

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**

Amsterdam City 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: Ronald E. Limoncelli		Phone: (518)843-5217
Organization 2004–05	Grade Range	Student Enrollment
	NA	3780

2003–04 District-wide Total Expenditure per Pupil	\$10,923
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
926	97%

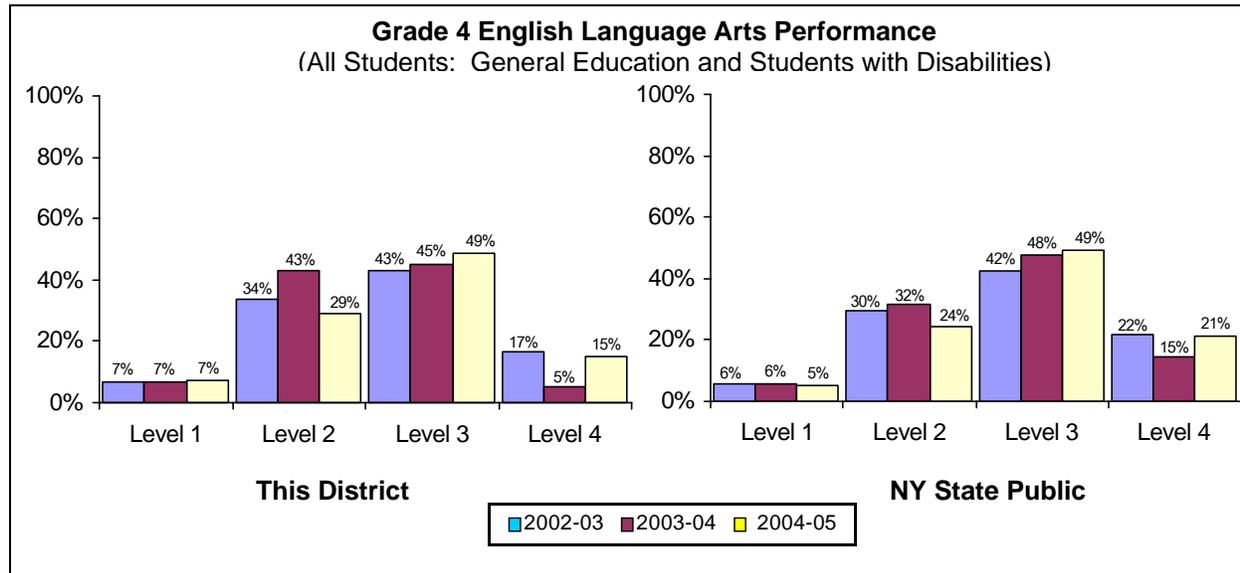
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
306	1%

*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	18	89	114	44	265	655
Feb 2004	18	116	121	14	269	645
Feb 2005	19	78	131	40	268	656

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 .

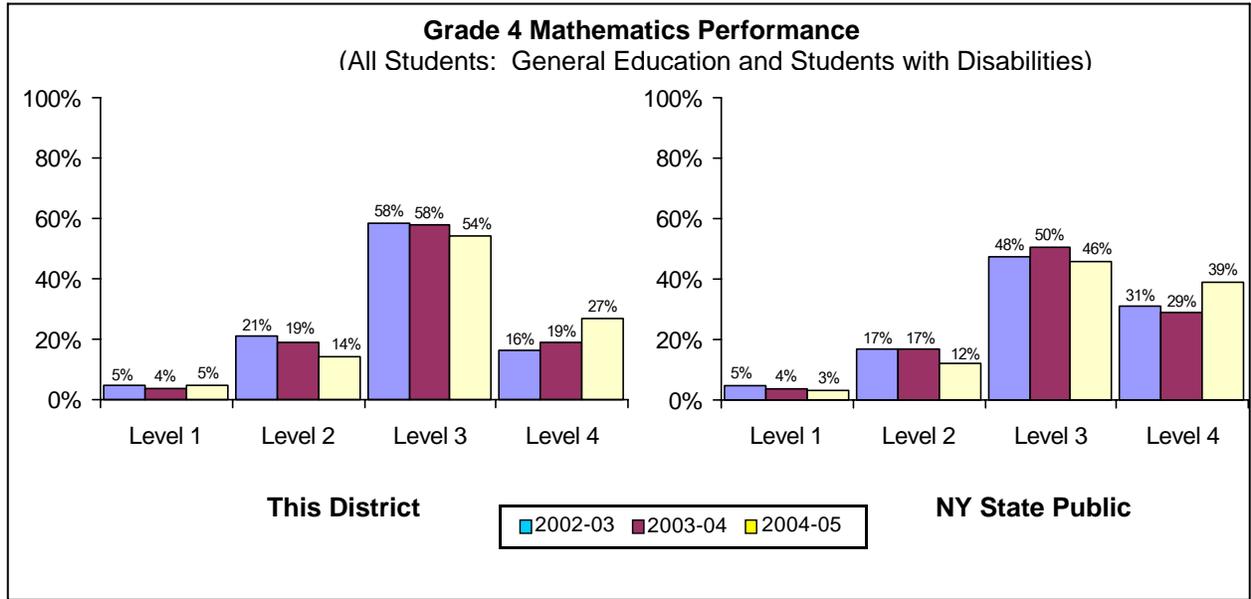
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	8	2	2	12

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.

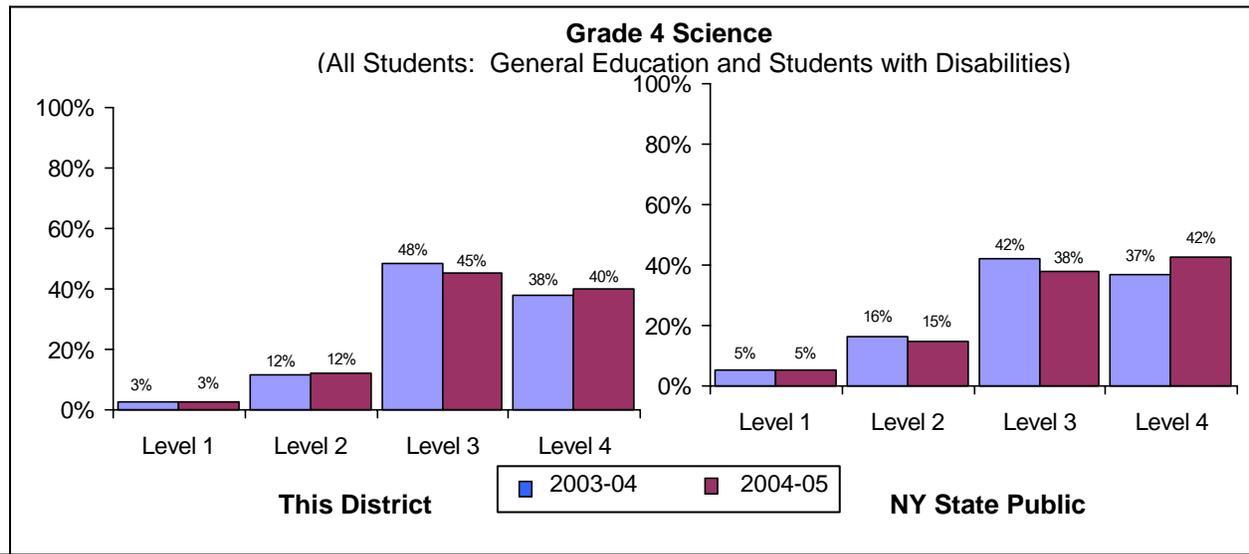
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	13	60	167	46	286	652
May 2004	10	53	161	53	277	655
May 2005	13	40	150	75	278	660

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	7	32	133	104	276	78
May 2005	8	34	126	111	279	78

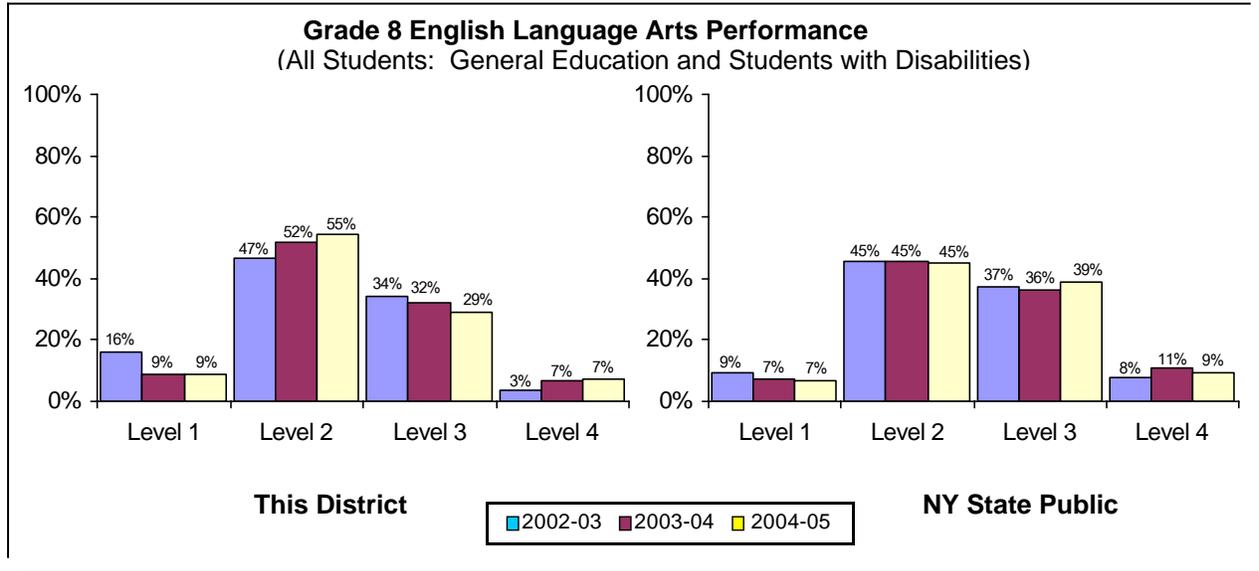
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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



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	46	135	99	10	290	688
January 2004	27	156	97	21	301	691
January 2005	23	142	76	19	260	692

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 .

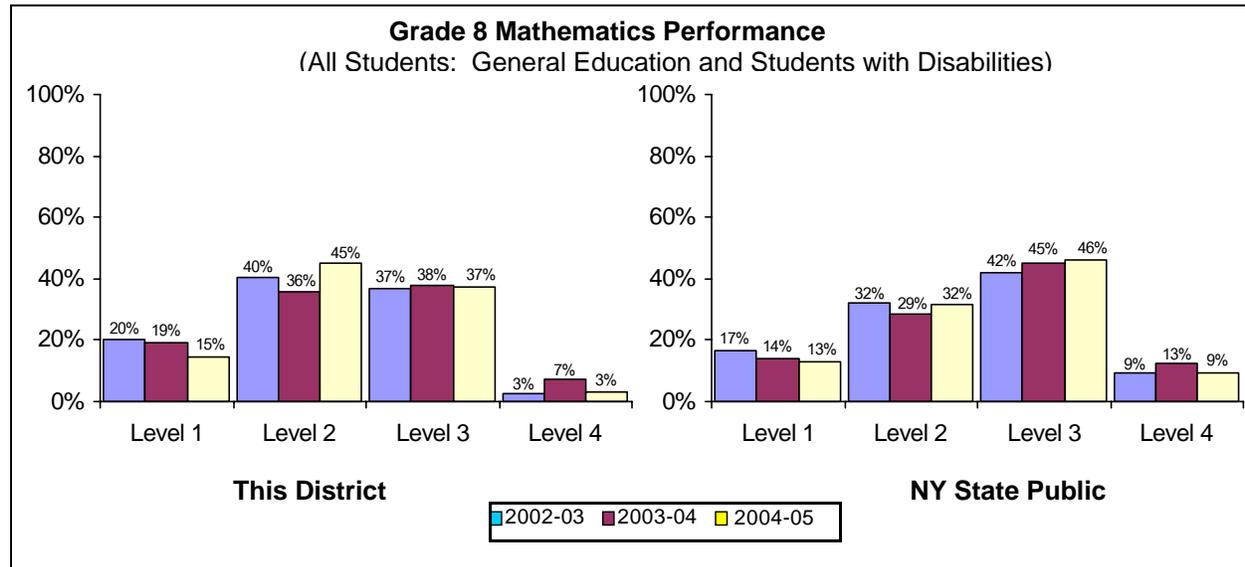
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	3	3	5	11

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	0	0	0

Middle Level Mathematics



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

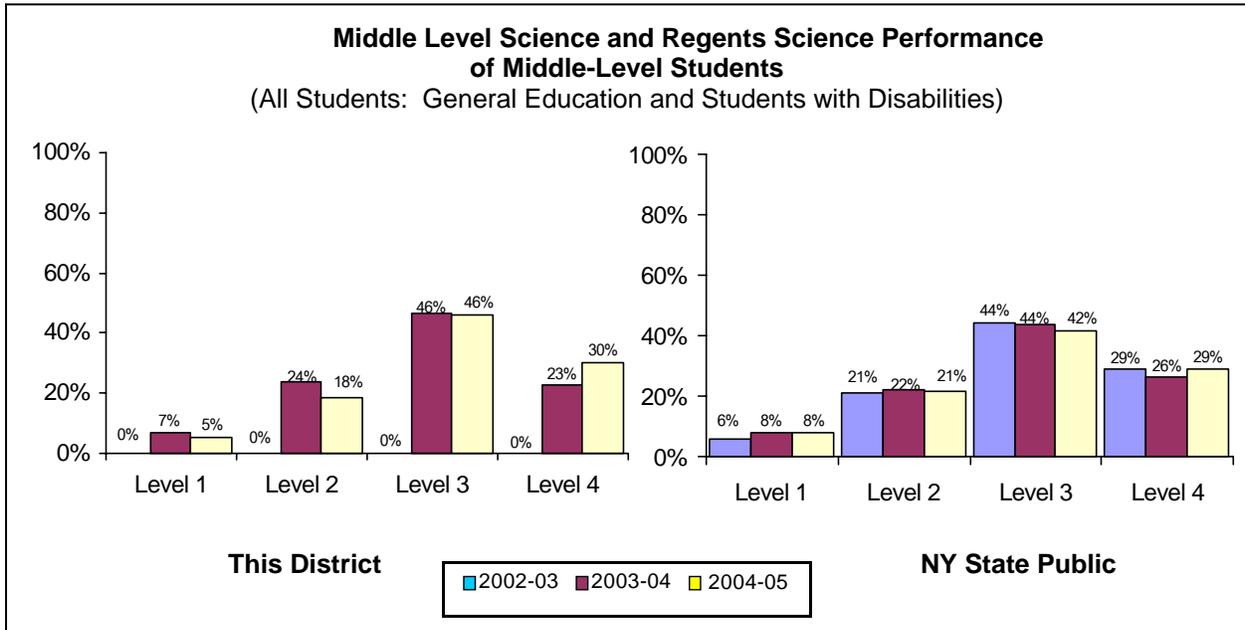
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	60	120	110	8	298	702
May 2004	61	114	120	23	318	704
May 2005	39	120	99	8	266	707

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	0	0	0	0

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/	Middle-Level Science	0	0	0	0	0	0
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	22	73	143	70	308	71
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	13	46	116	76	251	74
June 2005	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 <u>or</u> 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 <u>or</u> 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 <u>or</u> score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

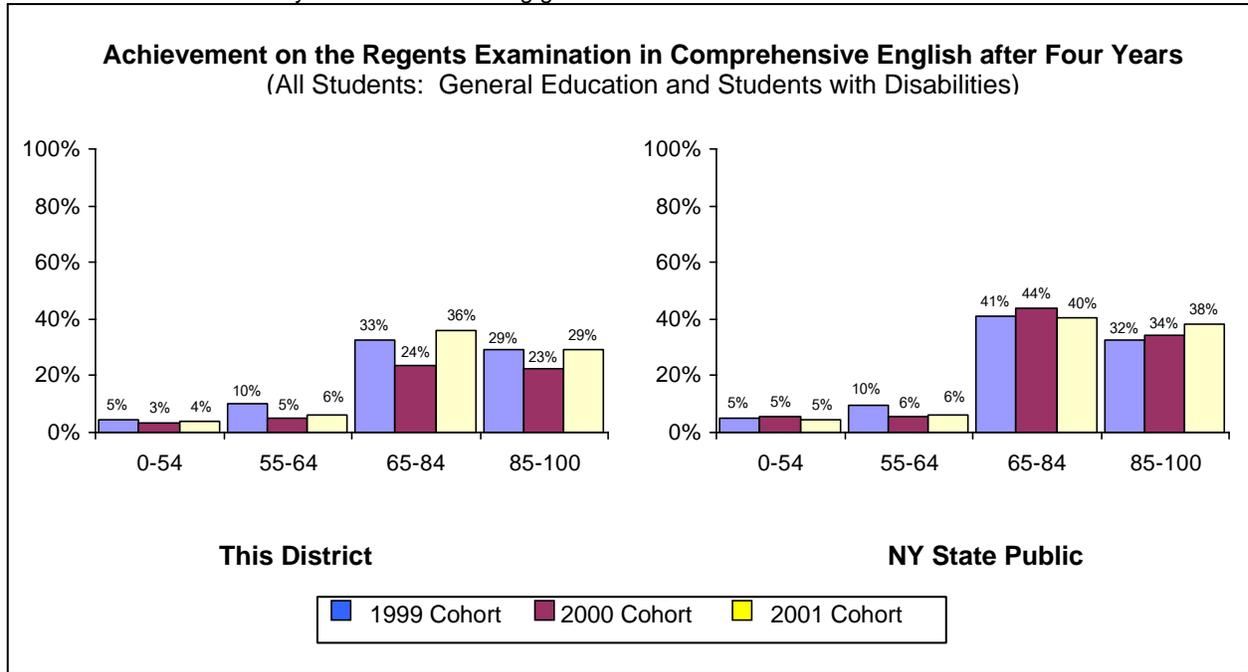
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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
2004–05	0	0	0	0	0

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.



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	263	12	27	86	77	0
2000 Cohort	322	10	16	76	73	0
2001 Cohort	268	11	16	97	78	0

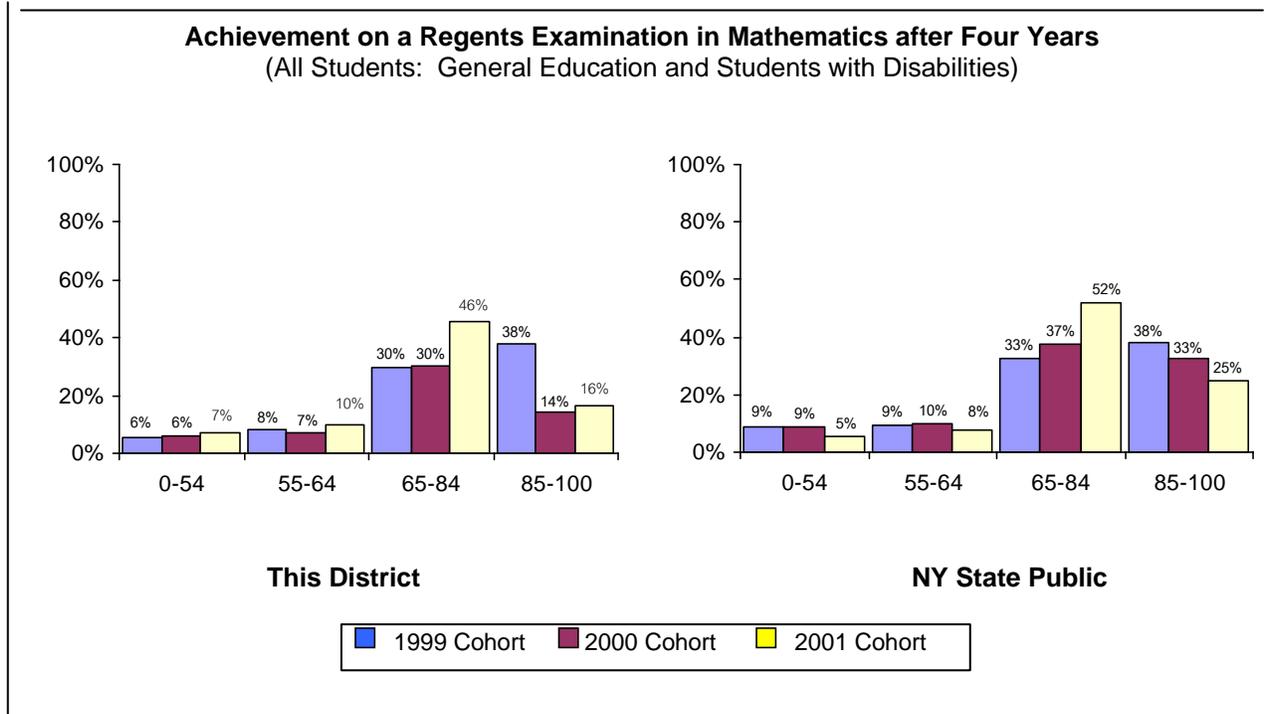
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	4	3
2000 Cohort	3	5
2001 Cohort	5	8

*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	263	15	21	78	100	0
2000 Cohort	322	20	23	98	46	0
2001 Cohort	268	19	27	122	44	0

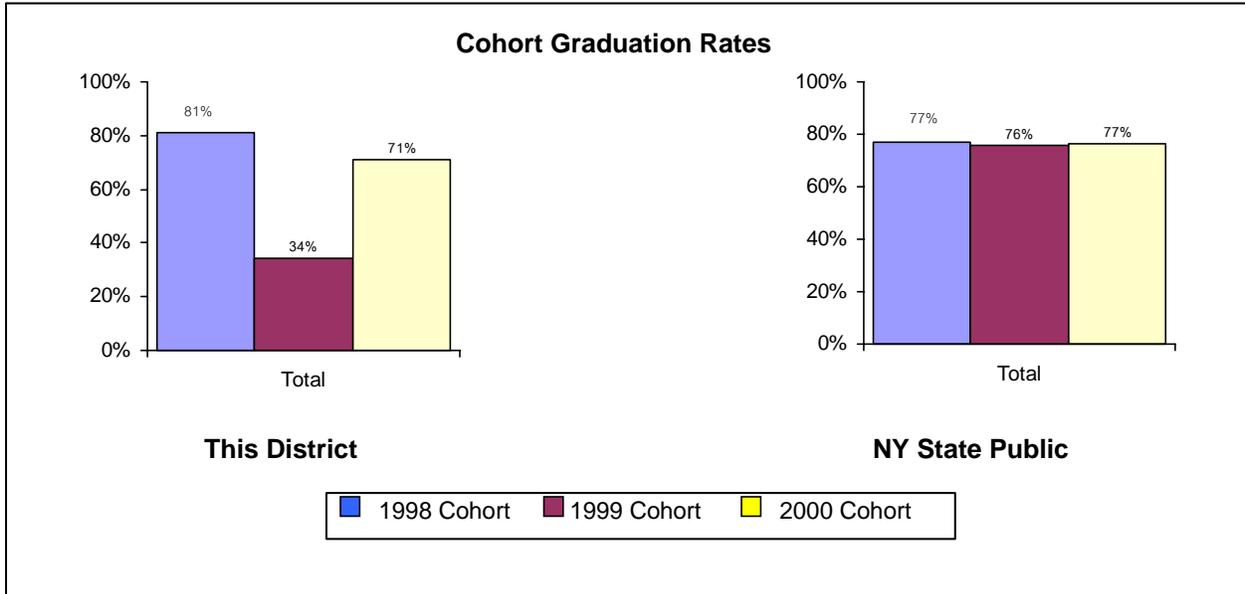
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	8	0
2000 Cohort	15	5
2001 Cohort	17	4

*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.



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

Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	249	0	249	202
1999 Cohort	570	14	584	201
2000 Cohort	301	12	313	222

*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%	2	s	s	s
Black	12	100%	25%	0%	10	s	s	s
Hispanic	66	91%	33%	2%	67	94%	48%	4%
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	191	94%	58%	7%	188	92%	69%	19%
Total	269	93%	50%	5%	268	93%	64%	15%
Small Group Totals (s)	0	0%	0%	0%	13	100%	77%	15%
Results by Disability Status								
General-education students	224	99%	58%	6%	221	98%	75%	18%
Students with disabilities	45	67%	11%	0%	47	68%	13%	0%
Total	269	93%	50%	5%	268	93%	64%	15%
Results by Gender								
Female	143	95%	56%	4%	129	93%	67%	19%
Male	126	91%	44%	6%	139	93%	60%	12%
Total	269	93%	50%	5%	268	93%	64%	15%
Results by English Proficiency Status								
English proficient	263	94%	51%	5%	262	93%	65%	15%
Limited English proficient	6	67%	33%	0%	6	83%	0%	0%
Total	269	93%	50%	5%	268	93%	64%	15%
Results by Income Level								
Economically disadvantaged	133	89%	33%	1%	115	92%	52%	6%
Not disadvantaged	136	97%	67%	10%	153	93%	73%	22%
Total	269	93%	50%	5%	268	93%	64%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	269	93%	50%	5%	268	93%	64%	15%
Total	269	93%	50%	5%	268	93%	64%	15%

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%	2	s	s	s
Black	13	100%	62%	0%	10	s	s	s
Hispanic	71	97%	66%	8%	81	91%	69%	16%
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	193	96%	82%	24%	184	97%	85%	33%
Total	277	96%	77%	19%	278	95%	81%	27%
Small Group Totals (s)	0	0%	0%	0%	13	100%	92%	15%
Results by Disability Status								
General-education students	229	99%	83%	23%	227	99%	88%	31%
Students with disabilities	48	83%	50%	2%	51	78%	49%	10%
Total	277	96%	77%	19%	278	95%	81%	27%
Results by Gender								
Female	144	96%	75%	21%	130	96%	80%	25%
Male	133	97%	80%	17%	148	95%	82%	29%
Total	277	96%	77%	19%	278	95%	81%	27%
Results by English Proficiency Status								
English proficient	264	97%	79%	20%	258	97%	84%	28%
Limited English proficient	13	85%	38%	0%	20	70%	45%	10%
Total	277	96%	77%	19%	278	95%	81%	27%
Results by Income Level								
Economically disadvantaged	140	94%	64%	9%	125	94%	73%	19%
Not disadvantaged	137	99%	91%	29%	153	97%	88%	33%
Total	277	96%	77%	19%	278	95%	81%	27%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	277	96%	77%	19%	278	95%	81%	27%
Total	277	96%	77%	19%	278	95%	81%	27%

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%	2	s	s	s
Black	13	100%	85%	15%	10	s	s	s
Hispanic	71	93%	75%	24%	80	93%	73%	13%
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	192	99%	90%	44%	186	99%	90%	51%
Total	276	97%	86%	38%	279	97%	85%	40%
Small Group Totals (s)	0	0%	0%	0%	13	100%	92%	54%
Results by Disability Status								
General-education students	229	98%	89%	42%	228	98%	89%	46%
Students with disabilities	47	96%	70%	15%	51	92%	67%	14%
Total	276	97%	86%	38%	279	97%	85%	40%
Results by Gender								
Female	143	97%	83%	38%	132	97%	80%	35%
Male	133	98%	89%	38%	147	97%	89%	44%
Total	276	97%	86%	38%	279	97%	85%	40%
Results by English Proficiency Status								
English proficient	262	99%	89%	40%	259	99%	88%	42%
Limited English proficient	14	71%	29%	0%	20	75%	40%	5%
Total	276	97%	86%	38%	279	97%	85%	40%
Results by Income Level								
Economically disadvantaged	140	96%	78%	26%	125	95%	75%	23%
Not disadvantaged	136	99%	94%	50%	154	99%	93%	53%
Total	276	97%	86%	38%	279	97%	85%	40%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	276	97%	86%	38%	279	97%	85%	40%
Total	276	97%	86%	38%	279	97%	85%	40%

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	0	0%	0%	0%
Black	8	s	s	s	2	s	s	s
Hispanic	83	80%	17%	1%	70	s	s	s
Asian or Pacific Islander	2	s	s	s	0	0%	0%	0%
White	206	96%	48%	10%	188	95%	47%	10%
Total	301	91%	39%	7%	260	91%	37%	7%
Small Group Totals (s)	12	92%	42%	0%	72	82%	10%	0%
Results by Disability Status								
General-education students	248	99%	47%	8%	213	98%	44%	9%
Students with disabilities	53	55%	4%	0%	47	62%	4%	0%
Total	301	91%	39%	7%	260	91%	37%	7%
Results by Gender								
Female	150	94%	41%	13%	105	94%	40%	10%
Male	151	88%	37%	1%	155	89%	34%	6%
Total	301	91%	39%	7%	260	91%	37%	7%
Results by English Proficiency Status								
English proficient	295	92%	40%	7%	258	s	s	s
Limited English proficient	6	33%	17%	0%	2	s	s	s
Total	301	91%	39%	7%	260	91%	37%	7%
Results by Income Level								
Economically disadvantaged	114	84%	24%	1%	105	86%	14%	0%
Not disadvantaged	187	95%	49%	11%	155	95%	52%	12%
Total	301	91%	39%	7%	260	91%	37%	7%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	301	91%	39%	7%	260	91%	37%	7%
Total	301	91%	39%	7%	260	91%	37%	7%

**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	8	63%	13%	0%	2	s	s	s
Hispanic	94	65%	20%	2%	72	s	s	s
Asian or Pacific Islander	3	s	s	s	0	0%	0%	0%
White	211	89%	58%	10%	191	89%	47%	4%
Total	318	81%	45%	7%	266	85%	40%	3%
Small Group Totals (s)	5	80%	20%	0%	75	76%	23%	0%
Results by Disability Status								
General-education students	264	89%	52%	9%	223	94%	46%	4%
Students with disabilities	54	43%	9%	0%	43	42%	9%	0%
Total	318	81%	45%	7%	266	85%	40%	3%
Results by Gender								
Female	152	86%	47%	8%	109	83%	42%	4%
Male	166	77%	43%	7%	157	87%	39%	3%
Total	318	81%	45%	7%	266	85%	40%	3%
Results by English Proficiency Status								
English proficient	300	84%	47%	8%	255	87%	42%	3%
Limited English proficient	18	22%	6%	0%	11	45%	0%	0%
Total	318	81%	45%	7%	266	85%	40%	3%
Results by Income Level								
Economically disadvantaged	120	69%	23%	3%	104	78%	25%	0%
Not disadvantaged	198	88%	58%	10%	162	90%	50%	5%
Total	318	81%	45%	7%	266	85%	40%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	318	81%	45%	7%	266	85%	40%	3%
Total	318	81%	45%	7%	266	85%	40%	3%

**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	8	100%	75%	0%	2	s	s	s
Hispanic	91	79%	37%	8%	69	s	s	s
Asian or Pacific Islander	3	s	s	s	0	0%	0%	0%
White	204	99%	83%	31%	179	97%	83%	40%
Total	308	93%	69%	23%	251	95%	76%	30%
Small Group Totals (s)	5	100%	60%	0%	72	89%	60%	6%
Results by Disability Status								
General-education students	256	95%	77%	27%	210	98%	82%	35%
Students with disabilities	52	81%	31%	2%	41	80%	46%	5%
Total	308	93%	69%	23%	251	95%	76%	30%
Results by Gender								
Female	149	95%	73%	18%	104	93%	71%	26%
Male	159	91%	65%	27%	147	96%	80%	33%
Total	308	93%	69%	23%	251	95%	76%	30%
Results by English Proficiency Status								
English proficient	291	96%	73%	24%	243	96%	79%	31%
Limited English proficient	17	47%	6%	6%	8	63%	13%	0%
Total	308	93%	69%	23%	251	95%	76%	30%
Results by Income Level								
Economically disadvantaged	120	85%	50%	8%	101	91%	60%	11%
Not disadvantaged	188	98%	81%	32%	150	97%	87%	43%
Total	308	93%	69%	23%	251	95%	76%	30%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	308	93%	69%	23%	251	95%	76%	30%
Total	308	93%	69%	23%	251	95%	76%	30%

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.