

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**

Syracuse City School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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Albany, NY 12234
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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: Daniel G. Lowengard		Phone: (315)435-4161
Organization 2004–05	Grade Range	Student Enrollment
	NA	20918

2003–04 District-wide Total Expenditure per Pupil	\$13,033
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
3,988	91%

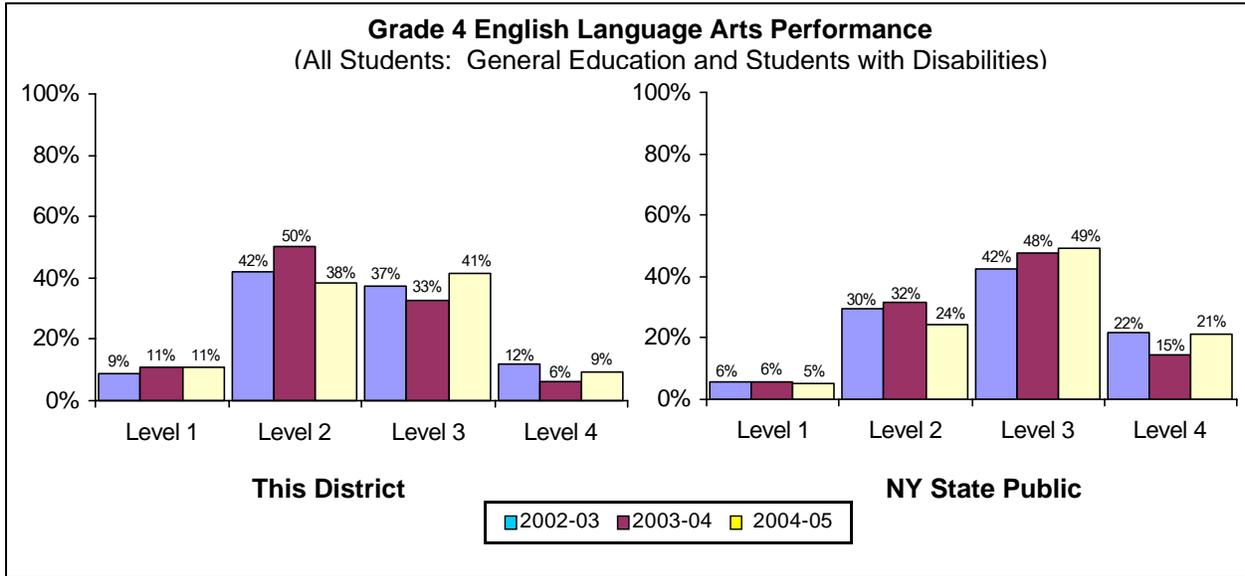
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,813	4%

*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	
Feb 2003	145	676	594	188	1603	647
Feb 2004	171	781	507	101	1560	638
Feb 2005	155	539	583	134	1411	644

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 .

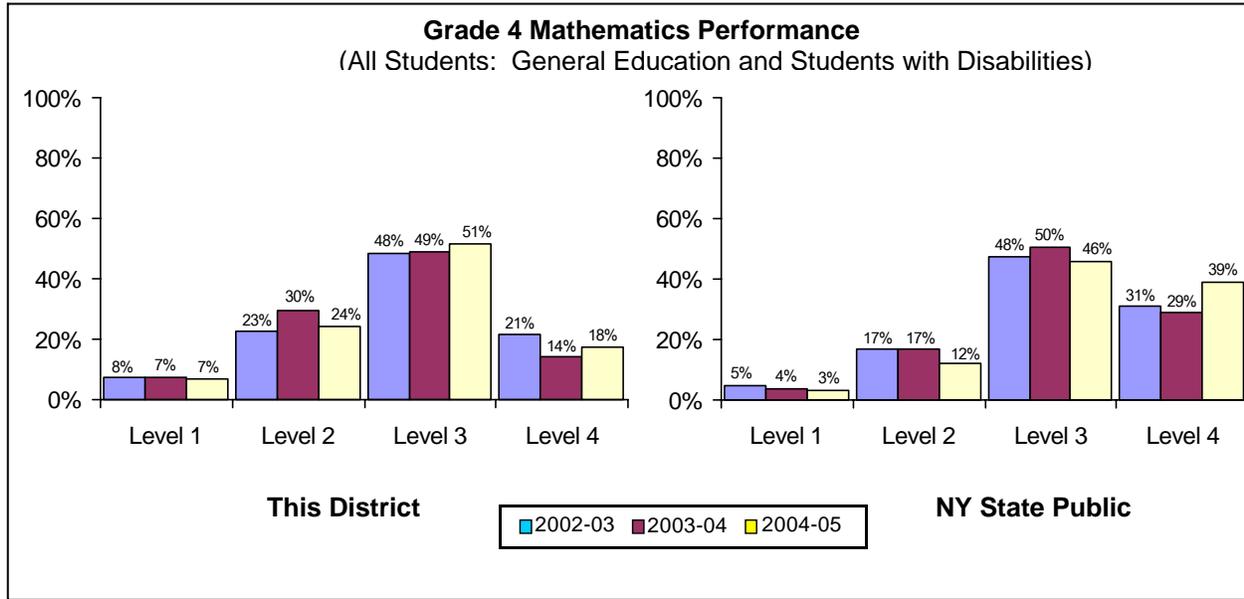
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	55	17	43	115

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	2	11	20	33

Elementary Level Mathematics



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

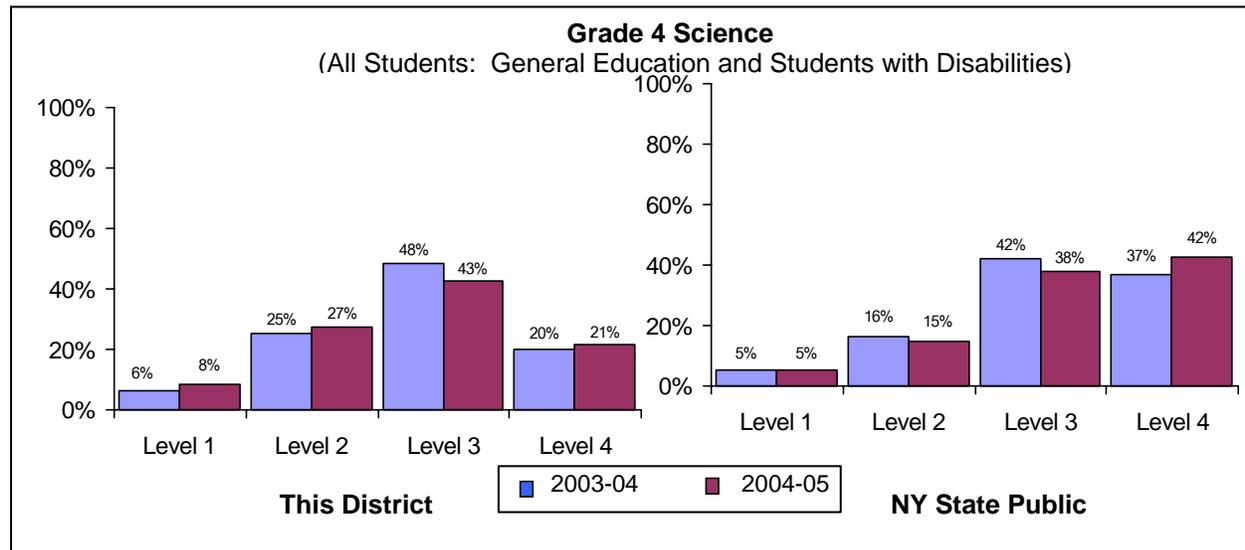
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	127	377	805	357	1666	650
May 2004	122	499	820	241	1682	646
May 2005	103	369	781	267	1520	651

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	2	6	24	32

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	101	417	797	331	1646	71
May 2005	125	410	639	320	1494	70

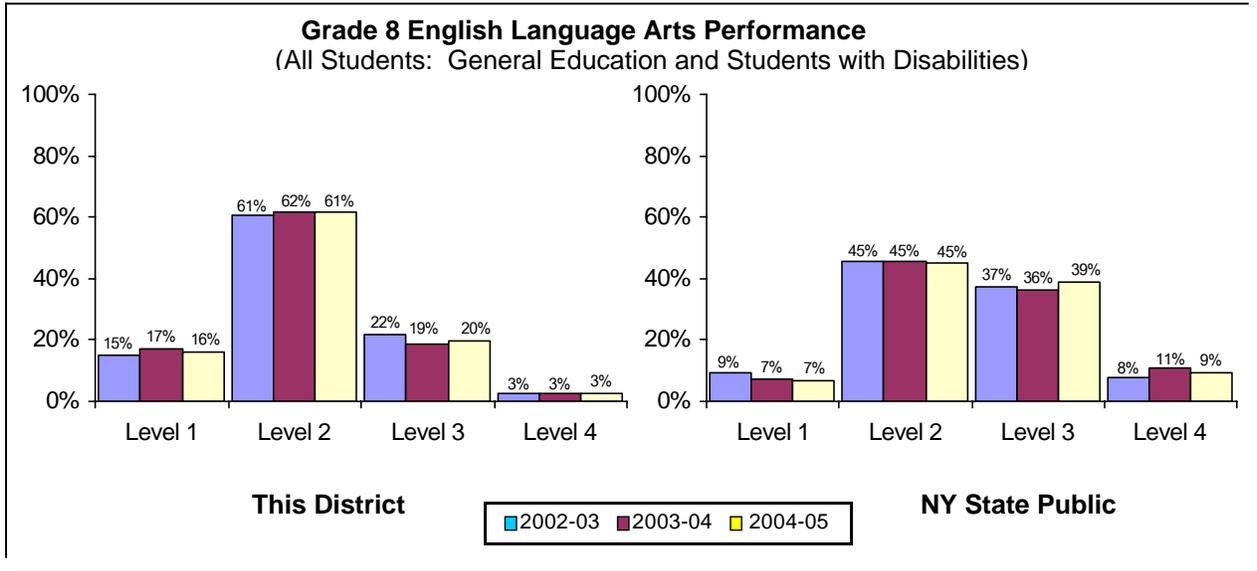
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	4	7	20	31

*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	219	870	309	38	1436	682
January 2004	257	936	285	40	1518	680
January 2005	251	956	310	39	1556	680

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 .

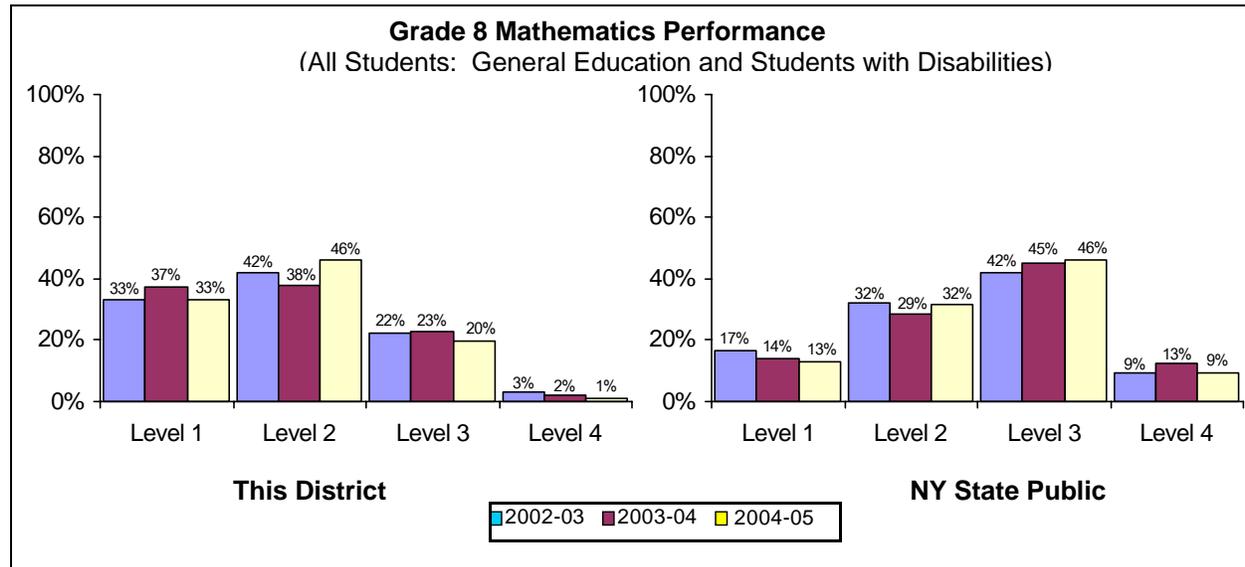
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	18	7	35	60

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	2	1	5	9	17

Middle Level Mathematics



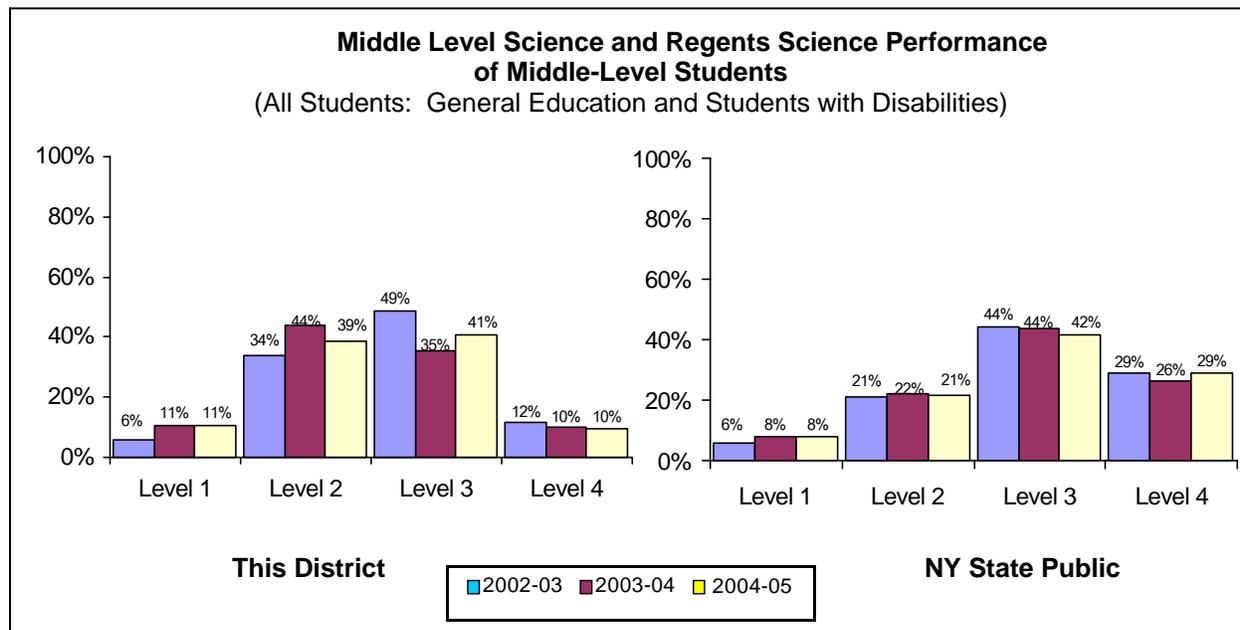
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	473	601	316	42	1432	692
May 2004	585	598	360	36	1579	685
May 2005	515	713	306	15	1549	692

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	2	2	12	16

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	75	431	616	148	1270	68
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	146	597	481	136	1360	63
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	147	529	557	131	1364	64
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.

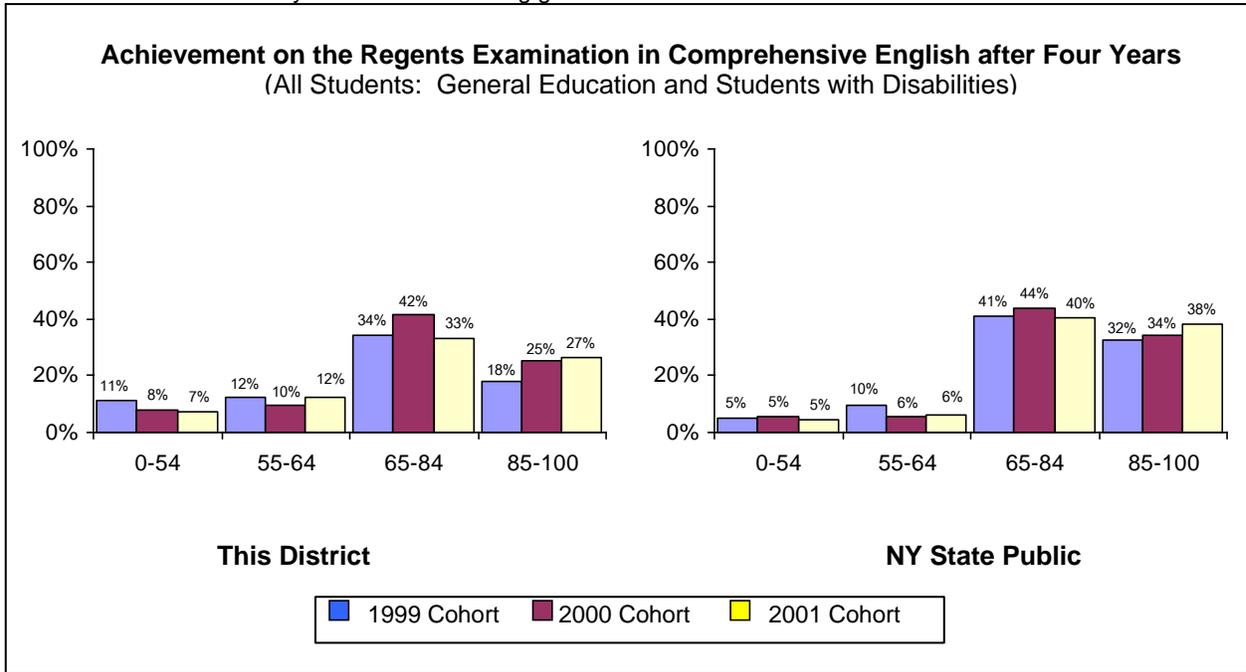
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	1	2	5	7	15

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.



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

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	1082	122	134	369	194	0
2000 Cohort	1074	86	103	449	270	0
2001 Cohort	1104	80	137	365	293	0

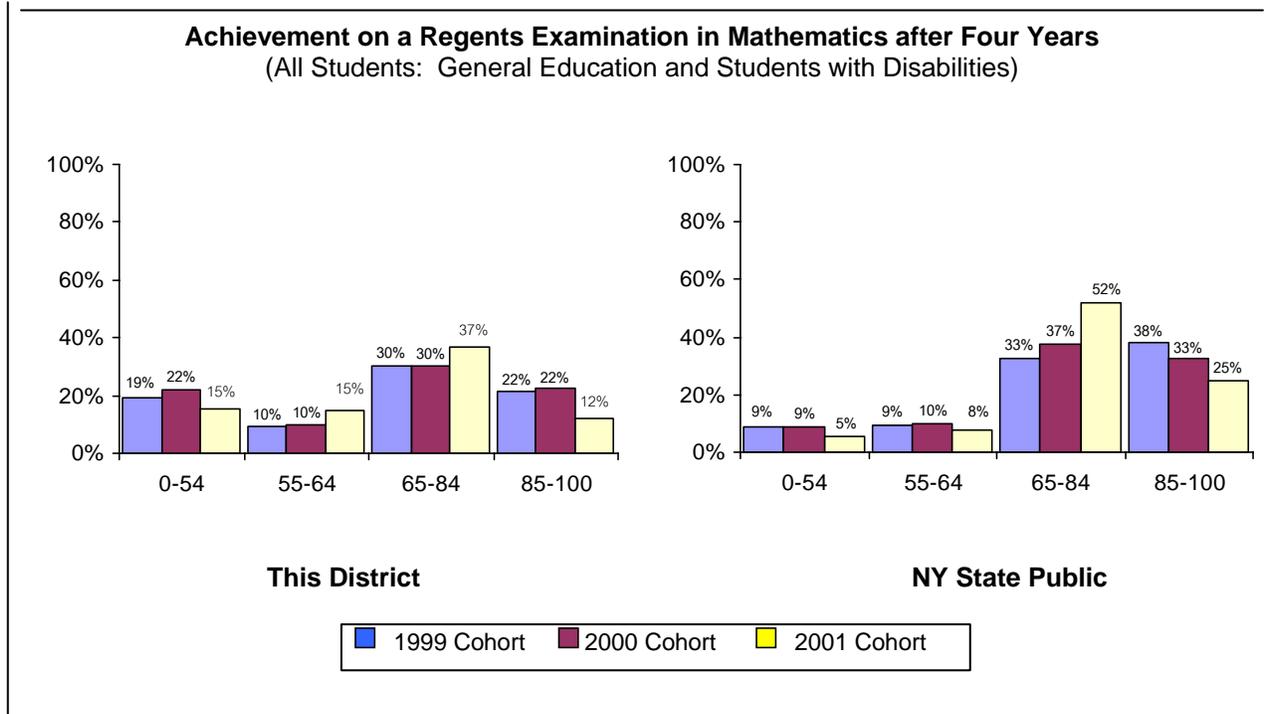
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	27	26
2000 Cohort	12	25
2001 Cohort	20	32

*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	1082	210	104	327	234	0
2000 Cohort	1074	236	107	325	239	0
2001 Cohort	1104	167	164	407	133	0

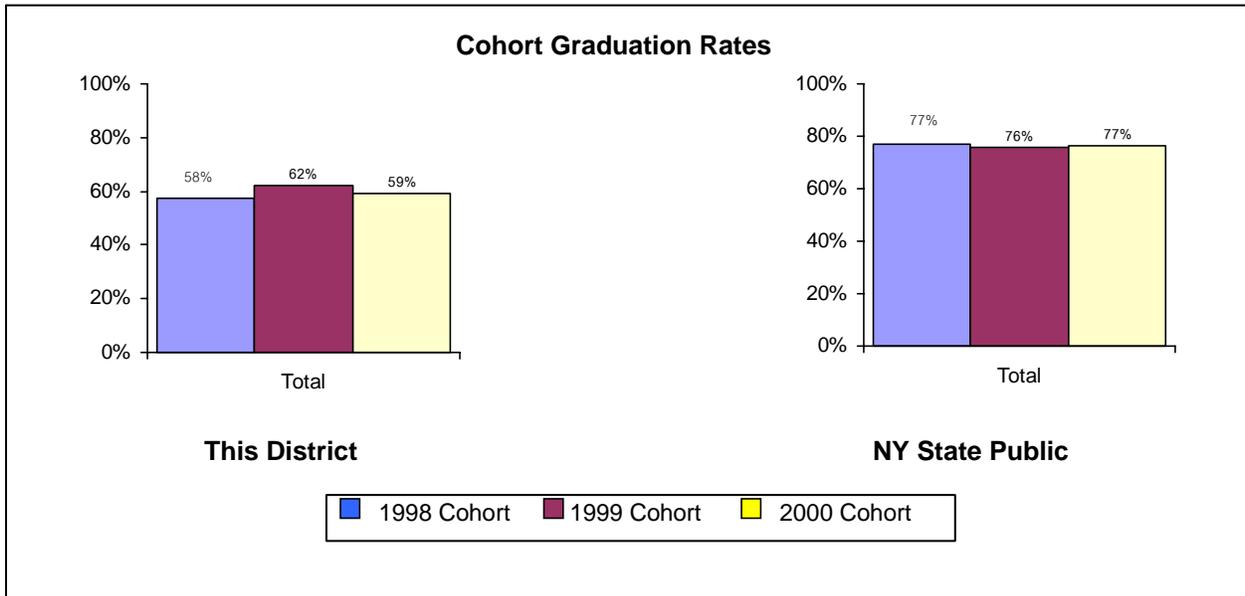
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	45	28
2000 Cohort	46	20
2001 Cohort	74	9

*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	893	124	1017	585
1999 Cohort	1037	100	1137	706
2000 Cohort	1169	123	1292	768

*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	22	95%	36%	14%	24	83%	54%	4%
Black	834	88%	31%	2%	784	88%	44%	6%
Hispanic	103	86%	38%	3%	80	90%	50%	8%
Asian or Pacific Islander	33	94%	79%	27%	31	100%	87%	16%
White	568	91%	49%	12%	492	91%	59%	15%
Total	1560	89%	39%	6%	1411	89%	51%	9%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1134	94%	48%	9%	1099	96%	59%	12%
Students with disabilities	426	75%	16%	1%	312	64%	21%	1%
Total	1560	89%	39%	6%	1411	89%	51%	9%
Results by Gender								
Female	777	91%	44%	9%	720	92%	56%	12%
Male	783	87%	34%	4%	691	86%	46%	7%
Total	1560	89%	39%	6%	1411	89%	51%	9%
Results by English Proficiency Status								
English proficient	1541	89%	39%	6%	1397	89%	50%	9%
Limited English proficient	19	95%	68%	11%	14	100%	93%	14%
Total	1560	89%	39%	6%	1411	89%	51%	9%
Results by Income Level								
Economically disadvantaged	1516	89%	38%	6%	1067	89%	47%	7%
Not disadvantaged	44	89%	61%	7%	344	90%	64%	18%
Total	1560	89%	39%	6%	1411	89%	51%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1560	89%	39%	6%	1411	89%	51%	9%
Total	1560	89%	39%	6%	1411	89%	51%	9%

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	23	96%	83%	17%	23	91%	83%	35%
Black	853	92%	57%	9%	785	92%	63%	11%
Hispanic	178	85%	45%	7%	153	89%	64%	11%
Asian or Pacific Islander	49	96%	80%	24%	44	98%	84%	43%
White	579	96%	75%	24%	515	96%	78%	26%
Total	1682	93%	63%	14%	1520	93%	69%	18%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1226	96%	69%	18%	1193	96%	75%	21%
Students with disabilities	456	83%	47%	4%	327	82%	47%	6%
Total	1682	93%	63%	14%	1520	93%	69%	18%
Results by Gender								
Female	825	94%	64%	15%	760	95%	70%	18%
Male	857	91%	62%	14%	760	92%	68%	18%
Total	1682	93%	63%	14%	1520	93%	69%	18%
Results by English Proficiency Status								
English proficient	1542	94%	65%	15%	1394	93%	70%	18%
Limited English proficient	140	83%	44%	9%	126	91%	58%	12%
Total	1682	93%	63%	14%	1520	93%	69%	18%
Results by Income Level								
Economically disadvantaged	1633	93%	63%	14%	1137	93%	66%	15%
Not disadvantaged	49	94%	71%	18%	383	95%	78%	26%
Total	1682	93%	63%	14%	1520	93%	69%	18%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1682	93%	63%	14%	1520	93%	69%	18%
Total	1682	93%	63%	14%	1520	93%	69%	18%

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	23	100%	91%	30%	23	100%	70%	26%
Black	837	94%	65%	16%	768	90%	59%	16%
Hispanic	172	87%	53%	9%	148	91%	52%	11%
Asian or Pacific Islander	46	96%	67%	33%	43	98%	74%	42%
White	568	95%	78%	28%	512	94%	74%	31%
Total	1646	94%	69%	20%	1494	92%	64%	21%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1209	95%	75%	23%	1183	93%	67%	24%
Students with disabilities	437	89%	51%	12%	311	86%	53%	11%
Total	1646	94%	69%	20%	1494	92%	64%	21%
Results by Gender								
Female	817	94%	68%	18%	753	92%	64%	22%
Male	829	94%	69%	22%	741	91%	65%	21%
Total	1646	94%	69%	20%	1494	92%	64%	21%
Results by English Proficiency Status								
English proficient	1515	95%	71%	21%	1370	92%	66%	23%
Limited English proficient	131	85%	43%	7%	124	87%	43%	3%
Total	1646	94%	69%	20%	1494	92%	64%	21%
Results by Income Level								
Economically disadvantaged	1592	94%	68%	20%	1119	91%	61%	18%
Not disadvantaged	48	96%	83%	29%	375	94%	73%	31%
Total	1646	94%	69%	20%	1494	92%	64%	21%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1646	94%	69%	20%	1494	92%	64%	21%
Total	1646	94%	69%	20%	1494	92%	64%	21%

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	19	89%	26%	0%	15	87%	33%	0%
Black	793	79%	11%	1%	852	83%	15%	0%
Hispanic	109	80%	17%	1%	125	72%	15%	0%
Asian or Pacific Islander	19	95%	37%	11%	27	93%	41%	7%
White	578	88%	35%	5%	537	87%	34%	6%
Total	1518	83%	21%	3%	1556	84%	22%	3%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1186	90%	26%	3%	1228	90%	27%	3%
Students with disabilities	332	57%	4%	0%	328	61%	5%	0%
Total	1518	83%	21%	3%	1556	84%	22%	3%
Results by Gender								
Female	767	88%	26%	4%	774	87%	25%	3%
Male	751	78%	16%	2%	782	80%	20%	2%
Total	1518	83%	21%	3%	1556	84%	22%	3%
Results by English Proficiency Status								
English proficient	1515	s	s	s	1554	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	1518	83%	21%	3%	1556	84%	22%	3%
Results by Income Level								
Economically disadvantaged	997	81%	13%	1%	1125	82%	16%	1%
Not disadvantaged	521	88%	37%	5%	431	89%	38%	7%
Total	1518	83%	21%	3%	1556	84%	22%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1518	83%	21%	3%	1556	84%	22%	3%
Total	1518	83%	21%	3%	1556	84%	22%	3%

**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	17	76%	18%	0%	15	60%	13%	0%
Black	777	52%	14%	1%	824	61%	12%	0%
Hispanic	145	50%	14%	1%	135	56%	12%	1%
Asian or Pacific Islander	28	86%	54%	7%	34	85%	50%	9%
White	612	78%	41%	5%	541	77%	35%	1%
Total	1579	63%	25%	2%	1549	67%	21%	1%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1250	69%	29%	3%	1235	72%	24%	1%
Students with disabilities	329	40%	9%	0%	314	47%	8%	1%
Total	1579	63%	25%	2%	1549	67%	21%	1%
Results by Gender								
Female	791	63%	25%	3%	771	68%	19%	1%
Male	788	63%	26%	2%	778	65%	22%	1%
Total	1579	63%	25%	2%	1549	67%	21%	1%
Results by English Proficiency Status								
English proficient	1501	64%	26%	2%	1489	67%	21%	1%
Limited English proficient	78	47%	17%	0%	60	48%	13%	0%
Total	1579	63%	25%	2%	1549	67%	21%	1%
Results by Income Level								
Economically disadvantaged	1066	56%	17%	1%	1106	63%	14%	0%
Not disadvantaged	513	77%	42%	5%	443	76%	36%	3%
Total	1579	63%	25%	2%	1549	67%	21%	1%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1579	63%	25%	2%	1549	67%	21%	1%
Total	1579	63%	25%	2%	1549	67%	21%	1%

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	14	100%	57%	7%	12	100%	50%	0%
Black	671	86%	33%	4%	720	85%	42%	4%
Hispanic	109	83%	38%	4%	118	84%	31%	3%
Asian or Pacific Islander	23	91%	43%	9%	30	97%	63%	17%
White	543	95%	62%	19%	484	95%	67%	19%
Total	1360	89%	45%	10%	1364	89%	50%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1085	91%	51%	12%	1100	92%	56%	11%
Students with disabilities	275	81%	24%	2%	264	80%	29%	3%
Total	1360	89%	45%	10%	1364	89%	50%	10%
Results by Gender								
Female	690	90%	44%	9%	697	90%	49%	8%
Male	670	89%	47%	11%	667	89%	52%	12%
Total	1360	89%	45%	10%	1364	89%	50%	10%
Results by English Proficiency Status								
English proficient	1304	90%	46%	10%	1313	90%	52%	10%
Limited English proficient	56	70%	21%	4%	51	57%	20%	0%
Total	1360	89%	45%	10%	1364	89%	50%	10%
Results by Income Level								
Economically disadvantaged	907	87%	36%	4%	974	88%	44%	5%
Not disadvantaged	453	93%	64%	23%	390	93%	67%	21%
Total	1360	89%	45%	10%	1364	89%	50%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1360	89%	45%	10%	1364	89%	50%	10%
Total	1360	89%	45%	10%	1364	89%	50%	10%

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		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	7	1	4	0	71%	15	2	10	0	80%
Black	484	69	274	8	73%	537	88	281	14	71%
Hispanic	57	7	27	2	63%	66	10	27	0	56%
Asian or Pacific Islander	28	4	17	0	75%	35	2	25	0	77%
White	498	22	397	2	85%	451	35	315	6	79%
Total	1074	103	719	12	78%	1104	137	658	20	74%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	880	83	662	0	85%	881	96	596	0	79%
Students with disabilities	194	20	57	12	46%	223	41	62	20	55%
Total	1074	103	719	12	78%	1104	137	658	20	74%
Results by Gender										
Female	555	49	402	2	82%	588	67	378	9	77%
Male	519	54	317	10	73%	516	70	280	11	70%
Total	1074	103	719	12	78%	1104	137	658	20	74%
Results by English Proficiency Status										
English proficient	1029	93	707	12	79%	1053	126	639	20	75%
Limited English proficient	45	10	12	0	49%	51	11	19	0	59%
Total	1074	103	719	12	78%	1104	137	658	20	74%
Results by Income Level										
Economically disadvantaged	176	22	73	1	55%	548	89	295	13	72%
Not disadvantaged	898	81	646	11	82%	556	48	363	7	75%
Total	1074	103	719	12	78%	1104	137	658	20	74%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1074	103	719	12	78%	1104	137	658	20	74%
Total	1074	103	719	12	78%	1104	137	658	20	74%

**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		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	7	1	4	0	71%	15	2	10	1	87%
Black	484	63	189	27	58%	537	115	208	37	67%
Hispanic	57	4	29	4	65%	66	4	19	6	44%
Asian or Pacific Islander	28	2	18	0	71%	35	1	28	1	86%
White	498	37	324	15	76%	451	42	275	29	77%
Total	1074	107	564	46	67%	1104	164	540	74	70%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	880	97	525	0	71%	881	141	495	0	72%
Students with disabilities	194	10	39	46	49%	223	23	45	74	64%
Total	1074	107	564	46	67%	1104	164	540	74	70%
Results by Gender										
Female	555	62	302	21	69%	588	89	306	28	72%
Male	519	45	262	25	64%	516	75	234	46	69%
Total	1074	107	564	46	67%	1104	164	540	74	70%
Results by English Proficiency Status										
English proficient	1029	103	540	45	67%	1053	158	515	73	71%
Limited English proficient	45	4	24	1	64%	51	6	25	1	63%
Total	1074	107	564	46	67%	1104	164	540	74	70%
Results by Income Level										
Economically disadvantaged	176	14	52	5	40%	548	94	233	45	68%
Not disadvantaged	898	93	512	41	72%	556	70	307	29	73%
Total	1074	107	564	46	67%	1104	164	540	74	70%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1074	107	564	46	67%	1104	164	540	74	70%
Total	1074	107	564	46	67%	1104	164	540	74	70%

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.

Student Subgroup	1999 Cohort as of August 31, 2003		2000 Cohort as of August 31, 2004	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	6	50%	9	44%
Black	477	53%	580	54%
Hispanic	36	17%	74	49%
Asian or Pacific Islander	78	81%	42	52%
White	540	71%	587	67%
Total	1137	62%	1292	59%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	931	67%	1067	64%
Students with disabilities	206	38%	225	37%
Total	1137	62%	1292	59%
Results by Gender				
Female	610	68%	655	66%
Male	527	55%	637	53%
Total	1137	62%	1292	59%
Results by English Proficiency Status				
English proficient	1108	62%	1225	60%
Limited English proficient	29	48%	67	49%
Total	1137	62%	1292	59%
Results by Income Level				
Economically disadvantaged	377	70%	521	66%
Not disadvantaged	760	58%	771	55%
Total	1137	62%	1292	59%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	1137	62%	1292	59%
Total	1137	62%	1292	59%

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.