

The University of the State of New York
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
Yonkers City School District

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	2	s	s	s	s	2	s	s
Black	5	11	27	129	229	194	52	604	79%	41%
Hispanic	8	272	34	75	233	260	81	649	88%	53%
Asian or Pacific Islander	1	18	4	s	s	s	s	98	s	s
White	2	27	13	20	82	135	102	339	94%	70%
Total	16	328	80	226	571	629	266	1692	87%	53%
Small Group Totals (s)	1	18	6	2	27	40	31	100	98%	71%
Results by Gender										
Female	5	159	28	103	288	299	138	828	88%	53%
Male	11	169	52	123	283	330	128	864	86%	53%
Total	16	328	80	226	571	629	266	1692	87%	53%
Results by English Proficiency Status										
English Proficient	15	0	70	220	522	583	256	1581	86%	53%
Limited English Proficient	1	328	10	6	49	46	10	111	95%	50%
Total	16	328	80	226	571	629	266	1692	87%	53%
Results by Income Level										
Economically Disadvantaged	13	284	49	189	422	439	119	1169	84%	48%
Not Disadvantaged	3	44	31	37	149	190	147	523	93%	64%
Total	16	328	80	226	571	629	266	1692	87%	53%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	16	328	80	226	571	629	266	1692	87%	53%
Total	16	328	80	226	571	629	266	1692	87%	53%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	4	s	s
Black	5	0	34	124	212	203	69	608	80%	45%
Hispanic	8	0	38	126	290	370	131	917	86%	55%
Asian or Pacific Islander	1	2	10	s	s	s	s	108	s	s
White	2	0	28	24	58	155	114	351	93%	77%
Total	16	2	110	278	581	770	359	1988	86%	57%
Small Group Totals (s)	1	2	10	4	21	42	45	112	96%	78%
Results by Gender										
Female	5	1	61	125	280	381	167	953	87%	58%
Male	11	1	49	153	301	389	192	1035	85%	56%
Total	16	2	110	278	581	770	359	1988	86%	57%
Results by English Proficiency Status										
English Proficient	15	0	66	197	423	638	327	1585	88%	61%
Limited English Proficient	1	2	44	81	158	132	32	403	80%	41%
Total	16	2	110	278	581	770	359	1988	86%	57%
Results by Income Level										
Economically Disadvantaged	13	1	74	227	465	539	196	1427	84%	52%
Not Disadvantaged	3	1	36	51	116	231	163	561	91%	70%
Total	16	2	110	278	581	770	359	1988	86%	57%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	16	2	110	278	581	770	359	1988	86%	57%
Total	16	2	110	278	581	770	359	1988	86%	57%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	13	3	56	134	207	68	14	423	68%	19%
Hispanic	7	87	98	176	271	103	23	573	69%	22%
Asian or Pacific Islander	0	13	4	s	s	s	s	73	s	s
White	4	9	19	41	121	102	32	296	86%	45%
Total	24	112	177	361	623	306	77	1367	74%	28%
Small Group Totals (s)	0	13	4	10	24	33	8	75	87%	55%
Results by Gender										
Female	12	46	62	150	301	177	46	674	78%	33%
Male	12	66	115	211	322	129	31	693	70%	23%
Total	24	112	177	361	623	306	77	1367	74%	28%
Results by English Proficiency Status										
English Proficient	23	0	169	327	598	302	77	1304	75%	29%
Limited English Proficient	1	112	8	34	25	4	0	63	46%	6%
Total	24	112	177	361	623	306	77	1367	74%	28%
Results by Income Level										
Economically Disadvantaged	19	41	35	67	92	41	2	202	67%	21%
Not Disadvantaged	5	71	142	294	531	265	75	1165	75%	29%
Total	24	112	177	361	623	306	77	1367	74%	28%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	24	112	177	361	623	306	77	1367	74%	28%
Total	24	112	177	361	623	306	77	1367	74%	28%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	13	0	67	250	129	33	3	415	40%	9%
Hispanic	7	0	103	355	228	67	5	655	46%	11%
Asian or Pacific Islander	0	1	11	s	s	s	s	78	s	s
White	4	2	31	87	117	73	14	291	70%	30%
Total	24	3	212	713	500	202	26	1441	51%	16%
Small Group Totals (s)	0	1	11	21	26	29	4	80	74%	41%
Results by Gender										
Female	12	0	85	352	243	90	12	697	49%	15%
Male	12	3	127	361	257	112	14	744	51%	17%
Total	24	3	212	713	500	202	26	1441	51%	16%
Results by English Proficiency Status										
English Proficient	23	0	181	612	460	194	26	1292	53%	17%
Limited English Proficient	1	3	31	101	40	8	0	149	32%	5%
Total	24	3	212	713	500	202	26	1441	51%	16%
Results by Income Level										
Economically Disadvantaged	19	0	37	146	77	16	2	241	39%	7%
Not Disadvantaged	5	3	175	567	423	186	24	1200	53%	18%
Total	24	3	212	713	500	202	26	1441	51%	16%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	24	3	212	713	500	202	26	1441	51%	16%
Total	24	3	212	713	500	202	26	1441	51%	16%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	988	239	542	0	79%
Students with Disabilities	62	9	4	4	27%
Total	1050	248	546	4	76%
Results by English Language Proficiency					
English Proficient	992	224	529	4	76%
Limited English Proficient	58	24	17	0	71%
Total	1050	248	546	4	76%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	988	90	541	0	64%
Students with Disabilities	62	2	4	16	35%
Total	1050	92	545	16	62%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total	1233	1050	0	0	234	6