

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**

North Babylon Union Free 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: Randy Bos		Phone: (631)321-3226
Organization 2004-05	Grade Range	Student Enrollment
	NA	5161

2003-04 District-wide Total Expenditure per Pupil	\$15,211
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
1,052	95%

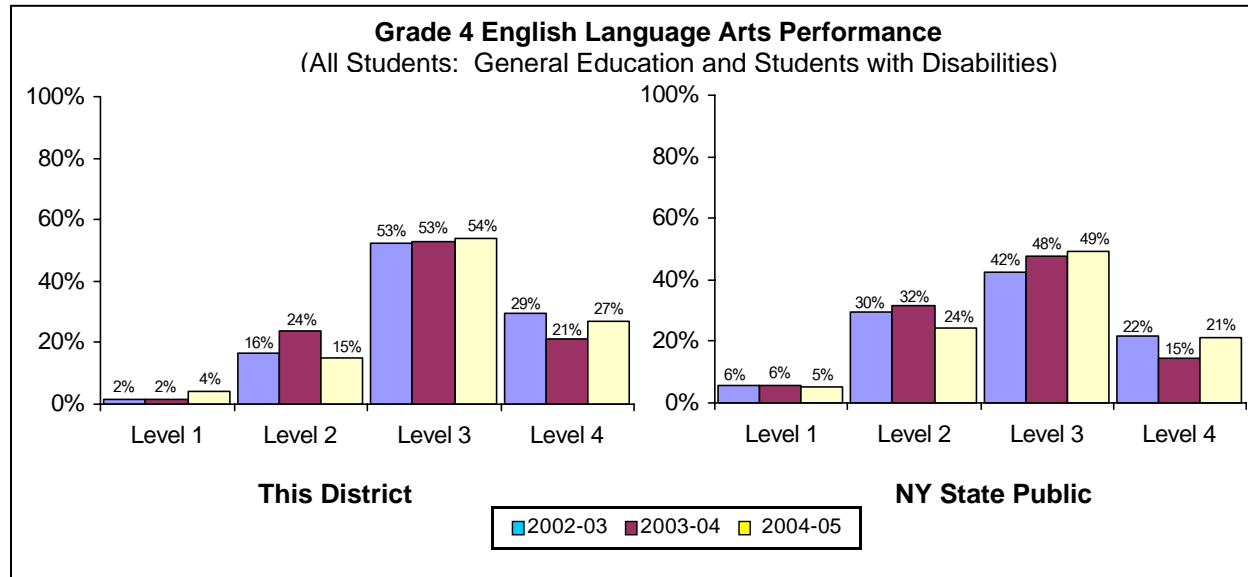
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004-05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
388	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	7	65	209	117	398	672
Feb 2004	7	103	228	92	430	667
Feb 2005	17	59	213	106	395	674

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 .

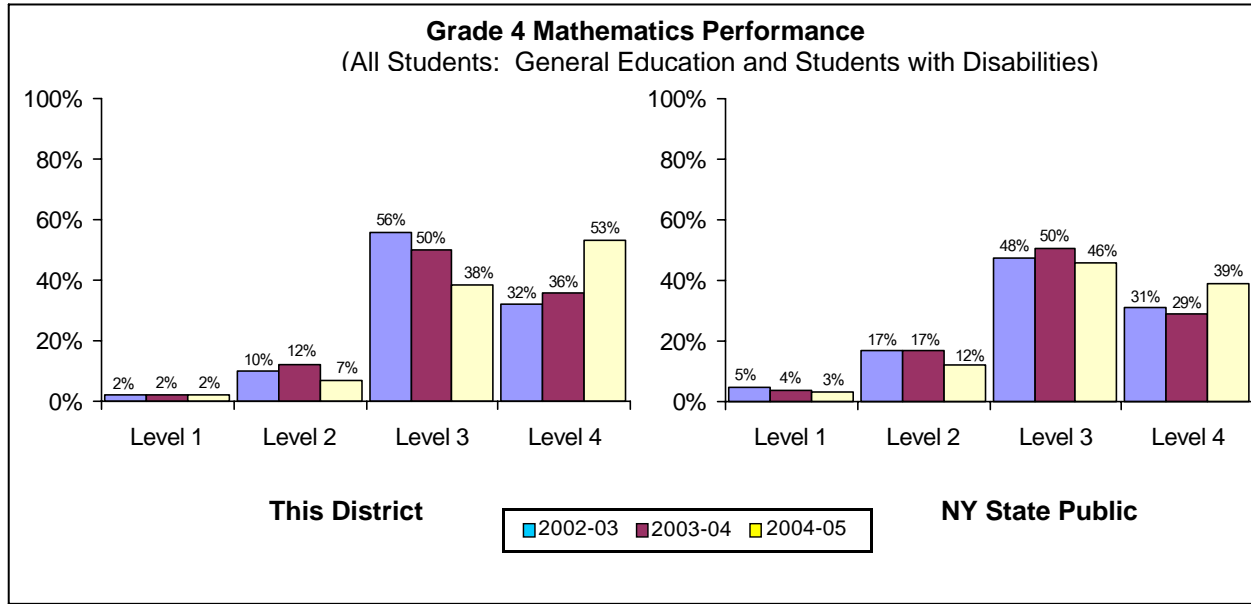
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	3	3	1	7

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	#	#	#	#	3

Elementary Level Mathematics



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

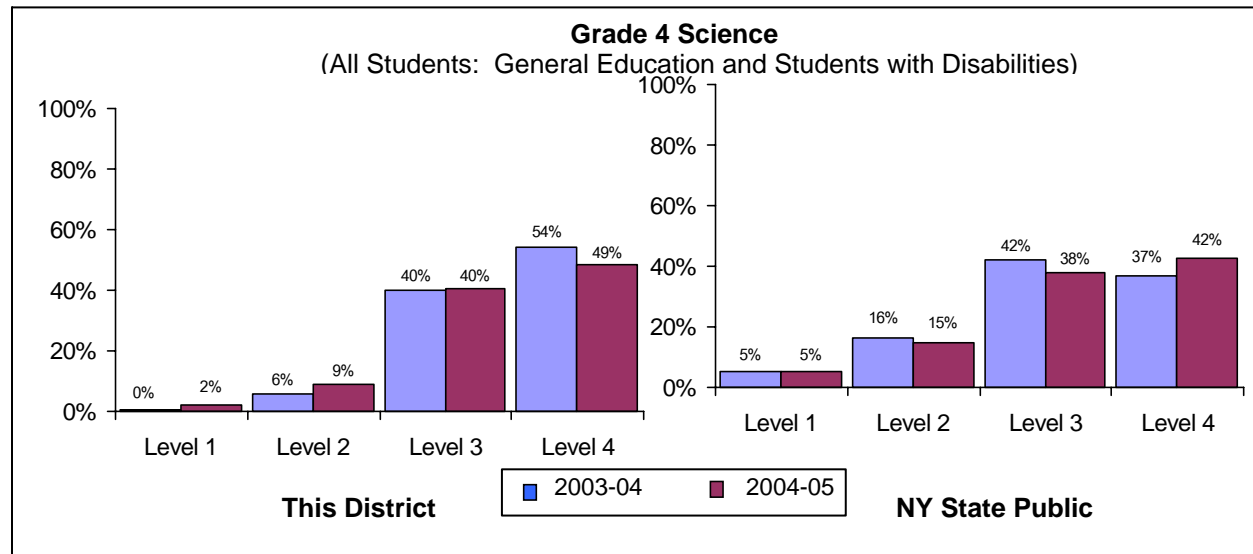
Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2003	9	40	223	129	401	665
May 2004	9	52	218	156	435	669
May 2005	8	28	155	215	406	681

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	#	#	#	#	3

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	2	24	171	231	428	83
May 2005	8	37	162	195	402	81

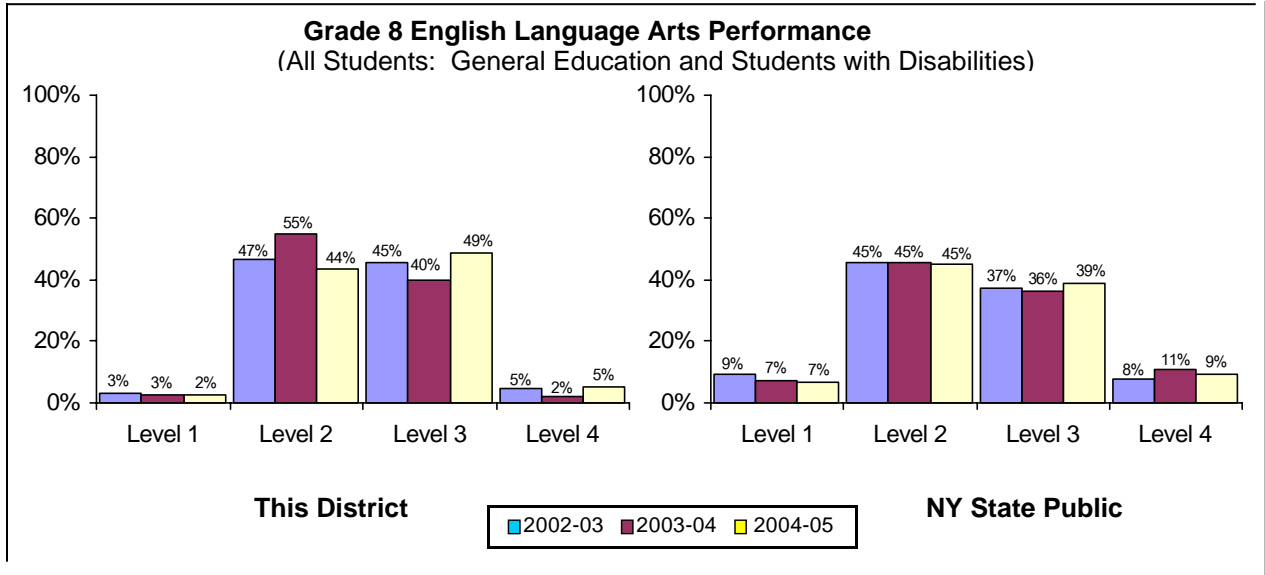
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

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

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

*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	13	186	180	18	397	697
January 2004	11	217	158	9	395	694
January 2005	10	184	206	22	422	700

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

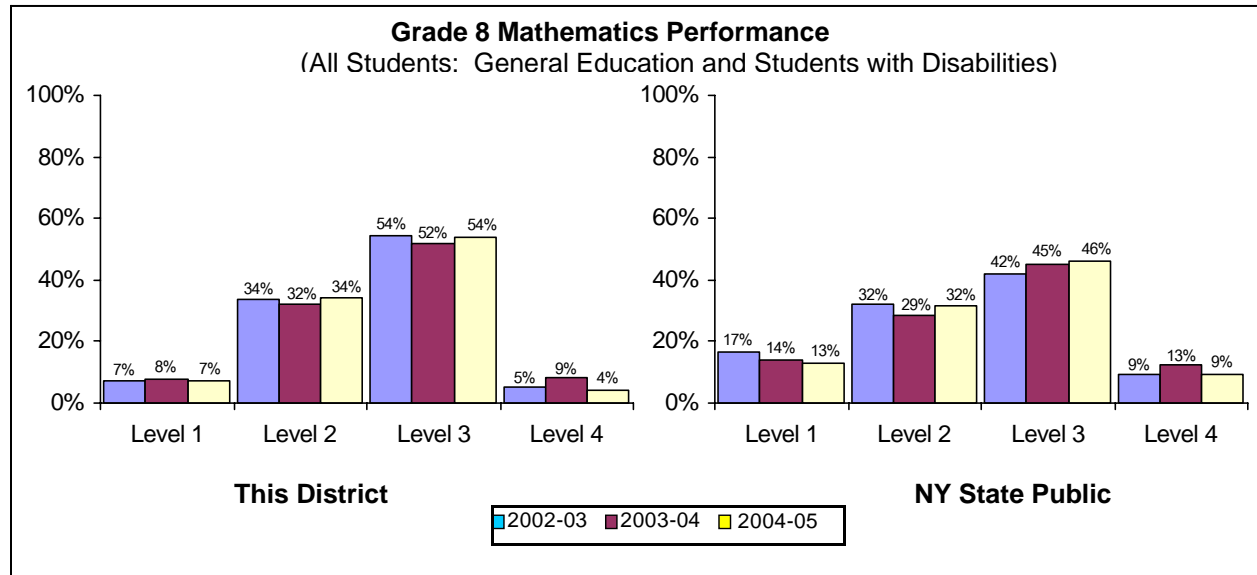
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

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

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	#	#	#	#	4

Middle Level Mathematics



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

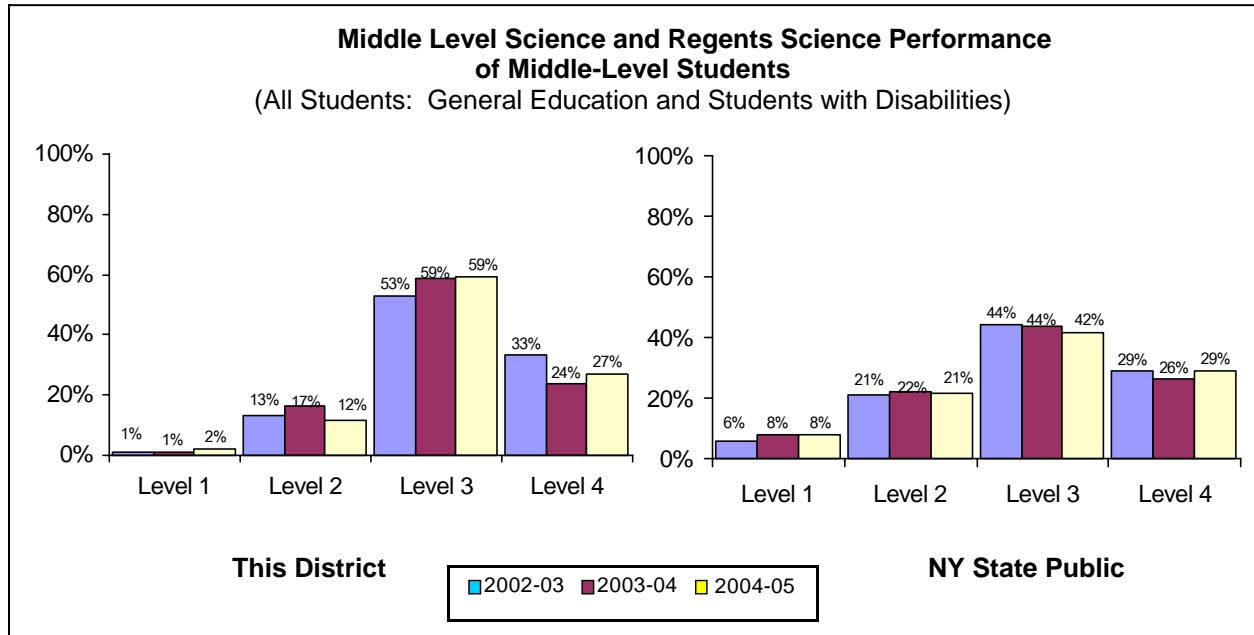
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	28	134	217	20	399	719
May 2004	31	132	212	35	410	722
May 2005	31	146	230	18	425	720

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	#	#	#	#	4

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	3	48	178	92	321	77
June 2003	Regents Science	0	0	13	28	41	88
January/	Middle-Level Science	5	66	214	79	364	75
June 2004	Regents Science	0	0	20	16	36	84
January/	Middle-Level Science	9	48	218	83	358	76
June 2005	Regents Science	0	0	24	28	52	84

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.

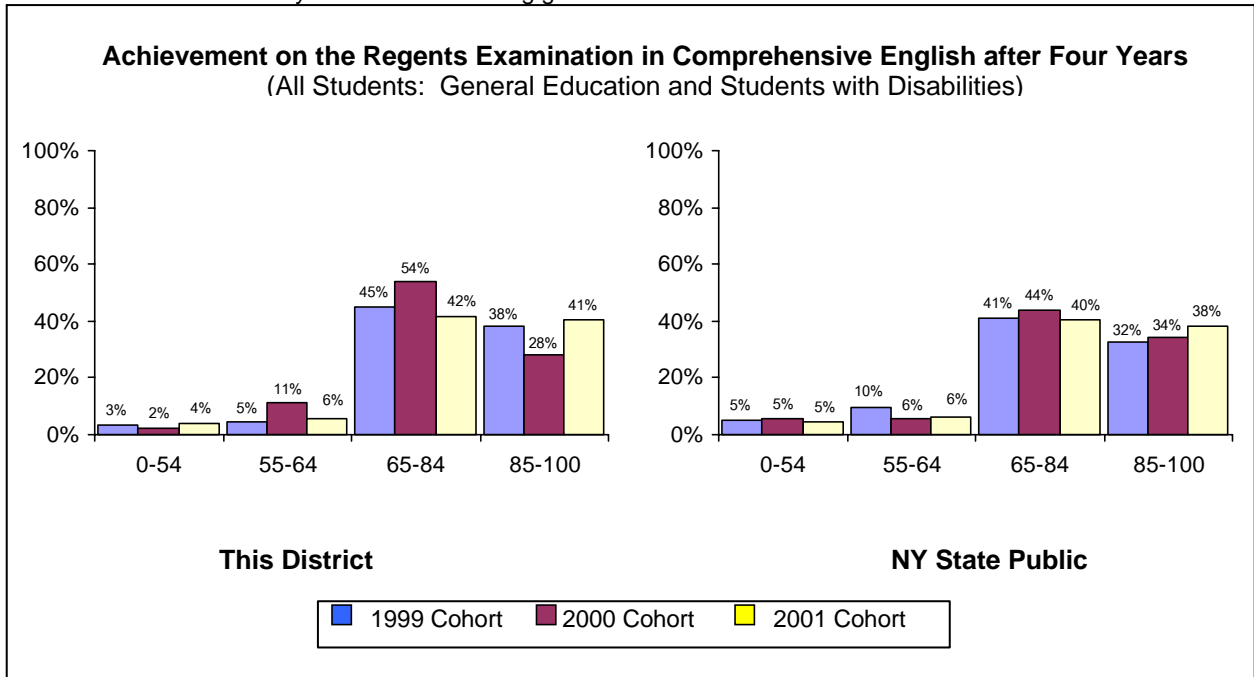
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	#	#	#	#	4

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	310	10	14	139	118	0
2000 Cohort	335	8	37	181	95	0
2001 Cohort	335	14	19	140	136	0

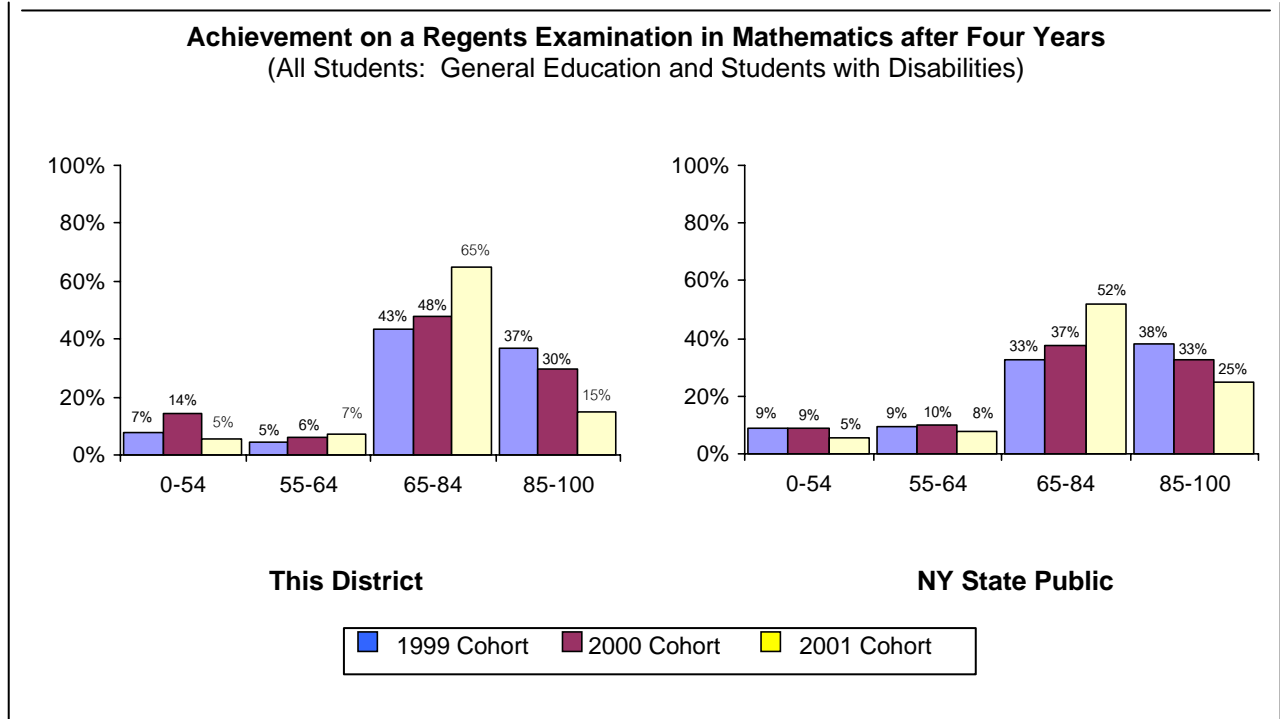
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
1999 Cohort	7	0
2000 Cohort	1	1
2001 Cohort	6	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	310	23	14	134	114	0
2000 Cohort	335	47	20	161	100	0
2001 Cohort	335	18	24	217	50	0

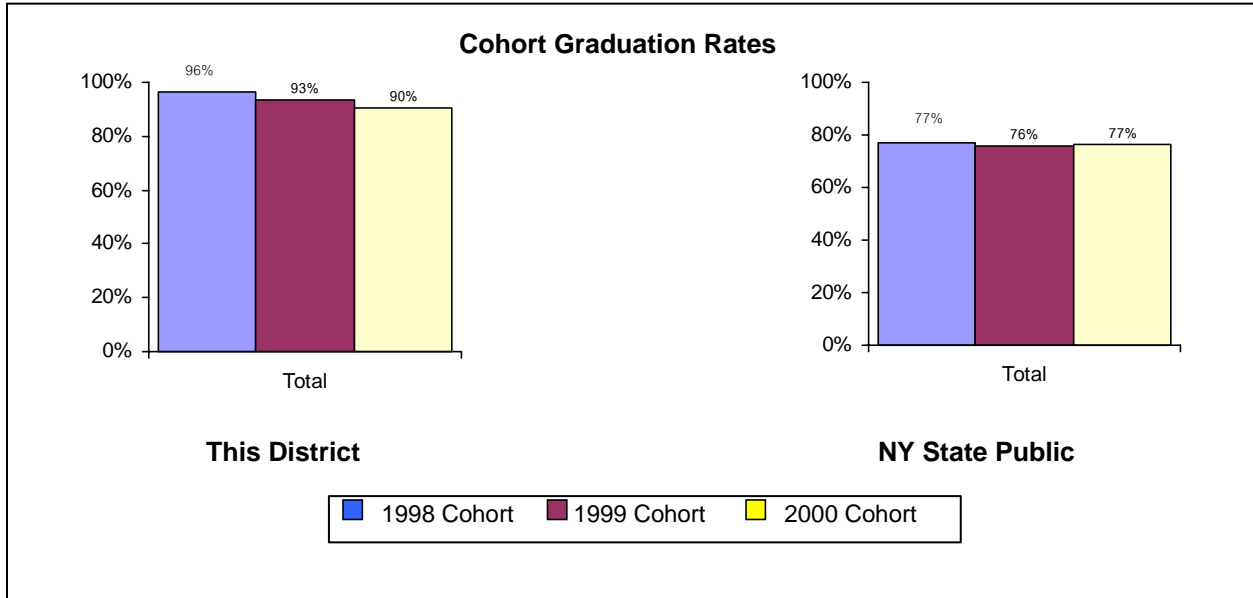
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	15	0
2000 Cohort	24	0
2001 Cohort	15	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.



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	306	0	306	295
1999 Cohort	307	2	309	288
2000 Cohort	334	6	340	307

*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%	0	0%	0%	0%
Black	88	95%	60%	5%	83	93%	72%	20%
Hispanic	45	100%	67%	20%	39	90%	74%	10%
Asian or Pacific Islander	8	100%	88%	13%	12	100%	75%	17%
White	289	99%	80%	27%	261	97%	85%	32%
Total	430	98%	74%	21%	395	96%	81%	27%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	347	99%	81%	25%	305	99%	88%	32%
Students with disabilities	83	94%	48%	6%	90	84%	58%	9%
Total	430	98%	74%	21%	395	96%	81%	27%
Results by Gender								
Female	208	100%	76%	25%	191	97%	85%	29%
Male	222	97%	73%	18%	204	95%	77%	25%
Total	430	98%	74%	21%	395	96%	81%	27%
Results by English Proficiency Status								
English proficient	429	s	s	s	393	s	s	s
Limited English proficient	1	s	s	s	2	s	s	s
Total	430	98%	74%	21%	395	96%	81%	27%
Results by Income Level								
Economically disadvantaged	96	97%	59%	8%	97	94%	73%	10%
Not disadvantaged	334	99%	79%	25%	298	96%	83%	32%
Total	430	98%	74%	21%	395	96%	81%	27%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	430	98%	74%	21%	395	96%	81%	27%
Total	430	98%	74%	21%	395	96%	81%	27%

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%	0	0%	0%	0%
Black	86	94%	74%	21%	88	97%	85%	41%
Hispanic	49	98%	84%	31%	45	98%	84%	47%
Asian or Pacific Islander	8	100%	88%	63%	13	100%	100%	46%
White	292	99%	90%	40%	260	98%	94%	58%
Total	435	98%	86%	36%	406	98%	91%	53%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	350	99%	89%	40%	313	100%	96%	60%
Students with disabilities	85	94%	75%	20%	93	92%	73%	30%
Total	435	98%	86%	36%	406	98%	91%	53%
Results by Gender								
Female	212	98%	85%	36%	196	98%	91%	50%
Male	223	98%	87%	36%	210	98%	91%	56%
Total	435	98%	86%	36%	406	98%	91%	53%
Results by English Proficiency Status								
English proficient	430	98%	86%	36%	398	98%	91%	54%
Limited English proficient	5	100%	80%	0%	8	88%	88%	25%
Total	435	98%	86%	36%	406	98%	91%	53%
Results by Income Level								
Economically disadvantaged	96	95%	76%	27%	105	96%	87%	44%
Not disadvantaged	339	99%	89%	38%	301	99%	93%	56%
Total	435	98%	86%	36%	406	98%	91%	53%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	435	98%	86%	36%	406	98%	91%	53%
Total	435	98%	86%	36%	406	98%	91%	53%

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%	0	0%	0%	0%
Black	83	100%	87%	40%	87	99%	84%	37%
Hispanic	49	100%	88%	49%	44	95%	75%	41%
Asian or Pacific Islander	8	100%	100%	63%	13	100%	92%	69%
White	288	99%	97%	59%	258	98%	93%	53%
Total	428	100%	94%	54%	402	98%	89%	49%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	345	100%	95%	56%	309	99%	92%	52%
Students with disabilities	83	99%	88%	46%	93	94%	80%	38%
Total	428	100%	94%	54%	402	98%	89%	49%
Results by Gender								
Female	209	100%	93%	49%	194	98%	89%	45%
Male	219	100%	95%	58%	208	98%	89%	52%
Total	428	100%	94%	54%	402	98%	89%	49%
Results by English Proficiency Status								
English proficient	423	100%	94%	55%	394	98%	90%	49%
Limited English proficient	5	100%	80%	0%	8	88%	50%	38%
Total	428	100%	94%	54%	402	98%	89%	49%
Results by Income Level								
Economically disadvantaged	93	99%	87%	45%	104	98%	83%	38%
Not disadvantaged	335	100%	96%	56%	298	98%	91%	52%
Total	428	100%	94%	54%	402	98%	89%	49%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	428	100%	94%	54%	402	98%	89%	49%
Total	428	100%	94%	54%	402	98%	89%	49%

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	0	0%	0%	0%	0	0%	0%	0%
Black	85	94%	25%	1%	98	95%	40%	3%
Hispanic	33	91%	33%	0%	45	96%	38%	2%
Asian or Pacific Islander	7	100%	29%	0%	11	100%	64%	9%
White	270	99%	49%	3%	268	99%	62%	6%
Total	395	97%	42%	2%	422	98%	54%	5%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	323	99%	50%	3%	362	100%	61%	6%
Students with disabilities	72	89%	7%	0%	60	85%	12%	0%
Total	395	97%	42%	2%	422	98%	54%	5%
Results by Gender								
Female	198	96%	44%	2%	218	99%	58%	8%
Male	197	98%	40%	3%	204	97%	50%	2%
Total	395	97%	42%	2%	422	98%	54%	5%
Results by English Proficiency Status								
English proficient	395	97%	42%	2%	421	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	395	97%	42%	2%	422	98%	54%	5%
Results by Income Level								
Economically disadvantaged	81	94%	26%	0%	85	94%	34%	0%
Not disadvantaged	314	98%	46%	3%	337	99%	59%	7%
Total	395	97%	42%	2%	422	98%	54%	5%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	395	97%	42%	2%	422	98%	54%	5%
Total	395	97%	42%	2%	422	98%	54%	5%

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	0	0%	0%	0%	0	0%	0%	0%
Black	91	89%	47%	2%	96	88%	40%	1%
Hispanic	39	85%	56%	5%	48	90%	38%	4%
Asian or Pacific Islander	8	100%	63%	0%	12	92%	75%	0%
White	272	94%	65%	11%	269	95%	68%	6%
Total	410	92%	60%	9%	425	93%	58%	4%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	335	98%	70%	10%	365	96%	65%	5%
Students with disabilities	75	67%	19%	0%	60	70%	17%	2%
Total	410	92%	60%	9%	425	93%	58%	4%
Results by Gender								
Female	206	93%	61%	13%	216	94%	61%	4%
Male	204	92%	60%	4%	209	91%	56%	5%
Total	410	92%	60%	9%	425	93%	58%	4%
Results by English Proficiency Status								
English proficient	402	94%	61%	9%	418	94%	59%	4%
Limited English proficient	8	38%	13%	0%	7	29%	14%	0%
Total	410	92%	60%	9%	425	93%	58%	4%
Results by Income Level								
Economically disadvantaged	83	87%	46%	1%	81	86%	38%	1%
Not disadvantaged	327	94%	64%	10%	344	94%	63%	5%
Total	410	92%	60%	9%	425	93%	58%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	410	92%	60%	9%	425	93%	58%	4%
Total	410	92%	60%	9%	425	93%	58%	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	0	0%	0%	0%	0	0%	0%	0%
Black	83	99%	67%	11%	86	95%	73%	8%
Hispanic	36	94%	72%	14%	42	98%	79%	19%
Asian or Pacific Islander	7	100%	86%	14%	11	91%	91%	27%
White	238	99%	86%	27%	219	99%	89%	30%
Total	364	99%	80%	22%	358	97%	84%	23%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	292	100%	88%	26%	300	99%	90%	26%
Students with disabilities	72	93%	51%	6%	58	90%	55%	9%
Total	364	99%	80%	22%	358	97%	84%	23%
Results by Gender								
Female	178	99%	76%	14%	176	99%	82%	23%
Male	186	98%	85%	29%	182	96%	86%	23%
Total	364	99%	80%	22%	358	97%	84%	23%
Results by English Proficiency Status								
English proficient	356	99%	82%	22%	353	98%	85%	24%
Limited English proficient	8	100%	25%	0%	5	60%	40%	0%
Total	364	99%	80%	22%	358	97%	84%	23%
Results by Income Level								
Economically disadvantaged	83	96%	67%	16%	74	99%	78%	12%
Not disadvantaged	281	99%	84%	23%	284	97%	86%	26%
Total	364	99%	80%	22%	358	97%	84%	23%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	364	99%	80%	22%	358	97%	84%	23%
Total	364	99%	80%	22%	358	97%	84%	23%

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	0	0	0	0	0%	0	0	0	0	0%
Black	54	6	40	0	85%	83	7	59	3	83%
Hispanic	32	7	22	0	91%	30	2	24	1	90%
Asian or Pacific Islander	7	1	6	0	100%	6	1	5	0	100%
White	242	23	208	1	96%	216	9	188	2	92%
Total	335	37	276	1	94%	335	19	276	6	90%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	288	19	256	0	95%	276	7	256	0	95%
Students with disabilities	47	18	20	1	83%	59	12	20	6	64%
Total	335	37	276	1	94%	335	19	276	6	90%
Results by Gender										
Female	182	18	155	1	96%	170	9	145	1	91%
Male	153	19	121	0	92%	165	10	131	5	88%
Total	335	37	276	1	94%	335	19	276	6	90%
Results by English Proficiency Status										
English proficient	332	s	s	s	s	332	s	s	s	s
Limited English proficient	3	s	s	s	s	3	s	s	s	s
Total	335	37	276	1	94%	335	19	276	6	90%
Results by Income Level										
Economically disadvantaged	20	0	17	0	85%	15	0	12	1	87%
Not disadvantaged	315	37	259	1	94%	320	19	264	5	90%
Total	335	37	276	1	94%	335	19	276	6	90%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	335	37	276	1	94%	335	19	276	6	90%
Total	335	37	276	1	94%	335	19	276	6	90%

**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	0	0	0	0	0%	0	0	0	0	0%
Black	54	7	31	7	83%	83	9	54	5	82%
Hispanic	32	3	22	3	88%	30	2	24	3	97%
Asian or Pacific Islander	7	1	6	0	100%	6	0	6	0	100%
White	242	9	202	14	93%	216	13	183	7	94%
Total	335	20	261	24	91%	335	24	267	15	91%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	288	18	251	0	93%	276	14	250	0	96%
Students with disabilities	47	2	10	24	77%	59	10	17	15	71%
Total	335	20	261	24	91%	335	24	267	15	91%
Results by Gender										
Female	182	13	145	10	92%	170	11	139	4	91%
Male	153	7	116	14	90%	165	13	128	11	92%
Total	335	20	261	24	91%	335	24	267	15	91%
Results by English Proficiency Status										
English proficient	332	s	s	s	s	332	s	s	s	s
Limited English proficient	3	s	s	s	s	3	s	s	s	s
Total	335	20	261	24	91%	335	24	267	15	91%
Results by Income Level										
Economically disadvantaged	20	1	16	2	95%	15	1	11	1	87%
Not disadvantaged	315	19	245	22	91%	320	23	256	14	92%
Total	335	20	261	24	91%	335	24	267	15	91%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	335	20	261	24	91%	335	24	267	15	91%
Total	335	20	261	24	91%	335	24	267	15	91%

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	0	0%	0	0%
Black	63	86%	57	81%
Hispanic	26	96%	30	90%
Asian or Pacific Islander	8	100%	7	86%
White	212	95%	246	93%
Total	309	93%	340	90%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	272	94%	290	92%
Students with disabilities	37	84%	50	78%
Total	309	93%	340	90%
Results by Gender				
Female	151	96%	183	92%
Male	158	91%	157	89%
Total	309	93%	340	90%
Results by English Proficiency Status				
English proficient	306	s	337	s
Limited English proficient	3	s	3	s
Total	309	93%	340	90%
Results by Income Level				
Economically disadvantaged	2	s	17	82%
Not disadvantaged	307	s	323	91%
Total	309	93%	340	90%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	309	93%	340	90%
Total	309	93%	340	90%

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.