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

OVERVIEW OF DISTRICT PERFORMANCE IN ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE

AND

ANALYSIS OF STUDENT SUBGROUP PERFORMANCE

for

Sayville Union Free School District

March 2003

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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 student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance,* the *Comprehensive Information Report,* and the *District Accountability Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *District Accountability Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge 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.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts and mathematics and on the middle-level science test is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card 2003*, available at your district or on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of District Performance in English Language Arts, Mathematics, and Science

District Profile

Superintendent: Mr. John C. Murphy			Phone: (631)244-6510
Organization 2001–02		School District Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
NA	3,610	266	42

2000–01 School District Total Expenditure per Pupil	$13,720
2000–01 NYS Public Schools Total Expenditure per Pupil	$11,871

Student Demographics	1999–2000		2000–2001		2001–2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	0.8%	36	1.0%	23	0.6%
Eligible for Free Lunch	124	3.5%	100	2.8%	97	2.7%

2001–02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
661	98%

*For the 2001–02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

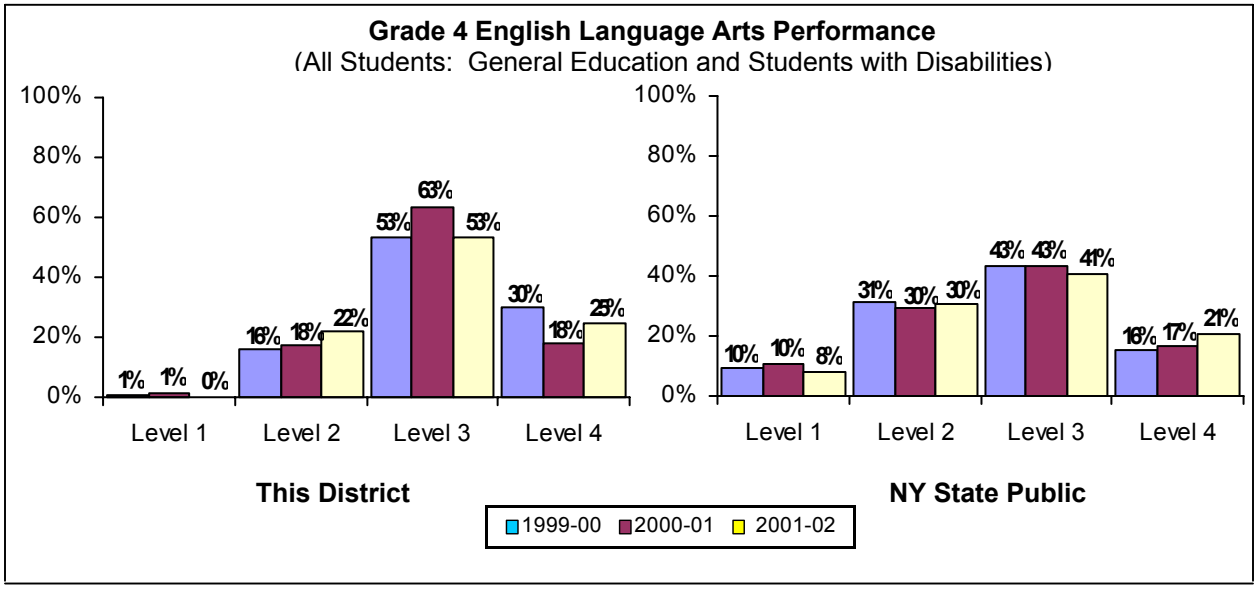
2001–02 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent No Valid Teaching Certificate
270	0%

*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

Elementary Level

English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2000	2	48	158	89	297	676
Jan–Feb 2001	3	45	162	47	257	669
Jan–Feb 2002	1	67	164	76	308	670

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Limited English Proficient (LEP) Students

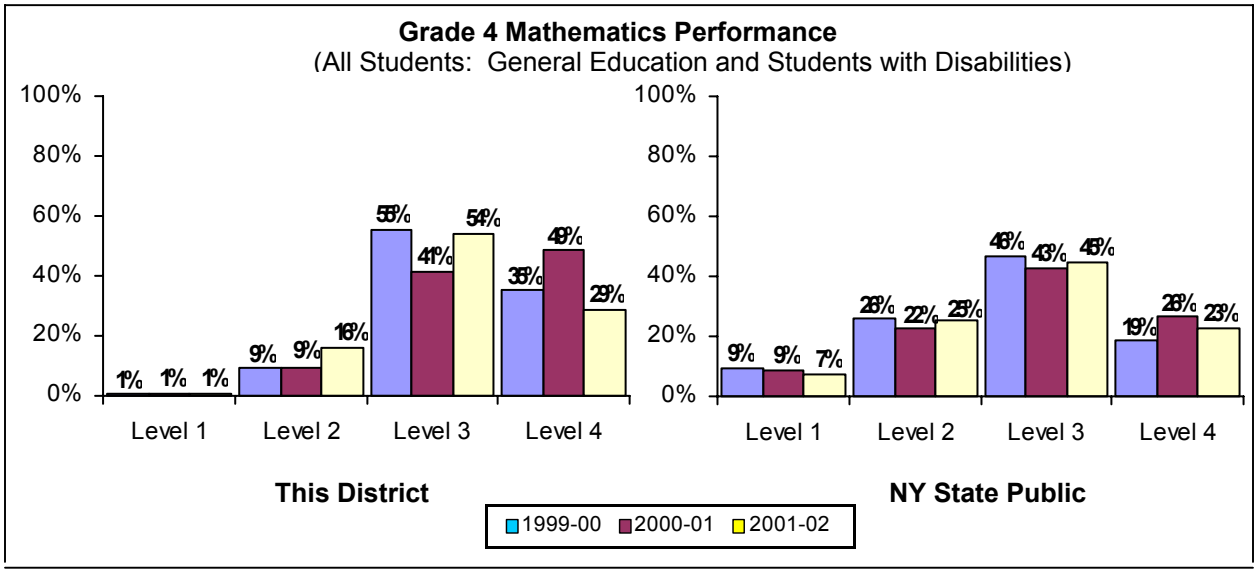
Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	#	#

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	3	#	#	#	#

Elementary Level

Mathematics



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2000	2	27	163	104	296	670
May 2001	2	24	106	125	257	679
May 2002	3	50	167	88	308	662

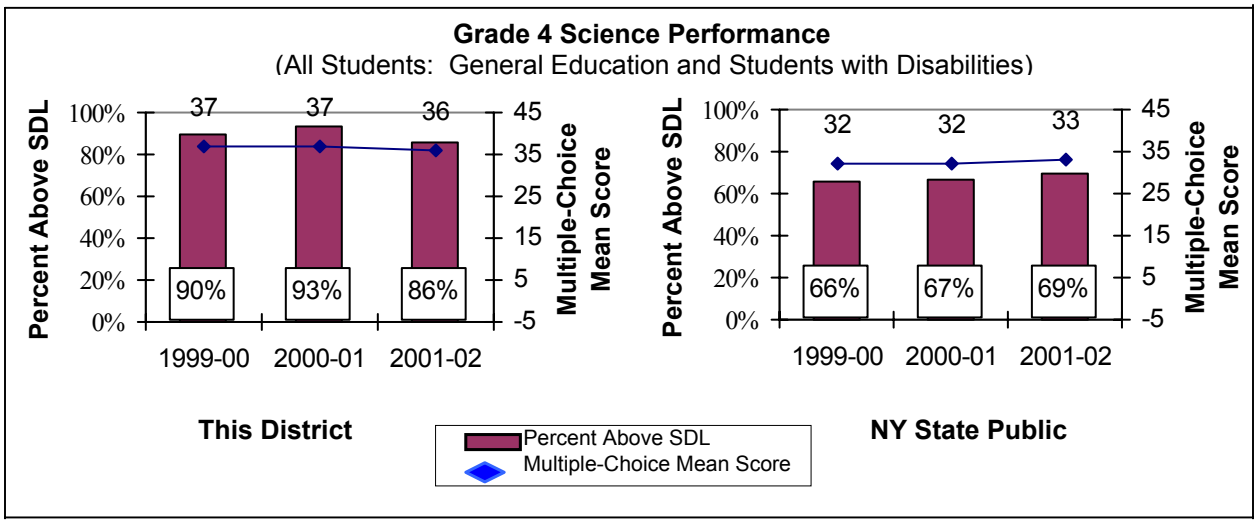
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	3	#	#	#	#

Elementary Level

Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	296	266	37
May 2001	255	237	37
May 2002	303	260	36

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 45 multiple-choice questions based upon the New York State *Elementary Science Syllabus* and referenced to the New York State *Learning Standards for Mathematics, Science and Technology* (Elementary Level).
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
School Mean Scores	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

Elementary Level

Science Performance Test

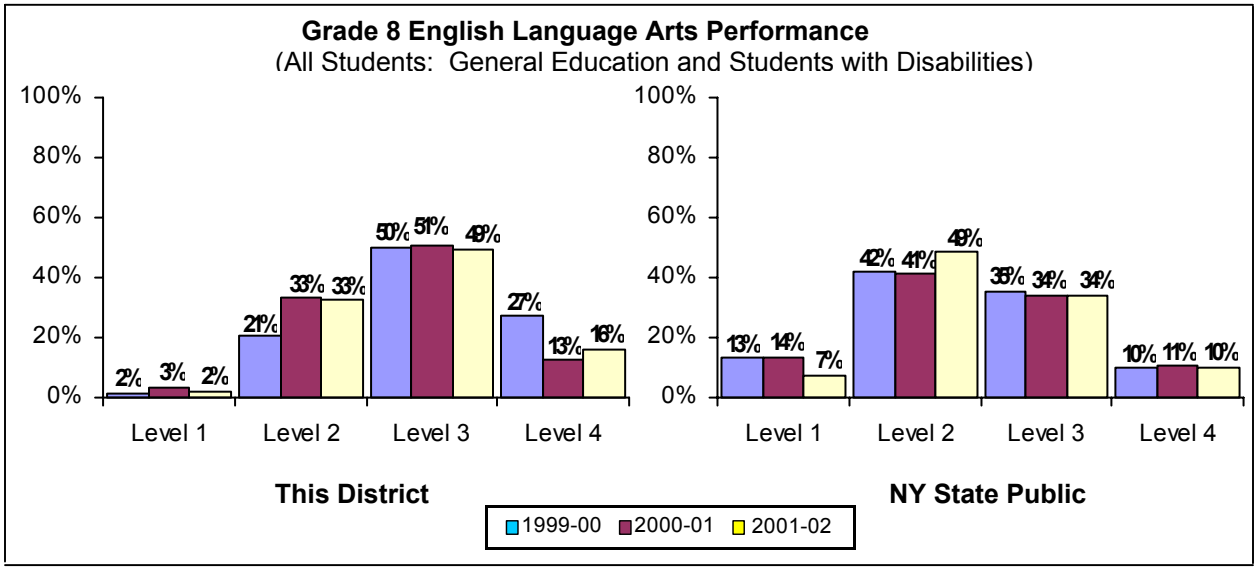
The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

All Students

	Number Tested	Mean Score
May 2000	296	36
May 2001	257	37
May 2002	300	34

Middle Level

English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 527–661	Level 2 662–700	Level 3 701–738	Level 4 739–830	Total	
May 2000	**4**	**51**	**122**	**67**	**244**	**721**
May 2001	**8**	**85**	**130**	**33**	**256**	**710**
	Level 1 527–659	**Level 2 660–698**	**Level 3 699–737**	**Level 4 738–830**	**Total**	
March 2002	**6**	**90**	**135**	**44**	**275**	**708**

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Limited English Proficient (LEP) Students

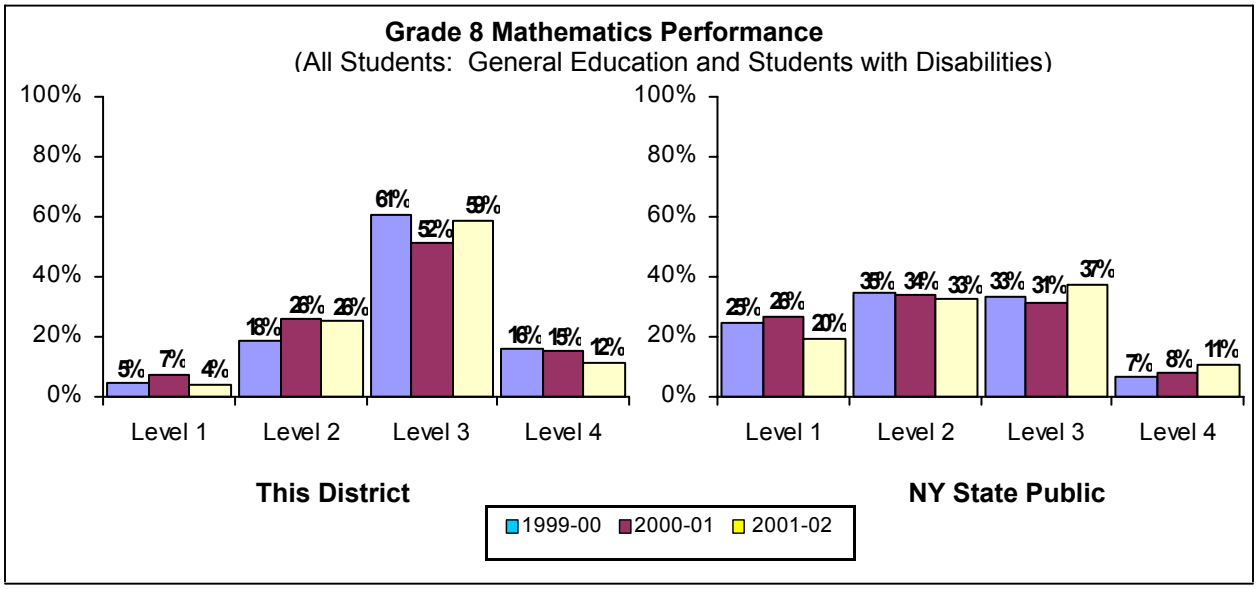
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	#	#

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	6	0	5	1	0

Middle Level

Mathematics



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total	
May 2000	**12**	**45**	**149**	**39**	**245**	**731**
May 2001	**19**	**66**	**132**	**39**	**256**	**727**
May 2002	**12**	**71**	**163**	**32**	**278**	**728**

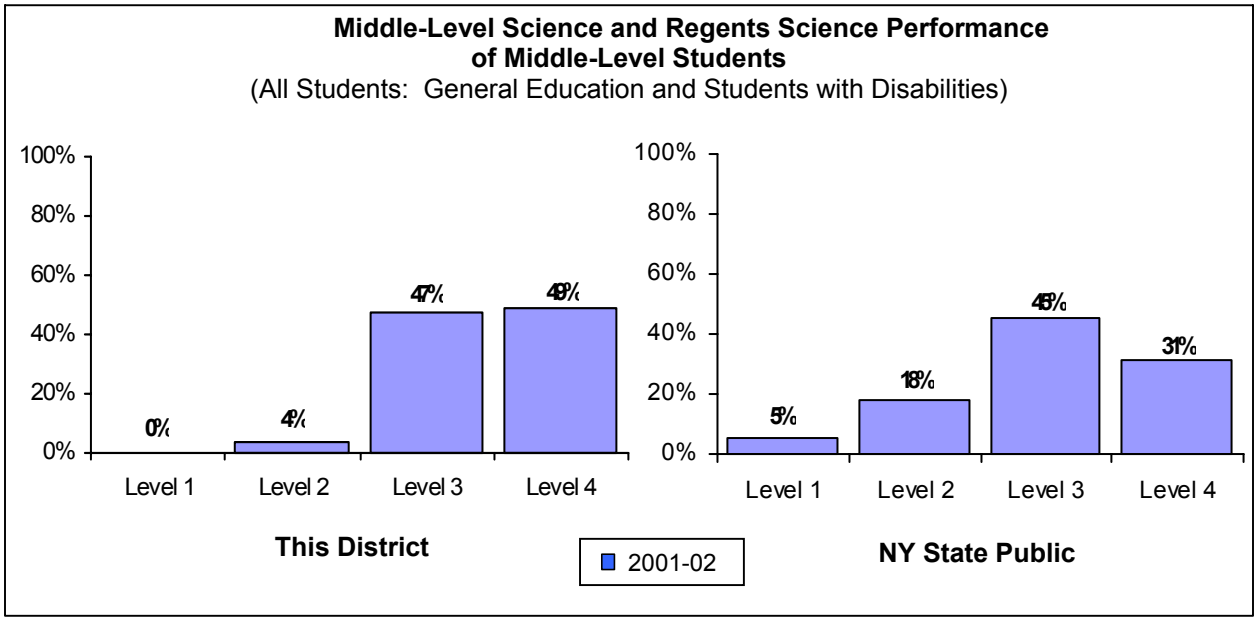
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination.
Level 1	These students have **serious academic deficiencies**.

Performance of Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2001–02	6	1	5	0	0

Middle Level

Science



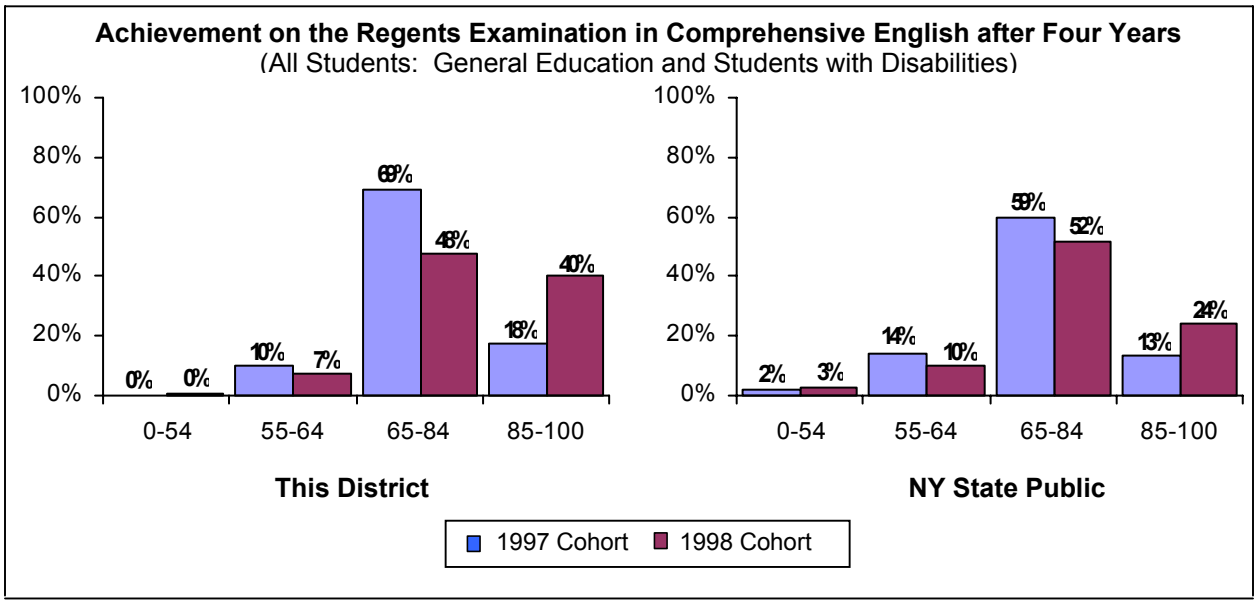
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	0	11	119	87	217	80
	Regents Science	0	0	13	48	61	89

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students **exceed the standards** on the middle-level science test and are moving toward high performance on the Regents examinations ***or*** score 85–100 on a Regents science examination.
Level 3	These students **meet the standards** on the middle-level science test and, with continued steady growth, should pass the Regents examinations ***or*** score 65–84 on a Regents science examination.
Level 2	These students **need extra help** to meet the standards for middle-level science and to pass the Regents examinations ***or*** score 55–64 on a Regents science examination.
Level 1	These students have **serious academic deficiencies** as evidenced in the middle-level science test ***or*** score 0–54 on a Regents science examination.

*Students may demonstrate proficiency in middle-level science by scoring at level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members on the Regents English examination four years after entering grade 9. A score of 65 or above on this examination is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency tests (RCTs) in reading and writing are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education.

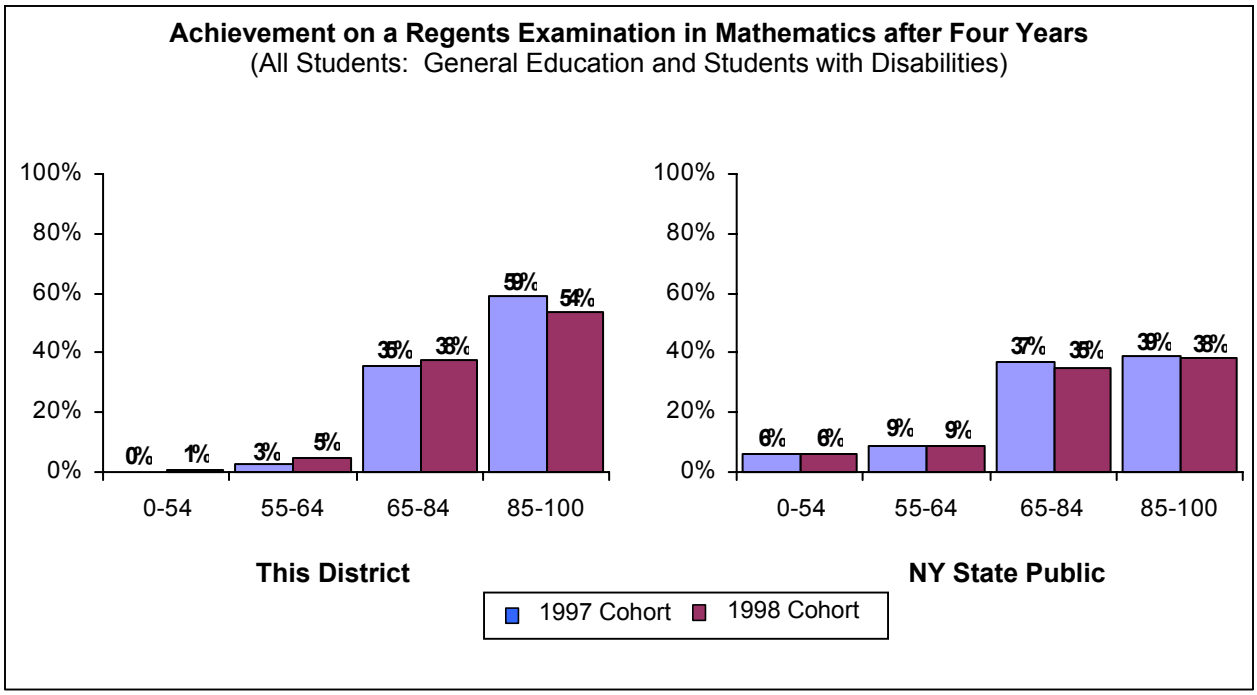


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	**Cohort Members**	**Highest Score Between 55 and 64**	**Highest Score Between 65 and 84**	**Highest Score Between 85 and 100**	**Approved Alternative Credit**	**Passed RCT**
1997 Cohort	General Education	178	11	130	37	0	0
	Students w/ Disabilities	31	10	15	0	0	1
	All Students	**209**	**21**	**145**	**37**	**0**	**1**
1998 Cohort	General Education	206	9	92	97	0	0
	Students w/ Disabilities	34	8	23	0	0	1
	All Students	**240**	**17**	**115**	**97**	**0**	**1**

*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, the Regents competency tests in reading and writing, and approved alternatives.

High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency test (RCT) in mathematics are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education.

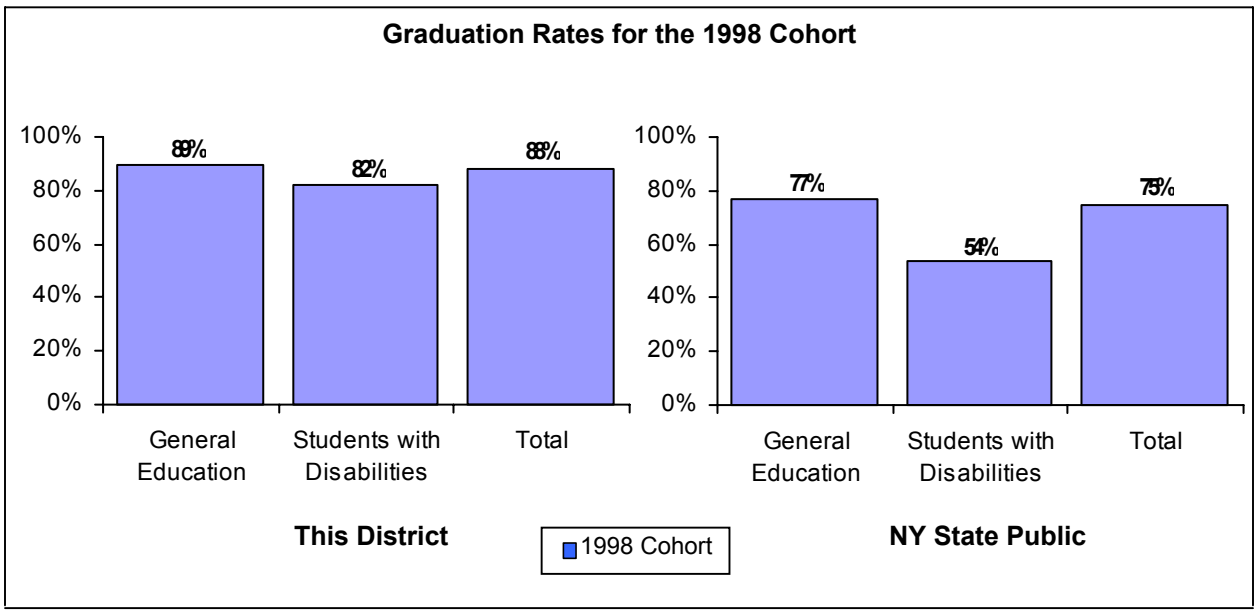


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	**Cohort Members**	**Highest Score Between 55 and 64**	**Highest Score Between 65 and 84**	**Highest Score Between 85 and 100**	**Approved Alternative Credit**	**Passed RCT**
1997 Cohort	General Education	178	3	59	116	0	0
	Students w/ Disabilities	31	3	15	7	0	3
	All Students	**209**	**6**	**74**	**123**	**0**	**3**
1998 Cohort	General Education	206	6	73	120	0	0
	Students w/ Disabilities	34	6	17	9	0	0
	All Students	**240**	**12**	**90**	**129**	**0**	**0**

*Assessments used to determine counts in this table include Regents mathematics examinations, the component retest in mathematics, the Regents competency test in mathematics, and approved alternatives.

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.



Graduation Rates for the 1998 Cohort		
Student Category	**Graduation Rate Cohort**	**Number of Graduates**
General-education students	206	184
Students with disabilities	34	28
Total	240	212

Analysis of Student Subgroup Performance

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 I of the federal Elementary and Secondary Education Act includes explicit requirements "to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State."

This section of the district report card provides performance data by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any district tend to fall into particular groups, such as minority students, limited English proficient students, 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.

Elementary Level

English Language Arts

Student Subgroup	2000–01				2001–02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	2	s	s	s	1	s	s	s
Hispanic	3	s	s	s	4	s	s	s
Asian or Pacific Islander	7	100%	57%	0%	6	100%	67%	0%
White	245	99%	83%	19%	297	100%	78%	26%
Total	257	99%	81%	18%	308	100%	78%	25%
Small Group Totals **(s)**	5	100%	40%	0%	5	100%	60%	0%
Results by Disability Status								
General-education students	229	100%	86%	20%	285	100%	81%	27%
Students with disabilities	28	89%	39%	7%	23	96%	35%	0%
Total	257	99%	81%	18%	308	100%	78%	25%
Results by Gender								
Female	122	100%	84%	24%	151	99%	80%	27%
Male	135	98%	79%	13%	157	100%	76%	22%
Total	257	99%	81%	18%	308	100%	78%	25%
Results by English Proficiency Status								
English proficient	256	s	s	s	307	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	257	99%	81%	18%	308	100%	78%	25%
Results by Income Level								
Economically disadvantaged	18	94%	56%	6%	15	100%	47%	0%
Not disadvantaged	239	99%	83%	19%	293	100%	80%	26%
Total	257	99%	81%	18%	308	100%	78%	25%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	257	99%	81%	18%	308	100%	78%	25%
Total	257	99%	81%	18%	308	100%	78%	25%

Elementary Level

Mathematics

Student Subgroup	2000–01				2001–02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	2	s	s	s	1	s	s	s
Hispanic	3	s	s	s	4	s	s	s
Asian or Pacific Islander	7	100%	100%	57%	6	100%	83%	17%
White	245	100%	91%	49%	297	99%	83%	29%
Total	257	99%	90%	49%	308	99%	83%	29%
Small Group Totals **(s)**	5	80%	40%	20%	5	100%	60%	20%
Results by Disability Status								
General-education students	230	100%	91%	51%	285	100%	85%	31%
Students with disabilities	27	96%	78%	30%	23	91%	57%	4%
Total	257	99%	90%	49%	308	99%	83%	29%
Results by Gender								
Female	122	98%	88%	43%	151	98%	83%	27%
Male	135	100%	92%	53%	157	100%	83%	30%
Total	257	99%	90%	49%	308	99%	83%	29%
Results by English Proficiency Status								
English proficient	256	s	s	s	307	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	257	99%	90%	49%	308	99%	83%	29%
Results by Income Level								
Economically disadvantaged	17	94%	71%	18%	14	100%	71%	7%
Not disadvantaged	240	100%	91%	51%	294	99%	83%	30%
Total	257	99%	90%	49%	308	99%	83%	29%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	257	99%	90%	49%	308	99%	83%	29%
Total	257	99%	90%	49%	308	99%	83%	29%

Elementary Level

Science Multiple-Choice

Student Subgroup	2000–01		2001–02	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native			0	0%
Black			1	s
Hispanic			4	s
Asian or Pacific Islander			6	83%
White			292	86%
Total			303	86%
Small Group Totals **(s)**			5	60%
Results by Disability Status				
General-education students	228	95%	282	88%
Students with disabilities	27	78%	21	52%
Total	255	93%	303	86%
Results by Gender				
Female			147	85%
Male			156	87%
Total			303	86%
Results by English Proficiency Status				
English proficient			302	s
Limited English proficient			1	s
Total			303	86%
Results by Income Level				
Economically disadvantaged			12	75%
Not disadvantaged			291	86%
Total			303	86%
Results by Migrant Status				
Migrant family			0	0%
Not migrant family			303	86%
Total			303	86%

Middle Level

English Language Arts

Student Subgroup	2000–01				2001–02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	1	s	s	s	2	s	s	s
Hispanic	2	s	s	s	4	s	s	s
Asian or Pacific Islander	8	s	s	s	5	100%	60%	0%
White	245	97%	64%	13%	264	98%	66%	16%
Total	256	97%	64%	13%	275	98%	65%	16%
Small Group Totals **(s)**	11	100%	64%	9%	6	100%	50%	17%
Results by Disability Status								
General-education students	230	100%	70%	14%	239	100%	74%	18%
Students with disabilities	26	73%	12%	0%	36	83%	6%	0%
Total	256	97%	64%	13%	275	98%	65%	16%
Results by Gender								
Female	132	98%	69%	17%	130	99%	73%	20%
Male	124	96%	58%	9%	145	97%	58%	12%
Total	256	97%	64%	13%	275	98%	65%	16%
Results by English Proficiency Status								
English proficient	255	s	s	s	275	98%	65%	16%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	256	97%	64%	13%	275	98%	65%	16%
Results by Income Level								
Economically disadvantaged	12	83%	58%	17%	18	89%	28%	6%
Not disadvantaged	244	98%	64%	13%	257	98%	68%	17%
Total	256	97%	64%	13%	275	98%	65%	16%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	256	97%	64%	13%	275	98%	65%	16%
Total	256	97%	64%	13%	275	98%	65%	16%

Middle Level

Mathematics

Student Subgroup	2000–01				2001–02			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	1	s	s	s	2	s	s	s
Hispanic	2	s	s	s	4	s	s	s
Asian or Pacific Islander	8	s	s	s	5	100%	80%	20%
White	245	92%	67%	15%	267	96%	71%	12%
Total	256	93%	67%	15%	278	96%	70%	12%
Small Group Totals **(s)**	11	100%	73%	18%	6	100%	33%	0%
Results by Disability Status								
General-education students	230	97%	73%	17%	243	100%	78%	13%
Students with disabilities	26	54%	12%	4%	35	66%	14%	0%
Total	256	93%	67%	15%	278	96%	70%	12%
Results by Gender								
Female	132	92%	62%	13%	132	95%	70%	9%
Male	124	94%	72%	18%	146	97%	70%	14%
Total	256	93%	67%	15%	278	96%	70%	12%
Results by English Proficiency Status								
English proficient	255	s	s	s	278	96%	70%	12%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	256	93%	67%	15%	278	96%	70%	12%
Results by Income Level								
Economically disadvantaged	12	83%	42%	8%	17	82%	47%	0%
Not disadvantaged	244	93%	68%	16%	261	97%	72%	12%
Total	256	93%	67%	15%	278	96%	70%	12%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	256	93%	67%	15%	278	96%	70%	12%
Total	256	93%	67%	15%	278	96%	70%	12%

Middle Level

Science

Student Subgroup	2001–02			
	Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0%	0%
Black	2	s	s	s
Hispanic	4	s	s	s
Asian or Pacific Islander	2	s	s	s
White	209	100%	95%	41%
Total	217	100%	95%	40%
Small Group Totals **(s)**	8	100%	100%	25%
Results by Disability Status				
General-education students	182	100%	98%	47%
Students with disabilities	35	100%	80%	6%
Total	217	100%	95%	40%
Results by Gender				
Female	99	100%	95%	39%
Male	118	100%	95%	41%
Total	217	100%	95%	40%
Results by English Proficiency Status				
English proficient	217	100%	95%	40%
Limited English proficient	0	0%	0%	0%
Total	217	100%	95%	40%
Results by Income Level				
Economically disadvantaged	16	100%	94%	19%
Not disadvantaged	201	100%	95%	42%
Total	217	100%	95%	40%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	217	100%	95%	40%
Total	217	100%	95%	40%

1997 and 1998 High School Cohorts

General-education students who first entered ninth grade in 1997 or 1998 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 district board of education 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 students with a Section 504 Accomodation Plan may qualify for a local diploma by passing Regents competency tests. The Department did not collect data for the 1997 cohort aggregated by race/ethnicity, gender, income level, or migrant status. It did not collect mathematics data aggregated by English proficiency status.

Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						0	0	0	0	0%
Black						1	s	s	s	s
Hispanic						8	s	s	s	s
Asian or Pacific Islander						12	2	8	0	83%
White						219	12	199	1	97%
Total						240	17	212	1	96%
Small Group Totals **(s)**						9	3	5	0	89%
Results by Disability Status										
General-education students	178	11	167	0	100%	206	9	189	0	96%
Students with disabilities	31	10	15	1	84%	34	8	23	1	94%
Total	209	21	182	1	98%	240	17	212	1	96%
Results by Gender										
Female						130	6	120	0	97%
Male						110	11	92	1	95%
Total						240	17	212	1	96%
Results by English Proficiency Status										
English proficient	209	21	182	1	98%	240	17	212	1	96%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	209	21	182	1	98%	240	17	212	1	96%
Results by Income Level										
Economically disadvantaged						8	1	5	0	75%
Not disadvantaged						232	16	207	1	97%
Total						240	17	212	1	96%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						240	17	212	1	96%
Total						240	17	212	1	96%

Performance on the Mathematics Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						0	0	0	0	0%
Black						1	s	s	s	s
Hispanic						8	s	s	s	s
Asian or Pacific Islander						12	0	11	0	92%
White						219	10	201	0	96%
Total						240	12	219	0	96%
Small Group Totals **(s)**						9	2	7	0	100%
Results by Disability Status										
General-education students	178	3	175	0	100%	206	6	193	0	97%
Students with disabilities	31	3	22	3	90%	34	6	26	0	94%
Total	209	6	197	3	99%	240	12	219	0	96%
Results by Gender										
Female						130	5	121	0	97%
Male						110	7	98	0	95%
Total						240	12	219	0	96%
Results by English Proficiency Status										
English proficient						240	12	219	0	96%
Limited English proficient						0	0	0	0	0%
Total						240	12	219	0	96%
Results by Income Level										
Economically disadvantaged						8	1	5	0	75%
Not disadvantaged						232	11	214	0	97%
Total						240	12	219	0	96%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						240	12	219	0	96%
Total						240	12	219	0	96%

Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.

Student Subgroup	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity		
American Indian/Alaskan Native	0	0%
Black	1	s
Hispanic	8	s
Asian or Pacific Islander	12	75%
White	219	90%
Total	240	88%
Small Group Totals **(s)**	9	67%
Results by Disability Status		
General-education students	206	89%
Students with disabilities	34	82%
Total	240	88%
Results by Gender		
Female	130	92%
Male	110	84%
Total	240	88%
Results by English Proficiency Status		
English proficient	240	88%
Limited English proficient	0	0%
Total	240	88%
Results by Income Level		
Economically disadvantaged	8	75%
Not disadvantaged	232	89%
Total	240	88%
Results by Migrant Status		
Migrant family	0	0%
Not migrant family	240	88%
Total	240	88%

Glossary

Cohort Data: A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

Component Retests: Component retests were offered in Regents English and Mathematics A to graduating seniors who were at risk of not meeting the State learning Standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range, as determined by the results of the component retest.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Limited English Proficient (LEP) Students: Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. Students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates severely disabled students who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview,* the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels were suppressed for that group and the next smallest group. Suppressed data are indicated with an **(s)**. However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 40 students in a group are neither valid nor reliable. If a school does not have 40 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.