



The New York State Accountability Report 2011-12

DISTRICT: GREECE CENTRAL SCHOOL
DISTRICT
DISTRICT ID: 260501060000
SUPERINTENDENT: BARBARA DEANE-WILLIAMS
PHONE: 585-966-2301

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✗
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	5282	100%
American Indian or Alaska Native	—	15	—
Black or African American	✓	693	99%
Hispanic or Latino	✓	491	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	154	100%
White	✓	3880	100%
Multiracial	✓	49	100%
Students With Disabilities	✓	690	99%
Limited English Proficient	✓	140	100%
Economically Disadvantaged	✓	2290	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	5123	155	148	148
American Indian or Alaska Native	—	14	—	—	—
Black or African American	✓	658	131	126	126
Hispanic or Latino	✓	455	138	127	127
Asian or Native Hawaiian/Other Pacific Islander	✓	151	172	157	157
White	✓	3802	161	162	158
Multiracial	✓	43	128	143	20
Students With Disabilities	✗	670†	84†	97	95
Limited English Proficient	✓	202‡	120‡	102	102
Economically Disadvantaged	✓	2169	136	132	132

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	5267	100%
Not Black or African American	4589	100%
Not Hispanic or Latino	4791	100%
Not Asian or Native Hawaiian/Other Pacific Islander	5128	100%
Not White	1402	99%
Not Multiracial	5233	100%
General Education	4592	100%
English Proficient	5142	100%
Not Economically Disadvantaged	2992	100%
Male	2710	99%
Female	2572	100%
Migrant	0	—
Not Migrant	5282	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	5109	155
Not Black or African American	4465	158
Not Hispanic or Latino	4668	157
Not Asian or Native Hawaiian/Other Pacific Islander	4972	154
Not White	1321	138
Not Multiracial	5080	155
General Education	4466	166
English Proficient	4998	156
Not Economically Disadvantaged	2954	169
Male	2617	148
Female	2506	162
Migrant	0	—
Not Migrant	5123	155

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	✓
Students With Disabilities	✗
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	5281	99%
American Indian or Alaska Native	—	15	—
Black or African American	✓	693	99%
Hispanic or Latino	✓	491	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	154	100%
White	✓	3877	99%
Multiracial	✓	51	100%
Students With Disabilities	✓	690	99%
Limited English Proficient	✓	141	100%
Economically Disadvantaged	✓	2288	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	5117	171	162	162
American Indian or Alaska Native	—	15	—	—	—
Black or African American	✓	662	146	138	138
Hispanic or Latino	✓	456	158	145	145
Asian or Native Hawaiian/Other Pacific Islander	✓	151	190	177	177
White	✓	3790	177	172	172
Multiracial	✓	43	137	151	20
Students With Disabilities	✗	670†	112†	118	118
Limited English Proficient	✓	205‡	156‡	132	132
Economically Disadvantaged	✓	2164	158	149	149

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	5266	99%
Not Black or African American	4588	99%
Not Hispanic or Latino	4790	99%
Not Asian or Native Hawaiian/Other Pacific Islander	5127	99%
Not White	1404	100%
Not Multiracial	5230	99%
General Education	4591	100%
English Proficient	5140	99%
Not Economically Disadvantaged	2993	100%
Male	2707	99%
Female	2574	100%
Migrant	0	—
Not Migrant	5281	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	5102	171
Not Black or African American	4455	175
Not Hispanic or Latino	4661	173
Not Asian or Native Hawaiian/Other Pacific Islander	4966	171
Not White	1327	155
Not Multiracial	5074	172
General Education	4460	180
English Proficient	4989	172
Not Economically Disadvantaged	2953	181
Male	2613	169
Female	2504	174
Migrant	0	—
Not Migrant	5117	171

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1757	98%
American Indian or Alaska Native	—	6	—
Black or African American	✓	240	98%
Hispanic or Latino	✓	153	96%
Asian or Native Hawaiian/Other Pacific Islander	✓	46	100%
White	✓	1297	98%
Multiracial	—	15	—
Students With Disabilities	✓	239	96%
Limited English Proficient	✓	43	100%
Economically Disadvantaged	✓	737	97%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	1688	189	176	176
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	226	176	154	154
Hispanic or Latino	✓	140	184	156	156
Asian or Native Hawaiian/Other Pacific Islander	✓	45	196	173	173
White	✓	1261	191	188	188
Multiracial	—	12	—	—	—
Students With Disabilities	✓	224†	163†	147	147
Limited English Proficient	✓	73‡	174‡	139	1
Economically Disadvantaged	✓	694	182	164	164

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1751	98%
Not Black or African American	1517	98%
Not Hispanic or Latino	1604	98%
Not Asian or Native Hawaiian/Other Pacific Islander	1711	98%
Not White	460	97%
Not Multiracial	1742	98%
General Education	1518	98%
English Proficient	1714	98%
Not Economically Disadvantaged	1020	98%
Male	865	98%
Female	892	98%
Migrant	0	—
Not Migrant	1757	98%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1684	189
Not Black or African American	1462	190
Not Hispanic or Latino	1548	189
Not Asian or Native Hawaiian/Other Pacific Islander	1643	188
Not White	427	181
Not Multiracial	1676	188
General Education	1468	192
English Proficient	1646	189
Not Economically Disadvantaged	994	193
Male	828	187
Female	860	190
Migrant	0	—
Not Migrant	1688	189

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	941	99%
American Indian or Alaska Native	—	2	—
Black or African American	✓	117	99%
Hispanic or Latino	✓	75	97%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	729	100%
Multiracial	—	3	—
Students With Disabilities	✓	101	97%
Limited English Proficient	—	9	—
Economically Disadvantaged	✓	301	99%

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	910	158	155	155
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	102	138	124	124
Hispanic or Latino	✓	69	141	125	125
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✗	716	162	170	170
Multiracial	—	3	—	—	—
Students With Disabilities	✗	107†	85†	87	87
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	308	135	135	135

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	939	99%
Not Black or African American	824	100%
Not Hispanic or Latino	866	100%
Not Asian or Native Hawaiian/Other Pacific Islander	926	99%
Not White	212	99%
Not Multiracial	938	99%
General Education	840	100%
English Proficient	932	100%
Not Economically Disadvantaged	640	100%
Male	484	100%
Female	457	99%
Migrant	0	—
Not Migrant	941	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	907	158
Not Black or African American	808	161
Not Hispanic or Latino	841	159
Not Asian or Native Hawaiian/Other Pacific Islander	893	158
Not White	194	143
Not Multiracial	907	158
General Education	809	168
English Proficient	904	159
Not Economically Disadvantaged	602	170
Male	461	152
Female	449	164
Migrant	0	—
Not Migrant	910	158

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	941	100%
American Indian or Alaska Native	—	2	—
Black or African American	✓	117	99%
Hispanic or Latino	✓	75	100%
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
White	✓	729	100%
Multiracial	—	3	—
Students With Disabilities	✓	101	98%
Limited English Proficient	—	9	—
Economically Disadvantaged	✓	301	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	910	139	132	132
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	102	114	93	93
Hispanic or Latino	✓	69	125	96	96
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✗	716	144	150	145
Multiracial	—	3	—	—	—
Students With Disabilities	✓	107†	73†	72	72
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	308	116	109	109

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	939	100%
Not Black or African American	824	100%
Not Hispanic or Latino	866	100%
Not Asian or Native Hawaiian/Other Pacific Islander	926	100%
Not White	212	100%
Not Multiracial	938	100%
General Education	840	100%
English Proficient	932	100%
Not Economically Disadvantaged	640	100%
Male	484	100%
Female	457	99%
Migrant	0	—
Not Migrant	941	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	907	139
Not Black or African American	808	142
Not Hispanic or Latino	841	140
Not Asian or Native Hawaiian/Other Pacific Islander	893	139
Not White	194	122
Not Multiracial	907	139
General Education	809	147
English Proficient	904	139
Not Economically Disadvantaged	602	151
Male	461	136
Female	449	142
Migrant	0	—
Not Migrant	910	139

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	155	171	158	139	156
American Indian or Alaska Native	—	—	—	—	—
Black or African American	131	146	138	114	132
Hispanic or Latino	138	158	141	125	141
Asian or Native Hawaiian/Other Pacific Islander	172	190	—	—	181
White	161	177	162	144	161
Multiracial	128	137	—	—	133
Students With Disabilities	84	112	85	73	89
Limited English Proficient	120	156	—	—	138
Economically Disadvantaged	136	158	135	116	136

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: **NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✗
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	1116	84%	80%	80%
American Indian or Alaska Native	—	9	—	—	—
Black or African American	✗	130	76%	80%	78%
Hispanic or Latino	✗	52	67%	80%	71%
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
White	✓	904	85%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✗	169†	54%†	80%	60%
Limited English Proficient	—	11	—	—	—
Economically Disadvantaged	✗	333	76%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	1122	86%	80%	80%
American Indian or Alaska Native	—	7	—	—	—
Black or African American	✓	119	80%	80%	77%
Hispanic or Latino	✗	58	69%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✓	916	88%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	145†	58%†	80%	58%
Limited English Proficient	—	21	—	—	—
Economically Disadvantaged	✓	310	85%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: GREECE CENTRAL SCHOOL DISTRICT

DISTRICT ID: 260501060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	1107	84%	1115	86%
Not Black or African American	986	85%	1003	87%
Not Hispanic or Latino	1064	84%	1064	87%
Not Asian or Native Hawaiian/Other Pacific Islander	1096	83%	1101	86%
Not White	212	76%	206	78%
Not Multiracial	1115	84%	1121	86%
General Education	952	89%	985	90%
English Proficient	1105	84%	1101	86%
Not Economically Disadvantaged	783	87%	812	87%
Male	576	83%	561	86%
Female	540	84%	561	86%
Migrant	0	—	0	—
Not Migrant	1116	84%	1122	86%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 41%, which exceeded the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 1%, which did not exceed the State average of 3%.