

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  
Oswego City School District**

**February 2005**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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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 *Accountability Status 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 *Accountability Status 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, mathematics, and science 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. 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, limited English proficient 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: February 2005*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

## District Profile

Superintendent: Michael A. Maroun		Phone: (315)341-2001
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	4809

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$11,095
<b>2002–03 NYS Public Schools Total Expenditure per Pupil</b>	\$13,085

### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,044	97%

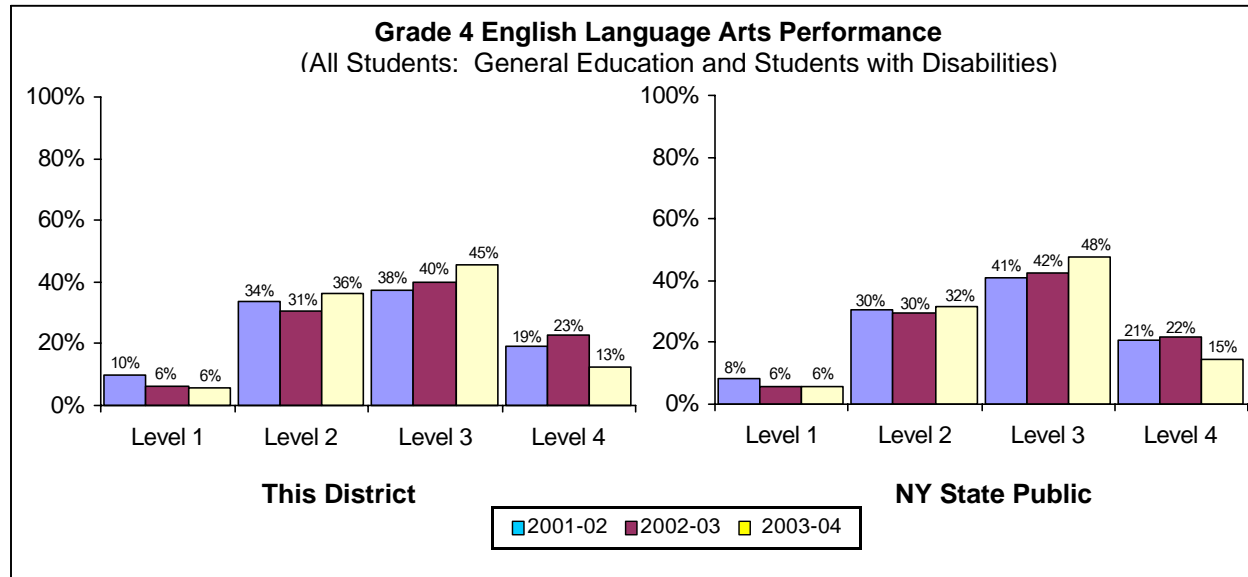
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2003–04 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
363	1%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Jan–Feb 2002	35	120	134	68	357	655
Feb 2003	20	99	129	74	322	659
Feb 2004	21	132	166	46	365	652

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

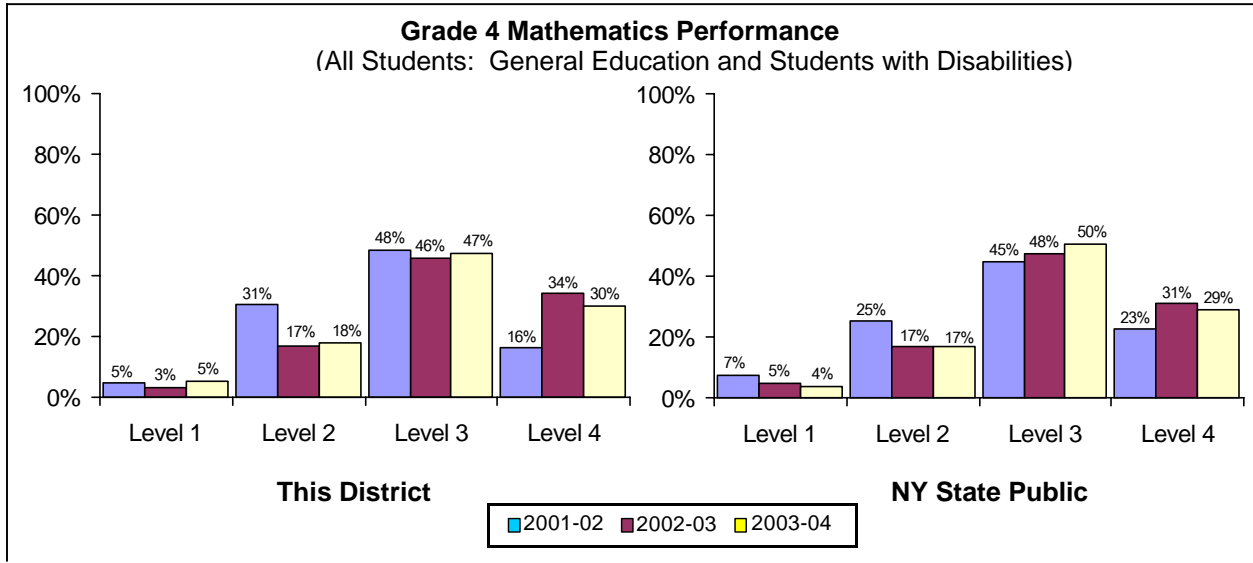
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	0	0	0

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003–04	#	#	#	#	2

## Elementary Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2002	17	110	173	58	358	648
May 2003	11	55	151	112	329	662
May 2004	19	65	173	109	366	659

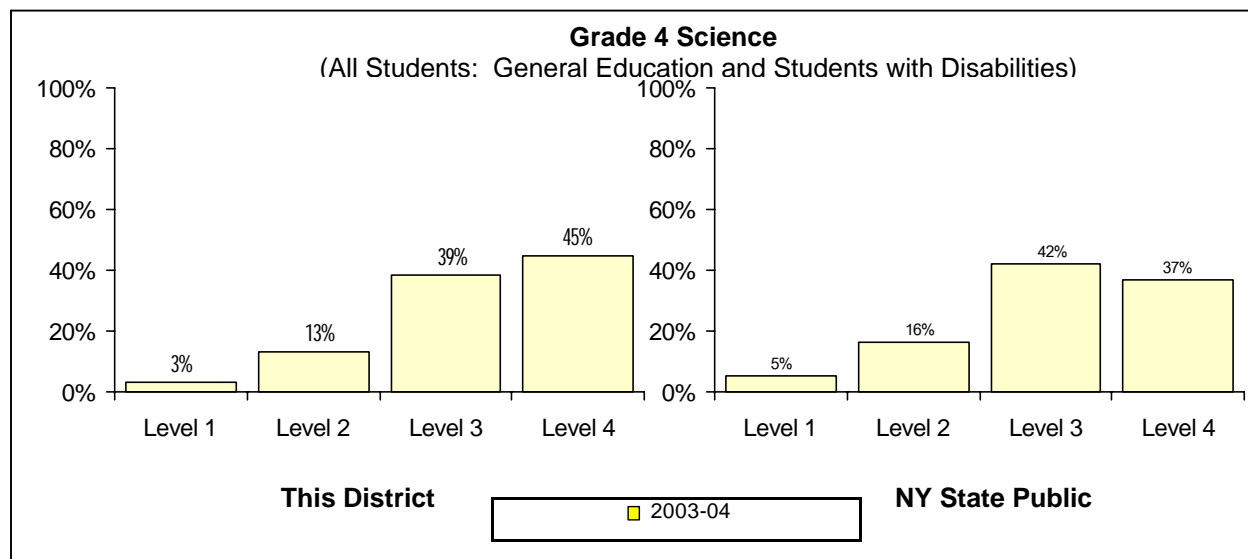
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2003-04</b>	#	#	#	#	2

# Elementary Level

## Science\*



Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	12	48	140	162	362	79

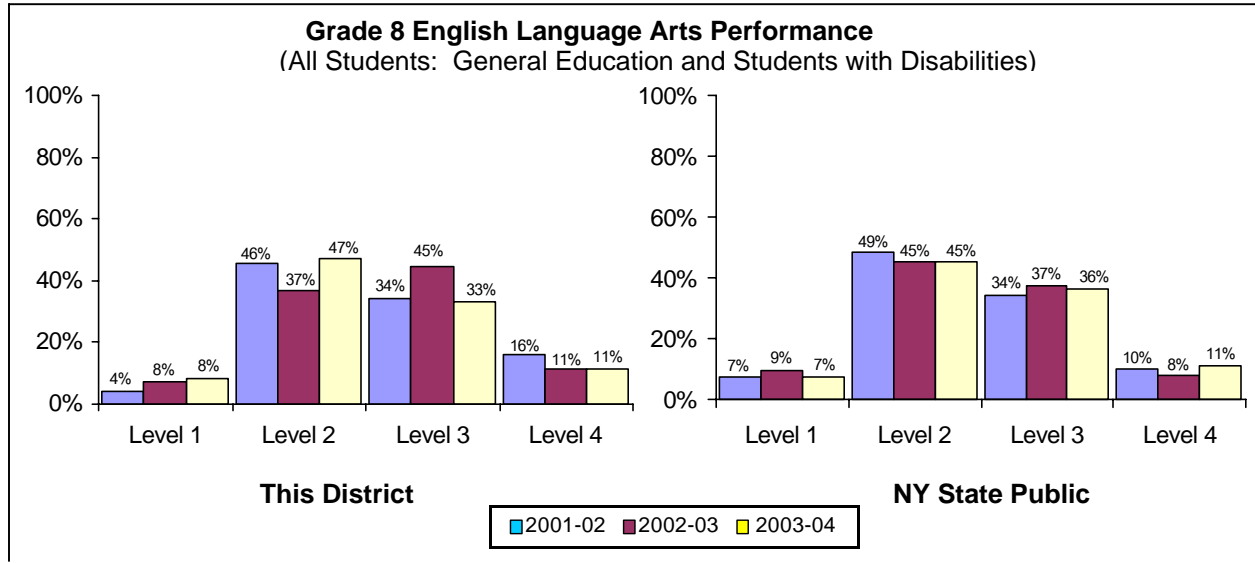
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	2

\*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003-04.

## Middle Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	16	188	141	65	410	705
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	31	151	184	47	413	700
January 2004	34	194	136	47	411	698

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

### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

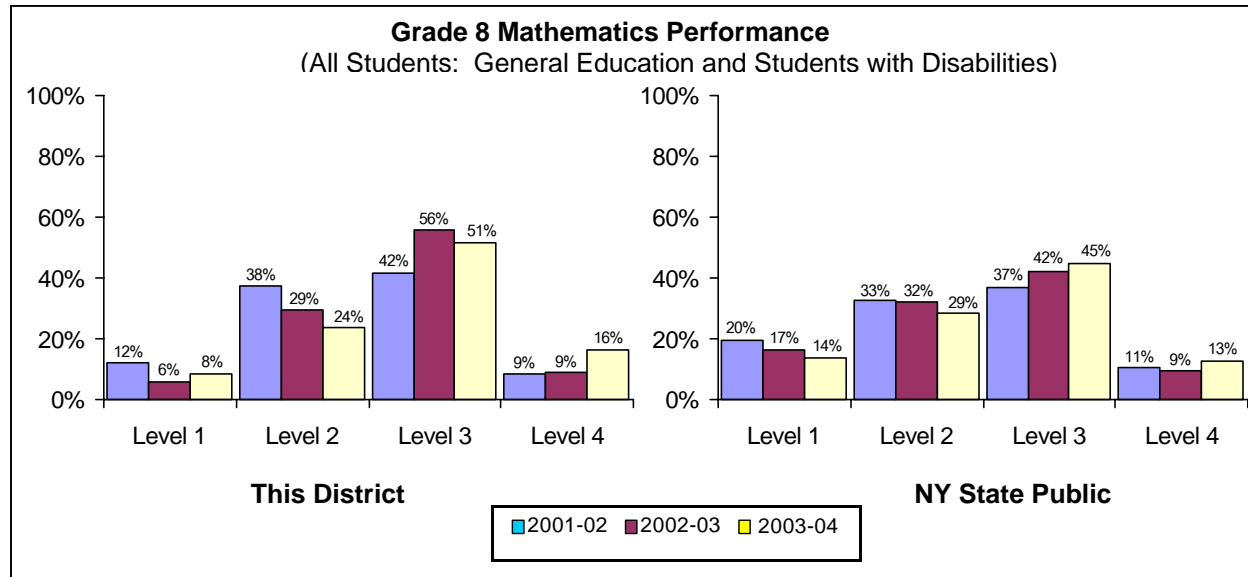
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	0	0	0

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0



## Middle Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2002	50	153	169	35	407	716
May 2003	25	122	231	36	414	724
May 2004	35	99	213	68	415	727

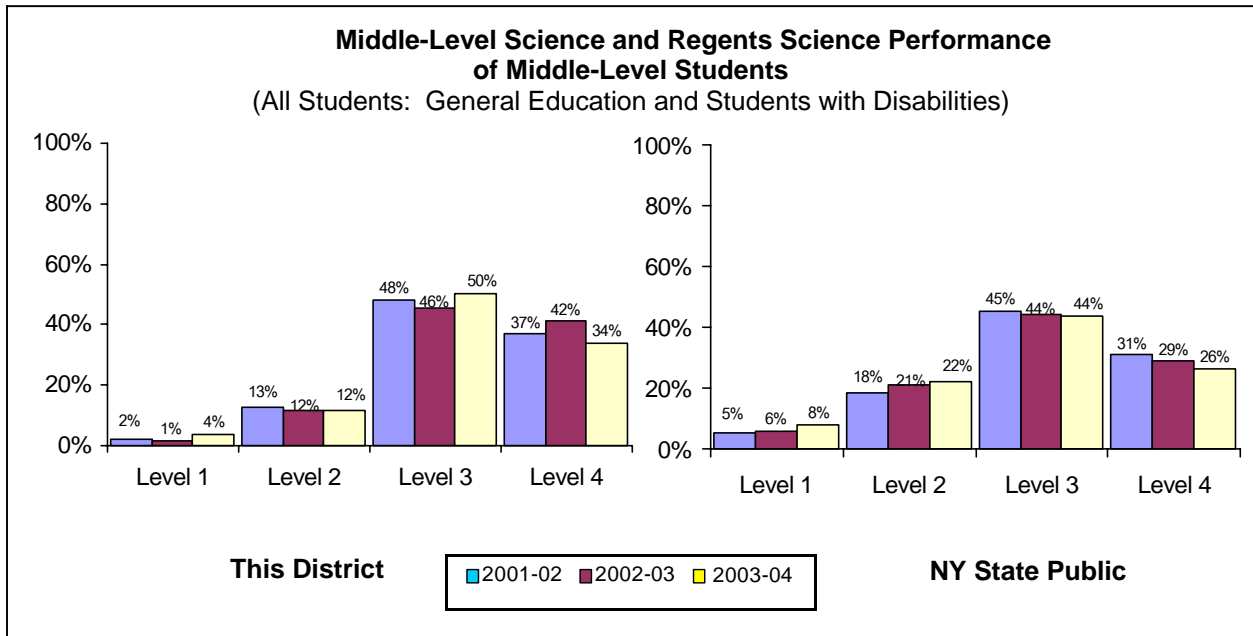
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0

## Middle Level

### Science



Performance at This District		Counts of Students					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	8	51	193	149	401	78
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	5	43	169	154	371	79
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	15	47	200	135	397	77
	Regents Science	0	0	0	0	0	0

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

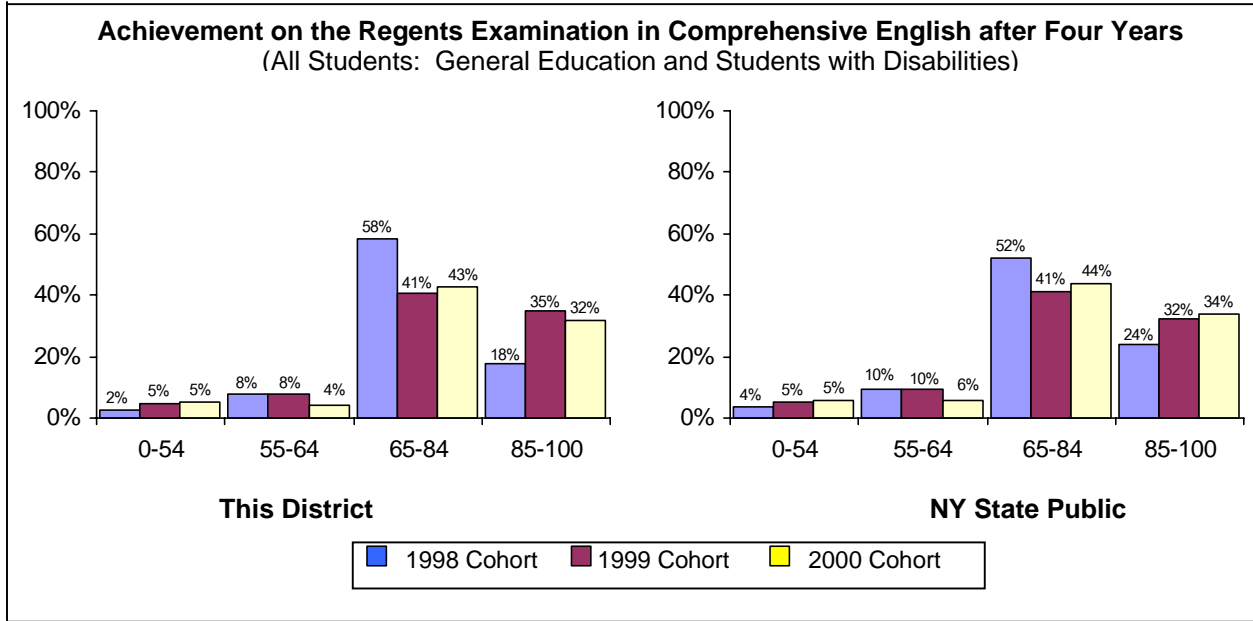
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2003-04</b>	0	0	0	0	0

# High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
<b>1998 Cohort</b>	324	8	25	189	58	0
<b>1999 Cohort</b>	390	18	30	159	136	0
<b>2000 Cohort</b>	378	19	16	162	121	0

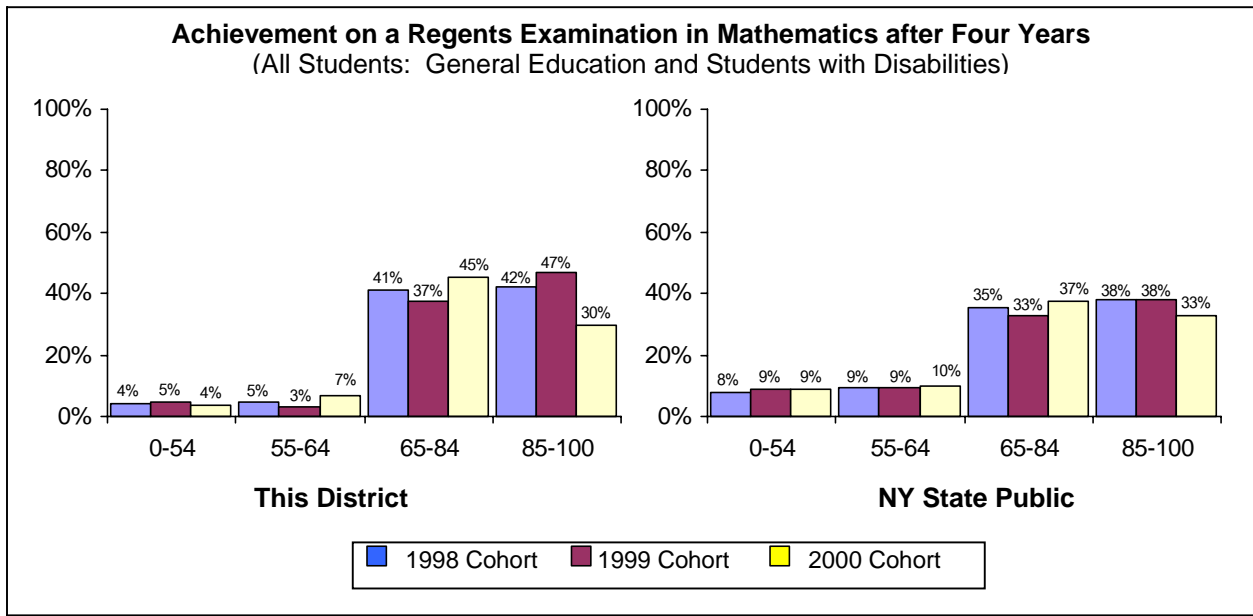
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1998 Cohort</b>	0	1
<b>1999 Cohort</b>	11	4
<b>2000 Cohort</b>	5	7

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

# High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



Mathematics Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
<b>1998 Cohort</b>	324	14	16	133	137	0
<b>1999 Cohort</b>	390	18	12	146	183	0
<b>2000 Cohort</b>	378	14	25	171	113	0

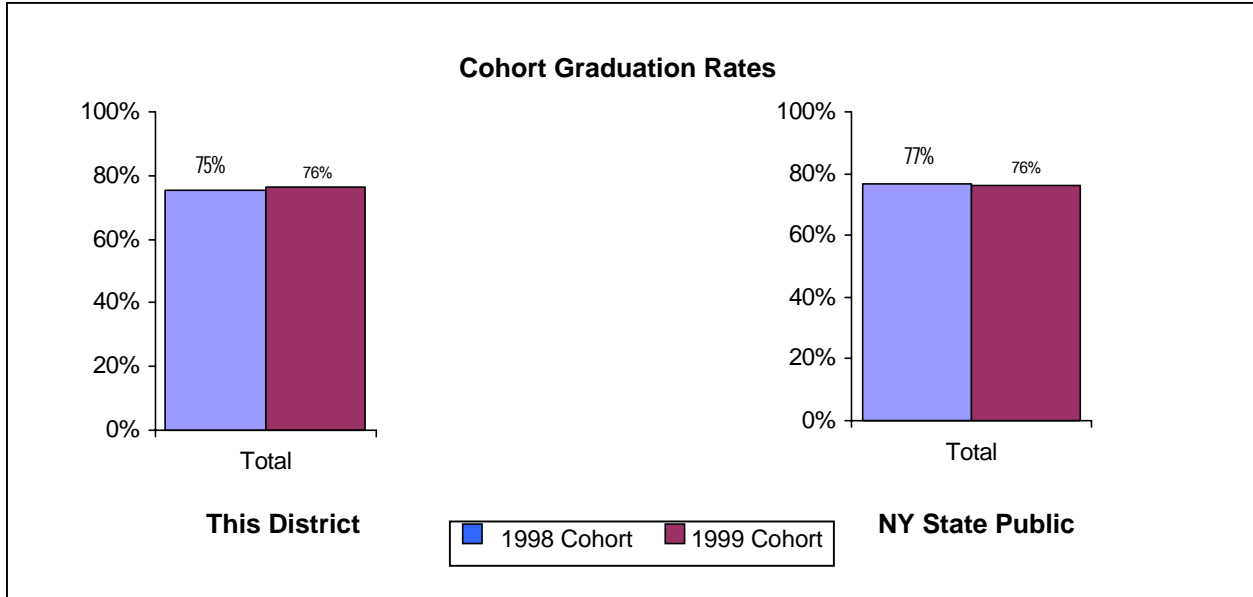
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
<b>1998 Cohort</b>	0	1
<b>1999 Cohort</b>	0	1
<b>2000 Cohort</b>	8	3

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 and 1999 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	327	13	340	256
1999 Cohort	388	40	428	326

\*Count as of August 31<sup>st</sup> of the fourth year after first entering grade 9.

## 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 for two years 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 school 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 should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2003–04 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

## Elementary Level English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	1	s	s	s
Black	3	s	s	s	5	s	s	s
Hispanic	11	s	s	s	21	86%	43%	14%
Asian or Pacific Islander	0	0%	0%	0%	2	s	s	s
White	307	94%	64%	23%	336	95%	59%	13%
Total	322	94%	63%	23%	365	94%	58%	13%
Small Group Totals (s)	15	87%	40%	13%	8	88%	50%	0%
<b>Results by Disability Status</b>								
General-education students	278	97%	69%	26%	321	98%	64%	14%
Students with disabilities	44	73%	25%	7%	44	68%	18%	0%
Total	322	94%	63%	23%	365	94%	58%	13%
<b>Results by Gender</b>								
Female	167	95%	68%	32%	175	96%	69%	17%
Male	155	92%	58%	13%	190	93%	48%	9%
Total	322	94%	63%	23%	365	94%	58%	13%
<b>Results by English Proficiency Status</b>								
English proficient	322	94%	63%	23%	362	s	s	s
Limited English proficient	0	0%	0%	0%	3	s	s	s
Total	322	94%	63%	23%	365	94%	58%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	116	89%	41%	10%	107	87%	35%	5%
Not disadvantaged	206	97%	75%	30%	258	97%	68%	16%
Total	322	94%	63%	23%	365	94%	58%	13%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	322	94%	63%	23%	364	s	s	s
Total	322	94%	63%	23%	365	94%	58%	13%

## Elementary Level Mathematics

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	1	s	s	s
Black	3	s	s	s	5	s	s	s
Hispanic	14	s	s	s	21	90%	62%	14%
Asian or Pacific Islander	0	0%	0%	0%	2	s	s	s
White	311	97%	81%	35%	337	95%	78%	31%
Total	329	97%	80%	34%	366	95%	77%	30%
Small Group Totals (s)	18	89%	61%	17%	8	88%	75%	13%
<b>Results by Disability Status</b>								
General-education students	282	99%	83%	38%	320	97%	82%	33%
Students with disabilities	47	81%	60%	11%	46	80%	46%	9%
Total	329	97%	80%	34%	366	95%	77%	30%
<b>Results by Gender</b>								
Female	167	99%	81%	41%	177	96%	81%	34%
Male	162	94%	78%	27%	189	94%	74%	26%
Total	329	97%	80%	34%	366	95%	77%	30%
<b>Results by English Proficiency Status</b>								
English proficient	326	s	s	s	363	s	s	s
Limited English proficient	3	s	s	s	3	s	s	s
Total	329	97%	80%	34%	366	95%	77%	30%
<b>Results by Income Level</b>								
Economically disadvantaged	119	92%	62%	15%	108	87%	60%	13%
Not disadvantaged	210	99%	90%	45%	258	98%	84%	37%
Total	329	97%	80%	34%	366	95%	77%	30%
<b>Results by Migrant Status</b>								
Migrant family	1	s	s	s	1	s	s	s
Not migrant family	328	s	s	s	365	s	s	s
Total	329	97%	80%	34%	366	95%	77%	30%



# Elementary Level

## Science\*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	1	s	s	s
Black	5	s	s	s
Hispanic	21	90%	71%	33%
Asian or Pacific Islander	2	s	s	s
White	333	97%	85%	46%
Total	362	97%	83%	45%
Small Group Totals (s)	8	88%	63%	25%
<b>Results by Disability Status</b>				
General-education students	316	97%	87%	49%
Students with disabilities	46	91%	57%	17%
Total	362	97%	83%	45%
<b>Results by Gender</b>				
Female	174	97%	87%	45%
Male	188	96%	80%	45%
Total	362	97%	83%	45%
<b>Results by English Proficiency Status</b>				
English proficient	359	s	s	s
Limited English proficient	3	s	s	s
Total	362	97%	83%	45%
<b>Results by Income Level</b>				
Economically disadvantaged	108	92%	71%	26%
Not disadvantaged	254	99%	89%	53%
Total	362	97%	83%	45%
<b>Results by Migrant Status</b>				
Migrant family	1	s	s	s
Not migrant family	361	s	s	s
Total	362	97%	83%	45%

\*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

**Middle Level**  
English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	3	s	s	s	1	s	s	s
Black	4	s	s	s	4	s	s	s
Hispanic	14	64%	0%	0%	14	71%	7%	7%
Asian or Pacific Islander	7	100%	71%	29%	3	s	s	s
White	385	94%	58%	11%	389	93%	46%	12%
Total	413	92%	56%	11%	411	92%	45%	11%
Small Group Totals (s)	7	71%	43%	14%	8	88%	50%	13%
<b>Results by Disability Status</b>								
General-education students	363	97%	61%	13%	369	96%	49%	13%
Students with disabilities	50	62%	16%	0%	42	52%	2%	0%
Total	413	92%	56%	11%	411	92%	45%	11%
<b>Results by Gender</b>								
Female	179	95%	63%	13%	202	95%	49%	13%
Male	234	91%	50%	10%	209	89%	40%	10%
Total	413	92%	56%	11%	411	92%	45%	11%
<b>Results by English Proficiency Status</b>								
English proficient	413	92%	56%	11%	411	92%	45%	11%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	413	92%	56%	11%	411	92%	45%	11%
<b>Results by Income Level</b>								
Economically disadvantaged	113	80%	30%	5%	99	77%	16%	2%
Not disadvantaged	300	97%	66%	14%	312	96%	54%	14%
Total	413	92%	56%	11%	411	92%	45%	11%
<b>Results by Migrant Status</b>								
Migrant family	1	s	s	s	1	s	s	s
Not migrant family	412	s	s	s	410	s	s	s
Total	413	92%	56%	11%	411	92%	45%	11%

**Middle Level  
Mathematics**

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	3	s	s	s	1	s	s	s
Black	4	s	s	s	4	s	s	s
Hispanic	15	60%	7%	0%	13	77%	23%	8%
Asian or Pacific Islander	8	100%	88%	38%	3	s	s	s
White	384	96%	67%	9%	394	92%	70%	17%
Total	414	94%	64%	9%	415	92%	68%	16%
Small Group Totals (s)	7	71%	43%	0%	8	88%	50%	13%
<b>Results by Disability Status</b>								
General-education students	364	97%	70%	10%	372	95%	73%	18%
Students with disabilities	50	74%	24%	0%	43	60%	19%	0%
Total	414	94%	64%	9%	415	92%	68%	16%
<b>Results by Gender</b>								
Female	180	96%	65%	7%	206	92%	69%	17%
Male	234	93%	64%	10%	209	91%	67%	16%
Total	414	94%	64%	9%	415	92%	68%	16%
<b>Results by English Proficiency Status</b>								
English proficient	414	94%	64%	9%	415	92%	68%	16%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	414	94%	64%	9%	415	92%	68%	16%
<b>Results by Income Level</b>								
Economically disadvantaged	112	86%	41%	4%	100	78%	37%	5%
Not disadvantaged	302	97%	73%	11%	315	96%	77%	20%
Total	414	94%	64%	9%	415	92%	68%	16%
<b>Results by Migrant Status</b>								
Migrant family	1	s	s	s	1	s	s	s
Not migrant family	413	s	s	s	414	s	s	s
Total	414	94%	64%	9%	415	92%	68%	16%

## Middle Level

### Science

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	3	s	s	s	1	s	s	s
Black	4	s	s	s	4	s	s	s
Hispanic	13	85%	46%	0%	13	85%	54%	8%
Asian or Pacific Islander	7	100%	100%	57%	3	s	s	s
White	344	99%	88%	43%	376	97%	86%	35%
Total	371	99%	87%	42%	397	96%	84%	34%
Small Group Totals (s)	7	100%	86%	43%	8	88%	75%	13%
<b>Results by Disability Status</b>								
General-education students	332	99%	90%	45%	358	98%	88%	37%
Students with disabilities	39	97%	62%	8%	39	79%	49%	8%
Total	371	99%	87%	42%	397	96%	84%	34%
<b>Results by Gender</b>								
Female	167	99%	86%	41%	199	97%	85%	29%
Male	204	98%	88%	42%	198	95%	83%	39%
Total	371	99%	87%	42%	397	96%	84%	34%
<b>Results by English Proficiency Status</b>								
English proficient	371	99%	87%	42%	397	96%	84%	34%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	371	99%	87%	42%	397	96%	84%	34%
<b>Results by Income Level</b>								
Economically disadvantaged	89	97%	66%	26%	93	89%	66%	15%
Not disadvantaged	282	99%	94%	46%	304	98%	90%	40%
Total	371	99%	87%	42%	397	96%	84%	34%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	371	99%	87%	42%	396	s	s	s
Total	371	99%	87%	42%	397	96%	84%	34%

## 1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 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 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.

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

Student Subgroup	1999 Cohort					2000 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		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	2	s	s	s	s	0	0	0	0	0%
Black	2	s	s	s	s	5	s	s	s	s
Hispanic	5	s	s	s	s	9	0	3	1	44%
Asian or Pacific Islander	5	1	4	0	100%	4	s	s	s	s
White	376	28	287	9	86%	360	16	274	3	81%
Total	390	30	295	11	86%	378	16	283	5	80%
Small Group Totals (s)	9	1	4	2	78%	9	0	6	1	78%
<b>Results by Disability Status</b>										
General-education students	366	29	290	1	87%	362	15	280	2	82%
Students with disabilities	24	1	5	10	67%	16	1	3	3	44%
Total	390	30	295	11	86%	378	16	283	5	80%
<b>Results by Gender</b>										
Female	201	20	152	5	88%	189	4	157	2	86%
Male	189	10	143	6	84%	189	12	126	3	75%
Total	390	30	295	11	86%	378	16	283	5	80%
<b>Results by English Proficiency Status</b>										
English proficient	390	30	295	11	86%	378	16	283	5	80%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	390	30	295	11	86%	378	16	283	5	80%
<b>Results by Income Level</b>										
Economically disadvantaged	26	1	13	3	65%	42	2	21	3	62%
Not disadvantaged	364	29	282	8	88%	336	14	262	2	83%
Total	390	30	295	11	86%	378	16	283	5	80%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	390	30	295	11	86%	378	16	283	5	80%
Total	390	30	295	11	86%	378	16	283	5	80%

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

Student Subgroup	1999 Cohort					2000 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		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	2	s	s	s	s	0	0	0	0	0%
Black	2	s	s	s	s	5	s	s	s	s
Hispanic	5	s	s	s	s	9	1	3	1	56%
Asian or Pacific Islander	5	0	4	0	80%	4	s	s	s	s
White	376	11	320	0	88%	360	24	277	4	85%
Total	390	12	329	0	87%	378	25	284	8	84%
Small Group Totals (s)	9	1	5	0	67%	9	0	4	3	78%
<b>Results by Disability Status</b>										
General-education students	366	9	315	0	89%	362	24	280	5	85%
Students with disabilities	24	3	14	0	71%	16	1	4	3	50%
Total	390	12	329	0	87%	378	25	284	8	84%
<b>Results by Gender</b>										
Female	201	5	167	0	86%	189	15	145	2	86%
Male	189	7	162	0	89%	189	10	139	6	82%
Total	390	12	329	0	87%	378	25	284	8	84%
<b>Results by English Proficiency Status</b>										
English proficient	390	12	329	0	87%	378	25	284	8	84%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	390	12	329	0	87%	378	25	284	8	84%
<b>Results by Income Level</b>										
Economically disadvantaged	26	2	21	0	88%	42	4	22	1	64%
Not disadvantaged	364	10	308	0	87%	336	21	262	7	86%
Total	390	12	329	0	87%	378	25	284	8	84%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	390	12	329	0	87%	378	25	284	8	84%
Total	390	12	329	0	87%	378	25	284	8	84%

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	2	s
Black	1	s	2	s
Hispanic	9	s	6	67%
Asian or Pacific Islander	3	s	5	s
White	327	76%	413	76%
Total	340	75%	428	76%
Small Group Totals (s)	13	69%	9	89%
<b>Results by Disability Status</b>				
General-education students	318	77%	404	77%
Students with disabilities	22	45%	24	54%
Total	340	75%	428	76%
<b>Results by Gender</b>				
Female	175	79%	220	80%
Male	165	71%	208	72%
Total	340	75%	428	76%
<b>Results by English Proficiency Status</b>				
English proficient	340	75%	428	76%
Limited English proficient	0	0%	0	0%
Total	340	75%	428	76%
<b>Results by Income Level</b>				
Economically disadvantaged	34	62%	30	50%
Not disadvantaged	306	77%	398	78%
Total	340	75%	428	76%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	340	75%	428	76%
Total	340	75%	428	76%

## Glossary

**Accountability Cohort:** An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to certain students 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 on the Regents examination, as determined by the component retest results.

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

**Graduation-Rate Cohort:** Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

**Limited English Proficient (LEP) Students:** Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40<sup>th</sup> percentile on an English language assessment instrument. Beginning in 2003–04, 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 below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates students with severe disabilities 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 are 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 30 students in a group may be neither valid nor reliable. If a school does not have 30 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.