



The New York State District Report Card

Accountability and Overview Report 2008 – 09

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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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

	2006-07	2007-08	2008-09
Pre-K	351	396	457
Kindergarten	824	838	868
Grade 1	890	824	825
Grade 2	916	883	832
Grade 3	876	907	867
Grade 4	853	872	896
Grade 5	954	845	874
Grade 6	959	948	864
Ungraded Elementary	0	60	61
Grade 7	998	976	978
Grade 8	1100	1020	981
Grade 9	1093	1083	993
Grade 10	1079	1095	1086
Grade 11	1275	1051	1075
Grade 12	1179	1304	1073
Ungraded Secondary	0	27	25
Total K-12	12996	12733	12298

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	21	21
Grade 8			
English	24	22	22
Mathematics	23	22	21
Science	23	23	22
Social Studies	24	24	23
Grade 10			
English	24	23	24
Mathematics	21	22	20
Science	27	23	22
Social Studies	25	24	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District GREECE CENTRAL SCHOOL DISTRICT

District ID 26-05-01-06-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2622	20%	2745	22%	2862	23%
Reduced-Price Lunch	1313	10%	1317	10%	1324	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	296	2%	292	2%	311	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	57	0%	46	0%	41	0%
Black or African American	1226	9%	1313	10%	1374	11%
Hispanic or Latino	713	5%	750	6%	839	7%
Asian or Native Hawaiian/Other Pacific Islander	271	2%	284	2%	308	3%
White	10729	83%	10340	81%	9680	79%
Multiracial	0	0%	0	0%	56	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		95%		93%		94%
Student Suspensions	1111	8%	1057	8%	1123	9%

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

	2006-07	2007-08	2008-09
Total Number of Teachers	926	1042	1058
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	10%	8%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	11%	11%
Total Number of Core Classes	2322	2345	2316
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	3481	3424	3411
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	16%	18%
Turnover Rate of All Teachers	13%	13%	14%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	55	111	134
Total Paraprofessionals*	236	309	342
Assistant Principals	25	23	29
Principals	20	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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
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	SH					
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
- 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
(2009–10)

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 2010-11. [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 2008–09 2009–10
All Students (5540:5454)			100%		180	143	
Ethnicity							
American Indian or Alaska Native (12:12)	—	—	—	—	—	—	—
Black or African American (605:584)			100%		162	139	
Hispanic or Latino (411:396)			99%		169	138	
Asian or Native Hawaiian/Other Pacific Islander (148:143)			99%		186	135	
White (4364:4319)			100%		183	142	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (697:681)	 SH		99%	 SH	124	140	118 132
Limited English Proficient ⁵ (137:183)			97%		150	136	
Economically Disadvantaged (2006:1950)			100%		168	142	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (5551:5433)			100%		188	118	
Ethnicity							
American Indian or Alaska Native (12:12)	—	—	—	—	—	—	—
Black or African American (607:571)			100%		173	114	
Hispanic or Latino (409:393)			100%		181	113	
Asian or Native Hawaiian/Other Pacific Islander (151:146)			99%		194	110	
White (4372:4311)			100%		191	117	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (697:672)			99%		144	115	
Limited English Proficient ⁵ (140:191)			99%		177	111	
Economically Disadvantaged (2030:1953)			100%		180	117	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (1911:1842)		Qualified		99%		189	100	
Ethnicity								
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—
Black or African American (214:194)		Qualified		97%		171	100	
Hispanic or Latino (153:142)		Qualified		99%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (52:51)		Qualified		100%		198	100	
White (1489:1452)		Qualified		99%		192	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (240:225)		Qualified		96%		153	100	
Limited English Proficient ⁴ (41:59)		Qualified		98%		183	100	
Economically Disadvantaged (707:661)		Qualified		98%		180	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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
(2009–10)

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 2010-11. [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 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (1011:958)			97%		184	167	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (108:97)			96%		169	161	
Hispanic or Latino (57:54)			98%		185	158	
Asian or Native Hawaiian/Other Pacific Islander (27:21)	–	–	–	–	–	–	–
White (817:784)			97%		185	167	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (229:106)			88%		113	161	124 122
Limited English Proficient ⁵ (15:12)	–	–	–	–	–	–	–
Economically Disadvantaged (274:258)			97%		176	164	
Final AYP Determination	 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1011:958)			98%		187	162	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (108:97)			96%		174	156	
Hispanic or Latino (57:54)			98%		187	153	
Asian or Native Hawaiian/Other Pacific Islander (27:21)	–	–	–	–	–	–	–
White (817:784)			98%		188	162	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (229:106)			90%		125	156	138 133
Limited English Proficient ⁵ (15:12)	–	–	–	–	–	–	–
Economically Disadvantaged (274:258)			98%		180	159	
Final AYP Determination	 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (1326)			82%	55%		
Ethnicity						
American Indian or Alaska Native (7)		–	–	–		
Black or African American (102)			71%	55%		
Hispanic or Latino (60)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (28)		–	–	–		
White (1129)			84%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (133)			50%	55%	26%	51%
Limited English Proficient ² (15)		–	–	–		
Economically Disadvantaged (280)			77%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

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

Summary of 2008–09 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	76%			861
Grade 4	79%			894
Grade 5	82%			882
Grade 6	85%			855
Grade 7	87%			974
Grade 8	77%			976
Mathematics				
Grade 3	93%			859
Grade 4	87%			896
Grade 5	86%			885
Grade 6	90%			868
Grade 7	94%			976
Grade 8	89%			982
Science				
Grade 4	92%			893
Grade 8	81%			667

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	79%			1110
Mathematics	84%			1110

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.

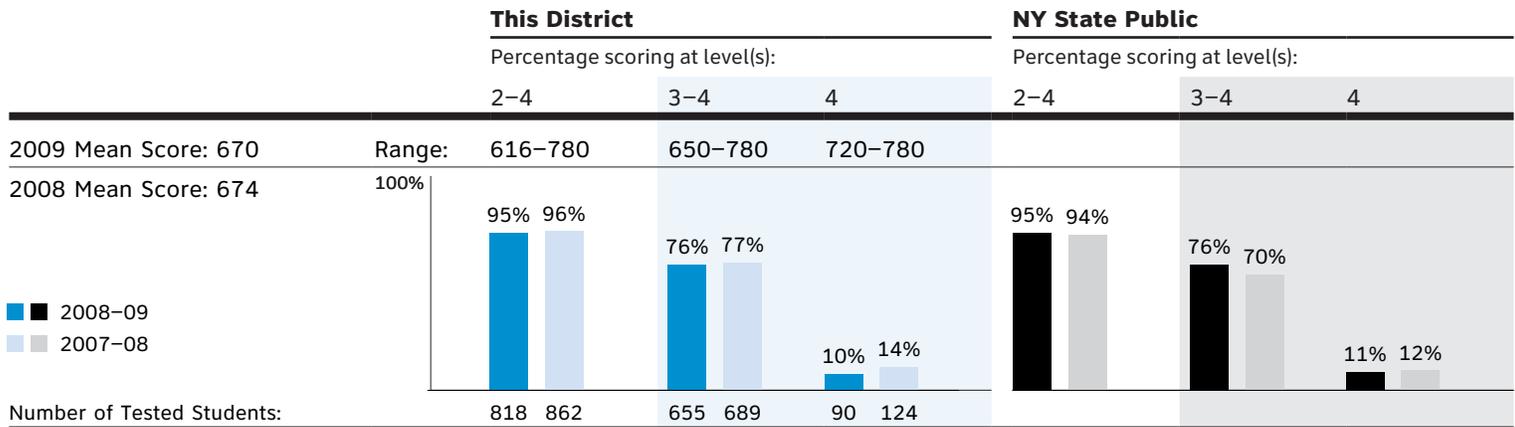
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	861	95%	76%	10%	900	96%	77%	14%
Female	418	98%	81%	11%	430	97%	80%	18%
Male	443	93%	71%	10%	470	94%	73%	10%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	90	87%	57%	4%	97	88%	54%	2%
Hispanic or Latino	71	96%	73%	3%	78	94%	59%	10%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	25	-	-	-
White	673	96%	78%	12%	699	97%	82%	16%
Multiracial								
Small Group Totals	27	96%	89%	11%	26	100%	77%	15%
General-Education Students	770	99%	84%	12%	831	99%	81%	15%
Students with Disabilities	91	60%	13%	0%	69	61%	20%	0%
English Proficient	818	96%	78%	11%	865	96%	78%	14%
Limited English Proficient	43	84%	42%	2%	35	97%	29%	0%
Economically Disadvantaged	299	90%	62%	3%	330	92%	65%	7%
Not Disadvantaged	562	98%	84%	14%	570	98%	83%	18%
Migrant								
Not Migrant	861	95%	76%	10%	900	96%	77%	14%

NOTES

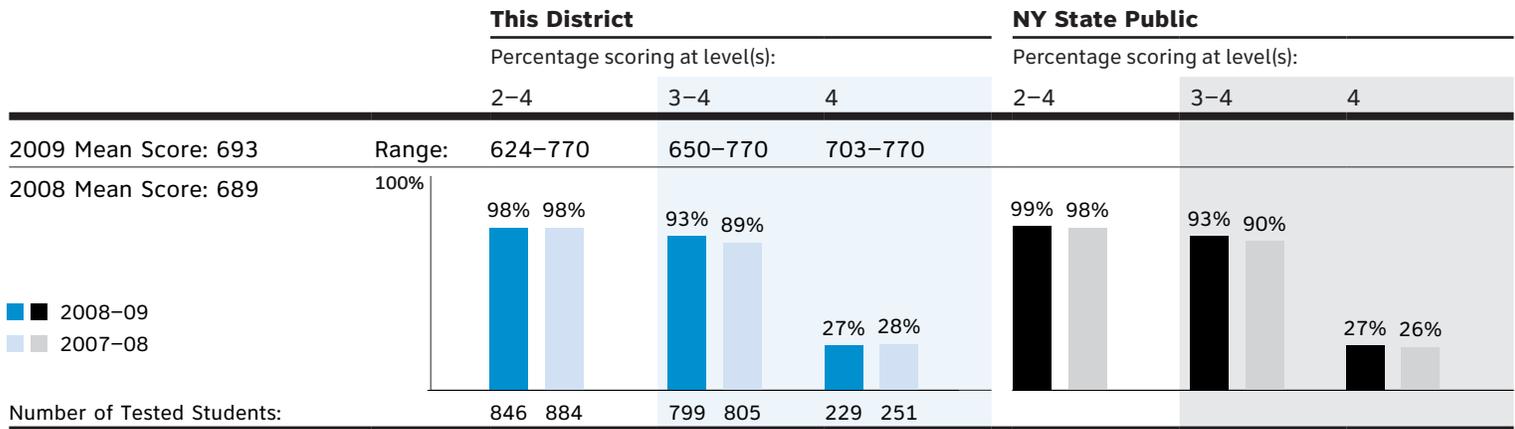
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	10	15	15	14	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	2	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

	2008-09 School Year				2007-08 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	859	98%	93%	27%	902	98%	89%	28%
Female	416	99%	93%	26%	430	98%	89%	26%
Male	443	98%	93%	27%	472	98%	90%	29%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	92	95%	80%	13%	95	94%	74%	5%
Hispanic or Latino	67	99%	96%	15%	78	97%	78%	17%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	26	-	-	-
White	673	99%	94%	29%	702	99%	92%	31%
Multiracial								
Small Group Totals	27	100%	96%	44%	27	100%	100%	52%
General-Education Students	767	100%	97%	30%	832	99%	93%	30%
Students with Disabilities	92	89%	62%	2%	70	83%	47%	3%
English Proficient	815	99%	93%	27%	866	98%	90%	28%
Limited English Proficient	44	95%	86%	11%	36	97%	78%	14%
Economically Disadvantaged	301	97%	87%	15%	336	97%	82%	17%
Not Disadvantaged	558	99%	96%	33%	566	99%	93%	34%
Migrant								
Not Migrant	859	98%	93%	27%	902	98%	89%	28%

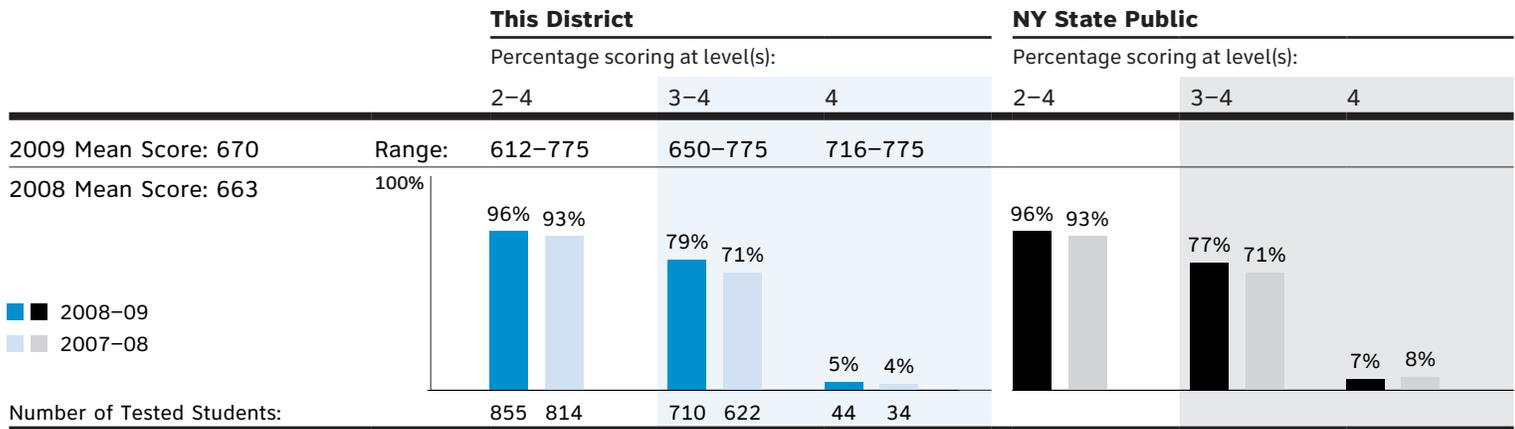
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	10	15	15	15	12

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	894	96%	79%	5%	873	93%	71%	4%
Female	425	97%	82%	8%	447	95%	75%	5%
Male	469	95%	77%	2%	426	92%	67%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	101	90%	55%	0%	98	87%	57%	1%
Hispanic or Latino	76	91%	63%	3%	63	86%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	23	-	-	-
White	692	97%	84%	6%	688	95%	74%	5%
Multiracial								
Small Group Totals	25	100%	88%	12%	24	88%	79%	8%
General-Education Students	800	99%	87%	6%	780	97%	77%	4%
Students with Disabilities	94	65%	19%	0%	93	62%	23%	0%
English Proficient	870	96%	80%	5%	841	94%	73%	4%
Limited English Proficient	24	96%	50%	0%	32	72%	38%	0%
Economically Disadvantaged	335	93%	70%	2%	310	87%	55%	1%
Not Disadvantaged	559	97%	85%	7%	563	96%	80%	5%
Migrant								
Not Migrant	894	96%	79%	5%	873	93%	71%	4%

NOTES

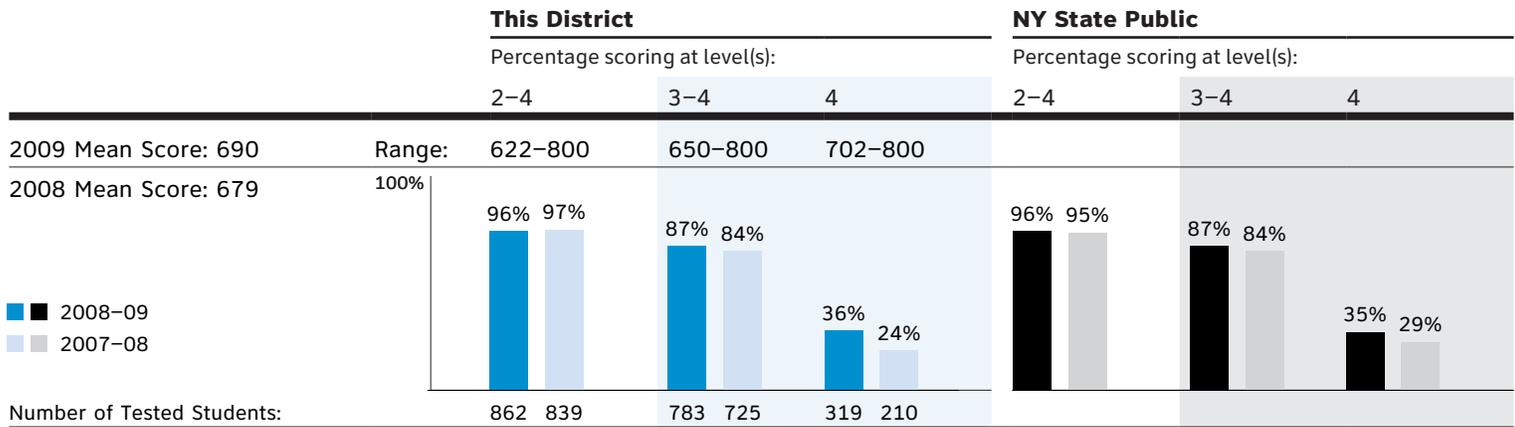
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Other Assessments

	2008-09 School Year				2007-08 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	14	14	11	9	9	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	1	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

	2008-09 School Year				2007-08 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	896	96%	87%	36%	867	97%	84%	24%
Female	424	96%	86%	37%	447	97%	84%	22%
Male	472	96%	88%	34%	420	96%	84%	26%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	101	89%	71%	14%	97	95%	77%	7%
Hispanic or Latino	77	94%	77%	23%	64	92%	70%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	23	-	-	-
White	692	97%	91%	39%	682	98%	86%	28%
Multiracial								
Small Group Totals	26	100%	92%	65%	24	96%	83%	38%
General-Education Students	803	99%	93%	39%	779	99%	88%	26%
Students with Disabilities	93	72%	42%	5%	88	75%	44%	6%
English Proficient	869	96%	88%	36%	834	97%	85%	25%
Limited English Proficient	27	96%	74%	22%	33	91%	48%	3%
Economically Disadvantaged	341	94%	80%	24%	311	94%	72%	12%
Not Disadvantaged	555	97%	92%	43%	556	99%	90%	31%
Migrant								
Not Migrant	896	96%	87%	36%	867	97%	84%	24%

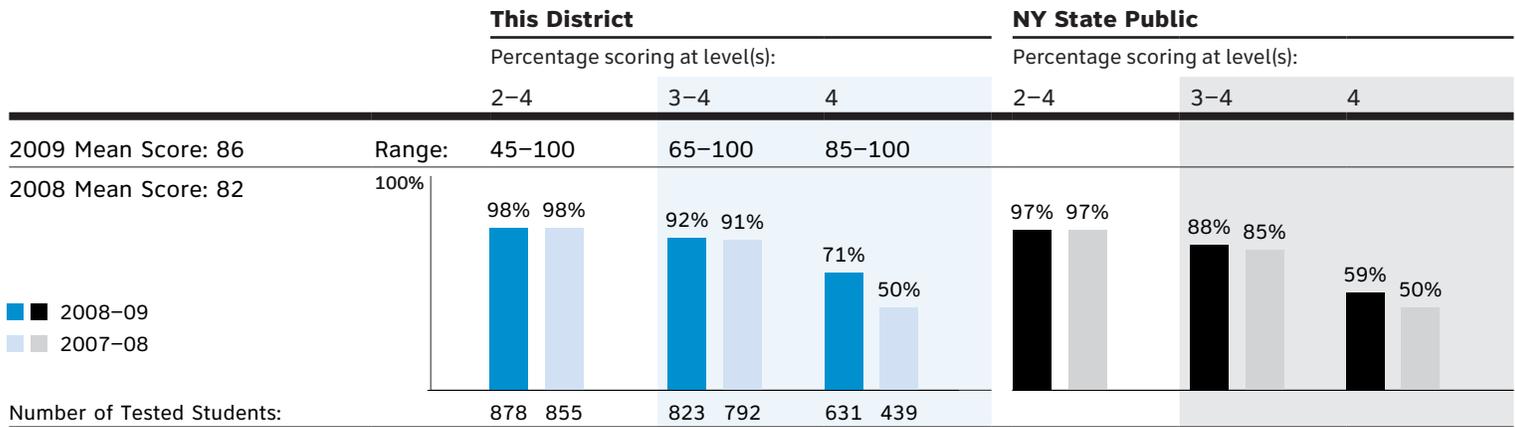
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	14	14	11	8	9	9	9	7

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	893	98%	92%	71%	870	98%	91%	50%
Female	422	98%	93%	69%	448	98%	91%	48%
Male	471	99%	92%	72%	422	98%	91%	53%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	100	95%	79%	42%	97	95%	81%	28%
Hispanic or Latino	79	97%	80%	52%	64	94%	89%	27%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	23	-	-	-
White	688	99%	95%	76%	685	99%	93%	55%
Multiracial								
Small Group Totals	26	100%	100%	85%	24	96%	92%	63%
General-Education Students	799	99%	96%	76%	777	99%	93%	54%
Students with Disabilities	94	88%	63%	26%	93	91%	71%	17%
English Proficient	865	98%	93%	72%	837	99%	92%	52%
Limited English Proficient	28	100%	75%	43%	33	88%	70%	15%
Economically Disadvantaged	341	96%	86%	56%	317	97%	85%	30%
Not Disadvantaged	552	100%	96%	80%	553	99%	95%	62%
Migrant								
Not Migrant	893	98%	92%	71%	870	98%	91%	50%

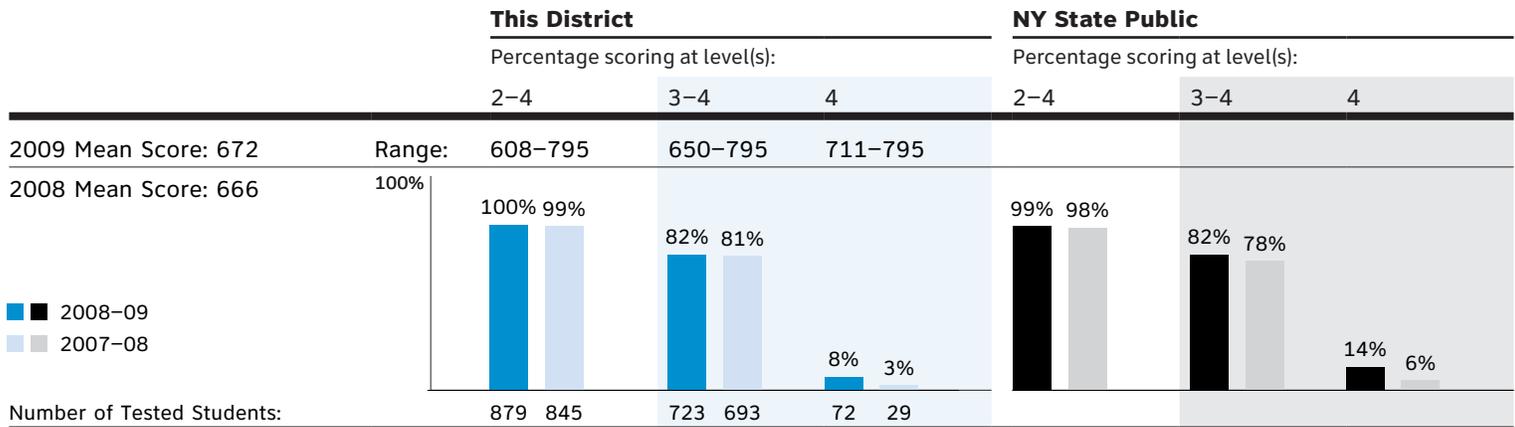
NOTES

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

	2008-09 School Year				2007-08 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	14	14	13	12	9	9	9	8

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	882	100%	82%	8%	851	99%	81%	3%
Female	455	99%	84%	8%	422	99%	83%	5%
Male	427	100%	80%	8%	429	99%	79%	1%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	97	100%	69%	1%	95	100%	62%	1%
Hispanic or Latino	61	100%	70%	3%	39	100%	79%	3%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	21	-	-	-
White	701	100%	85%	10%	693	99%	84%	4%
Multiracial								
Small Group Totals	23	100%	78%	4%	24	100%	83%	4%
General-Education Students	769	100%	88%	9%	761	100%	87%	4%
Students with Disabilities	113	97%	41%	1%	90	94%	34%	0%
English Proficient	859	100%	83%	8%	837	99%	82%	3%
Limited English Proficient	23	96%	26%	0%	14	100%	57%	0%
Economically Disadvantaged	314	99%	71%	3%	300	99%	70%	1%
Not Disadvantaged	568	100%	88%	11%	551	99%	87%	5%
Migrant								
Not Migrant	882	100%	82%	8%	851	99%	81%	3%

NOTES

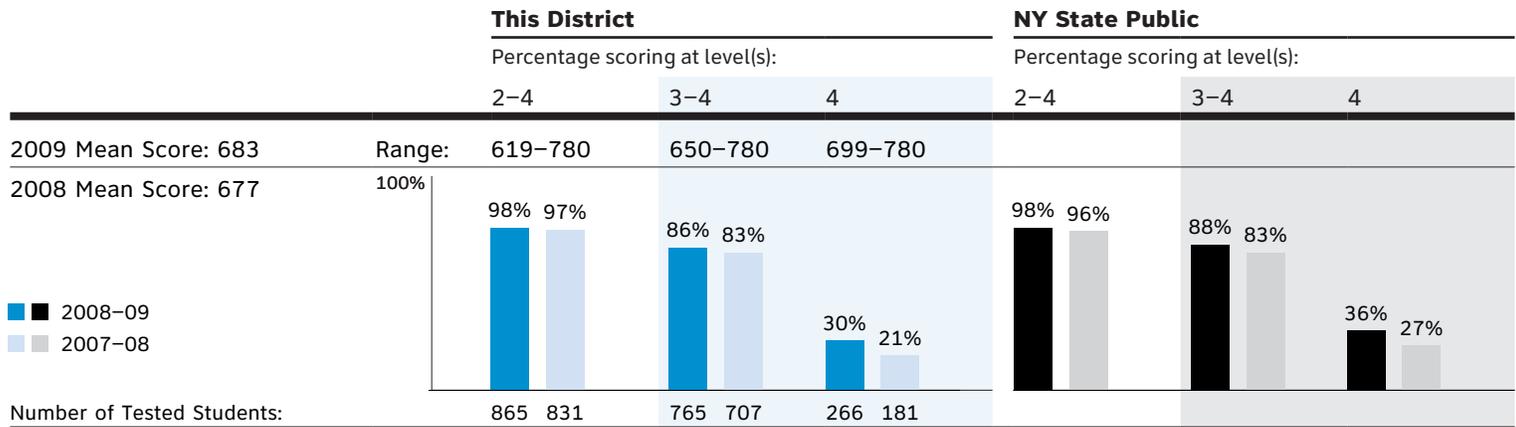
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	13	13	12	9	9	7	7	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	2	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

	2008-09 School Year				2007-08 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	885	98%	86%	30%	856	97%	83%	21%
Female	457	97%	87%	30%	425	97%	81%	19%
Male	428	98%	86%	30%	431	97%	84%	23%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	98	97%	71%	11%	93	95%	62%	6%
Hispanic or Latino	61	95%	79%	13%	41	100%	80%	17%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	23	-	-	-
White	703	98%	89%	33%	696	97%	85%	23%
Multiracial								
Small Group Totals	23	91%	91%	61%	26	96%	85%	31%
General-Education Students	773	99%	92%	34%	767	99%	87%	23%
Students with Disabilities	112	88%	46%	4%	89	81%	40%	3%
English Proficient	861	98%	87%	31%	839	97%	83%	21%
Limited English Proficient	24	83%	58%	13%	17	100%	59%	6%
Economically Disadvantaged	319	96%	75%	16%	303	96%	71%	9%
Not Disadvantaged	566	99%	93%	38%	553	97%	89%	28%
Migrant								
Not Migrant	885	98%	86%	30%	856	97%	83%	21%

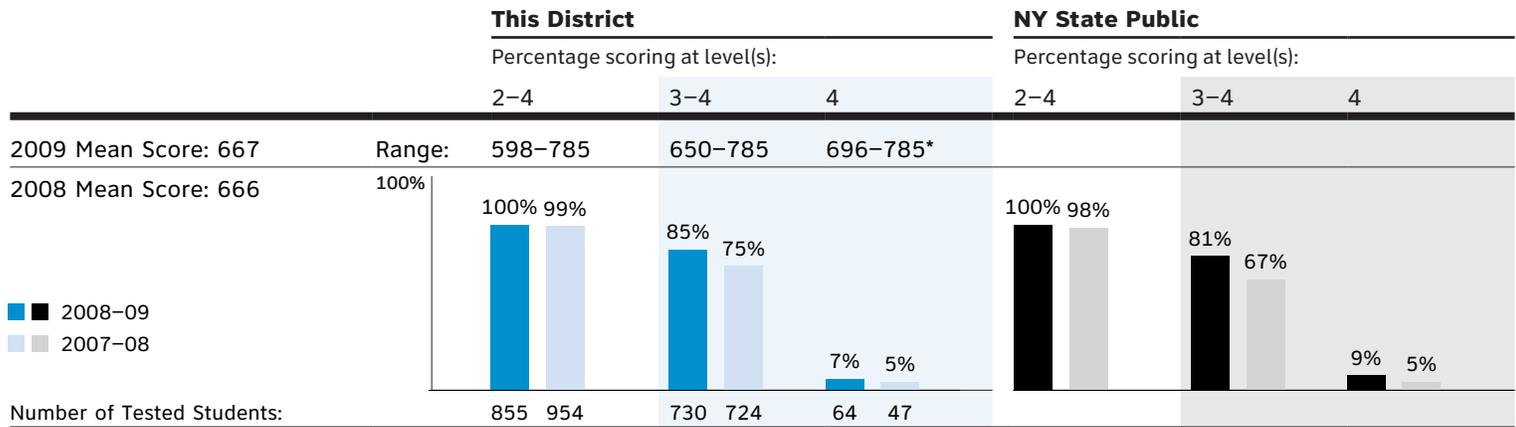
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	13	13	13	7	9	9	8	3

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	855	100%	85%	7%	959	99%	75%	5%
Female	430	100%	87%	10%	449	100%	82%	7%
Male	425	100%	84%	5%	510	99%	70%	3%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	92	100%	80%	3%	92	100%	54%	3%
Hispanic or Latino	52	100%	79%	2%	64	98%	66%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	20	-	-	-
White	685	100%	86%	8%	779	99%	79%	6%
Multiracial								
Small Group Totals	26	100%	92%	19%	24	100%	75%	4%
General-Education Students	758	100%	92%	8%	858	100%	83%	5%
Students with Disabilities	97	100%	35%	0%	101	96%	15%	0%
English Proficient	847	100%	85%	7%	945	99%	76%	5%
Limited English Proficient	8	100%	88%	13%	14	100%	36%	0%
Economically Disadvantaged	308	100%	76%	3%	321	100%	63%	2%
Not Disadvantaged	547	100%	91%	10%	638	99%	82%	7%
Migrant								
Not Migrant	855	100%	85%	7%	959	99%	75%	5%

NOTES

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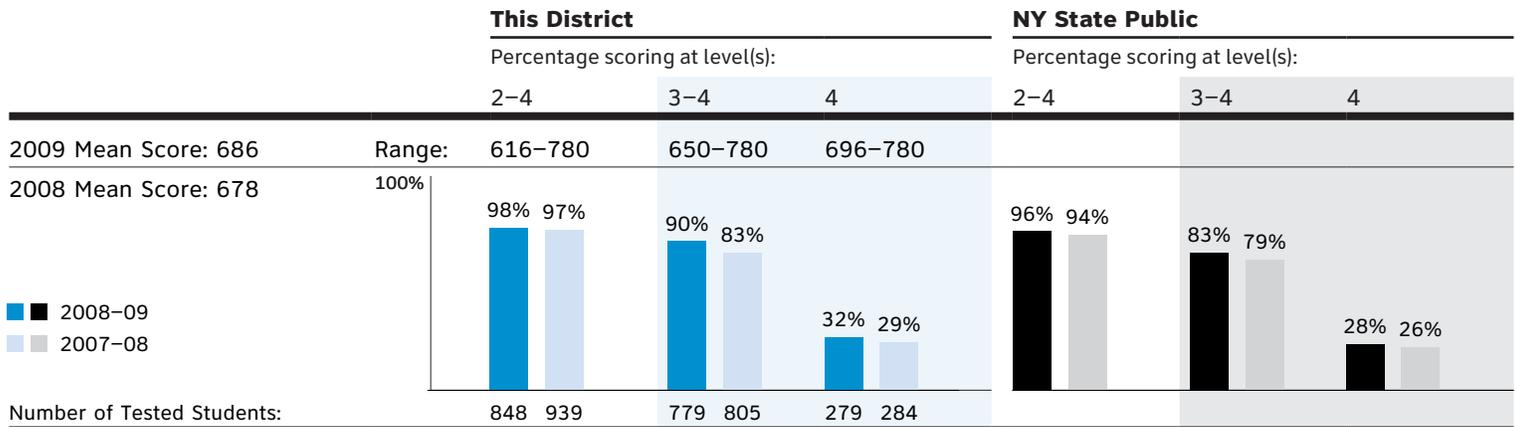
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	9	7	5	15	15	10	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	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 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	868	98%	90%	32%	965	97%	83%	29%
Female	431	97%	90%	31%	449	97%	86%	30%
Male	437	98%	89%	33%	516	97%	81%	29%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	93	95%	77%	16%	95	94%	69%	11%
Hispanic or Latino	53	94%	81%	13%	63	100%	81%	14%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	20	-	-	-
White	693	98%	92%	35%	783	98%	85%	33%
Multiracial								
Small Group Totals	29	100%	93%	38%	24	96%	83%	29%
General-Education Students	772	100%	95%	36%	862	99%	90%	33%
Students with Disabilities	96	80%	45%	3%	103	82%	31%	3%
English Proficient	856	98%	90%	32%	951	97%	84%	30%
Limited English Proficient	12	92%	75%	17%	14	93%	50%	7%
Economically Disadvantaged	320	96%	84%	16%	325	94%	74%	17%
Not Disadvantaged	548	99%	93%	42%	640	99%	88%	36%
Migrant								
Not Migrant	868	98%	90%	32%	965	97%	83%	29%

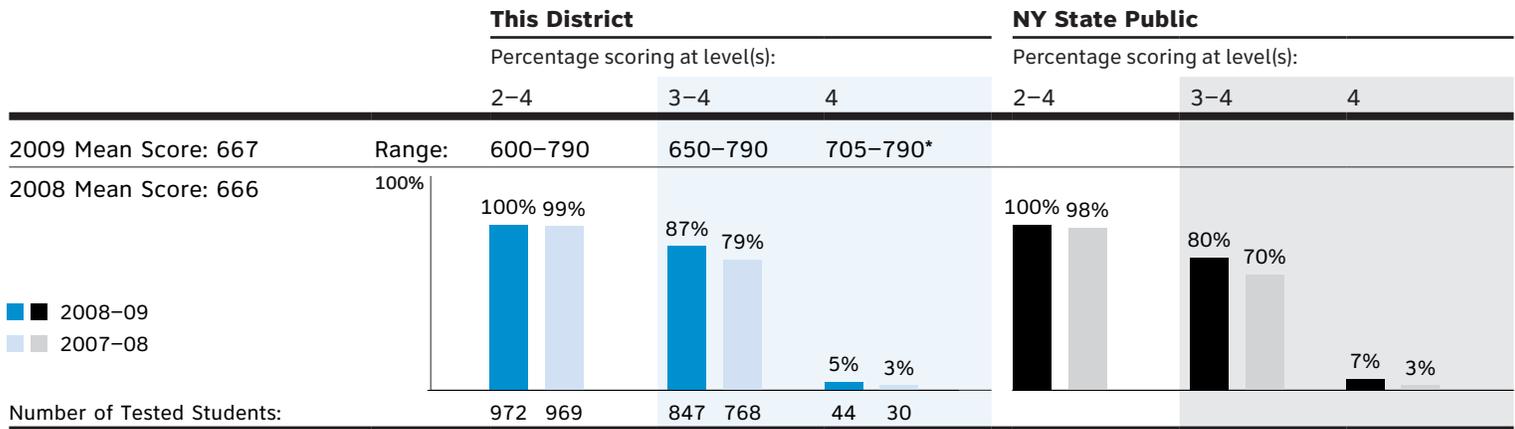
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	9	8	5	15	15	15	10

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	974	100%	87%	5%	977	99%	79%	3%
Female	449	100%	90%	5%	500	99%	84%	4%
Male	525	100%	85%	4%	477	99%	73%	2%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	103	99%	73%	0%	101	100%	59%	0%
Hispanic or Latino	73	100%	77%	0%	56	93%	71%	5%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	24	-	-	-
White	776	100%	90%	6%	792	99%	82%	3%
Multiracial								
Small Group Totals	22	100%	95%	0%	28	100%	79%	0%
General-Education Students	866	100%	92%	5%	874	100%	85%	3%
Students with Disabilities	108	99%	44%	0%	103	93%	24%	0%
English Proficient	960	100%	88%	5%	968	99%	79%	3%
Limited English Proficient	14	100%	43%	0%	9	78%	33%	0%
Economically Disadvantaged	356	100%	79%	1%	329	98%	67%	2%
Not Disadvantaged	618	100%	92%	6%	648	100%	85%	4%
Migrant								
Not Migrant	974	100%	87%	5%	977	99%	79%	3%

NOTES

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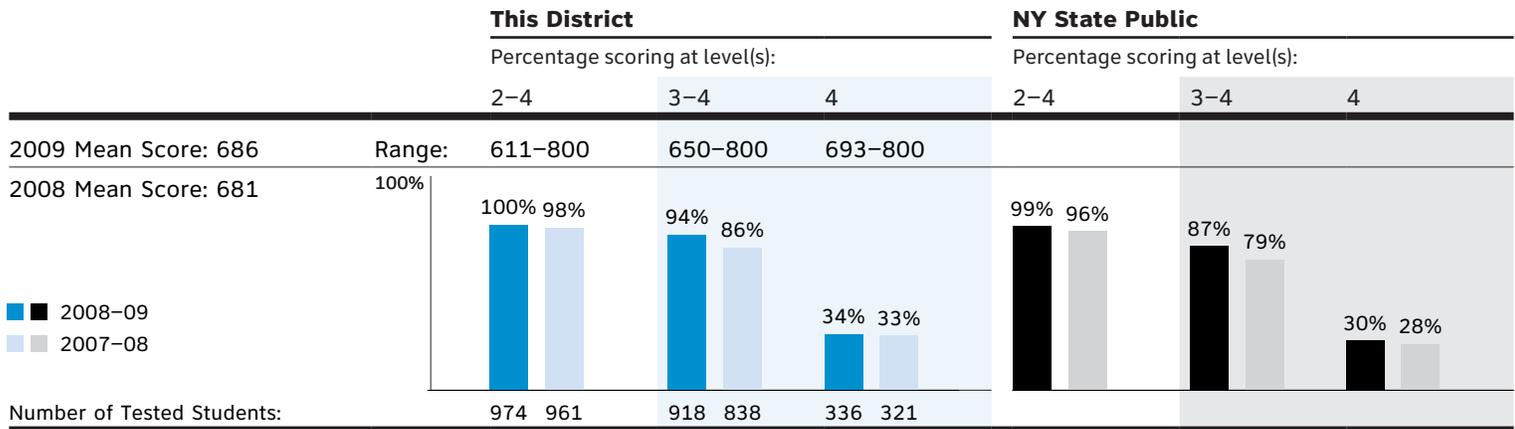
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	16	16	15	12	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	2	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

	2008-09 School Year				2007-08 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	100%	94%	34%	976	98%	86%	33%
Female	450	100%	94%	36%	498	99%	87%	33%
Male	526	100%	94%	33%	478	98%	85%	32%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	100	100%	81%	13%	104	94%	70%	13%
Hispanic or Latino	74	99%	91%	28%	55	96%	84%	15%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	26	-	-	-
White	777	100%	96%	37%	788	99%	88%	37%
Multiracial								
Small Group Totals	25	100%	100%	56%	29	100%	90%	34%
General-Education Students	868	100%	97%	38%	876	100%	91%	36%
Students with Disabilities	108	99%	67%	6%	100	88%	37%	6%
English Proficient	958	100%	94%	35%	965	99%	86%	33%
Limited English Proficient	18	94%	78%	17%	11	91%	45%	0%
Economically Disadvantaged	361	100%	89%	21%	335	97%	77%	19%
Not Disadvantaged	615	100%	97%	42%	641	99%	91%	40%
Migrant								
Not Migrant	976	100%	94%	34%	976	98%	86%	33%

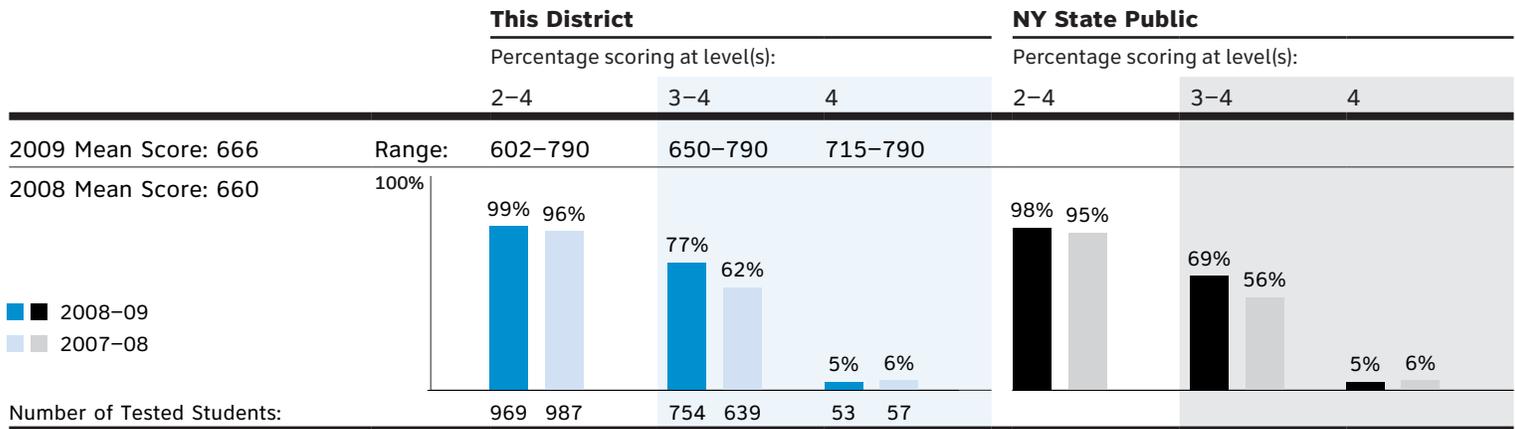
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	16	15	14	4	6	5	5	2

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	99%	77%	5%	1025	96%	62%	6%
Female	495	100%	82%	8%	508	97%	69%	9%
Male	481	99%	73%	3%	517	95%	56%	2%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	111	98%	57%	2%	102	90%	37%	2%
Hispanic or Latino	65	98%	71%	0%	68	97%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	19	-	-	-
White	772	99%	81%	6%	833	97%	66%	6%
Multiracial								
Small Group Totals	28	100%	75%	4%	22	95%	64%	14%
General-Education Students	857	100%	84%	6%	913	99%	69%	6%
Students with Disabilities	119	94%	25%	0%	112	72%	10%	0%
English Proficient	967	99%	78%	5%	1012	97%	63%	6%
Limited English Proficient	9	100%	33%	0%	13	77%	23%	0%
Economically Disadvantaged	343	99%	66%	3%	357	94%	44%	2%
Not Disadvantaged	633	99%	83%	7%	668	98%	72%	7%
Migrant								
Not Migrant	976	99%	77%	5%	1025	96%	62%	6%

NOTES

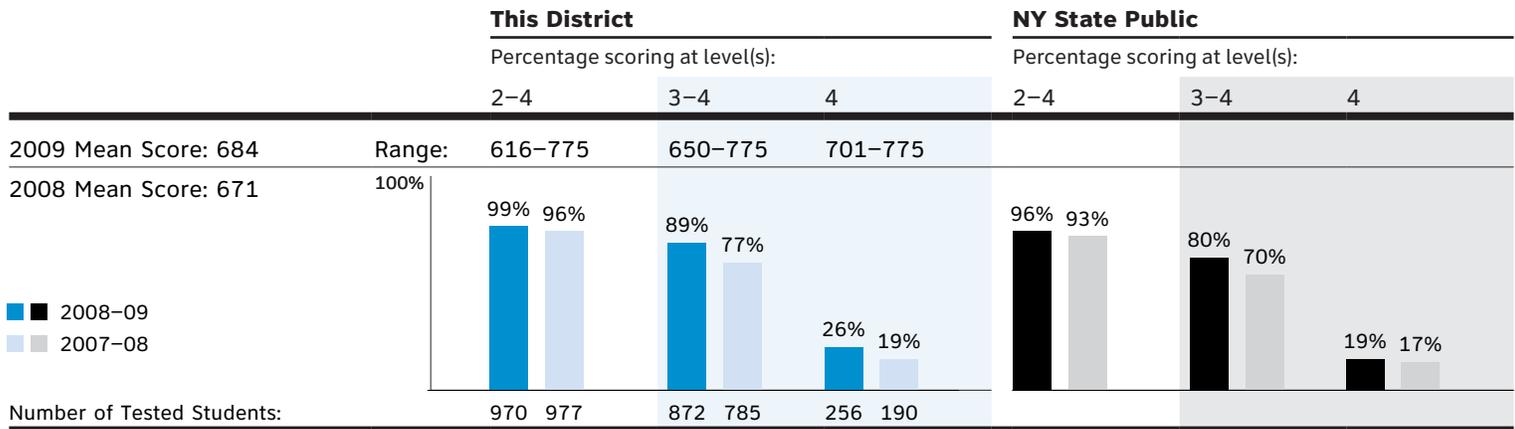
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Other Assessments

	2008-09 School Year				2007-08 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	8	8	8	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	982	99%	89%	26%	1022	96%	77%	19%
Female	503	99%	89%	28%	507	96%	78%	20%
Male	479	99%	88%	24%	515	95%	75%	17%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	109	98%	78%	7%	100	90%	60%	10%
Hispanic or Latino	69	97%	86%	17%	67	90%	69%	7%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	19	-	-	-
White	776	99%	90%	29%	833	97%	79%	20%
Multiracial								
Small Group Totals	28	100%	96%	36%	22	95%	86%	23%
General-Education Students	865	100%	94%	29%	911	98%	83%	21%
Students with Disabilities	117	91%	53%	4%	111	78%	28%	0%
English Proficient	969	99%	89%	26%	1009	96%	77%	19%
Limited English Proficient	13	100%	69%	15%	13	77%	46%	0%
Economically Disadvantaged	351	98%	82%	15%	358	93%	63%	9%
Not Disadvantaged	631	99%	93%	32%	664	97%	84%	24%
Migrant								
Not Migrant	982	99%	89%	26%	1022	96%	77%	19%

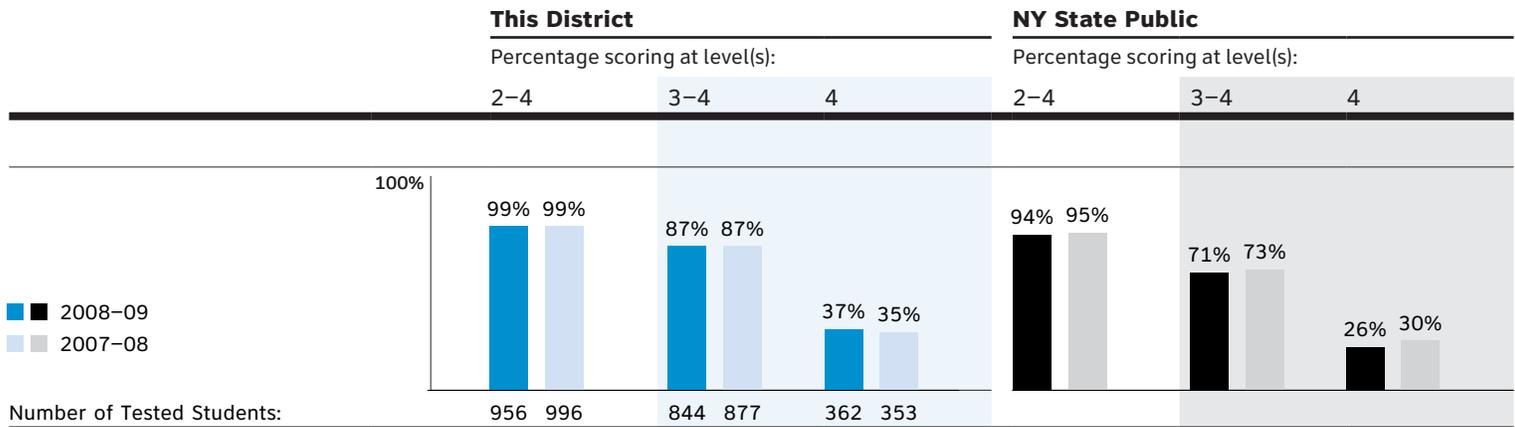
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	8	8	8	5	4	-	-	-

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	667	98%	81%	19%	661	98%	81%	19%
Female	325	99%	78%	15%	328	98%	80%	16%
Male	342	97%	85%	23%	333	98%	81%	23%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	94	97%	64%	5%	81	98%	63%	9%
Hispanic or Latino	54	94%	67%	9%	51	98%	76%	18%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	9	-	-	-
White	501	99%	86%	22%	518	99%	84%	21%
Multiracial								
Small Group Totals	18	100%	94%	33%	11	100%	91%	18%
General-Education Students	552	100%	87%	22%	557	100%	85%	22%
Students with Disabilities	115	90%	54%	4%	104	92%	56%	6%
English Proficient	655	98%	82%	19%	648	99%	81%	20%
Limited English Proficient	12	100%	58%	17%	13	92%	62%	0%
Economically Disadvantaged	289	97%	73%	14%	296	98%	72%	11%
Not Disadvantaged	378	99%	88%	23%	365	99%	87%	26%
Migrant								
Not Migrant	667	98%	81%	19%	661	98%	81%	19%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	8	7	7	6	4	-	-	-
Regents Science	302	302	302	235	345	345	344	226

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

This District

Percentage scoring at level(s):

2-4

3-4

4

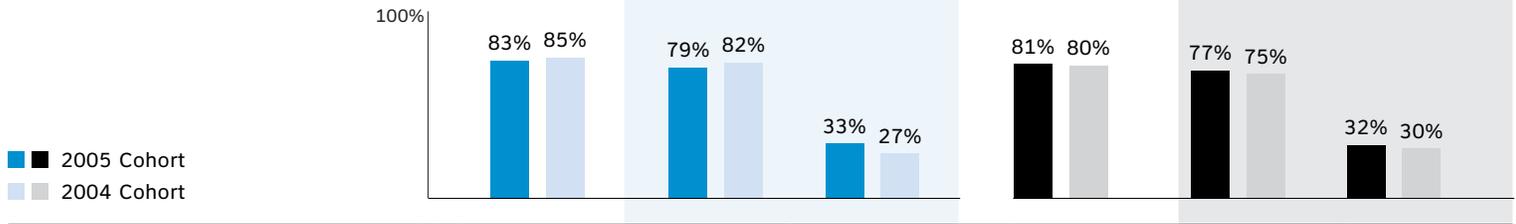
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1110	83%	79%	33%	1326	85%	82%	27%
Female	571	85%	82%	39%	631	89%	86%	34%
Male	539	80%	75%	26%	695	81%	78%	20%
American Indian or Alaska Native	2	–	–	–	7	71%	71%	0%
Black or African American	118	75%	70%	15%	102	75%	72%	9%
Hispanic or Latino	66	80%	74%	24%	60	75%	67%	10%
Asian or Native Hawaiian/Other Pacific Islander	28	–	–	–	28	86%	79%	25%
White	896	84%	80%	36%	1129	87%	84%	29%
Multiracial								
Small Group Totals	30	77%	77%	20%				
General-Education Students	970	88%	86%	37%	1193	89%	87%	30%
Students with Disabilities	140	48%	31%	2%	133	48%	34%	1%
English Proficient	1092	83%	79%	33%	1311	85%	82%	27%
Limited English Proficient	18	56%	56%	6%	15	67%	60%	0%
Economically Disadvantaged	293	82%	77%	21%	281	81%	75%	16%
Not Disadvantaged	817	83%	80%	37%	1045	86%	84%	30%
Migrant								
Not Migrant	1110	83%	79%	33%	1326	85%	82%	27%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

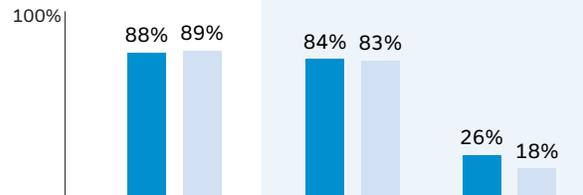
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

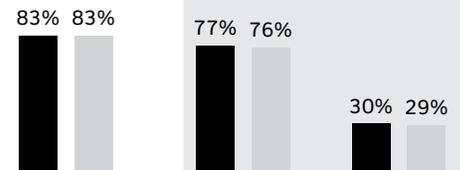


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1110	88%	84%	26%	1326	89%	83%	18%
Female	571	91%	87%	29%	631	90%	85%	20%
Male	539	85%	81%	22%	695	87%	82%	16%
American Indian or Alaska Native	2	–	–	–	7	100%	86%	14%
Black or African American	118	80%	74%	14%	102	79%	74%	4%
Hispanic or Latino	66	83%	79%	17%	60	78%	65%	5%
Asian or Native Hawaiian/Other Pacific Islander	28	–	–	–	28	93%	75%	18%
White	896	89%	86%	28%	1129	90%	85%	20%
Multiracial								
Small Group Totals	30	90%	87%	27%				
General-Education Students	970	93%	91%	29%	1193	92%	88%	20%
Students with Disabilities	140	52%	39%	1%	133	59%	42%	2%
English Proficient	1092	88%	84%	26%	1311	89%	84%	18%
Limited English Proficient	18	72%	67%	0%	15	80%	60%	0%
Economically Disadvantaged	293	87%	81%	14%	281	86%	77%	11%
Not Disadvantaged	817	88%	85%	30%	1045	89%	85%	20%
Migrant								
Not Migrant	1110	88%	84%	26%	1326	89%	83%	18%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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