

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  
Mount Vernon City School District**

**February 2005**

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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: Brenda L. Smith		Phone: (914)665-5201
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	10009

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$0
<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
1,746	94%

\*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.

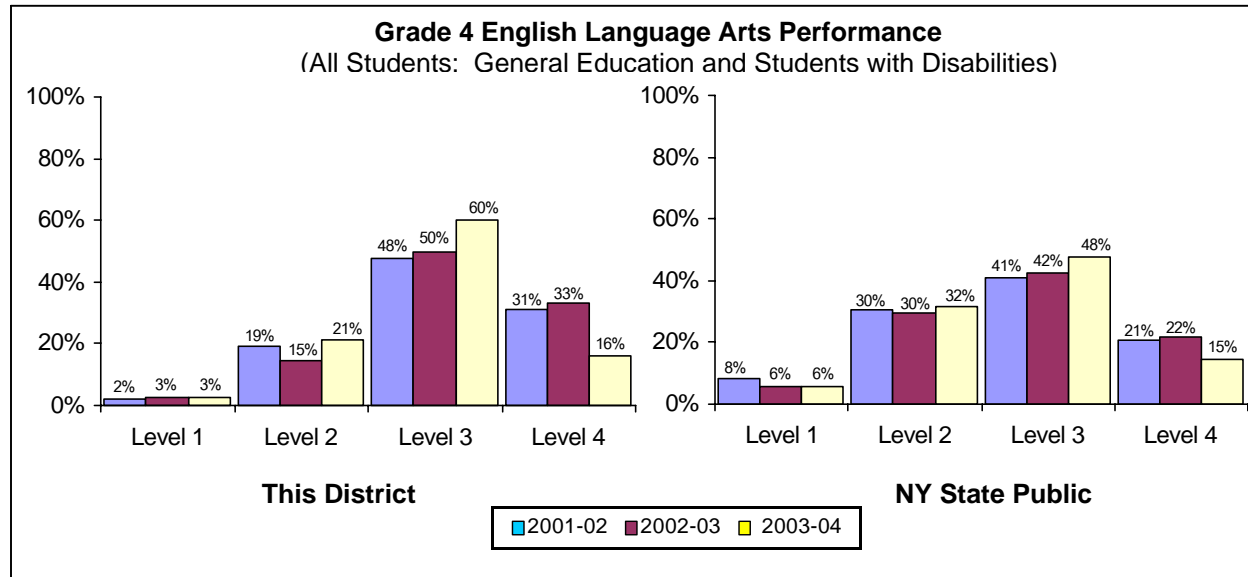
### 2003–04 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
683	0%

\*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	16	144	354	230	744	678
Feb 2003	20	106	364	241	731	675
Feb 2004	21	167	470	124	782	664

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> .

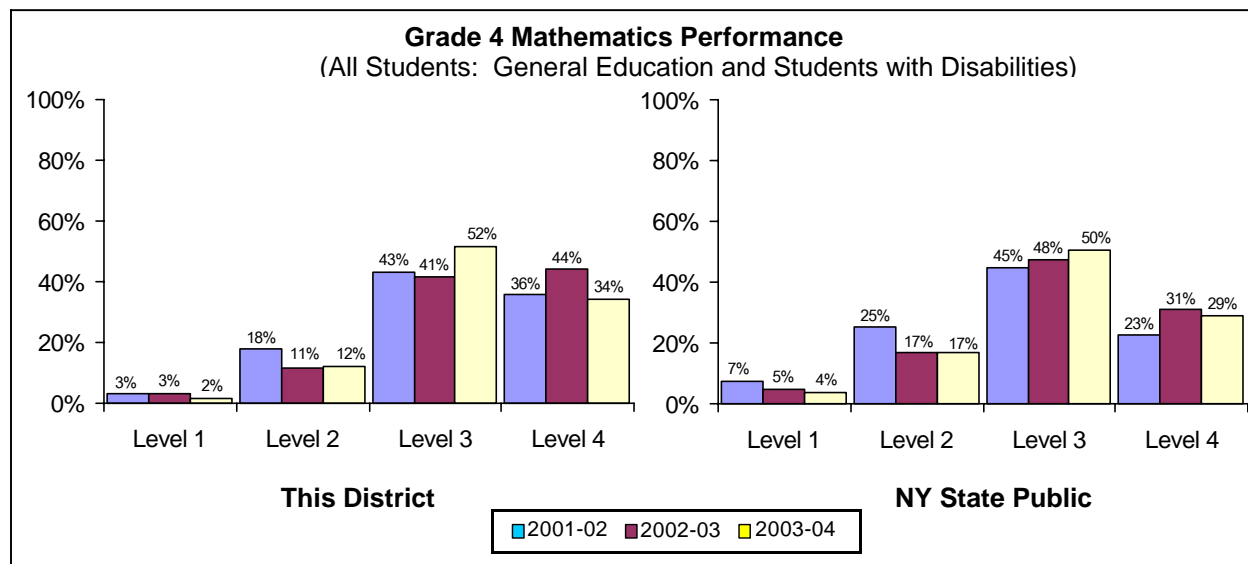
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	12	2	1	15	30

### 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	0	0	0	10	10

## 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	25	137	329	272	763	662
May 2003	23	88	322	344	777	672
May 2004	14	99	416	276	805	667

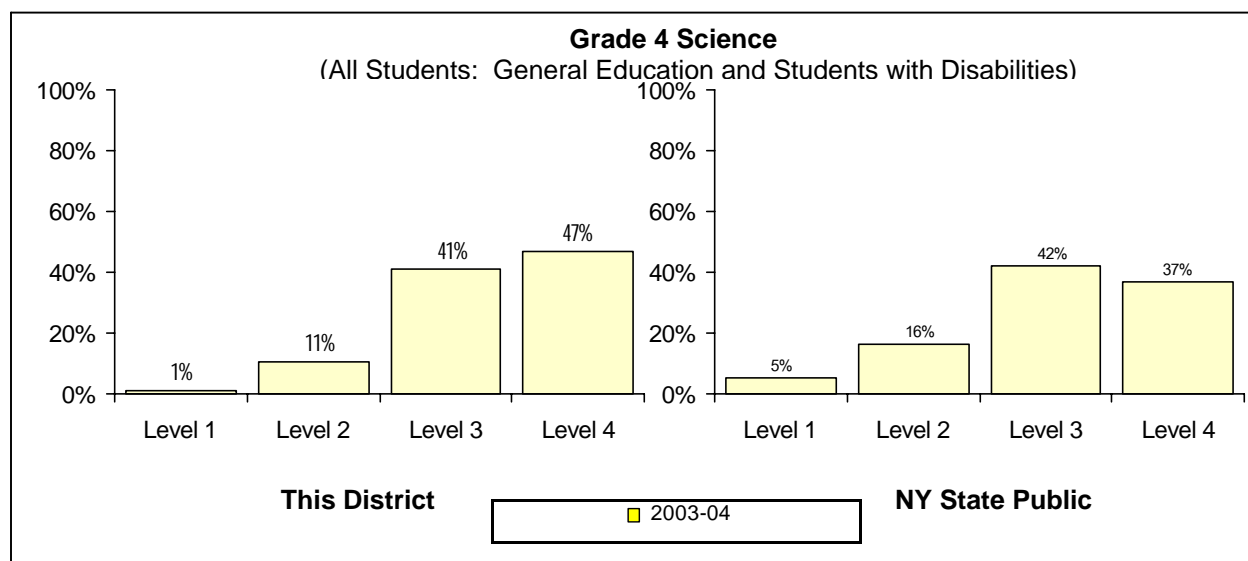
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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>	0	1	1	9	11

# 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	10	85	327	374	796	80

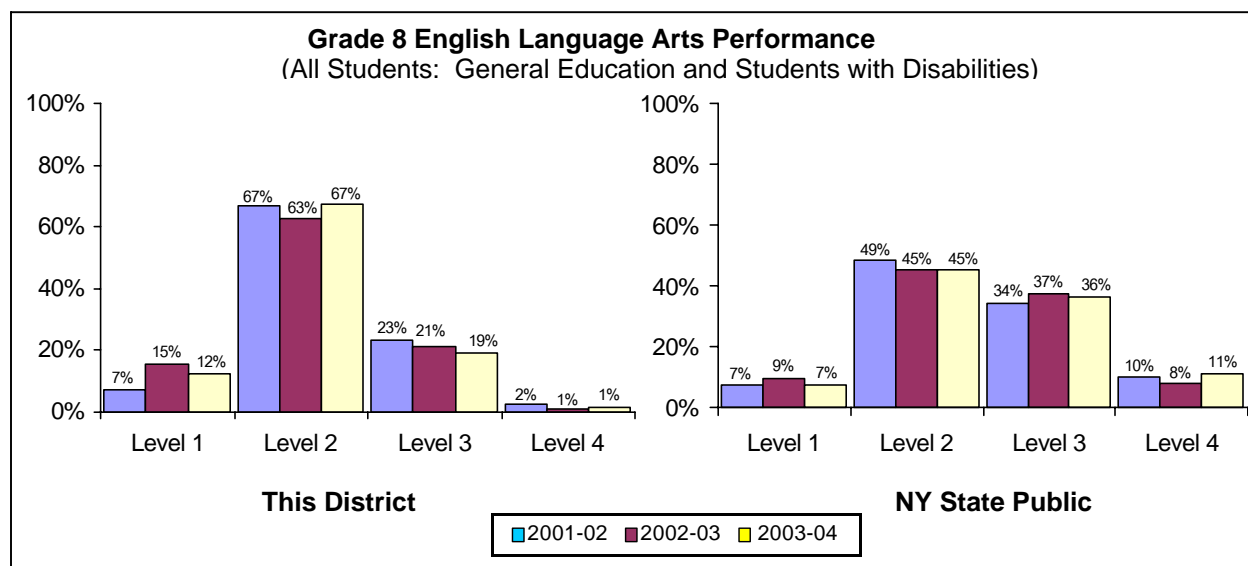
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	0	0	3	5	8

\*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	46	412	145	15	618	687
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	94	384	131	5	614	678
January 2004	84	462	132	10	688	682

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

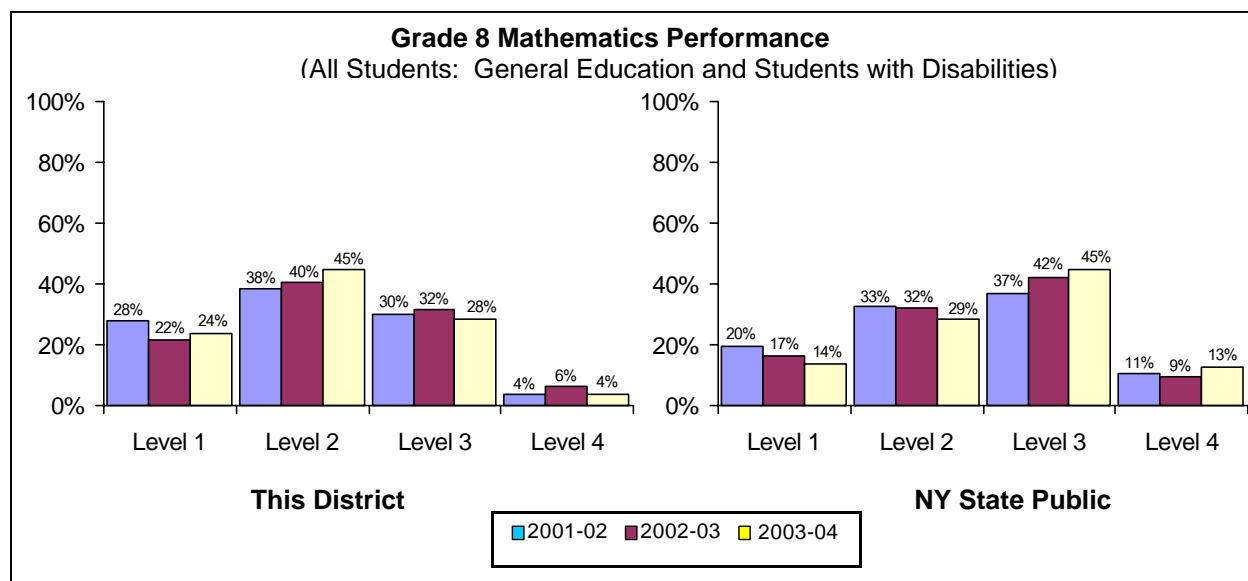
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	8	4	4	19	35

### 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	1	9	10



## 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	174	240	190	24	628	700
May 2003	134	252	197	40	623	707
May 2004	166	314	199	26	705	701

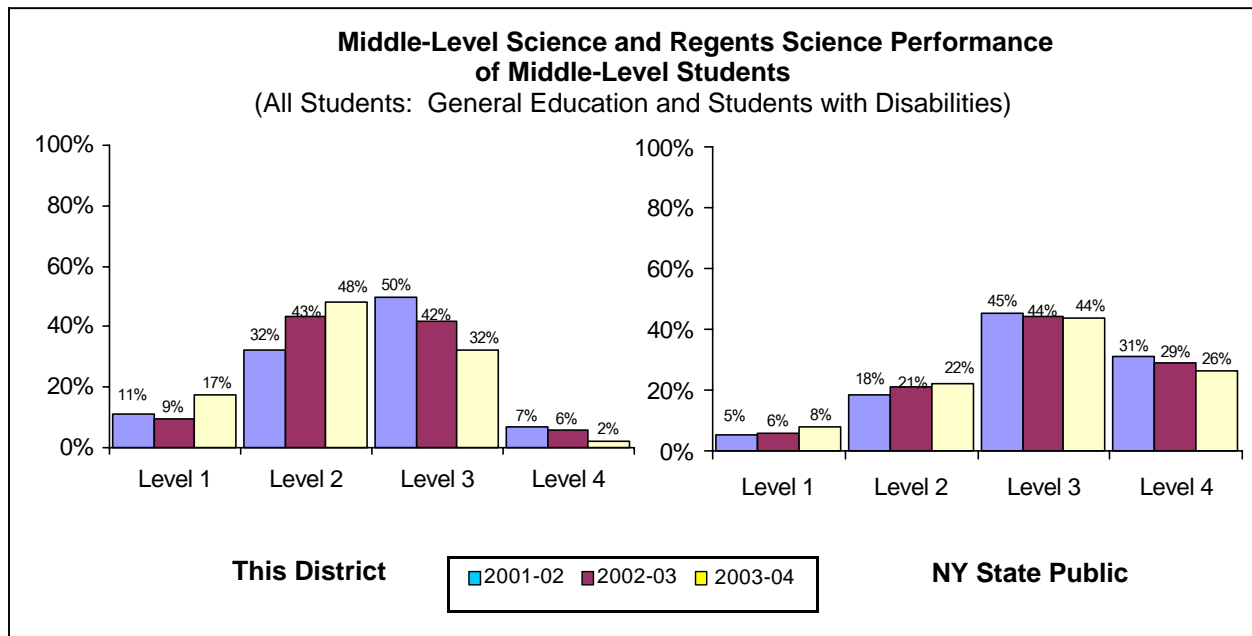
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	1	7	8

## 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	65	192	297	41	595	64
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	55	257	247	34	593	63
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	114	317	213	14	658	58
	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.

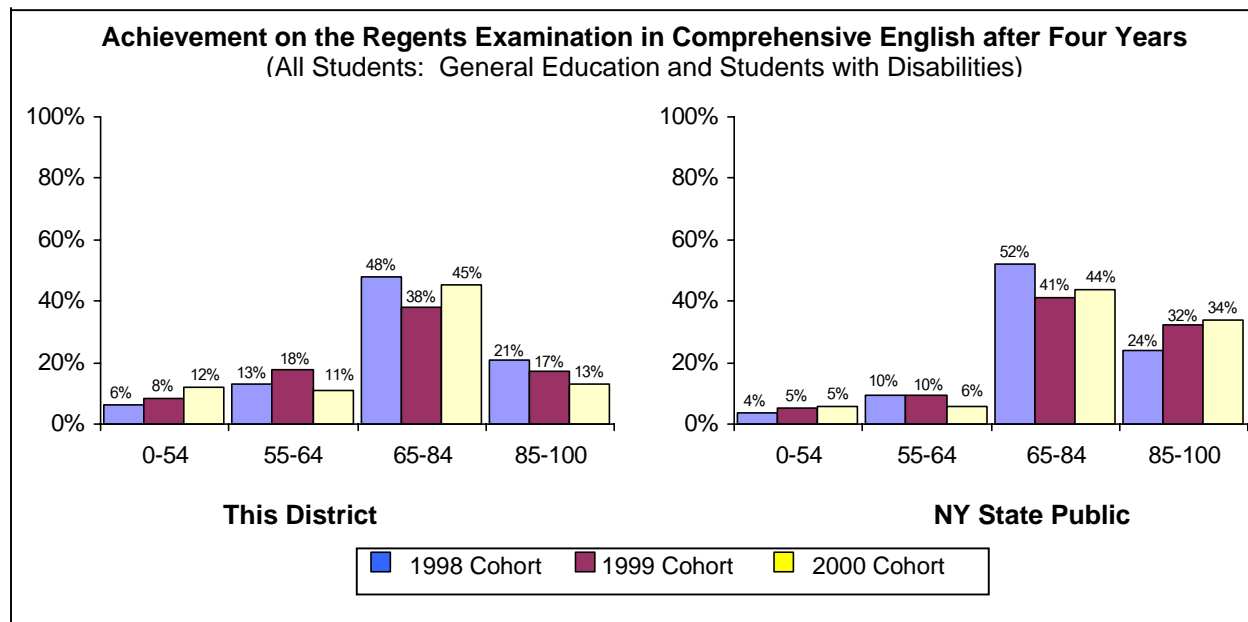
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	2	7	9

# 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
1998 Cohort	395	24	51	189	83	0
1999 Cohort	502	42	89	191	85	0
2000 Cohort	506	61	56	228	66	0

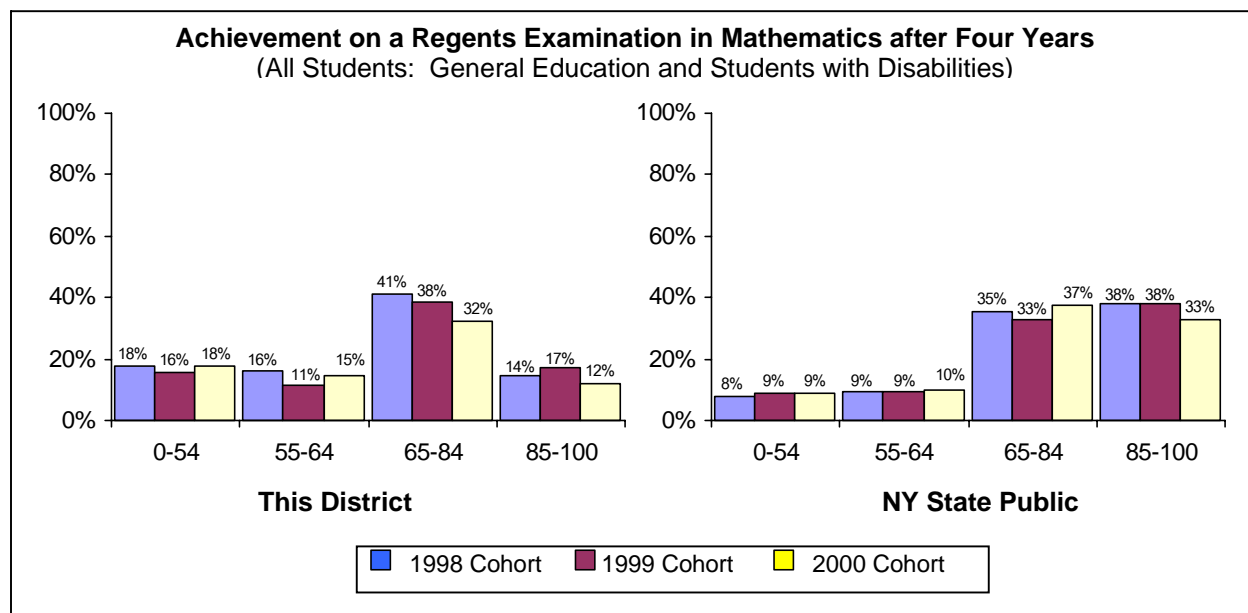
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1998 Cohort	7	14
1999 Cohort	18	21
2000 Cohort	12	33

\*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
1998 Cohort	395	70	64	163	57	0
1999 Cohort	502	79	57	193	85	0
2000 Cohort	506	89	75	163	61	0

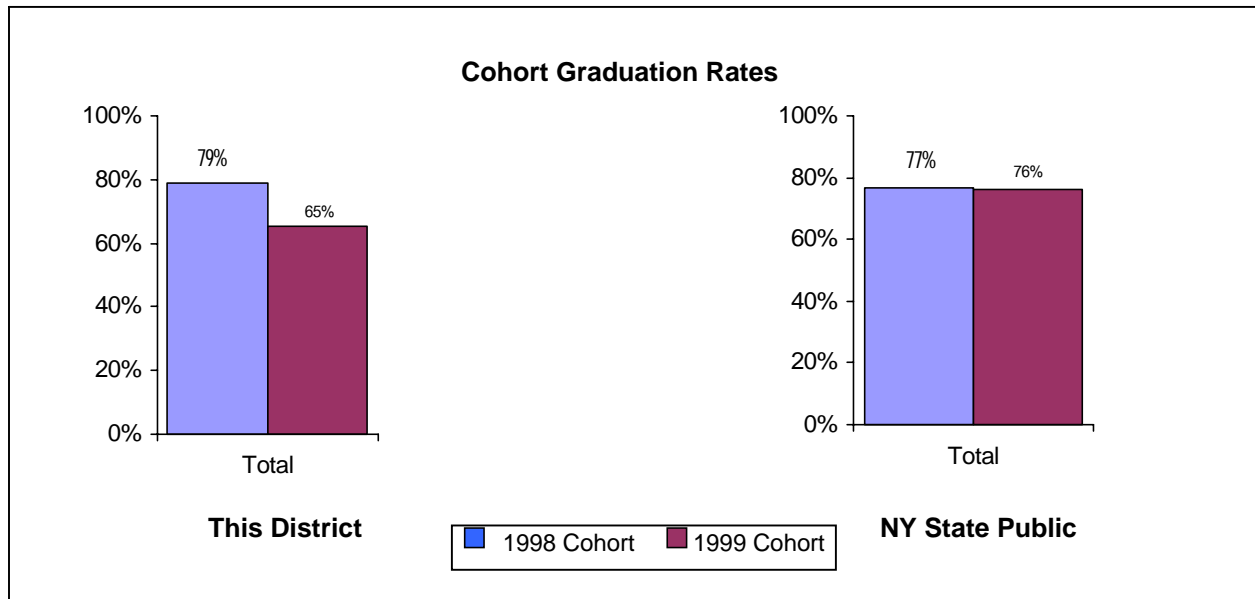
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1998 Cohort	21	5
1999 Cohort	36	7
2000 Cohort	47	9

\*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	393	12	405	319
1999 Cohort	488	40	528	345

\*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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	585	97%	80%	27%	641	97%	73%	14%
Hispanic	66	s	s	s	70	97%	77%	13%
Asian or Pacific Islander	4	s	s	s	7	100%	100%	43%
White	76	100%	96%	62%	64	100%	98%	39%
Total	731	97%	83%	33%	782	97%	76%	16%
Small Group Totals (s)	70	99%	90%	51%	0	0%	0%	0%
Results by Disability Status								
General-education students	685	99%	86%	34%	729	99%	80%	17%
Students with disabilities	46	72%	39%	11%	53	79%	26%	4%
Total	731	97%	83%	33%	782	97%	76%	16%
Results by Gender								
Female	348	98%	82%	34%	406	98%	79%	19%
Male	383	97%	83%	32%	376	97%	72%	12%
Total	731	97%	83%	33%	782	97%	76%	16%
Results by English Proficiency Status								
English proficient	702	97%	82%	32%	732	97%	76%	16%
Limited English proficient	29	100%	93%	55%	50	96%	82%	12%
Total	731	97%	83%	33%	782	97%	76%	16%
Results by Income Level								
Economically disadvantaged	395	96%	79%	27%	540	97%	71%	12%
Not disadvantaged	336	99%	87%	40%	242	98%	86%	25%
Total	731	97%	83%	33%	782	97%	76%	16%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	731	97%	83%	33%	782	97%	76%	16%
Total	731	97%	83%	33%	782	97%	76%	16%

# 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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	593	96%	82%	36%	640	98%	84%	30%
Hispanic	89	s	s	s	86	97%	91%	35%
Asian or Pacific Islander	4	s	s	s	10	100%	100%	80%
White	91	100%	99%	78%	69	99%	99%	71%
Total	777	97%	86%	44%	805	98%	86%	34%
Small Group Totals (s)	93	98%	96%	67%	0	0%	0%	0%
Results by Disability Status								
General-education students	726	99%	89%	46%	747	99%	89%	37%
Students with disabilities	51	71%	39%	18%	58	88%	47%	3%
Total	777	97%	86%	44%	805	98%	86%	34%
Results by Gender								
Female	373	97%	84%	42%	413	98%	86%	36%
Male	404	97%	87%	46%	392	99%	85%	33%
Total	777	97%	86%	44%	805	98%	86%	34%
Results by English Proficiency Status								
English proficient	708	97%	85%	43%	728	99%	86%	33%
Limited English proficient	69	97%	91%	61%	77	95%	87%	43%
Total	777	97%	86%	44%	805	98%	86%	34%
Results by Income Level								
Economically disadvantaged	430	96%	85%	42%	563	98%	84%	28%
Not disadvantaged	347	98%	86%	47%	242	98%	91%	48%
Total	777	97%	86%	44%	805	98%	86%	34%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	777	97%	86%	44%	805	98%	86%	34%
Total	777	97%	86%	44%	805	98%	86%	34%



# Elementary Level

Science\*

Student Subgroup	2003–04			
	Total 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	633	99%	87%	40%
Hispanic	84	96%	89%	61%
Asian or Pacific Islander	10	100%	100%	80%
White	69	99%	99%	91%
Total	796	99%	88%	47%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	741	99%	89%	49%
Students with disabilities	55	93%	71%	18%
Total	796	99%	88%	47%
Results by Gender				
Female	409	99%	86%	46%
Male	387	98%	90%	48%
Total	796	99%	88%	47%
Results by English Proficiency Status				
English proficient	719	99%	88%	46%
Limited English proficient	77	95%	87%	56%
Total	796	99%	88%	47%
Results by Income Level				
Economically disadvantaged	558	99%	86%	41%
Not disadvantaged	238	99%	92%	61%
Total	796	99%	88%	47%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	796	99%	88%	47%
Total	796	99%	88%	47%

\*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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	2	s	s	s
Black	552	85%	22%	1%	581	87%	19%	1%
Hispanic	36	81%	19%	0%	60	90%	28%	2%
Asian or Pacific Islander	2	s	s	s	2	s	s	s
White	24	s	s	s	43	s	s	s
Total	614	85%	22%	1%	688	88%	21%	1%
Small Group Totals (s)	26	85%	31%	4%	47	96%	32%	4%
Results by Disability Status								
General-education students	524	90%	25%	1%	596	93%	23%	2%
Students with disabilities	90	56%	8%	0%	92	52%	7%	0%
Total	614	85%	22%	1%	688	88%	21%	1%
Results by Gender								
Female	312	90%	28%	2%	337	93%	26%	2%
Male	302	79%	17%	0%	351	82%	15%	1%
Total	614	85%	22%	1%	688	88%	21%	1%
Results by English Proficiency Status								
English proficient	611	s	s	s	648	88%	21%	2%
Limited English proficient	3	s	s	s	40	93%	10%	0%
Total	614	85%	22%	1%	688	88%	21%	1%
Results by Income Level								
Economically disadvantaged	265	80%	20%	1%	373	86%	23%	2%
Not disadvantaged	349	88%	23%	1%	315	90%	18%	1%
Total	614	85%	22%	1%	688	88%	21%	1%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	614	85%	22%	1%	688	88%	21%	1%
Total	614	85%	22%	1%	688	88%	21%	1%

## 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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	2	s	s	s
Black	534	78%	36%	6%	582	74%	29%	3%
Hispanic	58	79%	47%	9%	73	92%	47%	5%
Asian or Pacific Islander	1	s	s	s	2	s	s	s
White	30	s	s	s	46	s	s	s
Total	623	78%	38%	6%	705	76%	32%	4%
Small Group Totals (s)	31	84%	52%	10%	50	86%	44%	10%
Results by Disability Status								
General-education students	535	83%	42%	7%	622	79%	35%	4%
Students with disabilities	88	51%	13%	0%	83	59%	10%	0%
Total	623	78%	38%	6%	705	76%	32%	4%
Results by Gender								
Female	307	84%	45%	8%	351	81%	38%	4%
Male	316	73%	31%	5%	354	72%	26%	3%
Total	623	78%	38%	6%	705	76%	32%	4%
Results by English Proficiency Status								
English proficient	585	79%	38%	7%	632	76%	32%	4%
Limited English proficient	38	76%	39%	3%	73	79%	29%	1%
Total	623	78%	38%	6%	705	76%	32%	4%
Results by Income Level								
Economically disadvantaged	278	76%	36%	5%	387	76%	33%	3%
Not disadvantaged	345	81%	40%	7%	318	77%	31%	4%
Total	623	78%	38%	6%	705	76%	32%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	623	78%	38%	6%	705	76%	32%	4%
Total	623	78%	38%	6%	705	76%	32%	4%

## 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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	2	s	s	s
Black	513	91%	46%	4%	545	82%	32%	2%
Hispanic	52	87%	46%	8%	67	85%	42%	4%
Asian or Pacific Islander	2	s	s	s	2	s	s	s
White	26	s	s	s	42	s	s	s
Total	593	91%	47%	6%	658	83%	34%	2%
Small Group Totals (s)	28	100%	75%	25%	46	89%	59%	4%
Results by Disability Status								
General-education students	510	94%	53%	7%	584	84%	37%	2%
Students with disabilities	83	71%	12%	0%	74	69%	14%	0%
Total	593	91%	47%	6%	658	83%	34%	2%
Results by Gender								
Female	299	95%	50%	5%	331	85%	36%	2%
Male	294	86%	45%	6%	327	81%	33%	2%
Total	593	91%	47%	6%	658	83%	34%	2%
Results by English Proficiency Status								
English proficient	565	91%	47%	6%	594	85%	36%	2%
Limited English proficient	28	89%	46%	4%	64	66%	17%	0%
Total	593	91%	47%	6%	658	83%	34%	2%
Results by Income Level								
Economically disadvantaged	257	90%	46%	5%	361	83%	37%	1%
Not disadvantaged	336	91%	49%	6%	297	82%	32%	3%
Total	593	91%	47%	6%	658	83%	34%	2%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	593	91%	47%	6%	658	83%	34%	2%
Total	593	91%	47%	6%	658	83%	34%	2%

## 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		Pass- ed RCTs	Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score		Pass- ed RCTs	Percent Meeting Graduation Requirement
		Regents					Regents			
		55– 64	65– 100				55– 64	65– 100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	422	75	226	17	75%	415	48	238	10	71%
Hispanic	49	9	28	0	76%	55	6	33	1	73%
Asian or Pacific Islander	3	s	s	s	s	2	s	s	s	s
White	28	s	s	s	s	34	s	s	s	s
Total	502	87	276	18	76%	506	56	294	12	72%
Small Group Totals (s)	31	3	22	1	84%	36	2	23	1	72%
Results by Disability Status										
General-education students	429	82	269	0	82%	412	50	282	0	81%
Students with disabilities	73	5	7	18	41%	94	6	12	12	32%
Total	502	87	276	18	76%	506	56	294	12	72%
Results by Gender										
Female	260	44	161	4	80%	256	30	166	2	77%
Male	242	43	115	14	71%	250	26	128	10	66%
Total	502	87	276	18	76%	506	56	294	12	72%
Results by English Proficiency Status										
English proficient	481	84	261	18	75%	482	51	280	12	71%
Limited English proficient	21	3	15	0	86%	24	5	14	0	79%
Total	502	87	276	18	76%	506	56	294	12	72%
Results by Income Level										
Economically disadvantaged	259	45	133	13	74%	123	13	83	2	80%
Not disadvantaged	243	42	143	5	78%	383	43	211	10	69%
Total	502	87	276	18	76%	506	56	294	12	72%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	502	87	276	18	76%	506	56	294	12	72%
Total	502	87	276	18	76%	506	56	294	12	72%

**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		Pass- ed RCTs	Percent Meeting Gradu- ation Require- ment	Students in Cohort	Count of Students by Score		Pass- ed RCTs	Percent Meeting Gradua- tion Require- ment
		Regents	Regents				Regents	Regents		
		55– 64	65– 100				55– 64	65– 100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	422	52	227	34	74%	415	56	190	42	69%
Hispanic	49	5	26	1	65%	55	14	17	5	65%
Asian or Pacific Islander	3	s	s	s	s	2	s	s	s	s
White	28	s	s	s	s	34	s	s	s	s
Total	502	57	278	36	74%	506	75	224	47	68%
Small Group Totals (s)	31	0	25	1	84%	36	5	17	0	61%
<b>Results by Disability Status</b>										
General-education students	429	56	271	0	76%	412	71	216	1	70%
Students with disabilities	73	1	7	36	60%	94	4	8	46	62%
Total	502	57	278	36	74%	506	75	224	47	68%
<b>Results by Gender</b>										
Female	260	29	157	15	77%	256	42	125	10	69%
Male	242	28	121	21	70%	250	33	99	37	68%
Total	502	57	278	36	74%	506	75	224	47	68%
<b>Results by English Proficiency Status</b>										
English proficient	481	53	266	36	74%	482	72	214	47	69%
Limited English proficient	21	4	12	0	76%	24	3	10	0	54%
Total	502	57	278	36	74%	506	75	224	47	68%
<b>Results by Income Level</b>										
Economically disadvantaged	259	29	134	29	74%	123	16	66	13	77%
Not disadvantaged	243	28	144	7	74%	383	59	158	34	66%
Total	502	57	278	36	74%	506	75	224	47	68%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	502	57	278	36	74%	506	75	224	47	68%
Total	502	57	278	36	74%	506	75	224	47	68%

## 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.

	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
Student Subgroup	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	2	s	0	0%
Black	348	78%	442	66%
Hispanic	37	78%	54	57%
Asian or Pacific Islander	0	0%	3	s
White	18	s	29	s
Total	405	79%	528	65%
Small Group Totals (s)	20	90%	32	72%
<b>Results by Disability Status</b>				
General-education students	356	83%	455	71%
Students with disabilities	49	51%	73	33%
Total	405	79%	528	65%
<b>Results by Gender</b>				
Female	220	84%	265	75%
Male	185	72%	263	56%
Total	405	79%	528	65%
<b>Results by English Proficiency Status</b>				
English proficient	388	78%	504	65%
Limited English proficient	17	88%	24	67%
Total	405	79%	528	65%
<b>Results by Income Level</b>				
Economically disadvantaged	160	79%	207	81%
Not disadvantaged	245	79%	321	55%
Total	405	79%	528	65%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	405	79%	528	65%
Total	405	79%	528	65%

## 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.