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

Churchville-Chili Central School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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School Report Card Coordinator
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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: April 2006*, available 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: Annemarie Spadafora		Phone: (585)293-1800
Organization 2004–05	Grade Range	Student Enrollment
	NA	4425

2003–04 District-wide Total Expenditure per Pupil	$12,139
2003–04 NYS Public Schools Total Expenditure per Pupil	$13,826

2004–05 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
814	99%

*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.

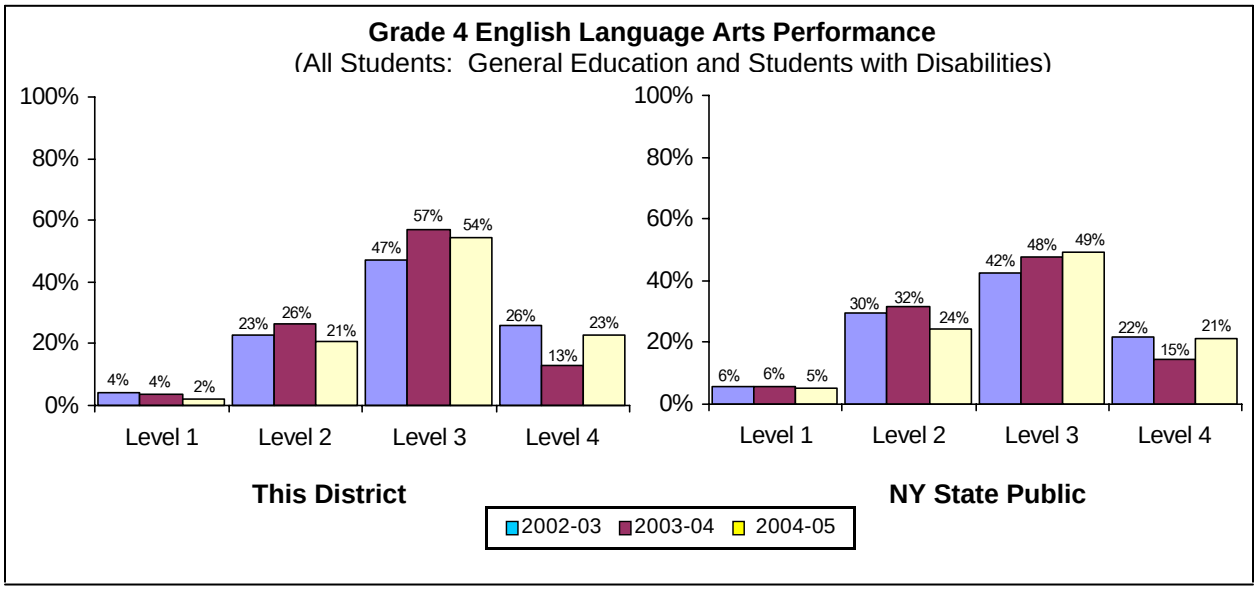
2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
336	0%

*Includes teachers with a modified temporary license.

Elementary Level

English Language Arts



Percentages less than 0.51 will appear as zero because of rounding.

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	
Feb 2003	15	79	165	90	349	666
Feb 2004	12	84	181	41	318	660
Feb 2005	7	64	167	70	308	669

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

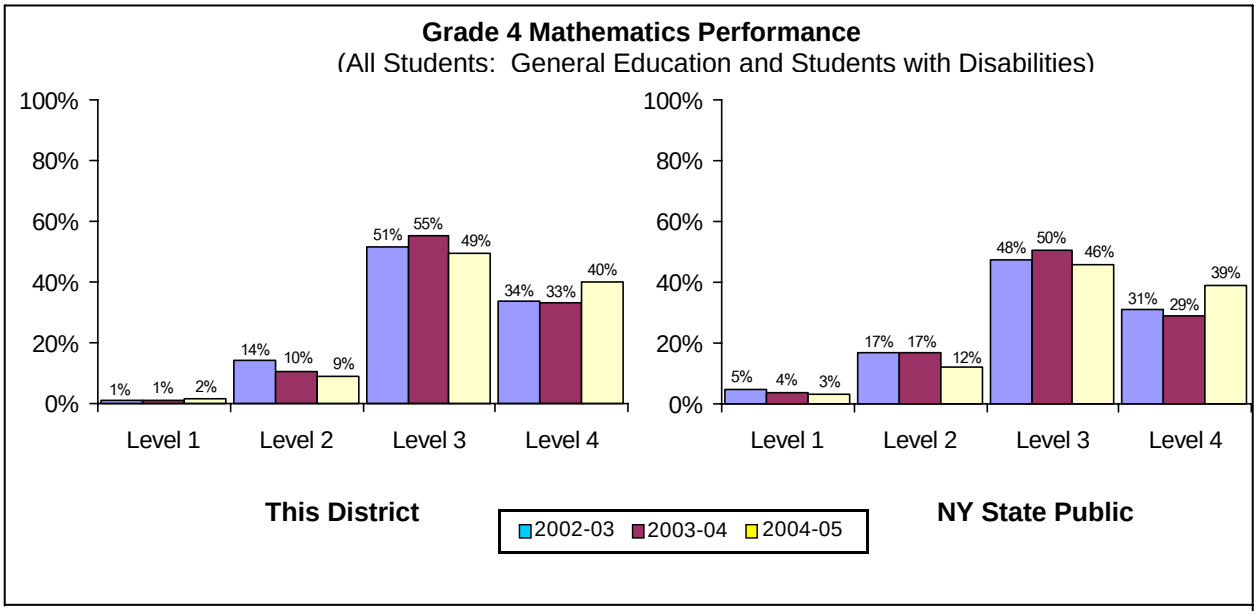
Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	#	#	#	2

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
2004–05	0	0	0	0	0

Elementary Level

Mathematics



Percentages less than 0.51 will appear as zero because of rounding.

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 2003	3	50	182	119	354	666
May 2004	4	34	182	108	328	668
May 2005	5	27	152	124	308	673

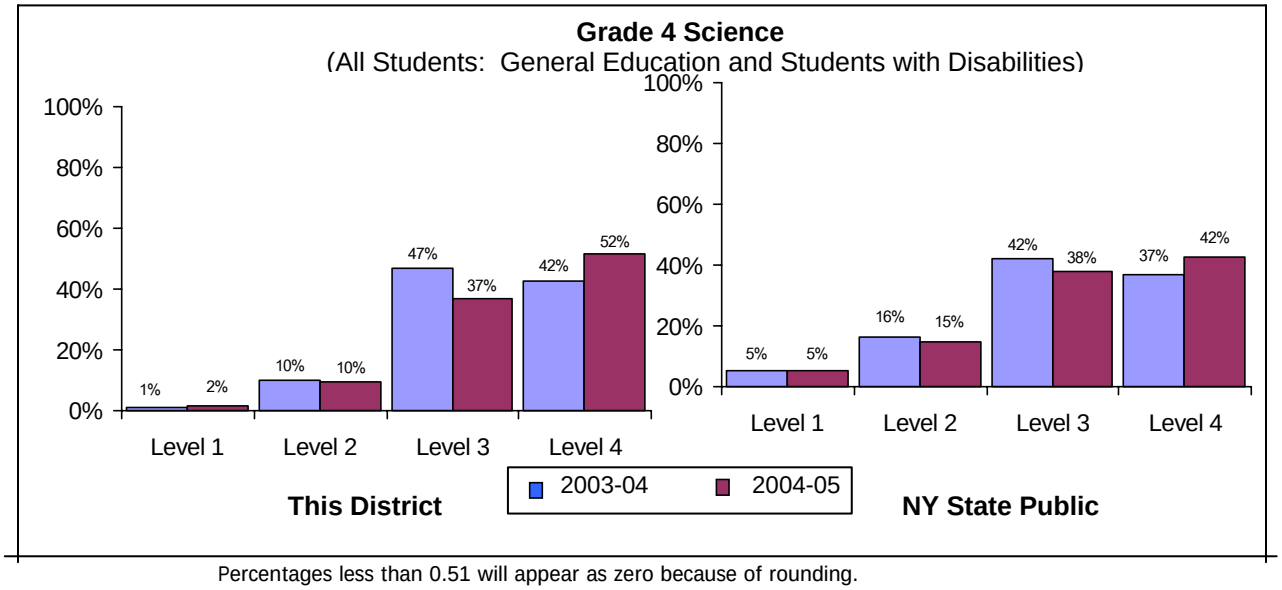
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the 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 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
2004–05	0	0	0	0	0

Elementary Level

Science*



Percentages less than 0.51 will appear as zero because of rounding.

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	3	32	154	139	328	80
May 2005	5	29	112	157	303	81

Elementary-Level Science 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**.

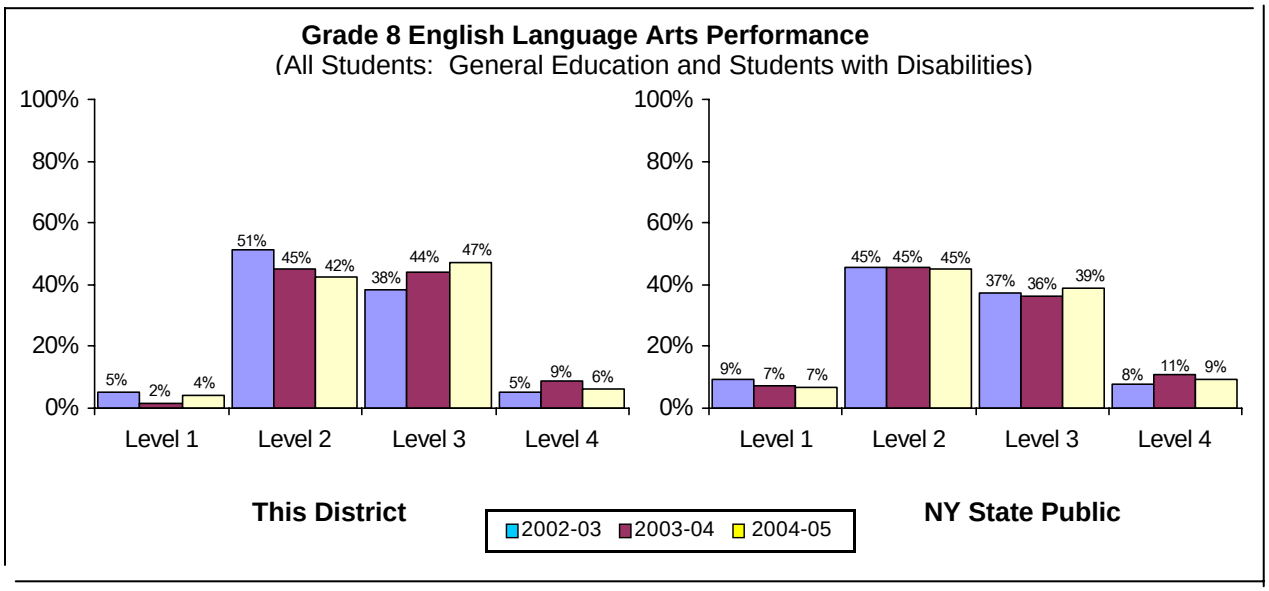
Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2004–05	0	0	0	0	0

*Only two years of data are shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

Middle Level

English Language Arts



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District	Counts of Students					Mean Score
	Level 1 527–657	Level 2 658–696	Level 3 697–736	Level 4 737–830	Total Tested	
January 2003	21	205	152	21	399	693
January 2004	6	166	163	33	368	702
January 2005	16	157	175	23	371	700

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

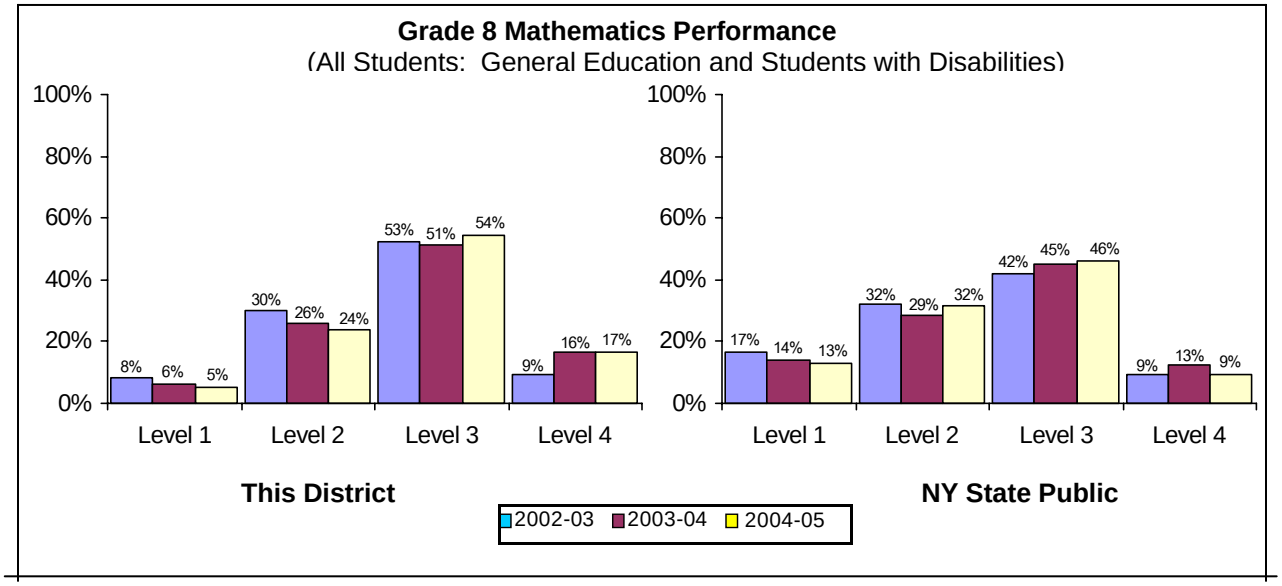
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	#	#	#	2

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
2004–05	0	0	1	4	5

Middle Level

Mathematics



Percentages less than 0.51 will appear as zero because of rounding.

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 2003	32	118	207	37	394	723
May 2004	23	95	189	60	367	730
May 2005	19	89	201	62	371	731

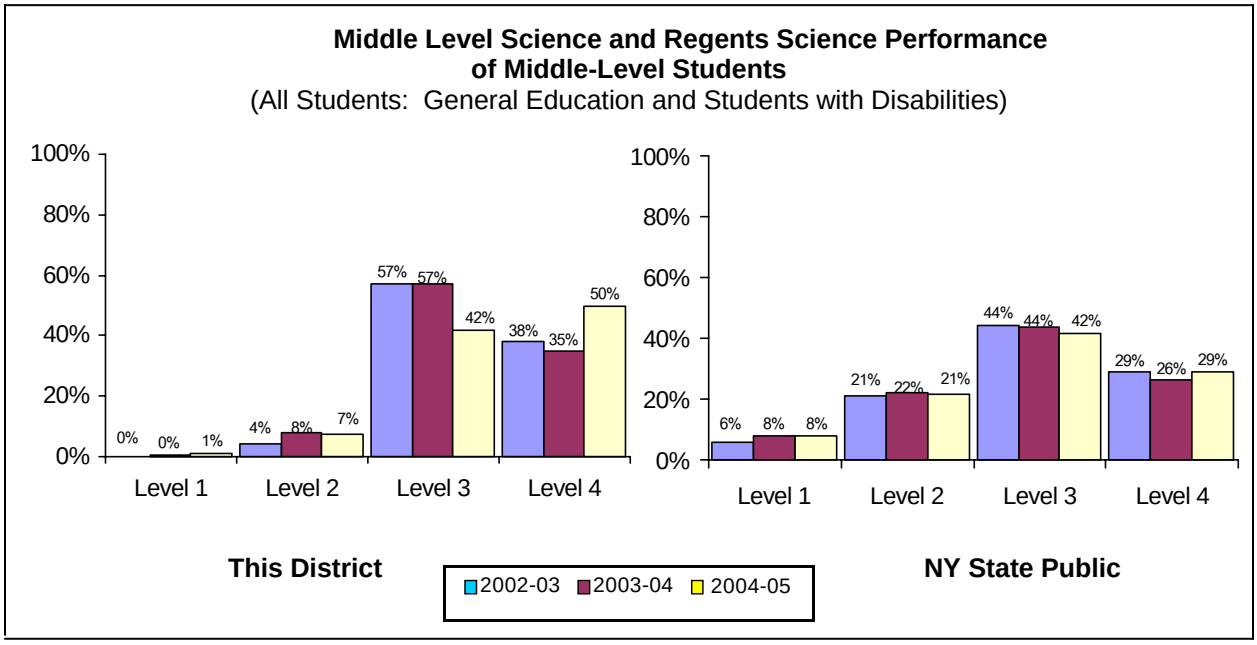
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents 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 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
2004–05	0	1	0	4	5

Middle Level

Science



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/ June 2003	Middle-Level Science	1	14	155	85	255	80
	Regents Science	0	3	63	60	126	84
January/ June 2004	Middle-Level Science	1	28	206	126	361	80
	Regents Science	0	0	0	0	0	0
January/ June 2005	Middle-Level Science	4	27	153	183	367	82
	Regents Science	0	0	0	0	0	0

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.

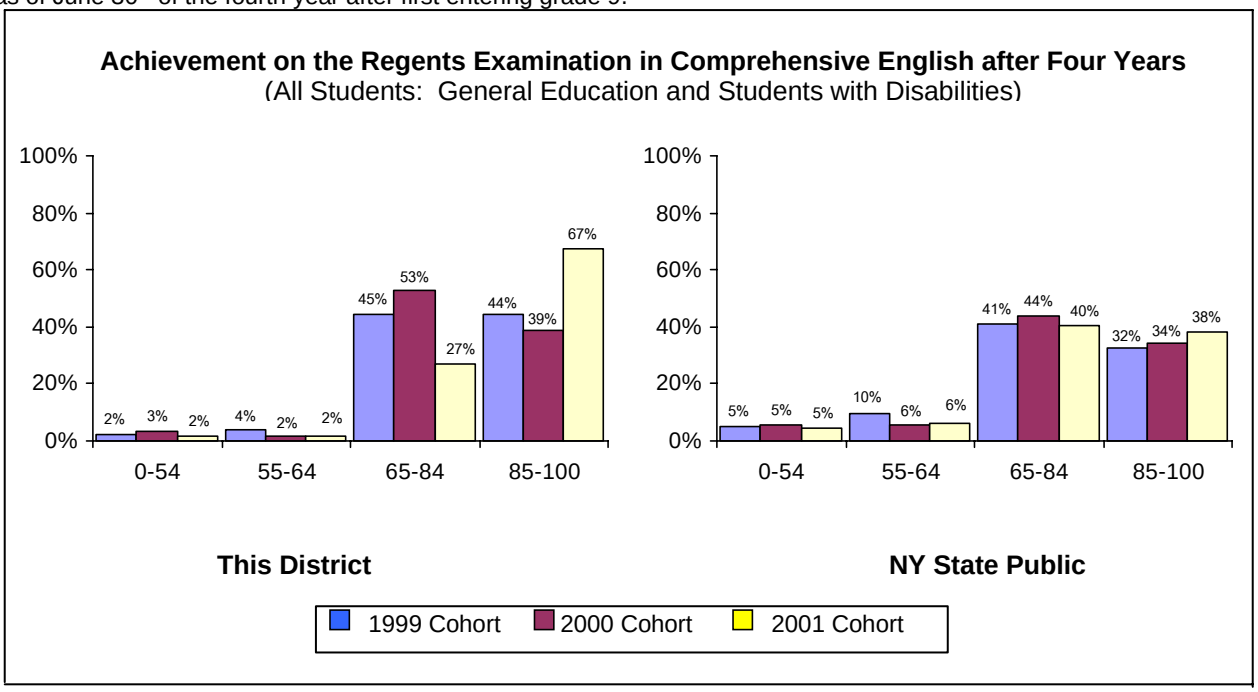
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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
2004–05	0	1	0	4	5

High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability 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 30th of the fourth year after first entering grade 9.



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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
1999 Cohort	373	9	15	166	165	0
2000 Cohort	333	11	5	175	129	0
2001 Cohort	353	6	6	95	237	0

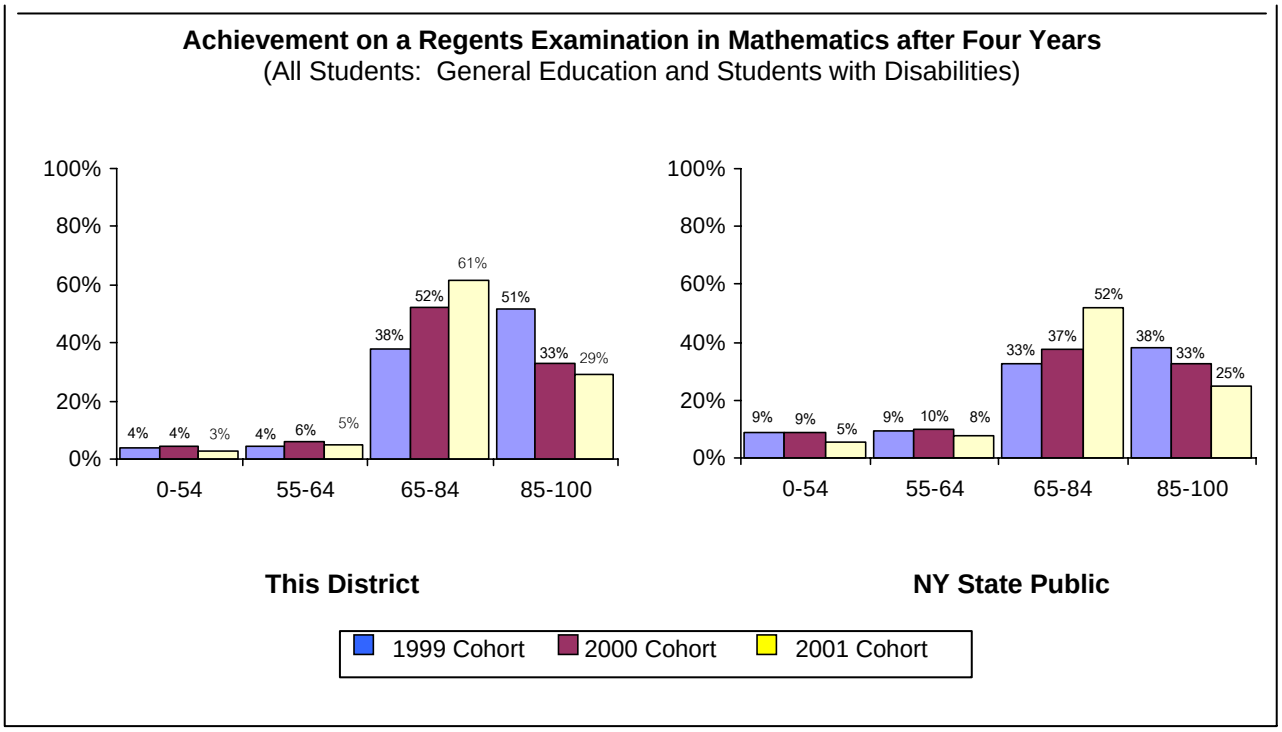
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1999 Cohort	7	2
2000 Cohort	4	6
2001 Cohort	0	3

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability 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 30th of the fourth year after first entering grade 9.



Percentages less than 0.51 will appear as zero because of rounding.

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
1999 Cohort	373	14	16	141	192	0
2000 Cohort	333	14	20	174	110	0
2001 Cohort	353	9	17	217	102	0

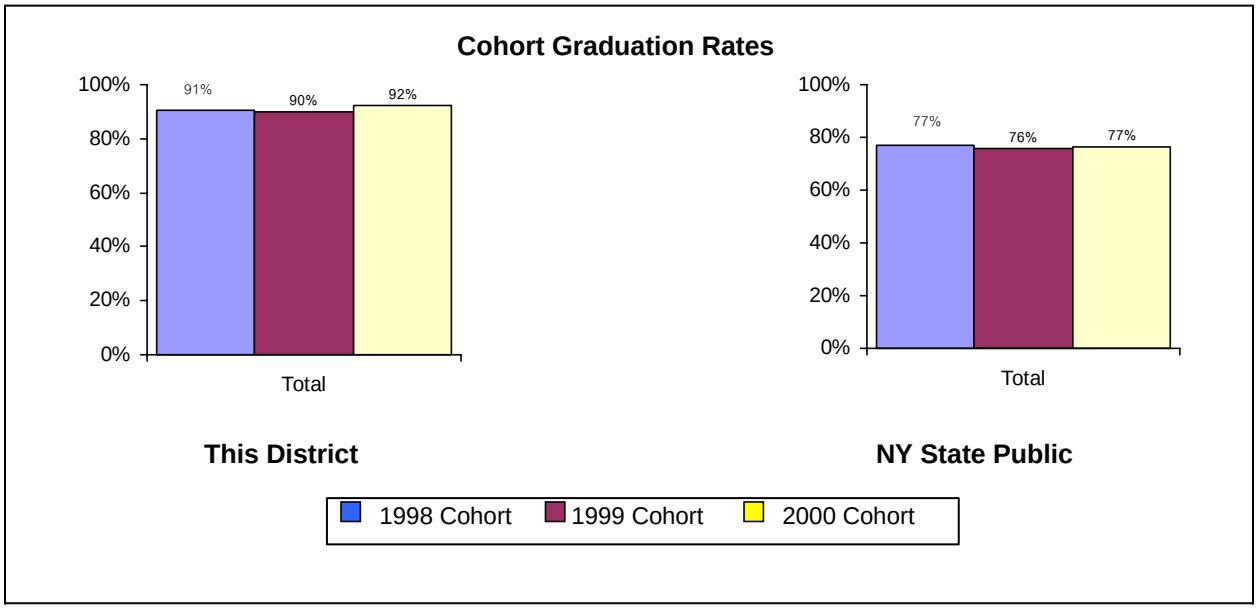
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1999 Cohort	5	0
2000 Cohort	7	2
2001 Cohort	3	0

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st 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, 1999, and 2000 district accountability cohorts for English and mathematics.



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Cohort Graduation Rates				
	Cohort Members* (a)	**Transfers to GED (b)**	**Graduation Rate Cohort Members (a+b)**	**Number Graduated**
1998 Cohort	314	4	318	288
1999 Cohort	373	7	380	342
2000 Cohort	329	10	339	312

*Count as of August 31st 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 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 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 2004–05 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	2003–04				2004–05			
	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%	1	s	s	s
Black	11	100%	18%	0%	15	80%	53%	20%
Hispanic	8	100%	50%	0%	7	s	s	s
Asian or Pacific Islander	7	100%	71%	14%	2	s	s	s
White	292	96%	72%	14%	283	99%	78%	23%
Total	318	96%	70%	13%	308	98%	77%	23%
Small Group Totals **(s)**	0	0%	0%	0%	10	100%	70%	20%
Results by Disability Status								
General-education students	290	99%	75%	14%	272	99%	85%	26%
Students with disabilities	28	71%	14%	0%	36	89%	17%	0%
Total	318	96%	70%	13%	308	98%	77%	23%
Results by Gender								
Female	146	97%	71%	14%	145	99%	83%	28%
Male	172	95%	69%	12%	163	96%	72%	18%
Total	318	96%	70%	13%	308	98%	77%	23%
Results by English Proficiency Status								
English proficient	317	s	s	s	307	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	318	96%	70%	13%	308	98%	77%	23%
Results by Income Level								
Economically disadvantaged	54	91%	54%	13%	63	97%	62%	3%
Not disadvantaged	264	97%	73%	13%	245	98%	81%	28%
Total	318	96%	70%	13%	308	98%	77%	23%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	318	96%	70%	13%	308	98%	77%	23%
Total	318	96%	70%	13%	308	98%	77%	23%

Elementary Level

Mathematics

Student Subgroup	2003–04				2004–05			
	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%	1	s	s	s
Black	12	100%	67%	17%	16	100%	63%	13%
Hispanic	9	100%	78%	11%	7	100%	86%	29%
Asian or Pacific Islander	8	88%	75%	13%	4	s	s	s
White	299	99%	90%	35%	280	98%	91%	42%
Total	328	99%	88%	33%	308	98%	90%	40%
Small Group Totals **(s)**	0	0%	0%	0%	5	100%	80%	40%
Results by Disability Status								
General-education students	296	100%	93%	36%	271	100%	92%	44%
Students with disabilities	32	88%	47%	3%	37	89%	70%	11%
Total	328	99%	88%	33%	308	98%	90%	40%
Results by Gender								
Female	146	99%	88%	31%	144	99%	90%	40%
Male	182	98%	88%	35%	164	98%	90%	40%
Total	328	99%	88%	33%	308	98%	90%	40%
Results by English Proficiency Status								
English proficient	320	99%	89%	33%	305	s	s	s
Limited English proficient	8	75%	50%	13%	3	s	s	s
Total	328	99%	88%	33%	308	98%	90%	40%
Results by Income Level								
Economically disadvantaged	55	98%	87%	20%	62	98%	85%	24%
Not disadvantaged	273	99%	89%	36%	246	98%	91%	44%
Total	328	99%	88%	33%	308	98%	90%	40%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	328	99%	88%	33%	308	98%	90%	40%
Total	328	99%	88%	33%	308	98%	90%	40%

Elementary Level

Science

Student Subgroup	2003–04				2004–05			
	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%	1	s	s	s
Black	12	100%	58%	17%	15	87%	53%	40%
Hispanic	9	100%	89%	22%	6	100%	100%	50%
Asian or Pacific Islander	8	88%	88%	13%	4	s	s	s
White	299	99%	91%	45%	277	99%	90%	52%
Total	328	99%	89%	42%	303	98%	89%	52%
Small Group Totals **(s)**	0	0%	0%	0%	5	100%	100%	60%
Results by Disability Status								
General-education students	296	100%	93%	45%	267	99%	93%	56%
Students with disabilities	32	91%	59%	16%	36	94%	61%	19%
Total	328	99%	89%	42%	303	98%	89%	52%
Results by Gender								
Female	147	100%	86%	41%	141	99%	88%	52%
Male	181	98%	92%	44%	162	98%	90%	51%
Total	328	99%	89%	42%	303	98%	89%	52%
Results by English Proficiency Status								
English proficient	320	100%	90%	43%	300	s	s	s
Limited English proficient	8	75%	63%	13%	3	s	s	s
Total	328	99%	89%	42%	303	98%	89%	52%
Results by Income Level								
Economically disadvantaged	55	100%	84%	24%	58	98%	84%	34%
Not disadvantaged	273	99%	90%	46%	245	98%	90%	56%
Total	328	99%	89%	42%	303	98%	89%	52%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	328	99%	89%	42%	303	98%	89%	52%
Total	328	99%	89%	42%	303	98%	89%	52%

Middle Level

English Language Arts

Student Subgroup	2003–04				2004–05			
	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	2	s	s	s	1	s	s	s
Black	22	91%	18%	0%	17	82%	29%	0%
Hispanic	5	s	s	s	17	88%	35%	0%
Asian or Pacific Islander	5	100%	60%	0%	7	s	s	s
White	334	99%	56%	10%	329	97%	56%	7%
Total	368	98%	53%	9%	371	96%	53%	6%
Small Group Totals **(s)**	7	100%	43%	0%	8	100%	50%	0%
Results by Disability Status								
General-education students	336	99%	57%	10%	334	99%	58%	7%
Students with disabilities	32	91%	9%	0%	37	68%	8%	0%
Total	368	98%	53%	9%	371	96%	53%	6%
Results by Gender								
Female	179	100%	61%	14%	174	98%	60%	9%
Male	189	97%	46%	4%	197	94%	47%	4%
Total	368	98%	53%	9%	371	96%	53%	6%
Results by English Proficiency Status								
English proficient	367	s	s	s	371	96%	53%	6%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	368	98%	53%	9%	371	96%	53%	6%
Results by Income Level								
Economically disadvantaged	56	96%	30%	0%	66	85%	29%	2%
Not disadvantaged	312	99%	57%	11%	305	98%	59%	7%
Total	368	98%	53%	9%	371	96%	53%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	368	98%	53%	9%	371	96%	53%	6%
Total	368	98%	53%	9%	371	96%	53%	6%

Middle Level

Mathematics

Student Subgroup	2003–04				2004–05			
	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	2	s	s	s	1	s	s	s
Black	21	95%	57%	5%	16	75%	31%	0%
Hispanic	6	83%	67%	0%	16	88%	56%	13%
Asian or Pacific Islander	5	s	s	s	8	s	s	s
White	333	94%	68%	17%	330	96%	74%	18%
Total	367	94%	68%	16%	371	95%	71%	17%
Small Group Totals **(s)**	7	100%	86%	14%	9	100%	67%	11%
Results by Disability Status								
General-education students	333	96%	73%	18%	335	98%	77%	19%
Students with disabilities	34	71%	21%	0%	36	69%	14%	0%
Total	367	94%	68%	16%	371	95%	71%	17%
Results by Gender								
Female	180	93%	71%	18%	175	95%	77%	17%
Male	187	95%	65%	14%	196	94%	65%	17%
Total	367	94%	68%	16%	371	95%	71%	17%
Results by English Proficiency Status								
English proficient	366	s	s	s	369	s	s	s
Limited English proficient	1	s	s	s	2	s	s	s
Total	367	94%	68%	16%	371	95%	71%	17%
Results by Income Level								
Economically disadvantaged	53	91%	45%	6%	64	84%	45%	5%
Not disadvantaged	314	94%	72%	18%	307	97%	76%	19%
Total	367	94%	68%	16%	371	95%	71%	17%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	367	94%	68%	16%	371	95%	71%	17%
Total	367	94%	68%	16%	371	95%	71%	17%

Middle Level

Science

Student Subgroup	2003–04				2004–05			
	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	2	s	s	s	1	s	s	s
Black	20	100%	80%	20%	16	100%	81%	44%
Hispanic	5	s	s	s	16	100%	88%	38%
Asian or Pacific Islander	5	100%	100%	20%	8	s	s	s
White	329	100%	93%	36%	326	99%	93%	52%
Total	361	100%	92%	35%	367	99%	92%	50%
Small Group Totals **(s)**	7	100%	71%	29%	9	100%	78%	11%
Results by Disability Status								
General-education students	331	100%	93%	37%	332	99%	95%	55%
Students with disabilities	30	100%	80%	10%	35	94%	57%	6%
Total	361	100%	92%	35%	367	99%	92%	50%
Results by Gender								
Female	177	99%	90%	37%	172	99%	91%	48%
Male	184	100%	93%	33%	195	98%	92%	51%
Total	361	100%	92%	35%	367	99%	92%	50%
Results by English Proficiency Status								
English proficient	360	s	s	s	365	s	s	s
Limited English proficient	1	s	s	s	2	s	s	s
Total	361	100%	92%	35%	367	99%	92%	50%
Results by Income Level								
Economically disadvantaged	52	100%	75%	19%	62	98%	76%	29%
Not disadvantaged	309	100%	95%	38%	305	99%	95%	54%
Total	361	100%	92%	35%	367	99%	92%	50%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	361	100%	92%	35%	367	99%	92%	50%
Total	361	100%	92%	35%	367	99%	92%	50%

2000 and 2001 High School Cohorts

General-education students who first entered ninth grade in 2000 or 2001 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 30th 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	2000 Cohort					2001 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%	0	0	0	0	0%
Black	17	1	14	0	88%	11	0	11	0	100%
Hispanic	3	s	s	s	s	3	s	s	s	s
Asian or Pacific Islander	5	s	s	s	s	5	s	s	s	s
White	308	4	284	4	95%	334	6	314	0	96%
Total	333	5	304	4	94%	353	6	332	0	96%
Small Group Totals **(s)**	8	0	6	0	75%	8	0	7	0	88%
Results by Disability Status										
General-education students	297	2	286	1	97%	309	1	304	0	99%
Students with disabilities	36	3	18	3	67%	44	5	28	0	75%
Total	333	5	304	4	94%	353	6	332	0	96%
Results by Gender										
Female	158	4	144	0	94%	174	2	167	0	97%
Male	175	1	160	4	94%	179	4	165	0	94%
Total	333	5	304	4	94%	353	6	332	0	96%
Results by English Proficiency Status										
English proficient	333	5	304	4	94%	353	6	332	0	96%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	333	5	304	4	94%	353	6	332	0	96%
Results by Income Level										
Economically disadvantaged	0	0	0	0	0%	2	s	s	s	s
Not disadvantaged	333	5	304	4	94%	351	s	s	s	s
Total	333	5	304	4	94%	353	6	332	0	96%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	333	5	304	4	94%	353	6	332	0	96%
Total	333	5	304	4	94%	353	6	332	0	96%

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

Student Subgroup	2000 Cohort					2001 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%	0	0	0	0	0%
Black	17	1	11	2	82%	11	1	8	2	100%
Hispanic	3	s	s	s	s	3	s	s	s	s
Asian or Pacific Islander	5	s	s	s	s	5	s	s	s	s
White	308	18	268	5	94%	334	15	304	1	96%
Total	333	20	284	7	93%	353	17	319	3	96%
Small Group Totals **(s)**	8	1	5	0	75%	8	1	7	0	100%
Results by Disability Status										
General-education students	297	16	268	1	96%	309	8	297	0	99%
Students with disabilities	36	4	16	6	72%	44	9	22	3	77%
Total	333	20	284	7	93%	353	17	319	3	96%
Results by Gender										
Female	158	6	140	2	94%	174	4	163	1	97%
Male	175	14	144	5	93%	179	13	156	2	96%
Total	333	20	284	7	93%	353	17	319	3	96%
Results by English Proficiency Status										
English proficient	333	20	284	7	93%	353	17	319	3	96%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	333	20	284	7	93%	353	17	319	3	96%
Results by Income Level										
Economically disadvantaged	0	0	0	0	0%	2	s	s	s	s
Not disadvantaged	333	20	284	7	93%	351	s	s	s	s
Total	333	20	284	7	93%	353	17	319	3	96%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	333	20	284	7	93%	353	17	319	3	96%
Total	333	20	284	7	93%	353	17	319	3	96%

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st 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.

	1999 Cohort as of August 31, 2003		2000 Cohort as of August 31, 2004	
Student Subgroup	**Graduation Rate Cohort**	**Graduation Rate**	**Graduation Rate Cohort**	**Graduation Rate**
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0	0%
Black	6	50%	18	83%
Hispanic	10	90%	3	s
Asian or Pacific Islander	6	100%	5	s
White	358	91%	313	93%
Total	380	90%	339	92%
Small Group Totals **(s)**	0	0%	8	88%
Results by Disability Status				
General-education students	350	91%	300	95%
Students with disabilities	30	77%	39	69%
Total	380	90%	339	92%
Results by Gender				
Female	220	93%	160	94%
Male	160	86%	179	90%
Total	380	90%	339	92%
Results by English Proficiency Status				
English proficient	380	90%	339	92%
Limited English proficient	0	0%	0	0%
Total	380	90%	339	92%
Results by Income Level				
Economically disadvantaged	23	100%	0	0%
Not disadvantaged	357	89%	339	92%
Total	380	90%	339	92%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	380	90%	339	92%
Total	380	90%	339	92%

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 2001 accountability cohort consists of all students who first entered grade 9 in the fall of 2001 who were enrolled on October 8, 2003). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (16) 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. 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 cognitive 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.