

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**

Massena Central School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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: Douglas W. Huntley		Phone: (315)764-3700
Organization 2004–05	Grade Range	Student Enrollment
	NA	2847

2003–04 District-wide Total Expenditure per Pupil	\$11,596
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
608	95%

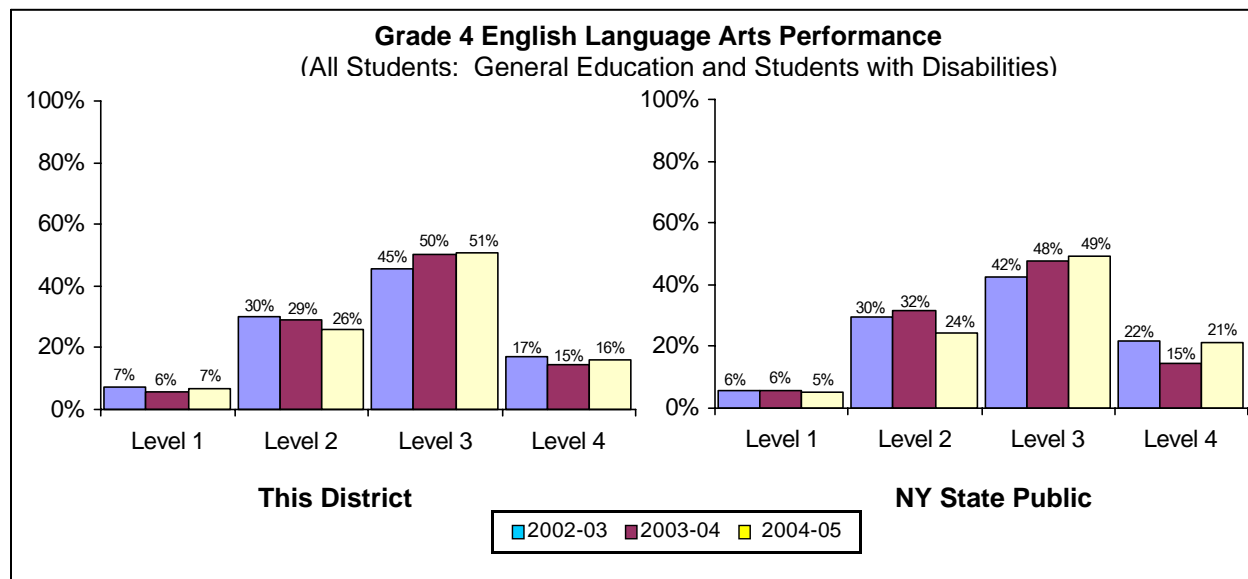
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
217	1%

*Includes teachers with a modified temporary license.

Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Feb 2003	13	53	80	30	176	656
Feb 2004	12	59	103	30	204	657
Feb 2005	12	45	87	28	172	657

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 .

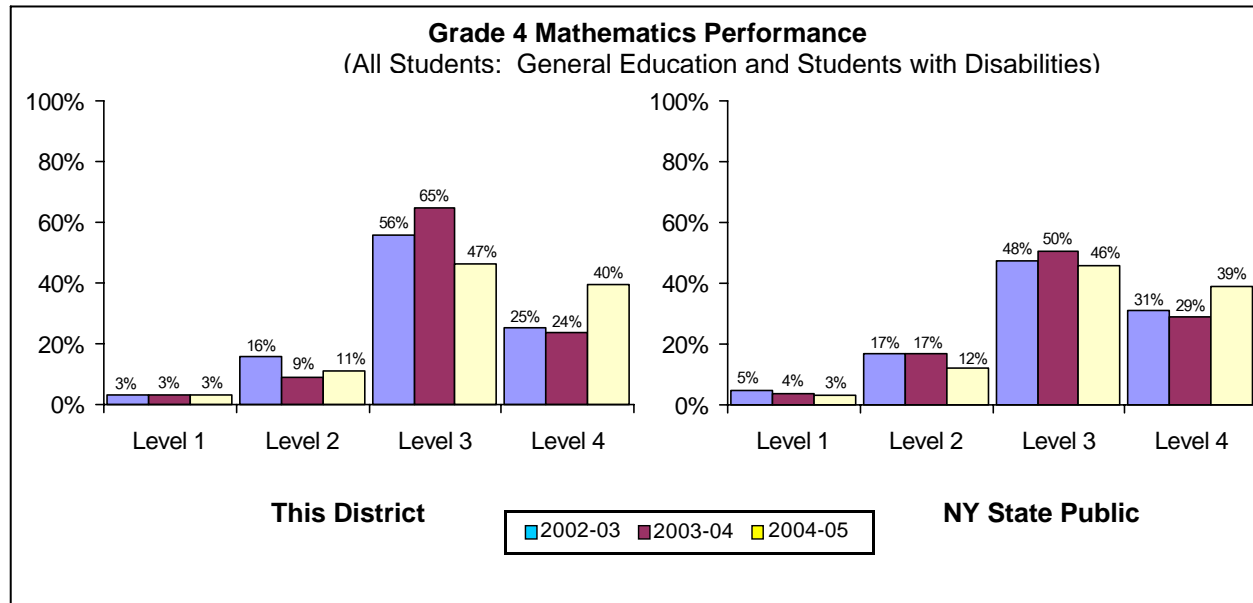
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	0	0	0	0

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

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

Elementary Level Mathematics



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

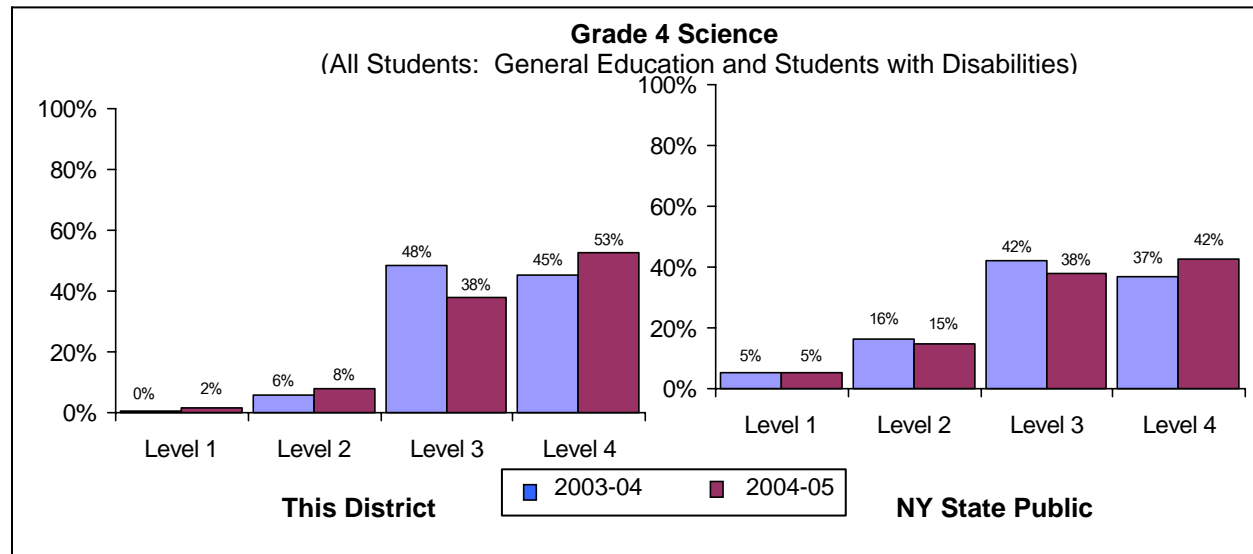
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	6	29	102	46	183	660
May 2004	6	18	131	48	203	661
May 2005	5	19	80	68	172	669

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	1	12	97	91	201	81
May 2005	3	13	64	89	169	82

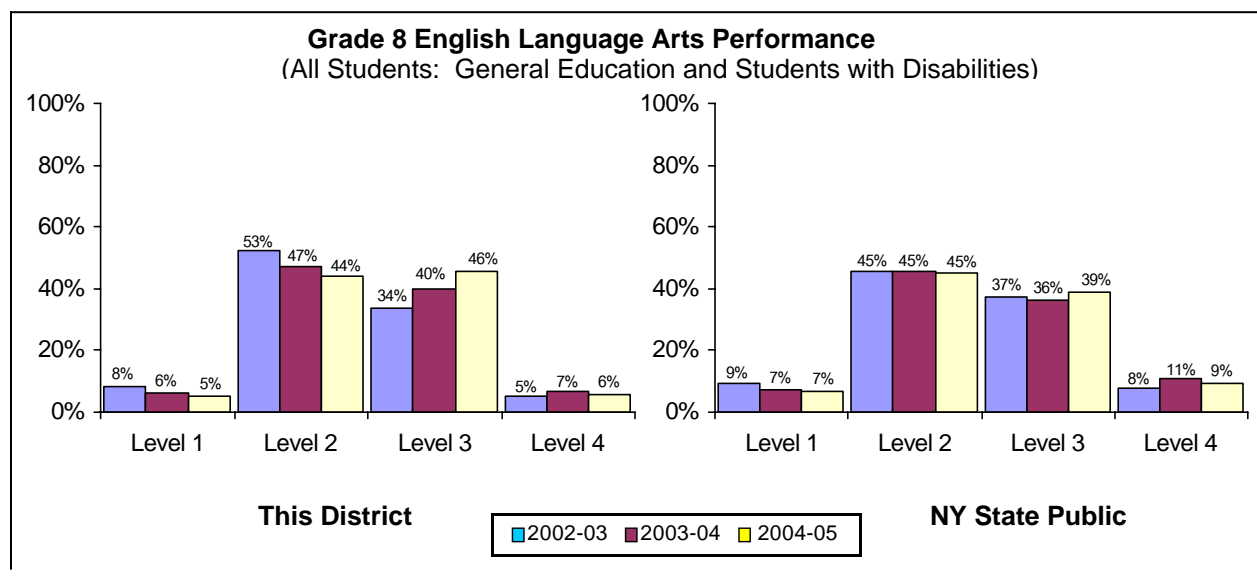
Elementary–Level Science Levels — Knowledge, Reasoning, and Problem–Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	23	145	93	15	276	691
January 2004	18	132	111	19	280	695
January 2005	14	124	129	16	283	698

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 .

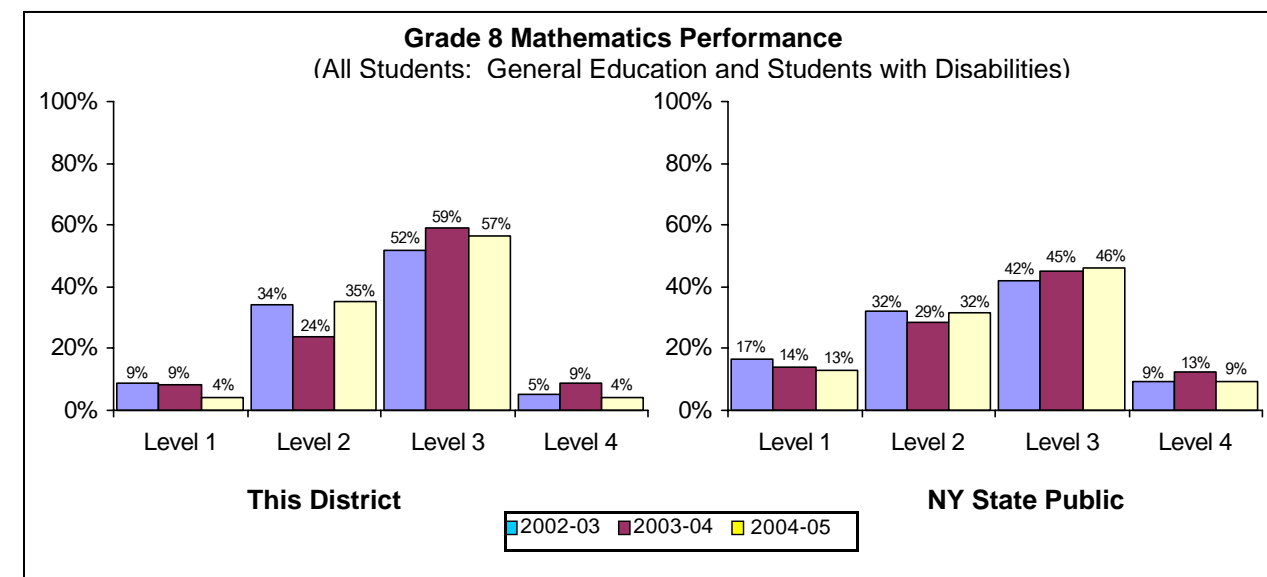
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	0	0	0	0

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

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

Middle Level Mathematics



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

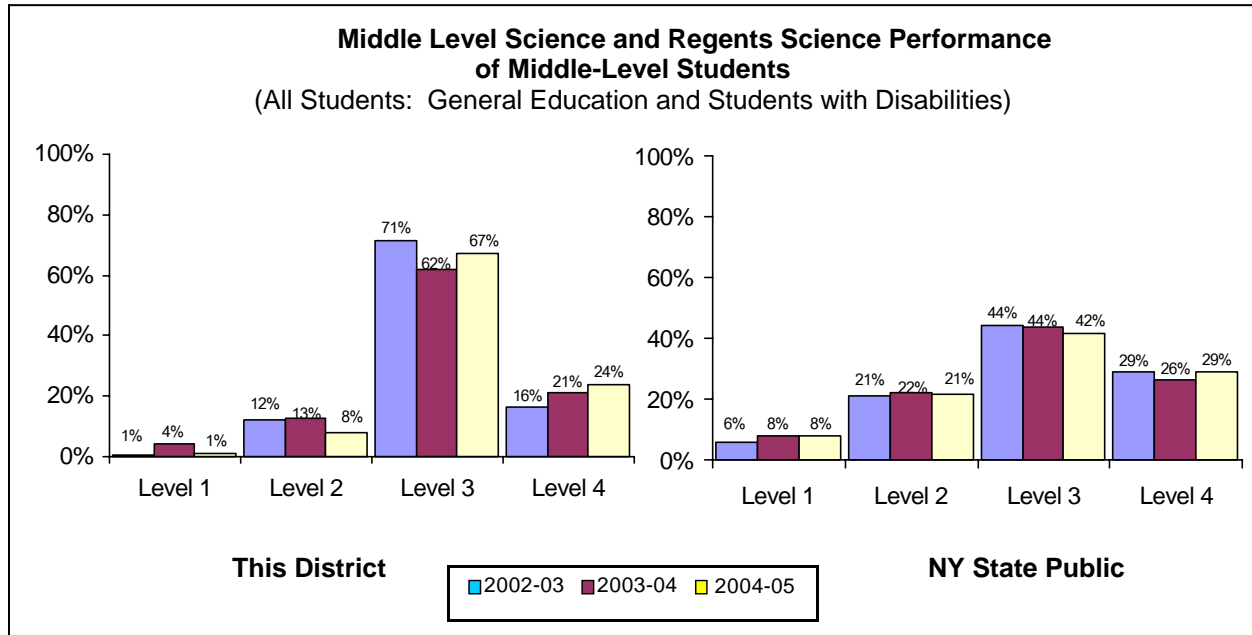
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	23	92	140	14	269	718
May 2004	24	67	166	25	282	718
May 2005	11	99	158	11	279	722

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



Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/	Middle-Level Science	1	22	131	30	184	75
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	12	35	158	27	232	72
June 2004	Regents Science	0	0	10	30	40	87
January/	Middle-Level Science	3	21	152	31	207	75
June 2005	Regents Science	0	0	27	33	60	85

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.

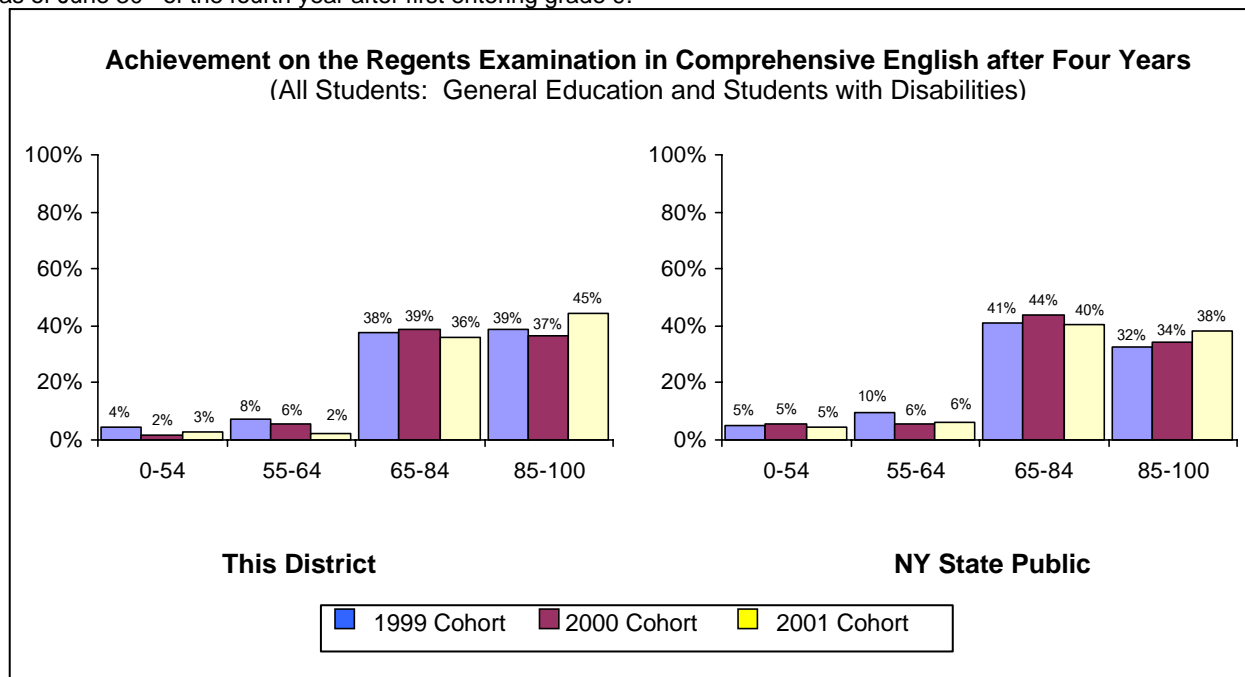
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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.



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	225	10	17	85	87	0
2000 Cohort	231	4	13	90	85	0
2001 Cohort	213	6	5	77	95	0

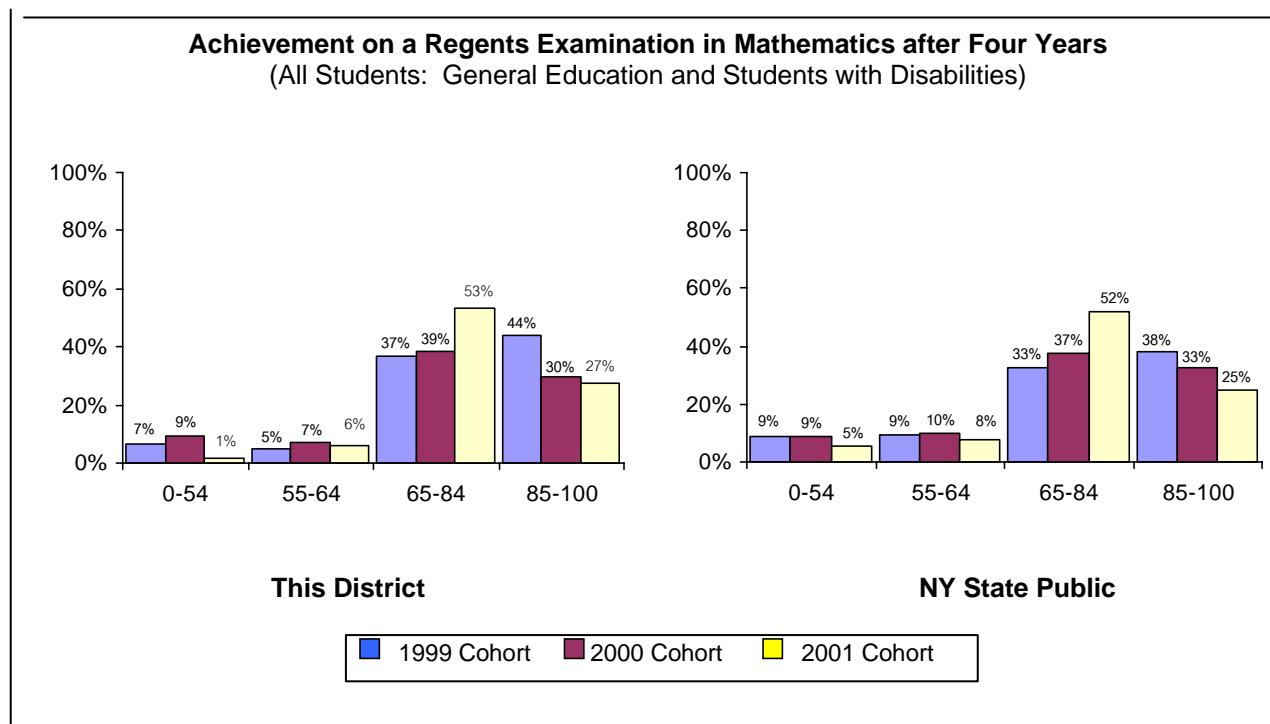
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	5	2
2000 Cohort	1	2
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	225	15	11	83	99	0
2000 Cohort	231	21	16	89	69	0
2001 Cohort	213	3	13	113	58	0

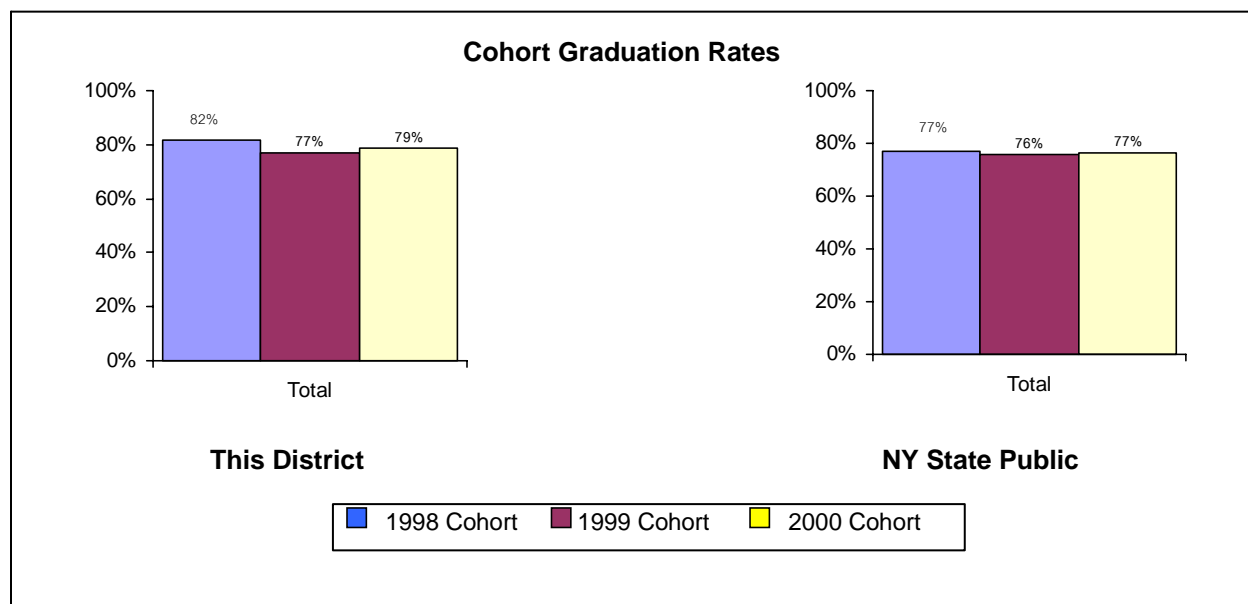
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	1	1
2000 Cohort	6	0
2001 Cohort	2	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.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	198	2	200	163
1999 Cohort	229	3	232	179
2000 Cohort	223	3	226	178

*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	21	s	s	s	18	89%	61%	11%
Black	1	s	s	s	3	s	s	s
Hispanic	1	s	s	s	1	s	s	s
Asian or Pacific Islander	1	s	s	s	4	s	s	s
White	180	96%	67%	16%	146	93%	67%	16%
Total	204	94%	65%	15%	172	93%	67%	16%
Small Group Totals (s)	24	83%	50%	4%	8	100%	75%	25%
Results by Disability Status								
General-education students	178	99%	73%	17%	144	98%	76%	19%
Students with disabilities	26	62%	12%	0%	28	68%	21%	0%
Total	204	94%	65%	15%	172	93%	67%	16%
Results by Gender								
Female	101	95%	72%	15%	79	94%	71%	19%
Male	103	93%	58%	15%	93	92%	63%	14%
Total	204	94%	65%	15%	172	93%	67%	16%
Results by English Proficiency Status								
English proficient	202	s	s	s	168	s	s	s
Limited English proficient	2	s	s	s	4	s	s	s
Total	204	94%	65%	15%	172	93%	67%	16%
Results by Income Level								
Economically disadvantaged	94	90%	51%	4%	76	88%	62%	9%
Not disadvantaged	110	97%	77%	24%	96	97%	71%	22%
Total	204	94%	65%	15%	172	93%	67%	16%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	204	94%	65%	15%	172	93%	67%	16%
Total	204	94%	65%	15%	172	93%	67%	16%

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	21	s	s	s	18	100%	89%	28%
Black	1	s	s	s	4	s	s	s
Hispanic	1	s	s	s	1	s	s	s
Asian or Pacific Islander	1	s	s	s	4	s	s	s
White	179	97%	90%	25%	145	97%	86%	39%
Total	203	97%	88%	24%	172	97%	86%	40%
Small Group Totals (s)	24	96%	75%	17%	9	100%	89%	78%
Results by Disability Status								
General-education students	177	99%	93%	27%	145	100%	94%	46%
Students with disabilities	26	81%	54%	0%	27	81%	44%	7%
Total	203	97%	88%	24%	172	97%	86%	40%
Results by Gender								
Female	101	98%	91%	19%	78	97%	86%	38%
Male	102	96%	85%	28%	94	97%	86%	40%
Total	203	97%	88%	24%	172	97%	86%	40%
Results by English Proficiency Status								
English proficient	201	s	s	s	168	s	s	s
Limited English proficient	2	s	s	s	4	s	s	s
Total	203	97%	88%	24%	172	97%	86%	40%
Results by Income Level								
Economically disadvantaged	93	95%	87%	10%	76	96%	82%	33%
Not disadvantaged	110	99%	89%	35%	96	98%	90%	45%
Total	203	97%	88%	24%	172	97%	86%	40%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	203	97%	88%	24%	172	97%	86%	40%
Total	203	97%	88%	24%	172	97%	86%	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	20	s	s	s	18	100%	89%	50%
Black	1	s	s	s	4	s	s	s
Hispanic	1	s	s	s	1	s	s	s
Asian or Pacific Islander	2	s	s	s	4	s	s	s
White	177	99%	94%	47%	142	98%	90%	51%
Total	201	100%	94%	45%	169	98%	91%	53%
Small Group Totals (s)	24	100%	92%	29%	9	100%	100%	89%
Results by Disability Status								
General-education students	176	100%	96%	48%	143	99%	94%	59%
Students with disabilities	25	96%	76%	28%	26	92%	73%	19%
Total	201	100%	94%	45%	169	98%	91%	53%
Results by Gender								
Female	101	100%	96%	42%	76	99%	88%	45%
Male	100	99%	91%	49%	93	98%	92%	59%
Total	201	100%	94%	45%	169	98%	91%	53%
Results by English Proficiency Status								
English proficient	199	s	s	s	165	s	s	s
Limited English proficient	2	s	s	s	4	s	s	s
Total	201	100%	94%	45%	169	98%	91%	53%
Results by Income Level								
Economically disadvantaged	93	99%	90%	31%	75	99%	88%	44%
Not disadvantaged	108	100%	96%	57%	94	98%	93%	60%
Total	201	100%	94%	45%	169	98%	91%	53%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	201	100%	94%	45%	169	98%	91%	53%
Total	201	100%	94%	45%	169	98%	91%	53%

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	38	s	s	s	43	s	s	s
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	3	s	s	s	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	239	93%	47%	8%	238	95%	55%	7%
Total	280	94%	46%	7%	283	95%	51%	6%
Small Group Totals (s)	41	98%	44%	2%	45	93%	29%	0%
Results by Disability Status								
General-education students	245	98%	52%	8%	246	100%	57%	7%
Students with disabilities	35	60%	6%	0%	37	65%	11%	0%
Total	280	94%	46%	7%	283	95%	51%	6%
Results by Gender								
Female	129	97%	48%	9%	137	98%	56%	9%
Male	151	91%	45%	5%	146	92%	47%	2%
Total	280	94%	46%	7%	283	95%	51%	6%
Results by English Proficiency Status								
English proficient	280	94%	46%	7%	282	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	280	94%	46%	7%	283	95%	51%	6%
Results by Income Level								
Economically disadvantaged	197	93%	53%	9%	117	92%	31%	4%
Not disadvantaged	83	94%	31%	1%	166	97%	66%	7%
Total	280	94%	46%	7%	283	95%	51%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	280	94%	46%	7%	283	95%	51%	6%
Total	280	94%	46%	7%	283	95%	51%	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	38	s	s	s	43	s	s	s
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	3	s	s	s	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	241	91%	67%	10%	234	96%	61%	4%
Total	282	91%	68%	9%	279	96%	61%	4%
Small Group Totals (s)	41	93%	73%	5%	45	96%	60%	2%
Results by Disability Status								
General-education students	247	96%	74%	10%	246	100%	66%	4%
Students with disabilities	35	60%	23%	0%	33	70%	18%	0%
Total	282	91%	68%	9%	279	96%	61%	4%
Results by Gender								
Female	126	94%	71%	6%	137	98%	61%	7%
Male	156	89%	65%	12%	142	94%	60%	1%
Total	282	91%	68%	9%	279	96%	61%	4%
Results by English Proficiency Status								
English proficient	282	91%	68%	9%	278	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	282	91%	68%	9%	279	96%	61%	4%
Results by Income Level								
Economically disadvantaged	196	93%	72%	11%	115	94%	48%	1%
Not disadvantaged	86	88%	57%	3%	164	98%	70%	6%
Total	282	91%	68%	9%	279	96%	61%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	282	91%	68%	9%	279	96%	61%	4%
Total	282	91%	68%	9%	279	96%	61%	4%

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	36	s	s	s	37	s	s	s
Black	0	0%	0%	0%	0	0%	0%	0%
Hispanic	2	s	s	s	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	194	94%	80%	11%	168	98%	88%	17%
Total	232	95%	80%	12%	207	99%	88%	15%
Small Group Totals (s)	38	97%	76%	13%	39	100%	90%	8%
Results by Disability Status								
General-education students	202	97%	82%	13%	178	100%	93%	17%
Students with disabilities	30	80%	63%	3%	29	90%	62%	3%
Total	232	95%	80%	12%	207	99%	88%	15%
Results by Gender								
Female	105	98%	76%	8%	99	99%	89%	8%
Male	127	92%	83%	15%	108	98%	88%	21%
Total	232	95%	80%	12%	207	99%	88%	15%
Results by English Proficiency Status								
English proficient	232	95%	80%	12%	206	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	232	95%	80%	12%	207	99%	88%	15%
Results by Income Level								
Economically disadvantaged	153	95%	83%	13%	97	100%	85%	13%
Not disadvantaged	79	94%	73%	9%	110	97%	92%	16%
Total	232	95%	80%	12%	207	99%	88%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	232	95%	80%	12%	207	99%	88%	15%
Total	232	95%	80%	12%	207	99%	88%	15%

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	15	s	s	s	s	26	0	18	0	69%
Black	2	s	s	s	s	2	s	s	s	s
Hispanic	0	0	0	0	0%	0	0	0	0	0%
Asian or Pacific Islander	1	s	s	s	s	3	s	s	s	s
White	213	11	163	1	82%	182	5	151	0	86%
Total	231	13	175	1	82%	213	5	172	0	83%
Small Group Totals (s)	18	2	12	0	78%	5	0	3	0	60%
Results by Disability Status										
General-education students	204	9	164	0	85%	186	5	160	0	89%
Students with disabilities	27	4	11	1	59%	27	0	12	0	44%
Total	231	13	175	1	82%	213	5	172	0	83%
Results by Gender										
Female	111	5	90	0	86%	118	4	101	0	89%
Male	120	8	85	1	78%	95	1	71	0	76%
Total	231	13	175	1	82%	213	5	172	0	83%
Results by English Proficiency Status										
English proficient	231	13	175	1	82%	213	5	172	0	83%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	231	13	175	1	82%	213	5	172	0	83%
Results by Income Level										
Economically disadvantaged	52	6	30	1	71%	43	2	32	0	79%
Not disadvantaged	179	7	145	0	85%	170	3	140	0	84%
Total	231	13	175	1	82%	213	5	172	0	83%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	1	s	s	s	s
Not migrant family	231	13	175	1	82%	212	s	s	s	s
Total	231	13	175	1	82%	213	5	172	0	83%

**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		Pass- ed RCTs	Percent Meeting Gradu- ation Require- ment	Students in Cohort	Count of Students by Score		Pass- ed RCTs	Percent Meeting Gradua- tion Require- ment
		Regents	Regents				Regents	Regents		
		55– 64	65– 100				55– 64	65– 100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	15	s	s	s	s	26	2	18	0	77%
Black	2	s	s	s	s	2	s	s	s	s
Hispanic	0	0	0	0	0%	0	0	0	0	0%
Asian or Pacific Islander	1	s	s	s	s	3	s	s	s	s
White	213	11	149	6	78%	182	11	150	2	90%
Total	231	16	158	6	78%	213	13	171	2	87%
Small Group Totals (s)	18	5	9	0	78%	5	0	3	0	60%
Results by Disability Status										
General-education students	204	12	152	0	80%	186	10	160	0	91%
Students with disabilities	27	4	6	6	59%	27	3	11	2	59%
Total	231	16	158	6	78%	213	13	171	2	87%
Results by Gender										
Female	111	7	80	3	81%	118	6	101	1	92%
Male	120	9	78	3	75%	95	7	70	1	82%
Total	231	16	158	6	78%	213	13	171	2	87%
Results by English Proficiency Status										
English proficient	231	16	158	6	78%	213	13	171	2	87%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	231	16	158	6	78%	213	13	171	2	87%
Results by Income Level										
Economically disadvantaged	52	3	31	3	71%	43	2	33	1	84%
Not disadvantaged	179	13	127	3	80%	170	11	138	1	88%
Total	231	16	158	6	78%	213	13	171	2	87%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	1	s	s	s	s
Not migrant family	231	16	158	6	78%	212	s	s	s	s
Total	231	16	158	6	78%	213	13	171	2	87%

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	16	s	15	s
Black	0	0%	2	s
Hispanic	0	0%	0	0%
Asian or Pacific Islander	2	s	1	s
White	214	79%	208	80%
Total	232	77%	226	79%
Small Group Totals (s)	18	56%	18	61%
Results by Disability Status				
General-education students	209	80%	198	82%
Students with disabilities	23	52%	28	54%
Total	232	77%	226	79%
Results by Gender				
Female	111	86%	105	88%
Male	121	69%	121	71%
Total	232	77%	226	79%
Results by English Proficiency Status				
English proficient	232	77%	226	79%
Limited English proficient	0	0%	0	0%
Total	232	77%	226	79%
Results by Income Level				
Economically disadvantaged	27	78%	46	67%
Not disadvantaged	205	77%	180	82%
Total	232	77%	226	79%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	232	77%	226	79%
Total	232	77%	226	79%

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.