



The New York State District Report Card

Accountability and Overview Report 2009 – 10

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 View School Accountability Status.**
This section lists all schools in your district by 2010–11 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.

For more information:

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

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

	2007-08	2008-09	2009-10
Pre-K	396	457	461
Kindergarten	838	868	790
Grade 1	824	825	854
Grade 2	883	832	837
Grade 3	907	867	828
Grade 4	872	896	881
Grade 5	845	874	900
Grade 6	948	864	894
Ungraded Elementary	60	61	46
Grade 7	976	978	877
Grade 8	1020	981	970
Grade 9	1083	993	981
Grade 10	1095	1086	1002
Grade 11	1051	1075	1076
Grade 12	1304	1073	1124
Ungraded Secondary	27	25	59
Total K-12	12733	12298	12119

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	21	22
Grade 8			
English	22	22	24
Mathematics	22	21	22
Science	23	22	24
Social Studies	24	23	24
Grade 10			
English	23	24	22
Mathematics	22	20	20
Science	23	22	24
Social Studies	24	23	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

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	2745	22%	2862	23%	3126	26%
Reduced-Price Lunch	1317	10%	1324	11%	1396	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	292	2%	311	3%	295	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	46	0%	41	0%	37	0%
Black or African American	1313	10%	1374	11%	1423	12%
Hispanic or Latino	750	6%	839	7%	924	8%
Asian or Native Hawaiian/Other Pacific Islander	284	2%	308	3%	301	2%
White	10340	81%	9680	79%	9389	77%
Multiracial	0	0%	56	0%	45	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	1057	8%	1123	9%	947	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

	2007-08	2008-09	2009-10
Total Number of Teachers	1042	1058	1084
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	8%	8%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	11%	11%
Total Number of Core Classes	2345	2316	2086
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	3424	3411	3434
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	18%	19%
Turnover Rate of All Teachers	13%	14%	10%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	111	134	112
Total Paraprofessionals*	309	342	359
Assistant Principals	23	29	28
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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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.

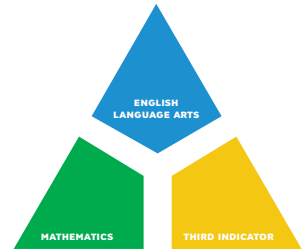
Staff Counts Information

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 2009–10, 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.p12.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 2009–10 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 2006 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 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total 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, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

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

2008–09	2009–10	2010–11
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	7 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
(2010–11)

Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (5452:5312)			100%		176	154	
Ethnicity							
American Indian or Alaska Native (14:13)	—	—	—	—	—	—	—
Black or African American (654:619)			100%		155	151	
Hispanic or Latino (425:405)			100%		167	150	
Asian or Native Hawaiian/Other Pacific Islander (154:142)			99%		188	146	
White (4205:4133)			100%		179	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (684:678)			100%		129	151	132 96
Limited English Proficient (130:183)			98%		154	147	
Economically Disadvantaged (2222:2111)			99%		164	153	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (2635:2568)			100%		179	153	
Male (2817:2744)			100%		172	153	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)




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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (5461:5312)			100%		189	134	
Ethnicity							
American Indian or Alaska Native (15:13)	—	—	—	—	—	—	—
Black or African American (657:616)			100%		173	131	
Hispanic or Latino (427:407)			100%		182	130	
Asian or Native Hawaiian/Other Pacific Islander (154:144)			99%		197	126	
White (4208:4132)			100%		191	133	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (684:674)			99%		147	131	
Limited English Proficient (130:189)			99%		179	127	
Economically Disadvantaged (2228:2115)			100%		181	133	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (2639:2567)			100%		190	133	
Male (2822:2745)			100%		188	133	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (1880:1813)		Qualified		99%		189	100	
Ethnicity								
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—	—
Black or African American (215:203)		Qualified		97%		171	100	
Hispanic or Latino (158:147)		Qualified		97%		179	100	
Asian or Native Hawaiian/Other Pacific Islander (52:46)		Qualified		100%		198	100	
White (1449:1412)		Qualified		99%		192	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (253:240)		Qualified		98%		162	100	
Limited English Proficient (47:64)		Qualified		100%		167	100	
Economically Disadvantaged (761:712)		Qualified		98%		181	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (890:855)				99%		188	100	
Male (990:958)				98%		189	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts




















Accountability Status  Good Standing
for This Subject
(2010–11)

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

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1083:1027)			99%		188	174	
Ethnicity							
American Indian or Alaska Native (4:6)	—	—	—	—	—	—	—
Black or African American (118:106)			97%		175	167	
Hispanic or Latino (48:48)			98%		179	163	
Asian or Native Hawaiian/Other Pacific Islander (22:20)	—	—	—	—	—	—	—
White (891:847)			99%		190	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (110:116)			95%		131	167	122 [‡] 138
Limited English Proficient (19:18)	—	—	—	—	—	—	—
Economically Disadvantaged (315:307)			98%		182	171	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (532:512)			99%		189	172	
Male (551:515)			98%		186	172	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

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 2011-12. [201]

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (1083:1027)			99%		190	170	
Ethnicity							
American Indian or Alaska Native (4:6)	—	—	—	—	—	—	—
Black or African American (118:106)			98%		179	163	
Hispanic or Latino (48:48)			100%		177	159	
Asian or Native Hawaiian/Other Pacific Islander (22:20)	—	—	—	—	—	—	—
White (891:847)			99%		191	169	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (110:116)			96%		142	163	133 [‡] 148
Limited English Proficient (19:18)	—	—	—	—	—	—	—
Economically Disadvantaged (315:307)			100%		186	167	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (532:512)			100%		191	168	
Male (551:515)			99%		188	168	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing



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

Prospective Status This district will be in good standing in 2011-12. [201]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (1076)			80%	80%		
Ethnicity						
American Indian or Alaska Native (2)		—	—	—		
Black or African American (112)			72%	80%	73%	74%
Hispanic or Latino (63)			76%	80%	66%	77%
Asian or Native Hawaiian/Other Pacific Islander (22)		—	—	—		
White (877)			82%	80%		
Multiracial (0)						
Other Groups						
Students with Disabilities (143)			48%	80%	56%	54%
Limited English Proficient (14)		—	—	—		
Economically Disadvantaged (279)			80%	80%		
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (551)			84%	80%		
Male (525)			76%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **82%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **GREECE CENTRAL SCHOOL DISTRICT**

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

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

19 schools identified 95% of total

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

Corrective Action (year 2) Focused

1 school identified 5% of total

APOLLO MIDDLE SCHOOL

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

Summary of 2009–10 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	59%			836
Grade 4	59%			871
Grade 5	52%			905
Grade 6	58%			905
Grade 7	52%			871
Grade 8	53%			968
Mathematics				
Grade 3	69%			840
Grade 4	71%			876
Grade 5	73%			905
Grade 6	65%			902
Grade 7	70%			874
Grade 8	61%			975
Science				
Grade 4	92%			871
Grade 8	84%			681

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	85%			1113
Mathematics	88%			1113

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.p12.nysed.gov/irts.

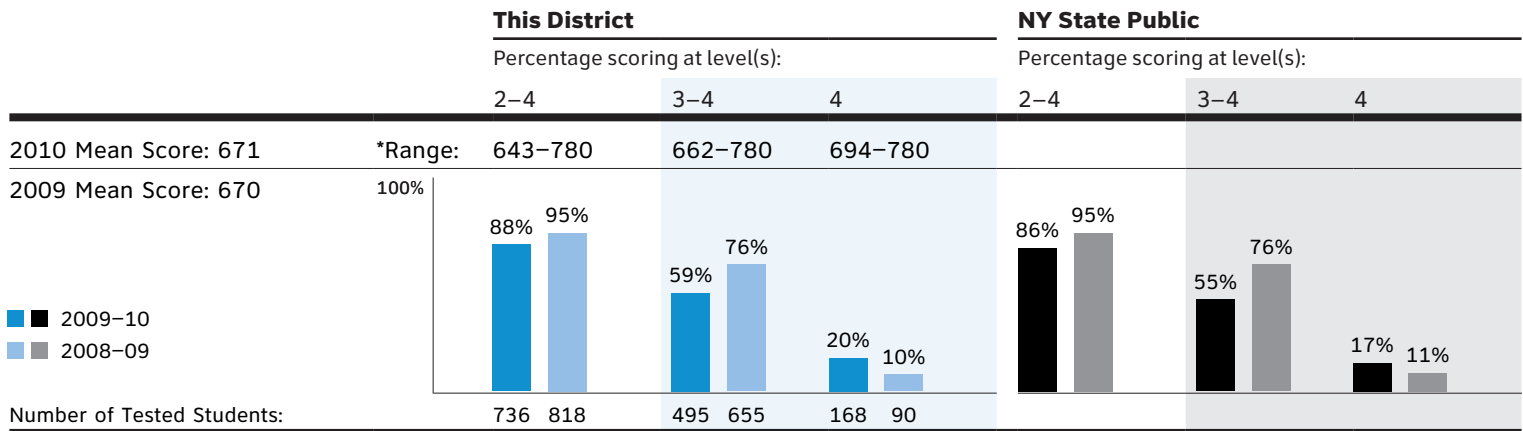
In this section, this district's performance is compared with that of public schools statewide.

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

	2009-10 School Year				2008-09 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	836	88%	59%	20%	861	95%	76%	10%
Female	410	91%	61%	23%	418	98%	81%	11%
Male	426	85%	58%	17%	443	93%	71%	10%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	111	78%	41%	9%	90	87%	57%	4%
Hispanic or Latino	63	79%	52%	14%	71	96%	73%	3%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	25	-	-	-
White	639	90%	63%	22%	673	96%	78%	12%
Multiracial								
Small Group Totals	23	100%	74%	30%	27	96%	89%	11%
General-Education Students	760	93%	64%	22%	770	99%	84%	12%
Students with Disabilities	76	36%	14%	3%	91	60%	13%	0%
English Proficient	811	89%	60%	21%	818	96%	78%	11%
Limited English Proficient	25	56%	28%	0%	43	84%	42%	2%
Economically Disadvantaged	352	82%	46%	13%	299	90%	62%	3%
Not Disadvantaged	484	93%	69%	25%	562	98%	84%	14%
Migrant								
Not Migrant	836	88%	59%	20%	861	95%	76%	10%

NOTES

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

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

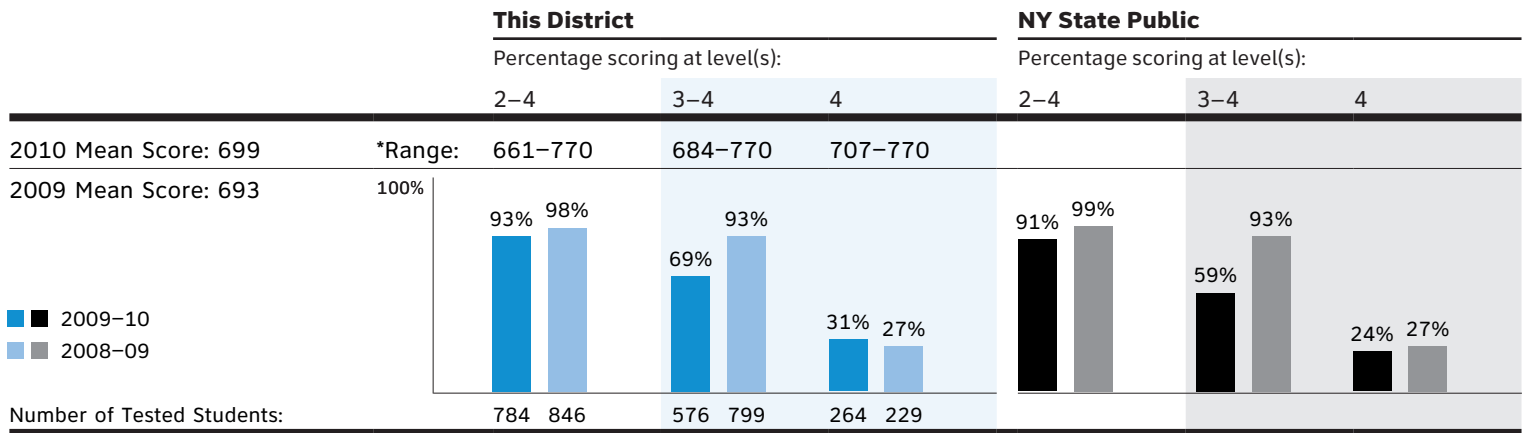
Other

Assessments

	2009-10 School Year				2008-09 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	7	7	7	7	10	10	10	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	840	93%	69%	31%	859	98%	93%	27%
Female	410	94%	68%	31%	416	99%	93%	26%
Male	430	93%	69%	32%	443	98%	93%	27%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	113	85%	49%	17%	92	95%	80%	13%
Hispanic or Latino	63	86%	54%	19%	67	99%	96%	15%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	25	-	-	-
White	640	95%	73%	35%	673	99%	94%	29%
Multiracial								
Small Group Totals	24	100%	79%	46%	27	100%	96%	44%
General-Education Students	764	97%	74%	34%	767	100%	97%	30%
Students with Disabilities	76	58%	18%	4%	92	89%	62%	2%
English Proficient	815	94%	69%	32%	815	99%	93%	27%
Limited English Proficient	25	80%	48%	16%	44	95%	86%	11%
Economically Disadvantaged	355	90%	57%	19%	301	97%	87%	15%
Not Disadvantaged	485	96%	77%	40%	558	99%	96%	33%
Migrant								
Not Migrant	840	93%	69%	31%	859	98%	93%	27%

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.

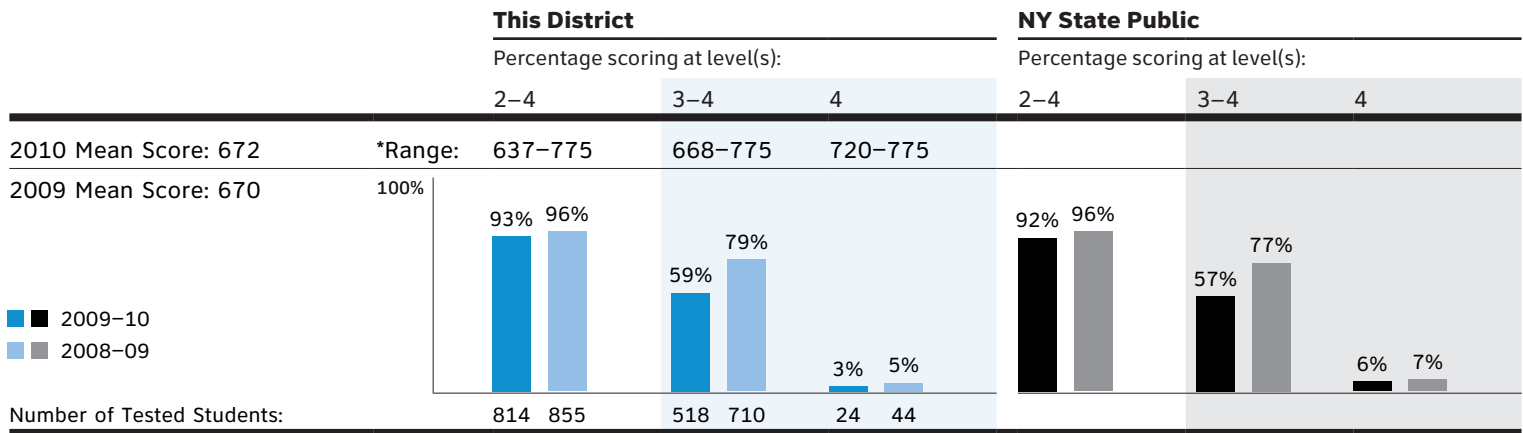
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	7	7	7	7	10	10	10	10

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	871	93%	59%	3%	894	96%	79%	5%
Female	424	95%	62%	3%	425	97%	82%	8%
Male	447	92%	57%	3%	469	95%	77%	2%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	99	85%	31%	0%	101	90%	55%	0%
Hispanic or Latino	74	96%	57%	0%	76	91%	63%	3%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	24	-	-	-
White	670	94%	63%	3%	692	97%	84%	6%
Multiracial								
Small Group Totals	28	100%	86%	11%	25	100%	88%	12%
General-Education Students	766	98%	66%	3%	800	99%	87%	6%
Students with Disabilities	105	64%	10%	0%	94	65%	19%	0%
English Proficient	841	94%	61%	3%	870	96%	80%	5%
Limited English Proficient	30	83%	27%	0%	24	96%	50%	0%
Economically Disadvantaged	357	89%	46%	1%	335	93%	70%	2%
Not Disadvantaged	514	96%	69%	4%	559	97%	85%	7%
Migrant								
Not Migrant	871	93%	59%	3%	894	96%	79%	5%

NOTES

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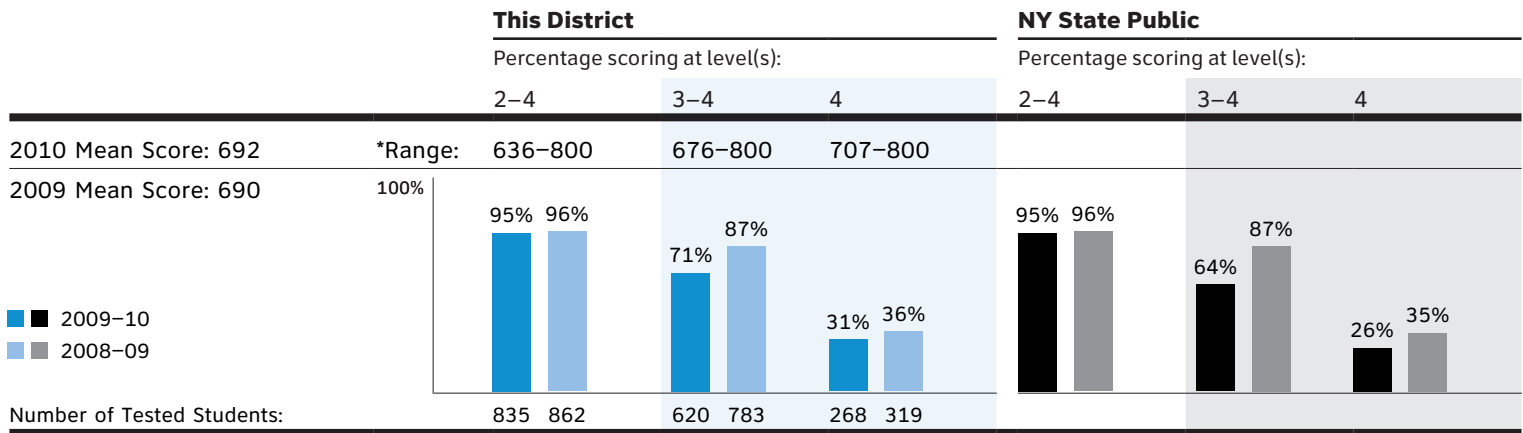
Other

Assessments

	2009-10 School Year				2008-09 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	12	12	12	12	14	14	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	876	95%	71%	31%	896	96%	87%	36%
Female	425	96%	69%	27%	424	96%	86%	37%
Male	451	95%	72%	34%	472	96%	88%	34%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	99	91%	45%	10%	101	89%	71%	14%
Hispanic or Latino	77	96%	58%	14%	77	94%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	25	-	-	-
White	671	96%	75%	34%	692	97%	91%	39%
Multiracial								
Small Group Totals	29	100%	93%	62%	26	100%	92%	65%
General-Education Students	771	99%	78%	35%	803	99%	93%	39%
Students with Disabilities	105	67%	20%	1%	93	72%	42%	5%
English Proficient	843	95%	72%	31%	869	96%	88%	36%
Limited English Proficient	33	97%	42%	21%	27	96%	74%	22%
Economically Disadvantaged	361	93%	57%	19%	341	94%	80%	24%
Not Disadvantaged	515	97%	80%	39%	555	97%	92%	43%
Migrant								
Not Migrant	876	95%	71%	31%	896	96%	87%	36%

NOTES

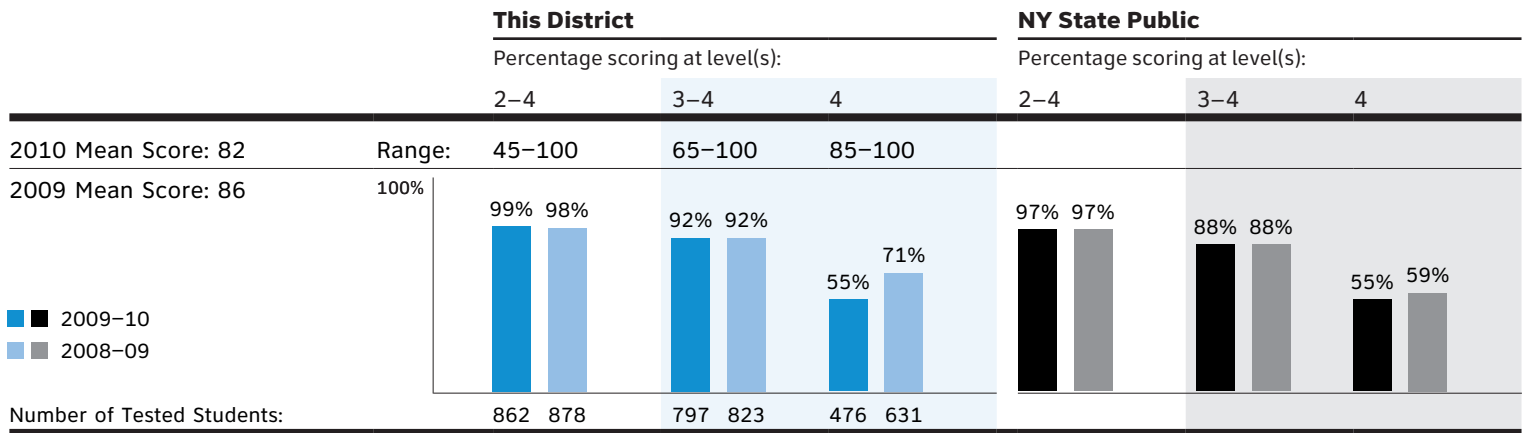
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Other Assessments

	2009-10 School Year				2008-09 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	12	12	12	10	14	14	11	8

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	871	99%	92%	55%	893	98%	92%	71%
Female	421	99%	91%	52%	422	98%	93%	69%
Male	450	99%	92%	57%	471	99%	92%	72%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	98	97%	80%	28%	100	95%	79%	42%
Hispanic or Latino	77	99%	86%	42%	79	97%	80%	52%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	25	-	-	-
White	667	99%	94%	59%	688	99%	95%	76%
Multiracial								
Small Group Totals	29	100%	100%	79%	26	100%	100%	85%
General-Education Students	766	99%	95%	61%	799	99%	96%	76%
Students with Disabilities	105	95%	66%	10%	94	88%	63%	26%
English Proficient	838	99%	93%	56%	865	98%	93%	72%
Limited English Proficient	33	97%	58%	21%	28	100%	75%	43%
Economically Disadvantaged	358	98%	84%	41%	341	96%	86%	56%
Not Disadvantaged	513	100%	96%	64%	552	100%	96%	80%
Migrant								
Not Migrant	871	99%	92%	55%	893	98%	92%	71%

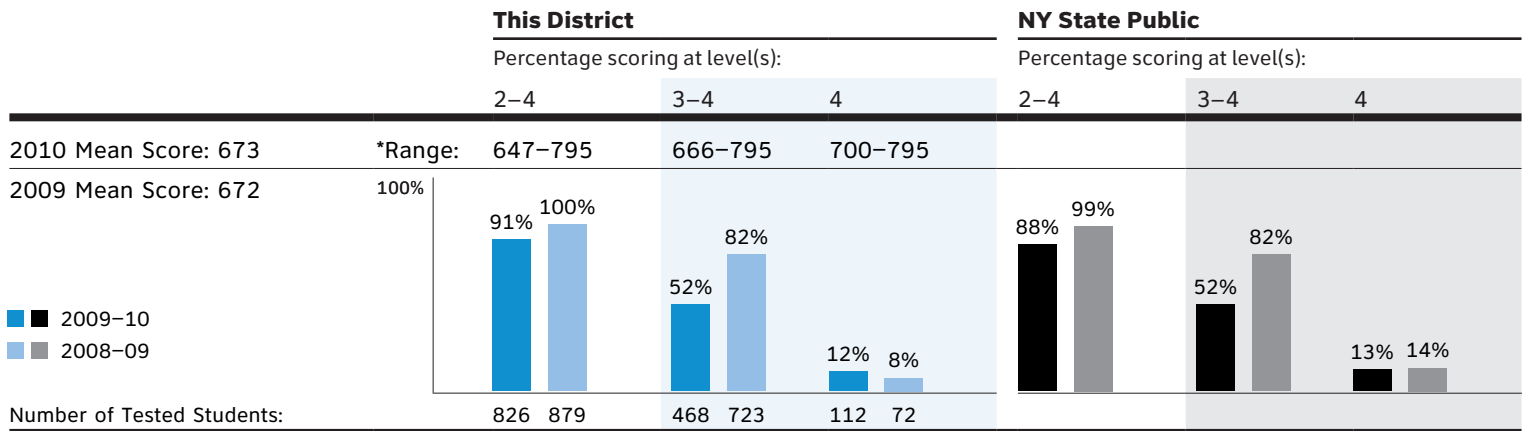
NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	12	12	12	12	14	14	13	12

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	905	91%	52%	12%	882	100%	82%	8%
Female	426	92%	59%	16%	455	99%	84%	8%
Male	479	91%	46%	9%	427	100%	80%	8%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	104	78%	30%	5%	97	100%	69%	1%
Hispanic or Latino	85	89%	34%	5%	61	100%	70%	3%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	22	-	-	-
White	687	93%	57%	14%	701	100%	85%	10%
Multiracial								
Small Group Totals	29	93%	62%	17%	23	100%	78%	4%
General-Education Students	813	96%	56%	14%	769	100%	88%	9%
Students with Disabilities	92	51%	13%	0%	113	97%	41%	1%
English Proficient	883	92%	52%	13%	859	100%	83%	8%
Limited English Proficient	22	77%	27%	0%	23	96%	26%	0%
Economically Disadvantaged	370	86%	38%	5%	314	99%	71%	3%
Not Disadvantaged	535	95%	61%	17%	568	100%	88%	11%
Migrant								
Not Migrant	905	91%	52%	12%	882	100%	82%	8%

NOTES

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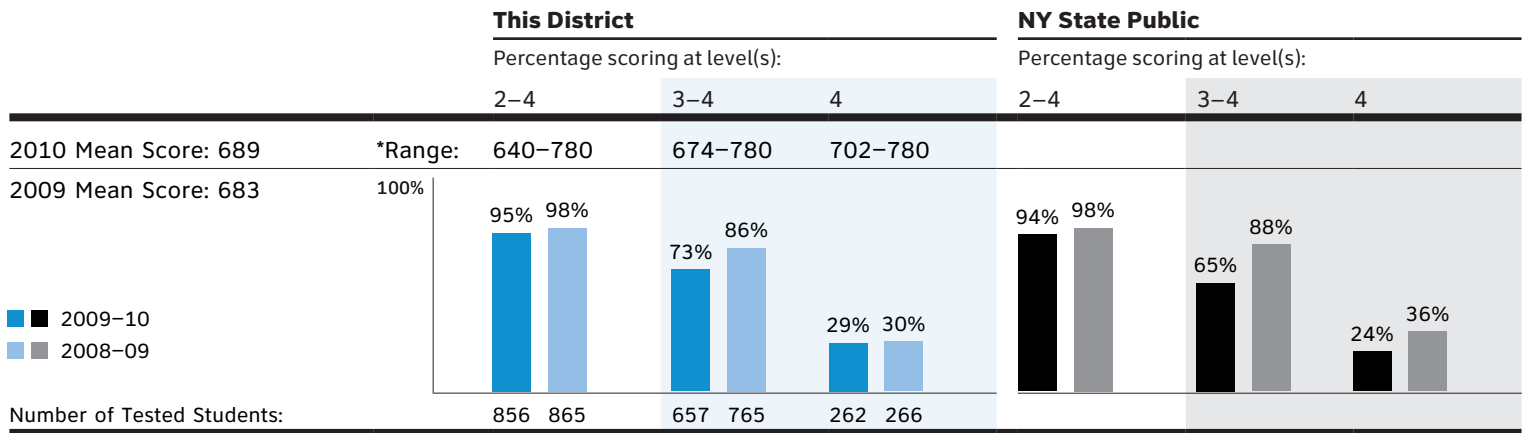
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	15	15	13	11	13	13	12	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	905	95%	73%	29%	885	98%	86%	30%
Female	425	95%	72%	30%	457	97%	87%	30%
Male	480	95%	73%	28%	428	98%	86%	30%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	103	83%	46%	6%	98	97%	71%	11%
Hispanic or Latino	85	92%	65%	22%	61	95%	79%	13%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	22	-	-	-
White	688	97%	77%	33%	703	98%	89%	33%
Multiracial								
Small Group Totals	29	90%	83%	41%	23	91%	91%	61%
General-Education Students	814	98%	78%	31%	773	99%	92%	34%
Students with Disabilities	91	67%	21%	7%	112	88%	46%	4%
English Proficient	882	95%	73%	30%	861	98%	87%	31%
Limited English Proficient	23	87%	39%	4%	24	83%	58%	13%
Economically Disadvantaged	369	89%	56%	18%	319	96%	75%	16%
Not Disadvantaged	536	98%	84%	37%	566	99%	93%	38%
Migrant								
Not Migrant	905	95%	73%	29%	885	98%	86%	30%

NOTES

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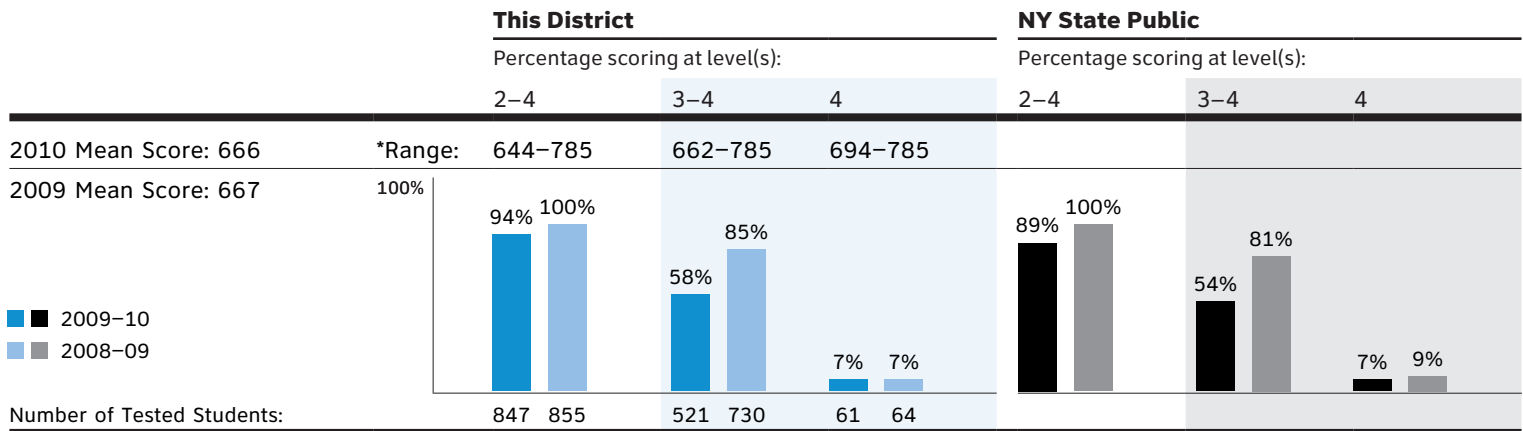
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	15	15	14	11	13	13	13	7

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	905	94%	58%	7%	855	100%	85%	7%
Female	464	94%	62%	8%	430	100%	87%	10%
Male	441	93%	53%	5%	425	100%	84%	5%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	108	91%	39%	3%	92	100%	80%	3%
Hispanic or Latino	63	84%	43%	3%	52	100%	79%	2%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	23	-	-	-
White	710	95%	62%	7%	685	100%	86%	8%
Multiracial								
Small Group Totals	24	96%	63%	17%	26	100%	92%	19%
General-Education Students	791	98%	64%	8%	758	100%	92%	8%
Students with Disabilities	114	65%	11%	0%	97	100%	35%	0%
English Proficient	884	94%	59%	7%	847	100%	85%	7%
Limited English Proficient	21	71%	5%	0%	8	100%	88%	13%
Economically Disadvantaged	363	88%	40%	4%	308	100%	76%	3%
Not Disadvantaged	542	97%	70%	9%	547	100%	91%	10%
Migrant								
Not Migrant	905	94%	58%	7%	855	100%	85%	7%

NOTES

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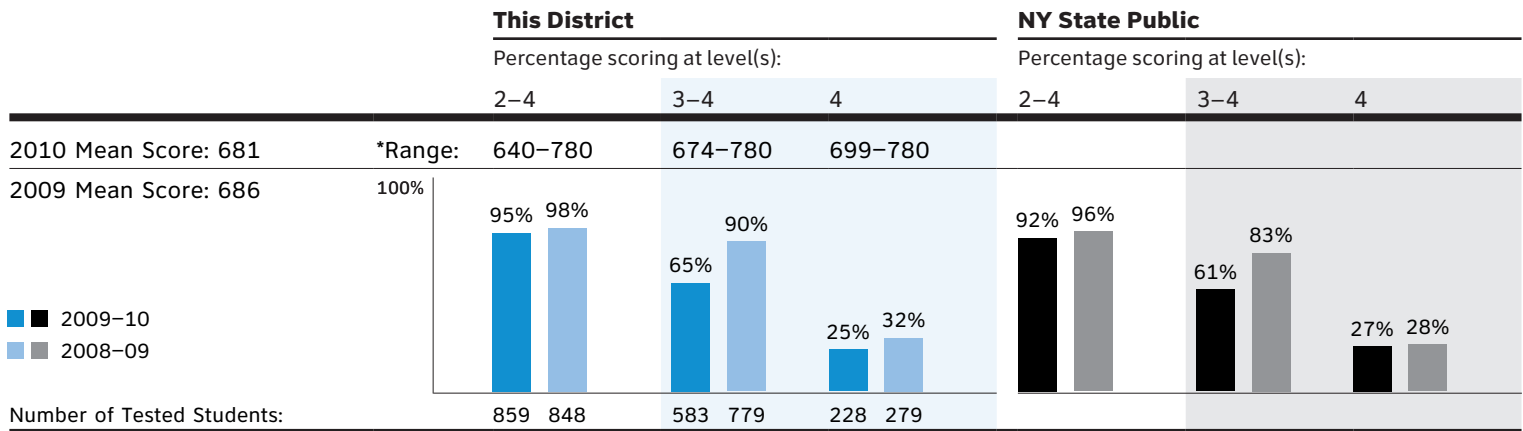
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	13	13	11	8	9	9	7	5
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
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	95%	65%	25%	868	98%	90%	32%
Female	463	96%	64%	25%	431	97%	90%	31%
Male	439	94%	65%	26%	437	98%	89%	33%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	108	87%	42%	7%	93	95%	77%	16%
Hispanic or Latino	62	92%	58%	13%	53	94%	81%	13%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	26	-	-	-
White	708	97%	69%	28%	693	98%	92%	35%
Multiracial								
Small Group Totals	24	96%	71%	50%	29	100%	93%	38%
General-Education Students	790	98%	71%	28%	772	100%	95%	36%
Students with Disabilities	112	72%	23%	5%	96	80%	45%	3%
English Proficient	881	96%	65%	26%	856	98%	90%	32%
Limited English Proficient	21	81%	33%	10%	12	92%	75%	17%
Economically Disadvantaged	363	91%	47%	14%	320	96%	84%	16%
Not Disadvantaged	539	98%	77%	33%	548	99%	93%	42%
Migrant								
Not Migrant	902	95%	65%	25%	868	98%	90%	32%

NOTES

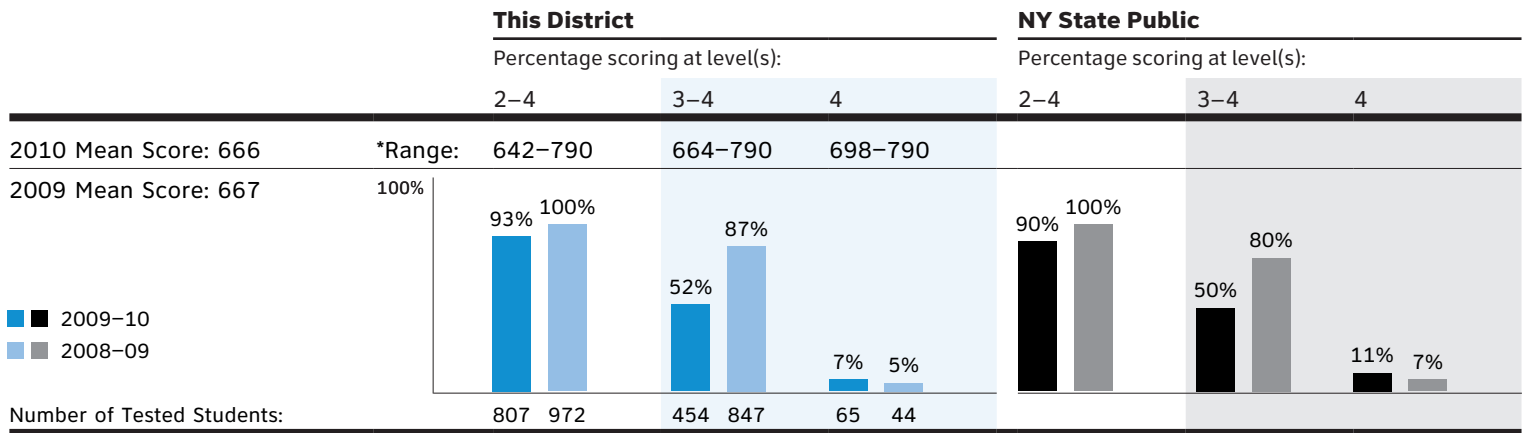
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Other Assessments

	2009-10 School Year				2008-09 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	13	13	13	7	9	9	8	5

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	871	93%	52%	7%	974	100%	87%	5%
Female	434	95%	57%	9%	449	100%	90%	5%
Male	437	90%	47%	5%	525	100%	85%	4%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	108	83%	30%	2%	103	99%	73%	0%
Hispanic or Latino	54	94%	48%	2%	73	100%	77%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	19	-	-	-
White	679	94%	56%	9%	776	100%	90%	6%
Multiracial								
Small Group Totals	30	90%	63%	3%	22	100%	95%	0%
General-Education Students	770	97%	58%	8%	866	100%	92%	5%
Students with Disabilities	101	56%	5%	0%	108	99%	44%	0%
English Proficient	861	93%	53%	8%	960	100%	88%	5%
Limited English Proficient	10	60%	10%	0%	14	100%	43%	0%
Economically Disadvantaged	345	88%	38%	3%	356	100%	79%	1%
Not Disadvantaged	526	96%	61%	10%	618	100%	92%	6%
Migrant								
Not Migrant	871	93%	52%	7%	974	100%	87%	5%

NOTES

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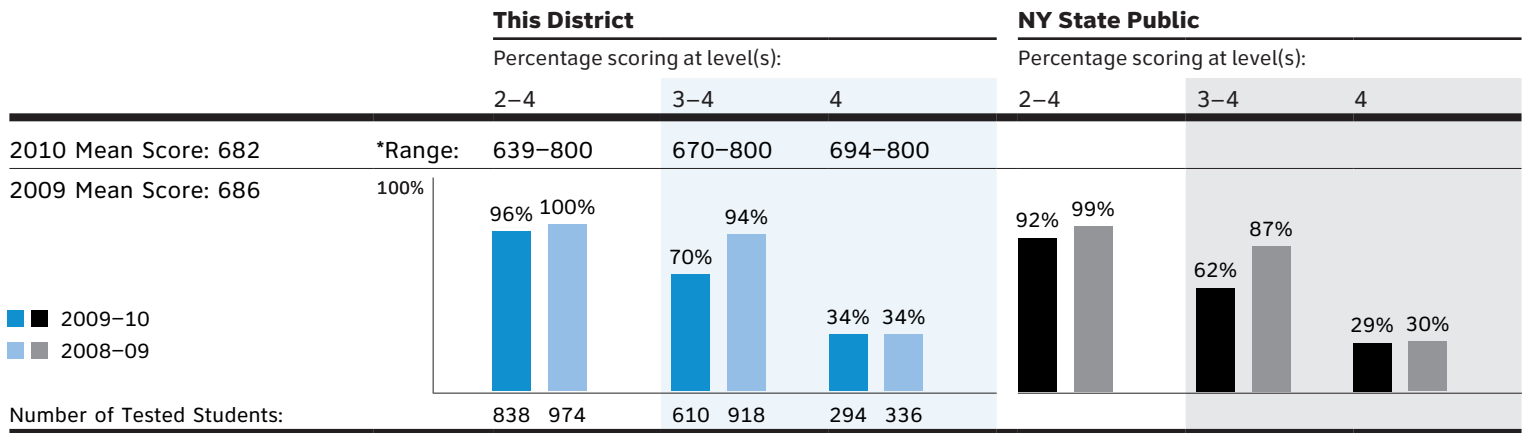
Other

Assessments

	2009-10 School Year				2008-09 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	10	10	10	8	16	16	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	874	96%	70%	34%	976	100%	94%	34%
Female	436	96%	68%	34%	450	100%	94%	36%
Male	438	96%	71%	33%	526	100%	94%	33%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	108	89%	46%	17%	100	100%	81%	13%
Hispanic or Latino	55	98%	56%	20%	74	99%	91%	28%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	22	-	-	-
White	681	97%	74%	37%	777	100%	96%	37%
Multiracial								
Small Group Totals	30	97%	73%	53%	25	100%	100%	56%
General-Education Students	773	99%	76%	38%	868	100%	97%	38%
Students with Disabilities	101	75%	20%	2%	108	99%	67%	6%
English Proficient	863	96%	70%	34%	958	100%	94%	35%
Limited English Proficient	11	100%	55%	18%	18	94%	78%	17%
Economically Disadvantaged	348	93%	55%	20%	361	100%	89%	21%
Not Disadvantaged	526	98%	79%	43%	615	100%	97%	42%
Migrant								
Not Migrant	874	96%	70%	34%	976	100%	94%	34%

NOTES

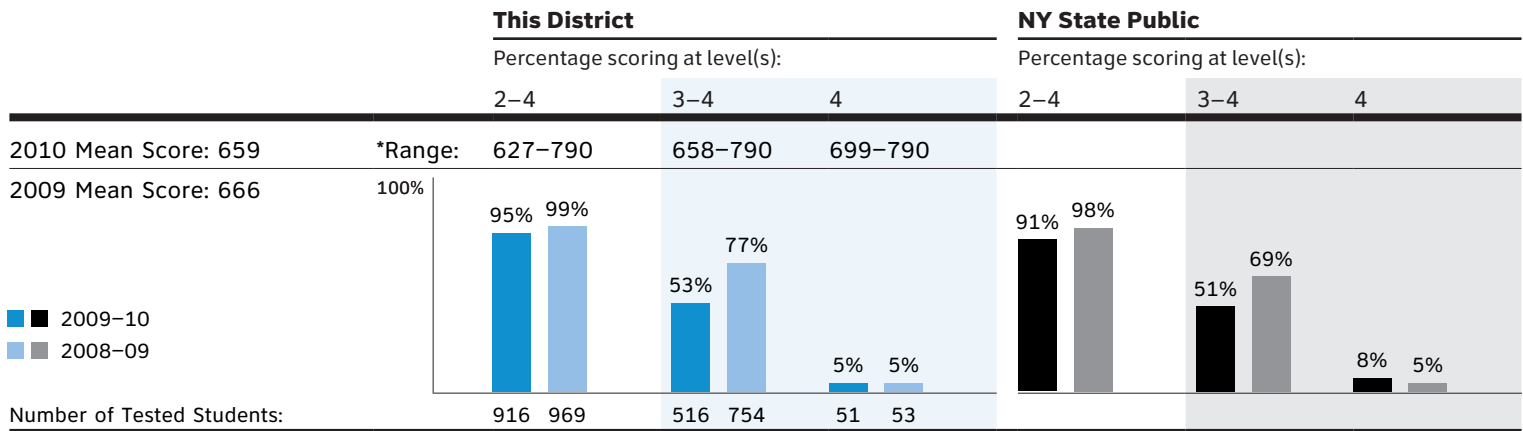
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Other Assessments

	2009-10 School Year				2008-09 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	10	10	9	5	16	15	14	4

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	968	95%	53%	5%	976	99%	77%	5%
Female	451	96%	63%	8%	495	100%	82%	8%
Male	517	93%	45%	3%	481	99%	73%	3%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	110	93%	27%	1%	111	98%	57%	2%
Hispanic or Latino	76	93%	46%	1%	65	98%	71%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	26	-	-	-
White	756	95%	57%	6%	772	99%	81%	6%
Multiracial								
Small Group Totals	26	96%	65%	19%	28	100%	75%	4%
General-Education Students	848	98%	59%	6%	857	100%	84%	6%
Students with Disabilities	120	73%	13%	0%	119	94%	25%	0%
English Proficient	957	95%	54%	5%	967	99%	78%	5%
Limited English Proficient	11	73%	18%	0%	9	100%	33%	0%
Economically Disadvantaged	379	92%	39%	1%	343	99%	66%	3%
Not Disadvantaged	589	96%	62%	8%	633	99%	83%	7%
Migrant								
Not Migrant	968	95%	53%	5%	976	99%	77%	5%

NOTES

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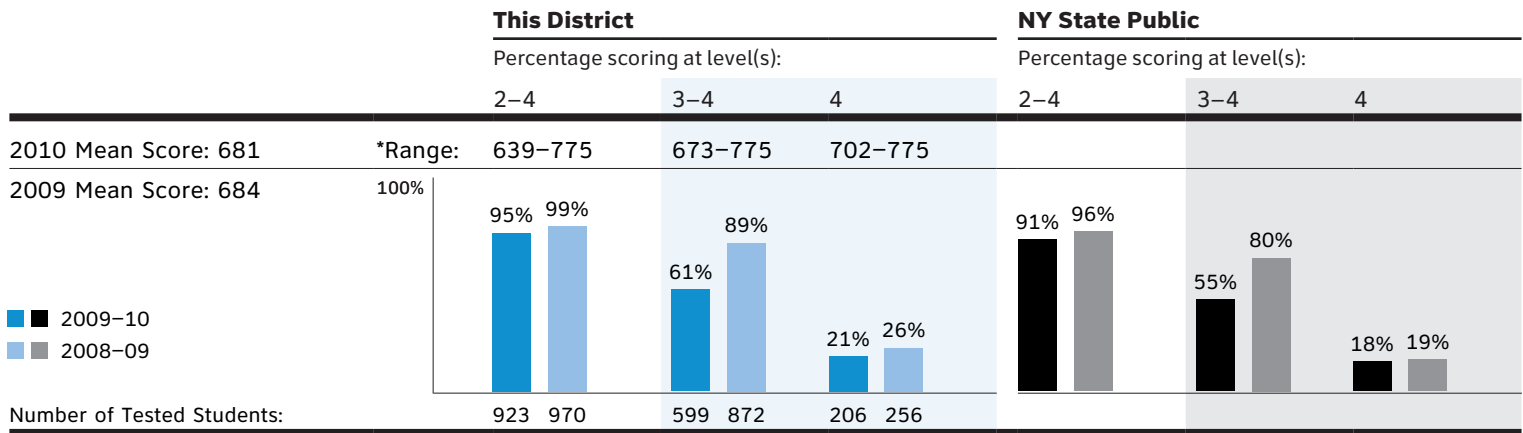
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 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	16	16	16	10	8	8	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 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	975	95%	61%	21%	982	99%	89%	26%
Female	456	94%	64%	24%	503	99%	89%	28%
Male	519	95%	59%	18%	479	99%	88%	24%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	112	87%	38%	6%	109	98%	78%	7%
Hispanic or Latino	78	88%	47%	13%	69	97%	86%	17%
Asian or Native Hawaiian/Other Pacific Islander	24	-	-	-	26	-	-	-
White	758	96%	66%	23%	776	99%	90%	29%
Multiracial								
Small Group Totals	27	100%	81%	41%	28	100%	96%	36%
General-Education Students	855	97%	68%	24%	865	100%	94%	29%
Students with Disabilities	120	77%	16%	0%	117	91%	53%	4%
English Proficient	962	95%	62%	21%	969	99%	89%	26%
Limited English Proficient	13	92%	38%	0%	13	100%	69%	15%
Economically Disadvantaged	386	91%	51%	13%	351	98%	82%	15%
Not Disadvantaged	589	97%	68%	26%	631	99%	93%	32%
Migrant								
Not Migrant	975	95%	61%	21%	982	99%	89%	26%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	16	15	11	2	8	8	8	5

This District's Results in Grade 8 Science

This District

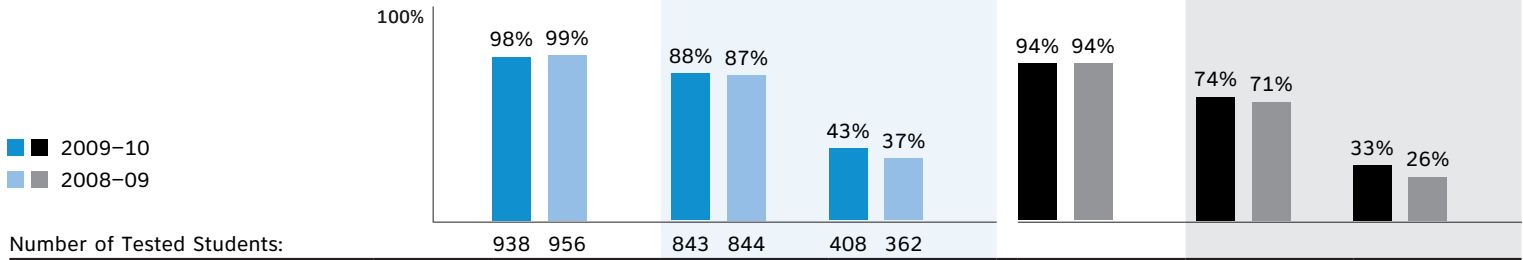
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	681	98%	84%	27%	667	98%	81%	19%
Female	312	97%	82%	27%	325	99%	78%	15%
Male	369	98%	85%	27%	342	97%	85%	23%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	96	95%	64%	9%	94	97%	64%	5%
Hispanic or Latino	63	95%	73%	21%	54	94%	67%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	–	–	–	16	–	–	–
White	507	98%	88%	31%	501	99%	86%	22%
Multiracial								
Small Group Totals	15	100%	93%	40%	18	100%	94%	33%
General-Education Students	567	98%	88%	31%	552	100%	87%	22%
Students with Disabilities	114	93%	60%	7%	115	90%	54%	4%
English Proficient	668	98%	84%	28%	655	98%	82%	19%
Limited English Proficient	13	85%	69%	0%	12	100%	58%	17%
Economically Disadvantaged	313	97%	77%	20%	289	97%	73%	14%
Not Disadvantaged	368	98%	89%	33%	378	99%	88%	23%
Migrant								
Not Migrant	681	98%	84%	27%	667	98%	81%	19%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	16	8	8	7	7	6
Regents Science	274	274	274	224	302	302	302	235

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

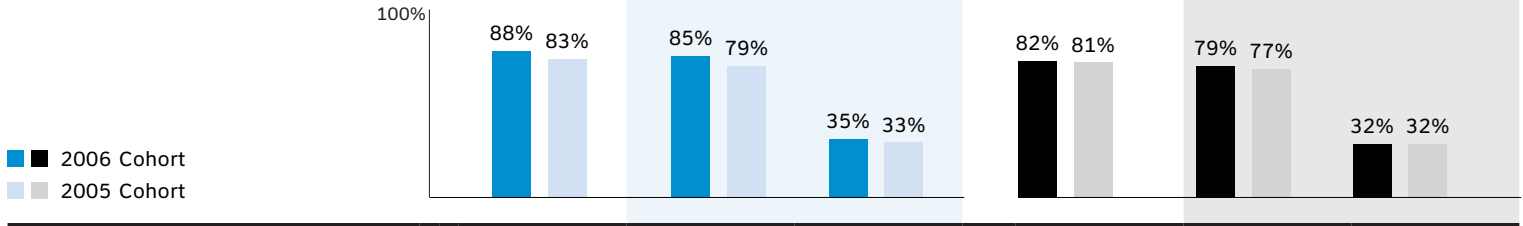
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1113	88%	85%	35%	1110	83%	79%	33%
Female	554	89%	87%	41%	571	85%	82%	39%
Male	559	86%	83%	28%	539	80%	75%	26%
American Indian or Alaska Native	6	83%	67%	33%	2	-	-	-
Black or African American	116	81%	78%	14%	118	75%	70%	15%
Hispanic or Latino	56	80%	77%	13%	66	80%	74%	24%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	95%	57%	28	-	-	-
White	914	89%	86%	38%	896	84%	80%	36%
Multiracial								
Small Group Totals					30	77%	77%	20%
General-Education Students	981	93%	92%	39%	970	88%	86%	37%
Students with Disabilities	132	47%	35%	3%	140	48%	31%	2%
English Proficient	1092	88%	85%	35%	1092	83%	79%	33%
Limited English Proficient	21	76%	71%	0%	18	56%	56%	6%
Economically Disadvantaged	330	87%	82%	21%	293	82%	77%	21%
Not Disadvantaged	783	88%	86%	40%	817	83%	80%	37%
Migrant								
Not Migrant	1113	88%	85%	35%	1110	83%	79%	33%

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.

* 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.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

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

This District

Percentage scoring at level(s):

2-4

3-4

4

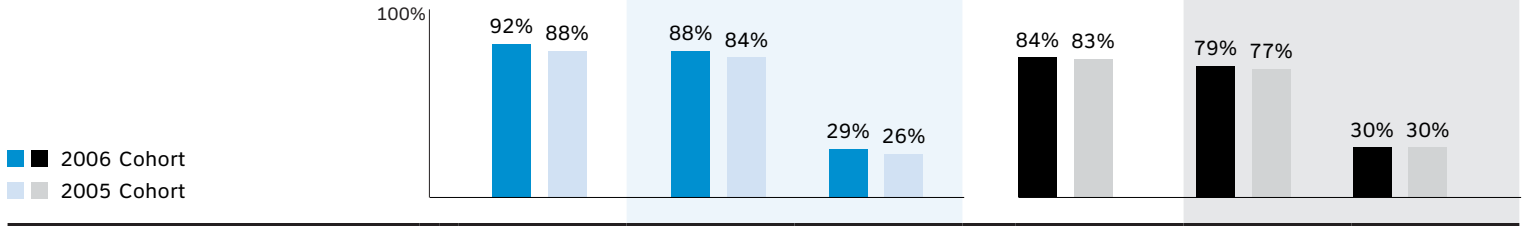
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1113	92%	88%	29%	1110	88%	84%	26%
Female	554	93%	88%	29%	571	91%	87%	29%
Male	559	91%	87%	30%	539	85%	81%	22%
American Indian or Alaska Native	6	100%	100%	33%	2	-	-	-
Black or African American	116	87%	78%	9%	118	80%	74%	14%
Hispanic or Latino	56	91%	80%	14%	66	83%	79%	17%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	62%	28	-	-	-
White	914	93%	89%	32%	896	89%	86%	28%
Multiracial								
Small Group Totals					30	90%	87%	27%
General-Education Students	981	96%	94%	33%	970	93%	91%	29%
Students with Disabilities	132	61%	42%	2%	140	52%	39%	1%
English Proficient	1092	92%	88%	30%	1092	88%	84%	26%
Limited English Proficient	21	90%	86%	10%	18	72%	67%	0%
Economically Disadvantaged	330	93%	85%	19%	293	87%	81%	14%
Not Disadvantaged	783	92%	89%	34%	817	88%	85%	30%
Migrant								
Not Migrant	1113	92%	88%	29%	1110	88%	84%	26%

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.

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** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.