



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **GREECE CENTRAL SCHOOL DISTRICT**
District ID **26-05-01-06-0000**
Superintendent **JOHN O'ROURKE**
Telephone **(585) 966-2301**
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 2011–12 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
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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

	2008-09	2009-10	2010-11
Pre-K	457	461	431
Kindergarten	868	790	810
Grade 1	825	854	801
Grade 2	832	837	849
Grade 3	867	828	824
Grade 4	896	881	843
Grade 5	874	900	879
Grade 6	864	894	896
Ungraded Elementary	61	46	47
Grade 7	978	877	922
Grade 8	981	970	880
Grade 9	993	981	965
Grade 10	1086	1002	978
Grade 11	1075	1076	988
Grade 12	1073	1124	1070
Ungraded Secondary	25	59	86
Total K-12	12298	12119	11838

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	22	22
Grade 8			
English	22	24	24
Mathematics	21	22	22
Science	22	24	24
Social Studies	23	24	24
Grade 10			
English	24	22	24
Mathematics	20	20	21
Science	22	24	24
Social Studies	23	23	25

Enrollment Information

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

Average Class Size Information

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

District GREECE CENTRAL SCHOOL DISTRICT

District ID 26-05-01-06-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2862	23%	3126	26%	3294	28%
Reduced-Price Lunch	1324	11%	1396	12%	1312	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	311	3%	295	2%	261	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	41	0%	37	0%	36	0%
Black or African American	1374	11%	1423	12%	1468	12%
Hispanic or Latino	839	7%	924	8%	948	8%
Asian or Native Hawaiian/Other Pacific Islander	308	3%	301	2%	315	3%
White	9680	79%	9389	77%	8986	76%
Multiracial	56	0%	45	0%	85	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		95%
Student Suspensions	1123	9%	947	8%	1083	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

	2008-09	2009-10	2010-11
Total Number of Teachers	1058	1084	1046
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%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	11%	11%
Total Number of Core Classes	2316	2086	2070
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	3411	3434	3311
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	19%	23%
Turnover Rate of All Teachers	14%	10%	15%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	134	112	118
Total Paraprofessionals*	342	359	326
Assistant Principals	29	28	26
Principals	20	20	21

* 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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

 **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

2009–10

2010–11

2011–12

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	 6 of 8	 7 of 8	 1 of 1	 6 of 6	 6 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
(2011–12)

Accountability Measures 6 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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 2010–11 2011–12
Accountability Groups							
All Students (5380:5207)			100%		145	120	
Ethnicity							
American Indian or Alaska Native (14:14)	—	—	—	—	—	—	—
Black or African American (725:675)			99%		117	118	118 125
Hispanic or Latino (448:414)			99%		128	117	
Asian or Native Hawaiian/Other Pacific Islander (156:148)			100%		160	113	
White (4012:3939)			100%		152	120	
Multiracial (25:17)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (707:683)			98%		80	118	96 92
Limited English Proficient (135:186)			99%		115	114	
Economically Disadvantaged (2266:2141)			99%		125	120	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (2659:2570)			100%		152	120	
Male (2721:2637)			100%		139	120	
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
(2011–12)

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12
Accountability Groups							
All Students (5381:5199)			99%		166	135	
Ethnicity							
American Indian or Alaska Native (14:14)	—	—	—	—	—	—	—
Black or African American (724:671)			99%		137	133	
Hispanic or Latino (448:415)			98%		152	132	
Asian or Native Hawaiian/Other Pacific Islander (156:148)			100%		185	128	
White (4014:3933)			99%		172	135	
Multiracial (25:18)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (707:679)			98%		109	133	111 118
Limited English Proficient (135:191)			99%		151	129	
Economically Disadvantaged (2266:2135)			99%		150	135	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (2659:2567)			99%		167	135	
Male (2722:2632)			99%		165	135	
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
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [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 2010–11 2011–12		
Accountability Groups										
All Students (1772:1667)		Qualified		97%		187	100			
Ethnicity										
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–		–	
Black or African American (259:232)		Qualified		97%		166	100			
Hispanic or Latino (131:117)		Qualified		96%		184	100			
Asian or Native Hawaiian/Other Pacific Islander (52:47)		Qualified		96%		196	100			
White (1322:1265)		Qualified		97%		191	100			
Multiracial (4:2)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (229:211)		Qualified		93%		156	100			
Limited English Proficient (33:28)	–	–	–	–	–	–	–		–	
Economically Disadvantaged (743:674)		Qualified		96%		178	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (878:836)				98%		188	100			
Male (894:831)				96%		187	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
(2011–12)

Accountability Measures 6 of 6 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (1043:1003)			100%		188	180	
Ethnicity							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (127:114)			100%		175	173	
Hispanic or Latino (50:42)			96%		186	168	
Asian or Native Hawaiian/Other Pacific Islander (18:19)	–	–	–	–	–	–	–
White (838:820)			100%		190	179	
Multiracial (2:0)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (121:132)			99%		145	174	138 151
Limited English Proficient (14:11)	–	–	–	–	–	–	–
Economically Disadvantaged (289:292)			99%		180	177	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (491:481)			100%		191	178	
Male (552:522)			99%		185	178	
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
(2011–12)

Accountability Measures 6 of 6 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (1043:1003)			100%		190	177	
Ethnicity							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (127:114)			100%		176	170	
Hispanic or Latino (50:42)			100%		193	165	
Asian or Native Hawaiian/Other Pacific Islander (18:19)	–	–	–	–	–	–	–
White (838:820)			100%		192	176	
Multiracial (2:0)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (121:132)			98%		155	171	148 160
Limited English Proficient (14:11)	–	–	–	–	–	–	–
Economically Disadvantaged (289:292)			100%		185	174	
Final AYP Determination	 6 of 6						
Non-Accountability Groups							
Female (491:481)			100%		190	175	
Male (552:522)			100%		191	175	
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 (2011–12)  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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (1113)			85%	80%	
Ethnicity					
American Indian or Alaska Native (6)		—	—	—	
Black or African American (115)			77%	80%	74%
Hispanic or Latino (56)			70%	80%	77%
Asian or Native Hawaiian/Other Pacific Islander (21)		—	—	—	
White (915)			87%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (139)			58%	80%	54%
Limited English Proficient (21)		—	—	—	
Economically Disadvantaged (330)			82%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (555)			86%	80%	
Male (558)			84%	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 2006 total cohort through June 2011 (after 5 years) for this district is **86%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

16 schools identified 80% of total

ARCADIA 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
PADDY HILL ELEMENTARY SCHOOL
PARKLAND ELEMENTARY SCHOOL CAMPUS
PINE BROOK ELEMENTARY SCHOOL
WEST RIDGE ELEMENTARY SCHOOL

Improvement (year 1) Basic

3 schools identified 15% of total

ARCADIA MIDDLE SCHOOL
ATHENA HIGH SCHOOL
OLYMPIA HIGH SCHOOL

Restructuring (year 1) 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 2010–11 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	60%			829
Grade 4	56%			855
Grade 5	52%			889
Grade 6	56%			900
Grade 7	46%			918
Grade 8	48%			882

Mathematics

Grade 3	67%		826
Grade 4	73%		856
Grade 5	68%		891
Grade 6	71%		902
Grade 7	68%		915
Grade 8	69%		882

Science

Grade 4	91%		833
Grade 8	79%		591

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	83%			1116
Mathematics	86%			1116

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

This District's N/RC Category:

Average Need Districts

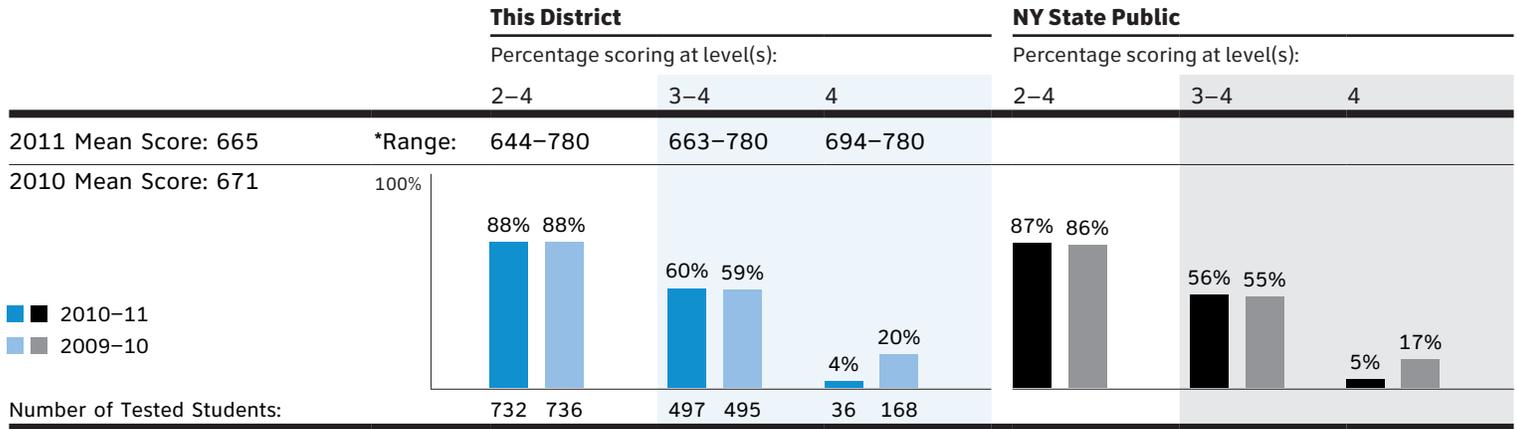
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	829	88%	60%	4%	836	88%	59%	20%
Female	428	91%	64%	5%	410	91%	61%	23%
Male	401	85%	55%	4%	426	85%	58%	17%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	111	78%	35%	2%	111	78%	41%	9%
Hispanic or Latino	70	86%	43%	0%	63	79%	52%	14%
Asian or Native Hawaiian/Other Pacific Islander	21	86%	57%	10%	21	-	-	-
White	622	91%	67%	5%	639	90%	63%	22%
Multiracial	3	-	-	-				
Small Group Totals	5	80%	0%	0%	23	100%	74%	30%
General-Education Students	744	93%	65%	5%	760	93%	64%	22%
Students with Disabilities	85	46%	15%	0%	76	36%	14%	3%
English Proficient	796	89%	61%	5%	811	89%	60%	21%
Limited English Proficient	33	70%	27%	0%	25	56%	28%	0%
Economically Disadvantaged	371	81%	46%	2%	352	82%	46%	13%
Not Disadvantaged	458	94%	71%	6%	484	93%	69%	25%
Migrant								
Not Migrant	829	88%	60%	4%	836	88%	59%	20%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	5	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A

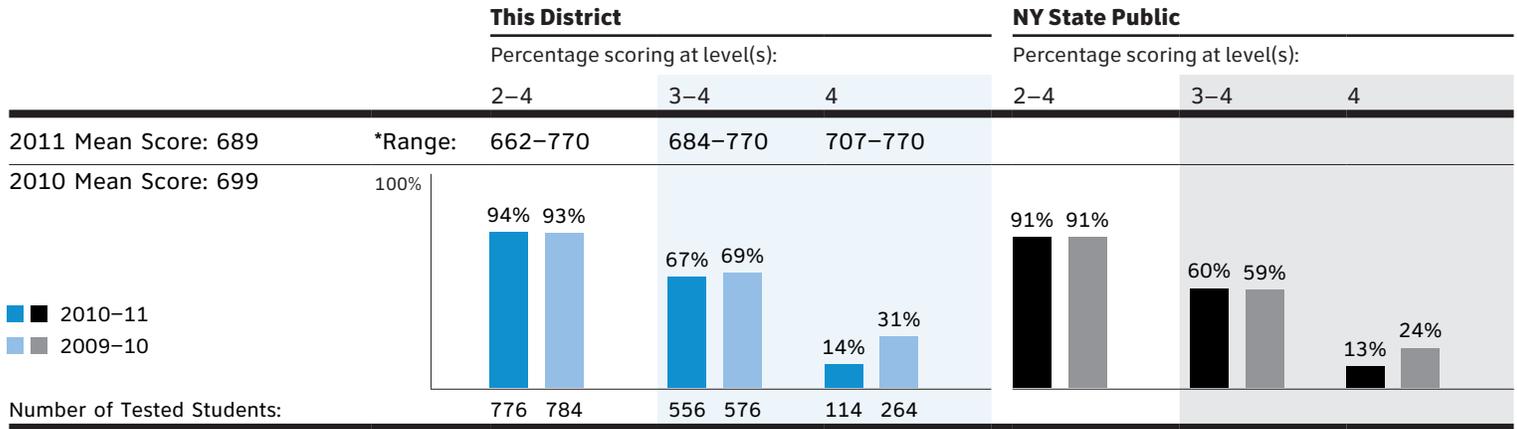
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	826	94%	67%	14%	840	93%	69%	31%
Female	426	94%	66%	10%	410	94%	68%	31%
Male	400	94%	69%	18%	430	93%	69%	32%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	111	86%	39%	2%	113	85%	49%	17%
Hispanic or Latino	70	96%	56%	7%	63	86%	54%	19%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	68%	27%	22	-	-	-
White	618	95%	74%	16%	640	95%	73%	35%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	40%	0%	24	100%	79%	46%
General-Education Students	741	97%	72%	15%	764	97%	74%	34%
Students with Disabilities	85	68%	28%	1%	76	58%	18%	4%
English Proficient	792	94%	68%	14%	815	94%	69%	32%
Limited English Proficient	34	85%	50%	6%	25	80%	48%	16%
Economically Disadvantaged	369	91%	54%	7%	355	90%	57%	19%
Not Disadvantaged	457	96%	78%	19%	485	96%	77%	40%
Migrant								
Not Migrant	826	94%	67%	14%	840	93%	69%	31%

NOTES

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Other Assessments

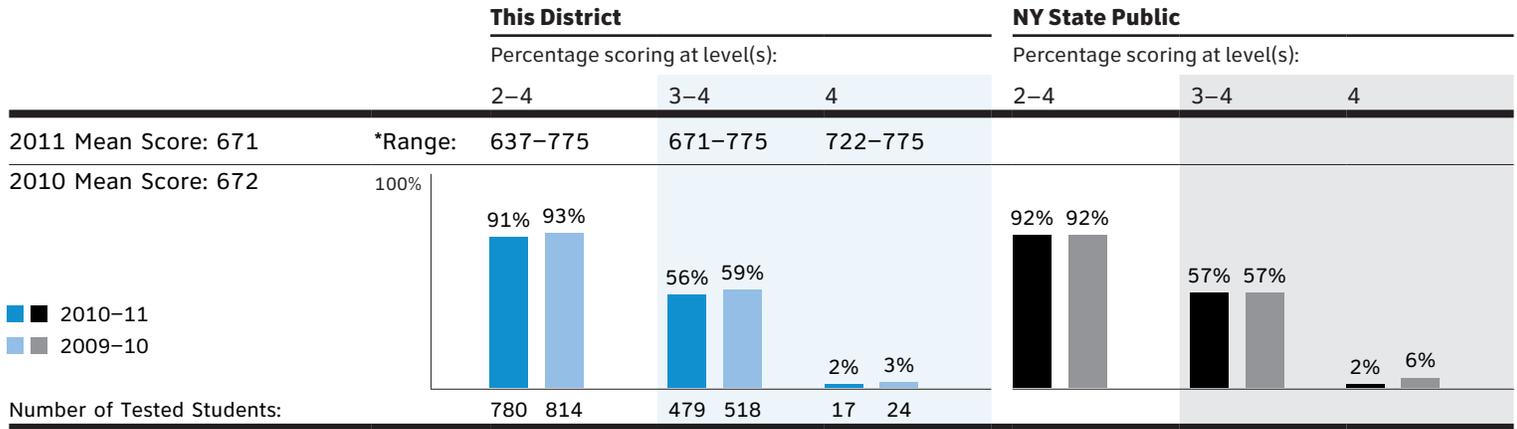
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	5	7	7	7	7

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	91%	56%	2%	871	93%	59%	3%
Female	418	94%	62%	3%	424	95%	62%	3%
Male	437	89%	50%	1%	447	92%	57%	3%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	129	85%	36%	1%	99	85%	31%	0%
Hispanic or Latino	68	84%	43%	0%	74	96%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	86%	0%	26	-	-	-
White	631	93%	61%	3%	670	94%	63%	3%
Multiracial	3	-	-	-				
Small Group Totals	5	80%	0%	0%	28	100%	86%	11%
General-Education Students	766	97%	61%	2%	766	98%	66%	3%
Students with Disabilities	89	45%	9%	0%	105	64%	10%	0%
English Proficient	837	92%	57%	2%	841	94%	61%	3%
Limited English Proficient	18	61%	22%	0%	30	83%	27%	0%
Economically Disadvantaged	365	86%	41%	1%	357	89%	46%	1%
Not Disadvantaged	490	95%	67%	3%	514	96%	69%	4%
Migrant								
Not Migrant	855	91%	56%	2%	871	93%	59%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	10	10	10	9	12	12	12	12
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	2	N/A	N/A	N/A

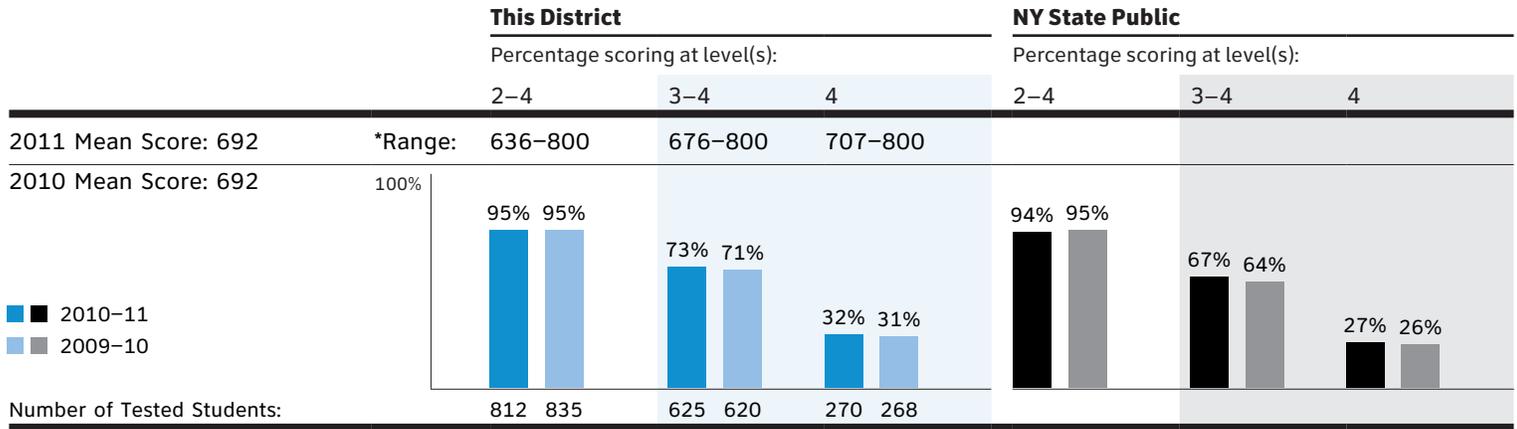
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	856	95%	73%	32%	876	95%	71%	31%
Female	420	97%	76%	32%	425	96%	69%	27%
Male	436	93%	70%	31%	451	95%	72%	34%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	128	89%	52%	16%	99	91%	45%	10%
Hispanic or Latino	69	91%	58%	22%	77	96%	58%	14%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	91%	64%	26	-	-	-
White	632	96%	79%	35%	671	96%	75%	34%
Multiracial	3	-	-	-				
Small Group Totals	5	80%	40%	0%	29	100%	93%	62%
General-Education Students	769	98%	79%	35%	771	99%	78%	35%
Students with Disabilities	87	63%	23%	3%	105	67%	20%	1%
English Proficient	836	95%	73%	32%	843	95%	72%	31%
Limited English Proficient	20	90%	55%	20%	33	97%	42%	21%
Economically Disadvantaged	366	92%	59%	19%	361	93%	57%	19%
Not Disadvantaged	490	97%	83%	41%	515	97%	80%	39%
Migrant								
Not Migrant	856	95%	73%	32%	876	95%	71%	31%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

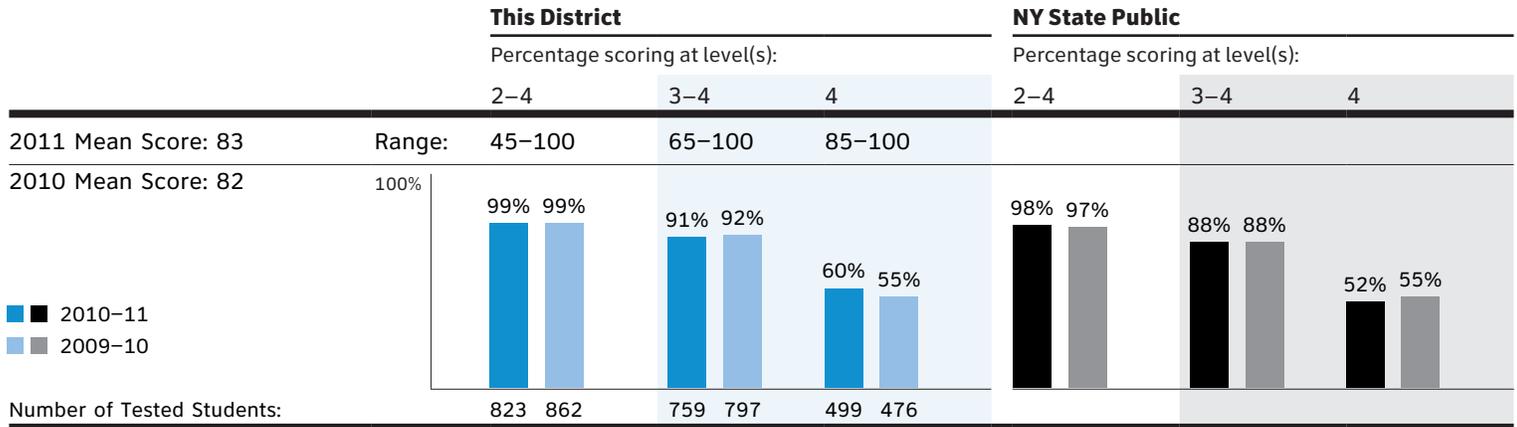
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	8	12	12	12	10

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	833	99%	91%	60%	871	99%	92%	55%
Female	409	99%	92%	62%	421	99%	91%	52%
Male	424	98%	90%	58%	450	99%	92%	57%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	124	98%	79%	35%	98	97%	80%	28%
Hispanic or Latino	68	99%	88%	51%	77	99%	86%	42%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	95%	86%	26	-	-	-
White	614	99%	94%	65%	667	99%	94%	59%
Multiracial	3	-	-	-				
Small Group Totals	5	100%	80%	20%	29	100%	100%	79%
General-Education Students	751	100%	94%	64%	766	99%	95%	61%
Students with Disabilities	82	91%	65%	23%	105	95%	66%	10%
English Proficient	814	99%	91%	61%	838	99%	93%	56%
Limited English Proficient	19	100%	79%	26%	33	97%	58%	21%
Economically Disadvantaged	355	99%	85%	43%	358	98%	84%	41%
Not Disadvantaged	478	99%	96%	72%	513	100%	96%	64%
Migrant								
Not Migrant	833	99%	91%	60%	871	99%	92%	55%

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

	2010-11 School Year				2009-10 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	10	10	10	10	12	12	12	12

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 667	*Range: 648-795	668-795	700-795			
2010 Mean Score: 673						
Number of Tested Students:	801	826	459	468	26	112

Results by Student Group

	2010-11 School Year				2009-10 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	889	90%	52%	3%	905	91%	52%	12%
Female	434	92%	54%	3%	426	92%	59%	16%
Male	455	88%	50%	3%	479	91%	46%	9%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	103	81%	32%	1%	104	78%	30%	5%
Hispanic or Latino	78	91%	36%	1%	85	89%	34%	5%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	70%	0%	27	-	-	-
White	674	91%	55%	4%	687	93%	57%	14%
Multiracial	4	-	-	-				
Small Group Totals	7	100%	71%	0%	29	93%	62%	17%
General-Education Students	777	95%	58%	3%	813	96%	56%	14%
Students with Disabilities	112	54%	5%	0%	92	51%	13%	0%
English Proficient	859	91%	53%	3%	883	92%	52%	13%
Limited English Proficient	30	70%	13%	0%	22	77%	27%	0%
Economically Disadvantaged	363	84%	35%	0%	370	86%	38%	5%
Not Disadvantaged	526	94%	63%	5%	535	95%	61%	17%
Migrant								
Not Migrant	889	90%	52%	3%	905	91%	52%	12%

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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	12	12	12	9	15	15	13	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

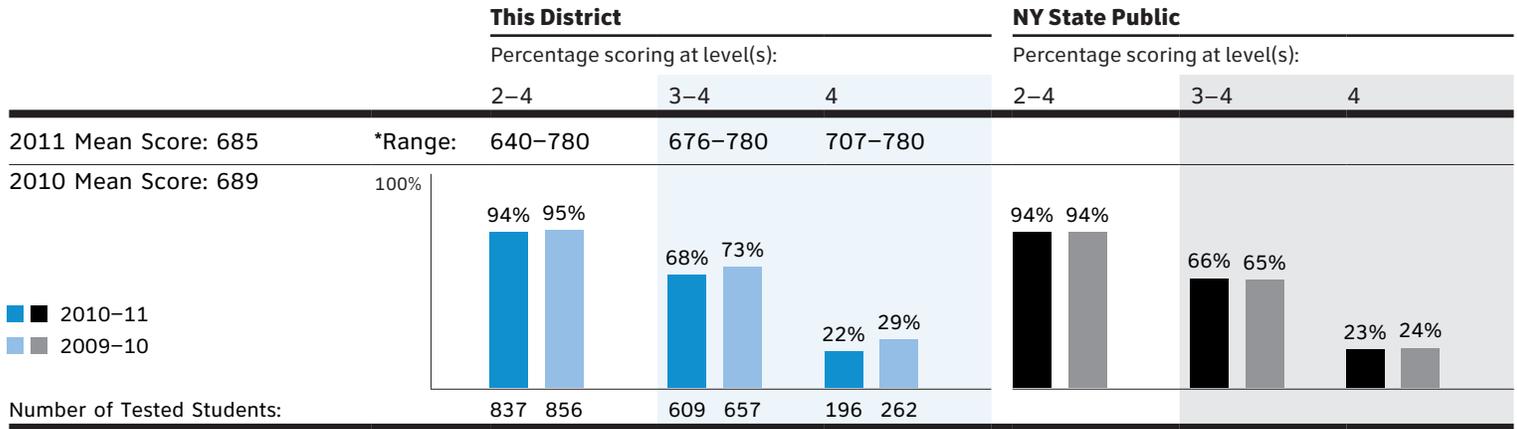
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	891	94%	68%	22%	905	95%	73%	29%
Female	435	93%	68%	19%	425	95%	72%	30%
Male	456	95%	69%	25%	480	95%	73%	28%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	103	87%	43%	8%	103	83%	46%	6%
Hispanic or Latino	79	95%	57%	13%	85	92%	65%	22%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	93%	33%	27	-	-	-
White	675	95%	73%	25%	688	97%	77%	33%
Multiracial	4	-	-	-				
Small Group Totals	7	86%	57%	14%	29	90%	83%	41%
General-Education Students	778	97%	76%	25%	814	98%	78%	31%
Students with Disabilities	113	70%	17%	1%	91	67%	21%	7%
English Proficient	861	94%	69%	22%	882	95%	73%	30%
Limited English Proficient	30	83%	37%	10%	23	87%	39%	4%
Economically Disadvantaged	363	91%	56%	12%	369	89%	56%	18%
Not Disadvantaged	528	96%	77%	29%	536	98%	84%	37%
Migrant								
Not Migrant	891	94%	68%	22%	905	95%	73%	29%

NOTES

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Other Assessments

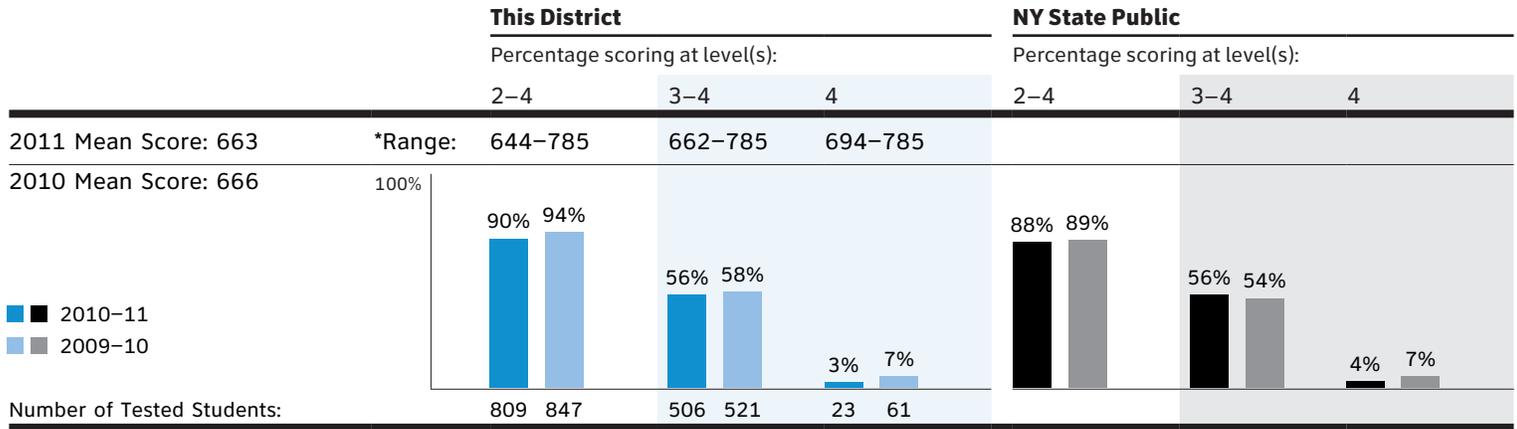
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	12	12	12	11	15	15	14	11

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	900	90%	56%	3%	905	94%	58%	7%
Female	424	92%	61%	2%	464	94%	62%	8%
Male	476	88%	52%	3%	441	93%	53%	5%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	113	81%	31%	1%	108	91%	39%	3%
Hispanic or Latino	89	84%	47%	1%	63	84%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	29	93%	52%	0%	23	-	-	-
White	661	92%	62%	3%	710	95%	62%	7%
Multiracial	6	-	-	-				
Small Group Totals	8	63%	50%	13%	24	96%	63%	17%
General-Education Students	796	95%	62%	3%	791	98%	64%	8%
Students with Disabilities	104	50%	15%	0%	114	65%	11%	0%
English Proficient	885	90%	57%	3%	884	94%	59%	7%
Limited English Proficient	15	67%	13%	0%	21	71%	5%	0%
Economically Disadvantaged	385	83%	39%	1%	363	88%	40%	4%
Not Disadvantaged	515	95%	69%	3%	542	97%	70%	9%
Migrant								
Not Migrant	900	90%	56%	3%	905	94%	58%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	15	14	10	13	13	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A

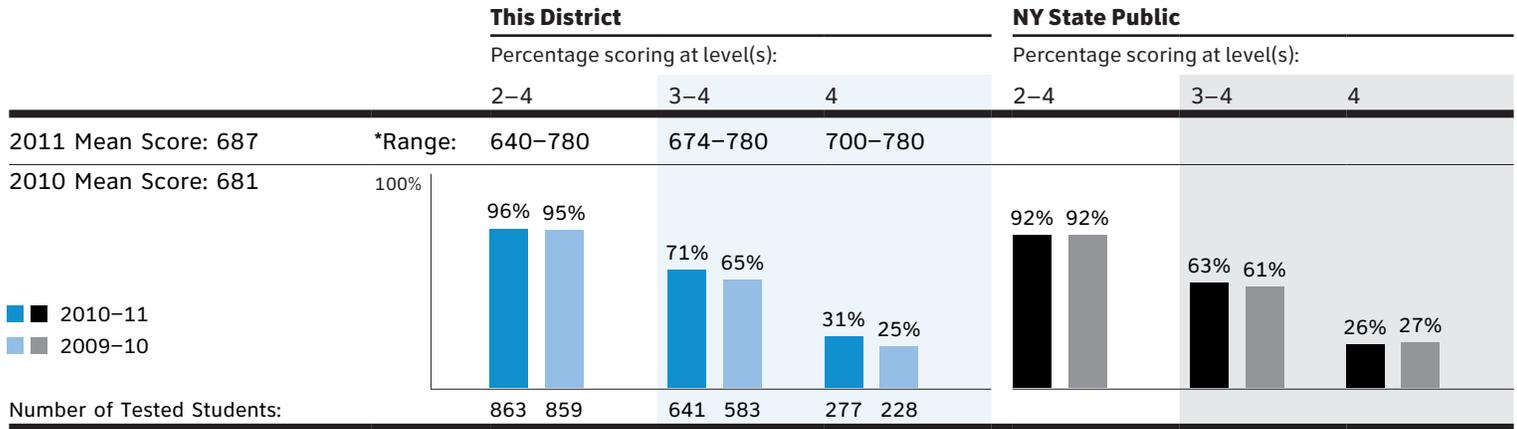
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	96%	71%	31%	902	95%	65%	25%
Female	422	96%	71%	32%	463	96%	64%	25%
Male	480	95%	71%	30%	439	94%	65%	26%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	113	90%	46%	8%	108	87%	42%	7%
Hispanic or Latino	90	90%	52%	18%	62	92%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	83%	47%	23	-	-	-
White	660	97%	78%	36%	708	97%	69%	28%
Multiracial	7	-	-	-				
Small Group Totals	9	78%	44%	22%	24	96%	71%	50%
General-Education Students	798	98%	77%	34%	790	98%	71%	28%
Students with Disabilities	104	74%	25%	7%	112	72%	23%	5%
English Proficient	884	96%	72%	31%	881	96%	65%	26%
Limited English Proficient	18	83%	33%	6%	21	81%	33%	10%
Economically Disadvantaged	387	93%	55%	18%	363	91%	47%	14%
Not Disadvantaged	515	98%	83%	41%	539	98%	77%	33%
Migrant								
Not Migrant	902	96%	71%	31%	902	95%	65%	25%

NOTES

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Other Assessments

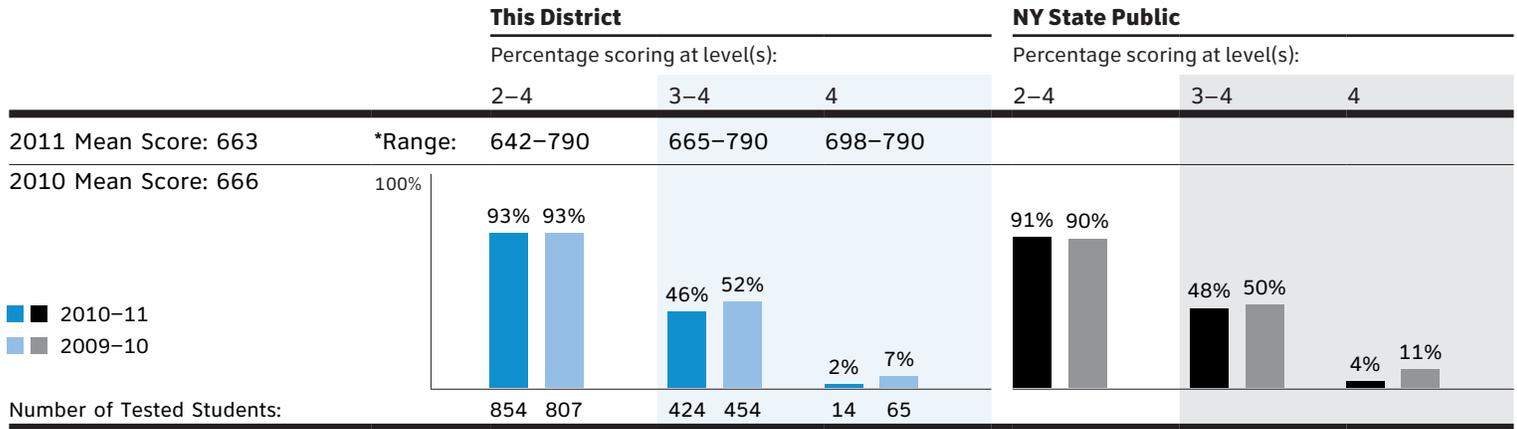
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	15	15	9	13	13	13	7

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	918	93%	46%	2%	871	93%	52%	7%
Female	466	95%	52%	2%	434	95%	57%	9%
Male	452	91%	40%	1%	437	90%	47%	5%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	122	86%	26%	0%	108	83%	30%	2%
Hispanic or Latino	70	89%	30%	0%	54	94%	48%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	55%	0%	27	-	-	-
White	694	95%	51%	2%	679	94%	56%	9%
Multiracial	7	-	-	-				
Small Group Totals	10	80%	20%	0%	30	90%	63%	3%
General-Education Students	800	97%	52%	2%	770	97%	58%	8%
Students with Disabilities	118	65%	8%	0%	101	56%	5%	0%
English Proficient	902	93%	47%	2%	861	93%	53%	8%
Limited English Proficient	16	69%	6%	0%	10	60%	10%	0%
Economically Disadvantaged	362	87%	30%	1%	345	88%	38%	3%
Not Disadvantaged	556	97%	57%	2%	526	96%	61%	10%
Migrant								
Not Migrant	918	93%	46%	2%	871	93%	52%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	18	18	15	14	10	10	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	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 7	3	N/A	N/A	N/A	1	N/A	N/A	N/A

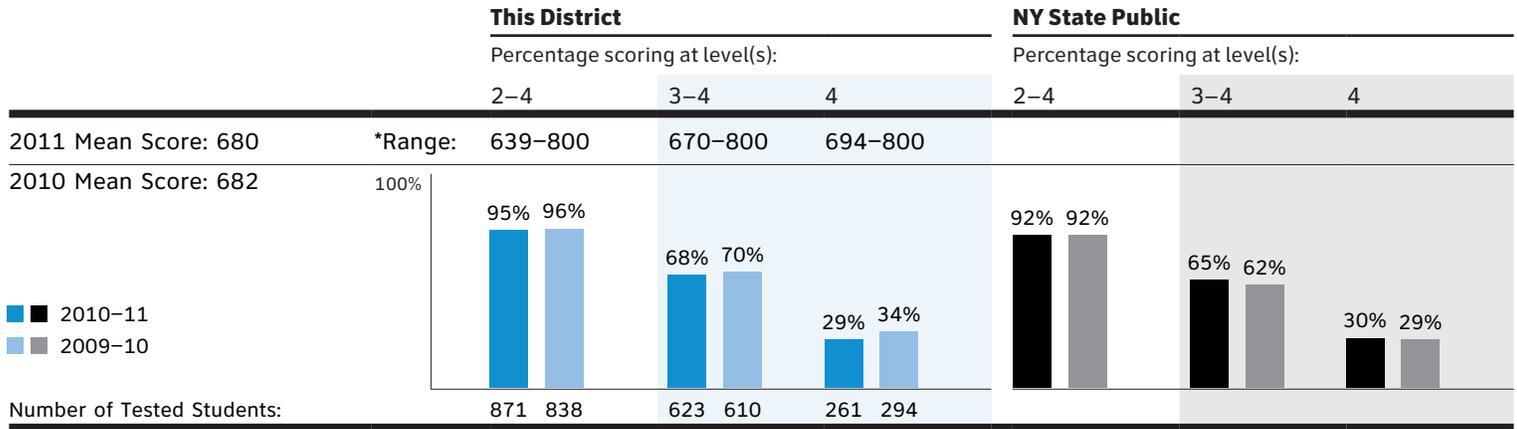
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	915	95%	68%	29%	874	96%	70%	34%
Female	466	96%	70%	26%	436	96%	68%	34%
Male	449	94%	66%	31%	438	96%	71%	33%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	120	89%	49%	10%	108	89%	46%	17%
Hispanic or Latino	69	93%	61%	19%	55	98%	56%	20%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	95%	41%	27	-	-	-
White	694	97%	72%	33%	681	97%	74%	37%
Multiracial	7	-	-	-				
Small Group Totals	10	90%	40%	10%	30	97%	73%	53%
General-Education Students	800	98%	74%	32%	773	99%	76%	38%
Students with Disabilities	115	77%	30%	5%	101	75%	20%	2%
English Proficient	897	95%	68%	29%	863	96%	70%	34%
Limited English Proficient	18	94%	56%	11%	11	100%	55%	18%
Economically Disadvantaged	357	92%	56%	15%	348	93%	55%	20%
Not Disadvantaged	558	97%	76%	37%	526	98%	79%	43%
Migrant								
Not Migrant	915	95%	68%	29%	874	96%	70%	34%

NOTES

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Other Assessments

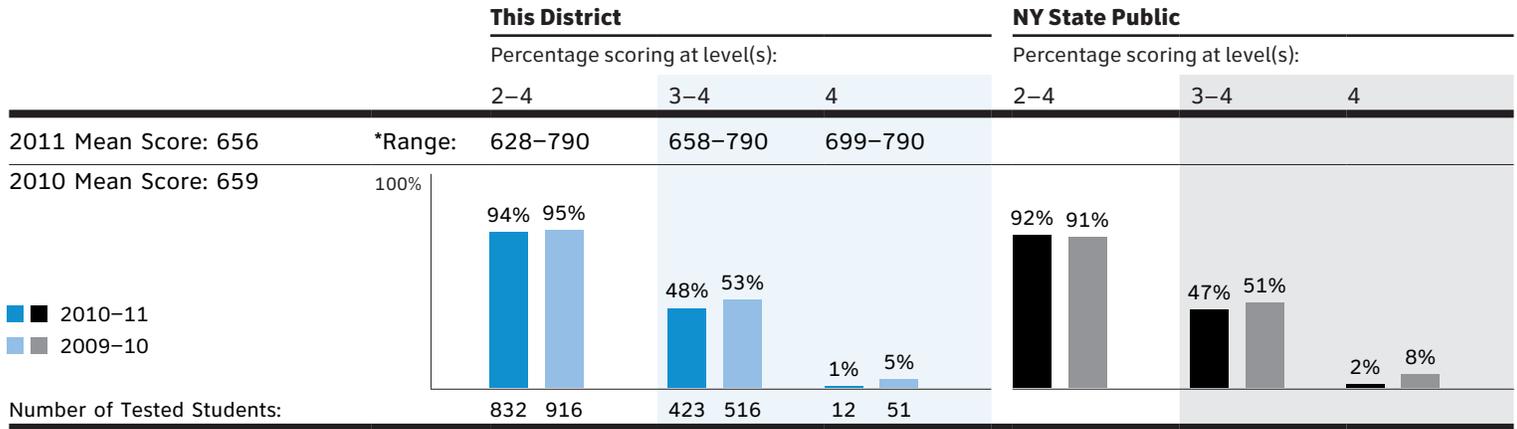
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	17	16	3	10	10	9	5

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	94%	48%	1%	968	95%	53%	5%
Female	450	98%	55%	2%	451	96%	63%	8%
Male	432	91%	41%	1%	517	93%	45%	3%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	124	87%	27%	0%	110	93%	27%	1%
Hispanic or Latino	58	93%	34%	0%	76	93%	46%	1%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	23	-	-	-
White	669	96%	53%	2%	756	95%	57%	6%
Multiracial	1	-	-	-				
Small Group Totals	31	97%	58%	3%	26	96%	65%	19%
General-Education Students	768	98%	54%	2%	848	98%	59%	6%
Students with Disabilities	114	68%	5%	0%	120	73%	13%	0%
English Proficient	872	94%	49%	1%	957	95%	54%	5%
Limited English Proficient	10	100%	0%	0%	11	73%	18%	0%
Economically Disadvantaged	358	90%	32%	0%	379	92%	39%	1%
Not Disadvantaged	524	97%	59%	2%	589	96%	62%	8%
Migrant								
Not Migrant	882	94%	48%	1%	968	95%	53%	5%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	12	12	11	6	16	16	16	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	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 8	2	N/A	N/A	N/A	2	N/A	N/A	N/A

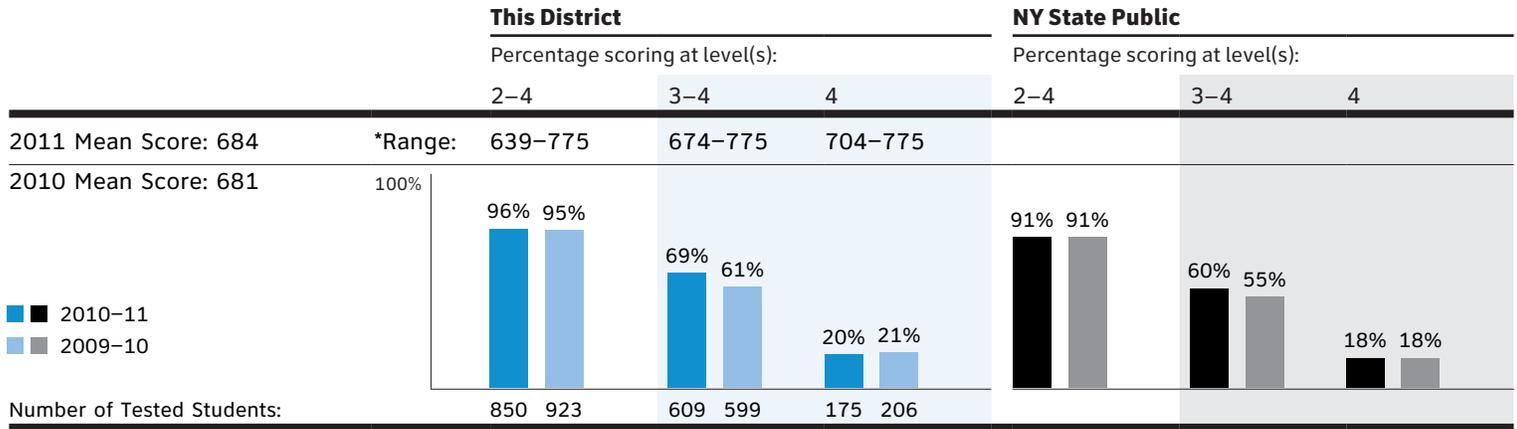
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	96%	69%	20%	975	95%	61%	21%
Female	451	97%	71%	19%	456	94%	64%	24%
Male	431	96%	67%	20%	519	95%	59%	18%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	124	89%	42%	7%	112	87%	38%	6%
Hispanic or Latino	57	96%	60%	4%	78	88%	47%	13%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	24	-	-	-
White	669	98%	74%	23%	758	96%	66%	23%
Multiracial	1	-	-	-				
Small Group Totals	32	100%	88%	34%	27	100%	81%	41%
General-Education Students	769	98%	76%	23%	855	97%	68%	24%
Students with Disabilities	113	84%	20%	1%	120	77%	16%	0%
English Proficient	870	96%	69%	20%	962	95%	62%	21%
Limited English Proficient	12	100%	75%	0%	13	92%	38%	0%
Economically Disadvantaged	359	93%	55%	10%	386	91%	51%	13%
Not Disadvantaged	523	98%	79%	26%	589	97%	68%	26%
Migrant								
Not Migrant	882	96%	69%	20%	975	95%	61%	21%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	12	11	10	5	16	15	11	2

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science

This District

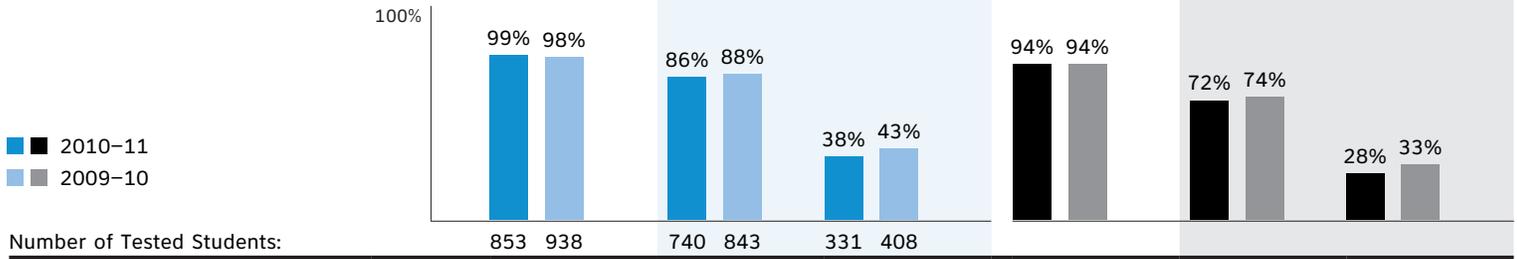
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	591	98%	79%	18%	681	98%	84%	27%
Female	311	98%	78%	16%	312	97%	82%	27%
Male	280	98%	80%	20%	369	98%	85%	27%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	112	94%	55%	8%	96	95%	64%	9%
Hispanic or Latino	45	98%	78%	16%	63	95%	73%	21%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	13	-	-	-
White	419	99%	85%	21%	507	98%	88%	31%
Multiracial	1	-	-	-				
Small Group Totals	15	100%	93%	13%	15	100%	93%	40%
General-Education Students	482	99%	84%	19%	567	98%	88%	31%
Students with Disabilities	109	94%	55%	12%	114	93%	60%	7%
English Proficient	580	98%	79%	18%	668	98%	84%	28%
Limited English Proficient	11	100%	73%	0%	13	85%	69%	0%
Economically Disadvantaged	287	97%	68%	14%	313	97%	77%	20%
Not Disadvantaged	304	99%	89%	21%	368	98%	89%	33%
Migrant								
Not Migrant	591	98%	79%	18%	681	98%	84%	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.

Other Assessments

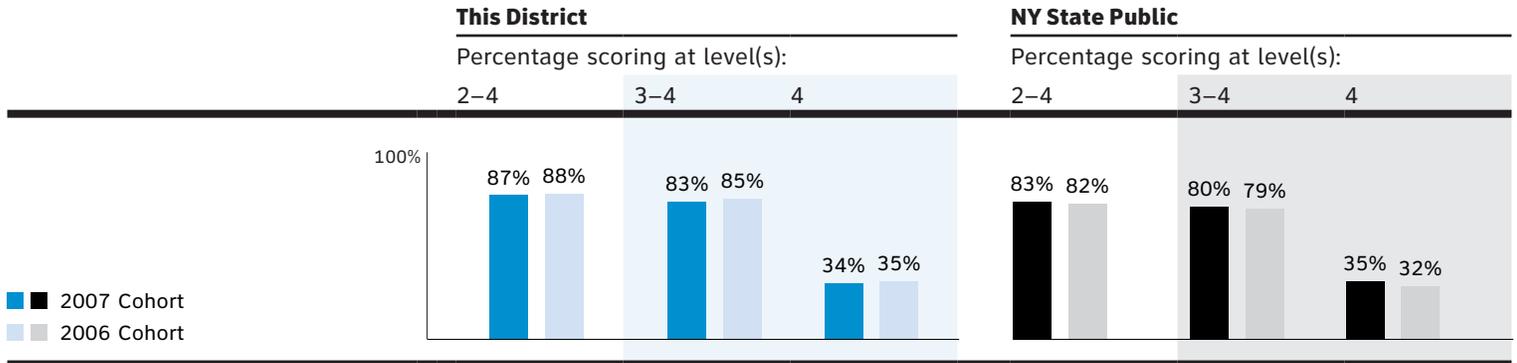
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	11	9	6	16	16	16	8
Regents Science	273	273	273	227	274	274	274	224

4 Overview of District Performance

District **GREECE CENTRAL SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort			2006 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	1116	87%	83%	34%	1113	88%	85%	35%
Female	540	88%	85%	43%	554	89%	87%	41%
Male	576	87%	82%	25%	559	86%	83%	28%
American Indian or Alaska Native	9	-	-	-	6	83%	67%	33%
Black or African American	129	84%	76%	13%	116	81%	78%	14%
Hispanic or Latino	52	77%	73%	19%	56	80%	77%	13%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	90%	75%	21	95%	95%	57%
White	905	88%	85%	36%	914	89%	86%	38%
Multiracial	1	-	-	-				
Small Group Totals	10	90%	90%	50%				
General-Education Students	952	93%	91%	39%	981	93%	92%	39%
Students with Disabilities	164	56%	40%	1%	132	47%	35%	3%
English Proficient	1105	87%	83%	34%	1092	88%	85%	35%
Limited English Proficient	11	100%	82%	0%	21	76%	71%	0%
Economically Disadvantaged	325	86%	78%	18%	330	87%	82%	21%
Not Disadvantaged	791	88%	85%	40%	783	88%	86%	40%
Migrant								
Not Migrant	1116	87%	83%	34%	1113	88%	85%	35%

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.

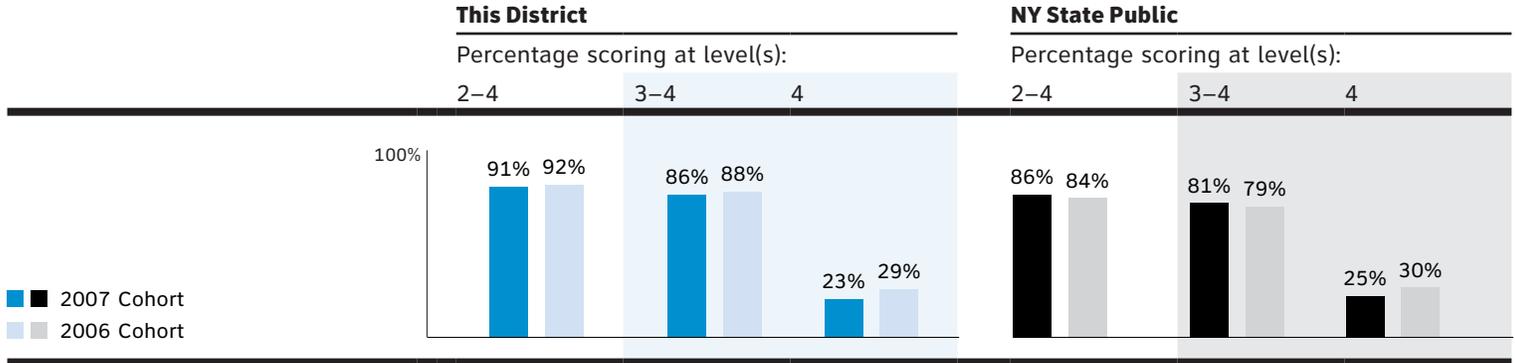
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District GREECE CENTRAL SCHOOL DISTRICT

District ID 26-05-01-06-0000

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



Results by Student Group

	2007 Cohort			2006 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	1116	91%	86%	23%	1113	92%	88%	29%
Female	540	91%	85%	24%	554	93%	88%	29%
Male	576	92%	88%	22%	559	91%	87%	30%
American Indian or Alaska Native	9	-	-	-	6	100%	100%	33%
Black or African American	129	84%	72%	5%	116	87%	78%	9%
Hispanic or Latino	52	92%	87%	10%	56	91%	80%	14%
Asian or Native Hawaiian/Other Pacific Islander	20	90%	90%	50%	21	100%	100%	62%
White	905	92%	88%	26%	914	93%	89%	32%
Multiracial	1	-	-	-				
Small Group Totals	10	90%	90%	20%				
General-Education Students	952	96%	93%	27%	981	96%	94%	33%
Students with Disabilities	164	64%	47%	1%	132	61%	42%	2%
English Proficient	1105	91%	86%	23%	1092	92%	88%	30%
Limited English Proficient	11	91%	73%	0%	21	90%	86%	10%
Economically Disadvantaged	325	91%	83%	10%	330	93%	85%	19%
Not Disadvantaged	791	91%	88%	28%	783	92%	89%	34%
Migrant								
Not Migrant	1116	91%	86%	23%	1113	92%	88%	29%

NOTES

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** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.