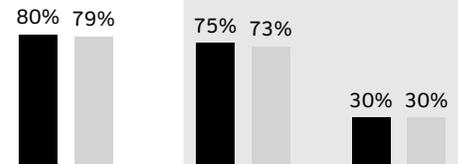
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1326	85%	82%	27%	1182	85%	81%	37%
Female	631	89%	86%	34%	577	88%	85%	44%
Male	695	81%	78%	20%	605	81%	78%	31%
American Indian or Alaska Native	7	71%	71%	0%	6	50%	50%	17%
Black or African American	102	75%	72%	9%	93	70%	60%	13%
Hispanic or Latino	60	75%	67%	10%	46	87%	78%	20%
Asian or Native Hawaiian/Other Pacific Islander	28	86%	79%	25%	20	75%	75%	25%
White	1129	87%	84%	29%	1017	86%	84%	40%
Multiracial								
Small Group Totals								
General-Education Students	1193	89%	87%	30%	1104	88%	86%	40%
Students with Disabilities	133	48%	34%	1%	78	28%	15%	0%
English Proficient	1311	85%	82%	27%	1165	85%	82%	38%
Limited English Proficient	15	67%	60%	0%	17	35%	35%	6%
Economically Disadvantaged	281	81%	75%	16%	222	77%	71%	20%
Not Disadvantaged	1045	86%	84%	30%	960	86%	84%	41%
Migrant								
Not Migrant	1326	85%	82%	27%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

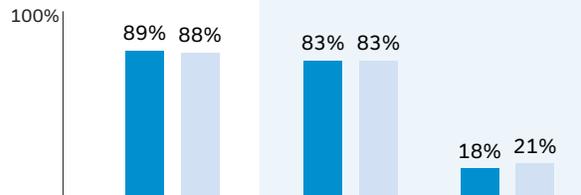
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

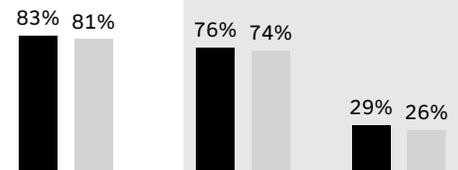


■ 2004 Cohort
■ 2003 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1326	89%	83%	18%	1182	88%	83%	21%
Female	631	90%	85%	20%	577	89%	85%	22%
Male	695	87%	82%	16%	605	87%	82%	20%
American Indian or Alaska Native	7	100%	86%	14%	6	83%	83%	0%
Black or African American	102	79%	74%	4%	93	72%	57%	8%
Hispanic or Latino	60	78%	65%	5%	46	91%	76%	9%
Asian or Native Hawaiian/Other Pacific Islander	28	93%	75%	18%	20	90%	90%	35%
White	1129	90%	85%	20%	1017	89%	86%	23%
Multiracial								
Small Group Totals								
General-Education Students	1193	92%	88%	20%	1104	92%	87%	23%
Students with Disabilities	133	59%	42%	2%	78	36%	27%	0%
English Proficient	1311	89%	84%	18%	1165	89%	84%	21%
Limited English Proficient	15	80%	60%	0%	17	53%	47%	18%
Economically Disadvantaged	281	86%	77%	11%	222	82%	72%	13%
Not Disadvantaged	1045	89%	85%	20%	960	89%	86%	23%
Migrant								
Not Migrant	1326	89%	83%	18%				

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

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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