

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**

Wayne Central School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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**School Report Card Coordinator
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The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science* and *Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: April 2006*, available on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

Overview of District Performance in English Language Arts, Mathematics, and Science

District Profile

Superintendent: Michael Havens		Phone: (315)524-1001
Organization 2004–05	Grade Range	Student Enrollment
	NA	2731

2003–04 District-wide Total Expenditure per Pupil	\$11,258
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
527	99%

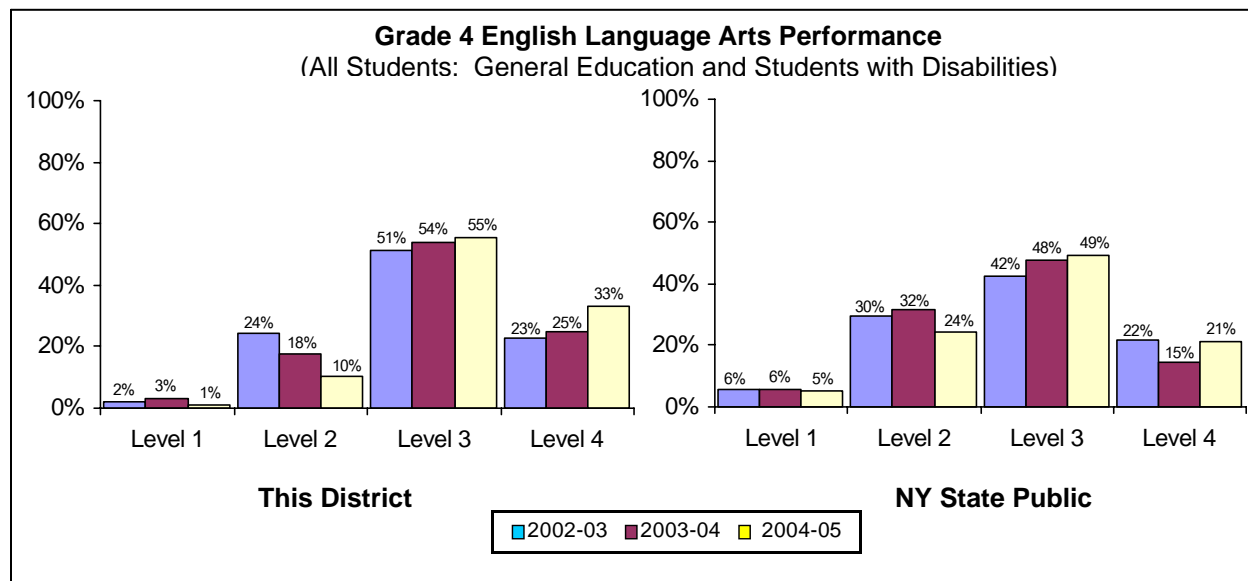
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
244	0%

*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	4	53	111	49	217	665
Feb 2004	6	37	112	52	207	671
Feb 2005	2	20	106	64	192	685

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 .

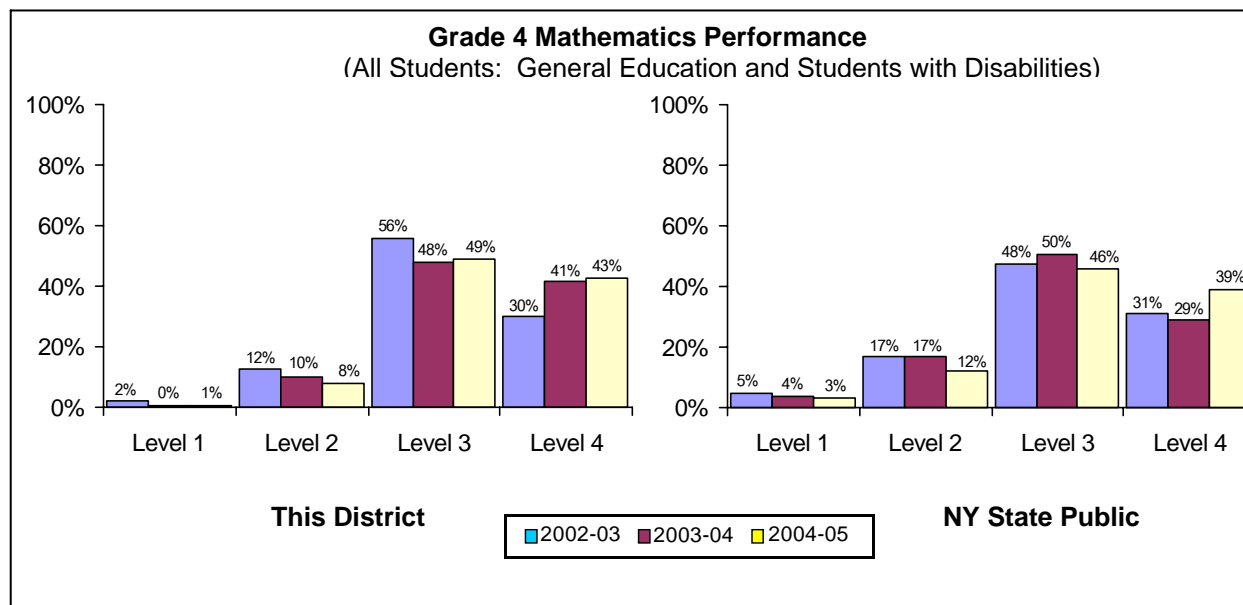
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

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



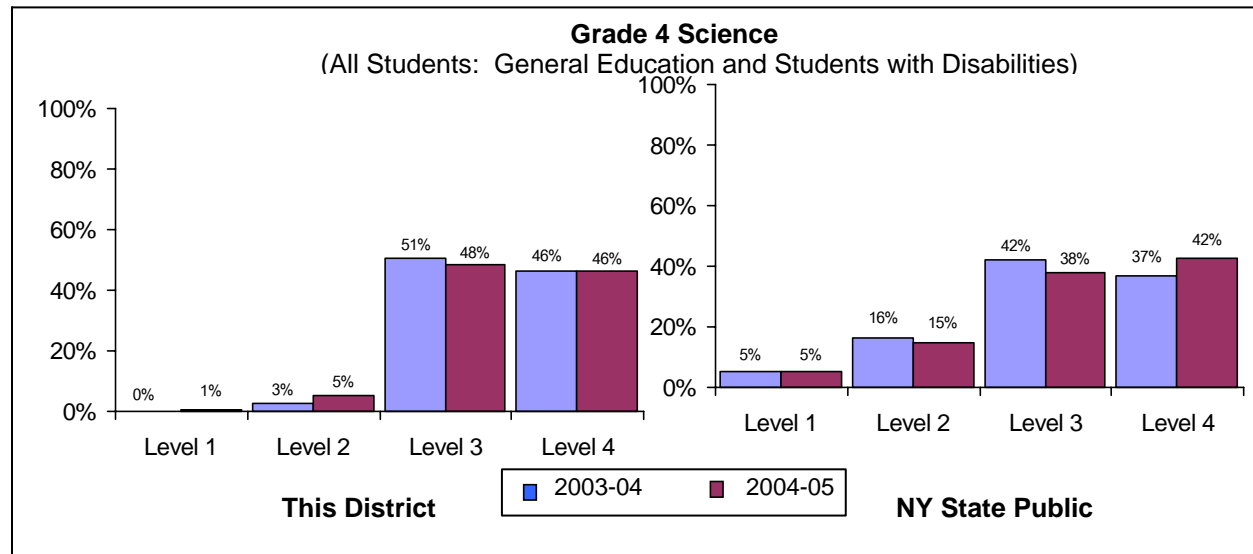
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	4	27	121	65	217	666
May 2004	1	21	100	86	208	673
May 2005	1	15	96	84	196	676

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	0	6	106	97	209	82
May 2005	1	10	94	90	195	82

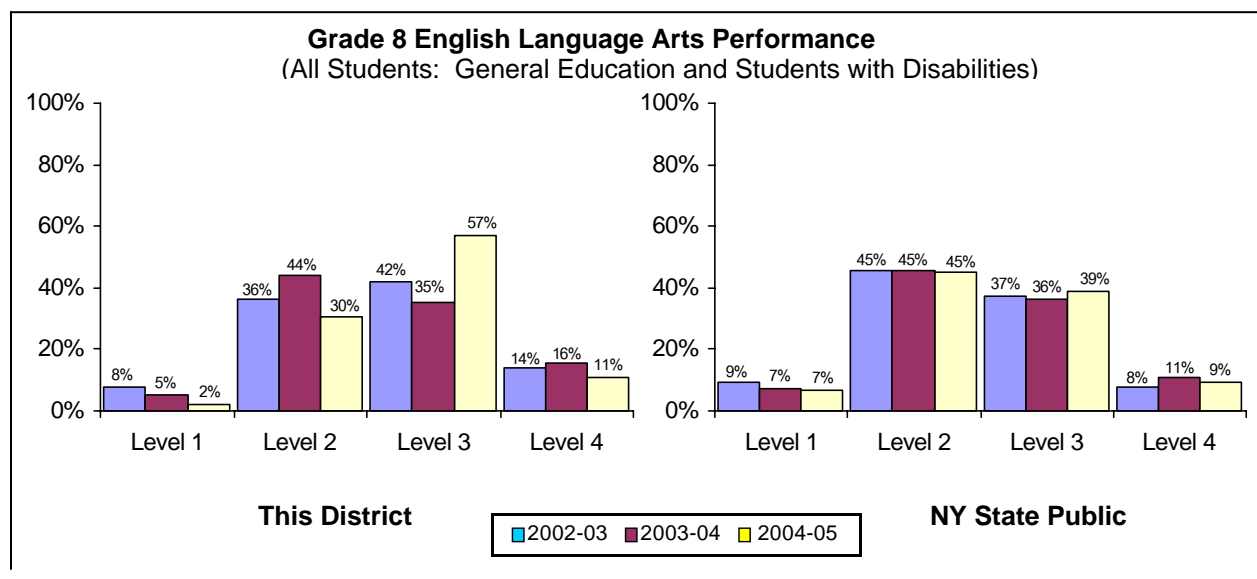
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	18	84	97	32	231	702
January 2004	13	113	90	40	256	705
January 2005	5	71	133	25	234	708

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 .

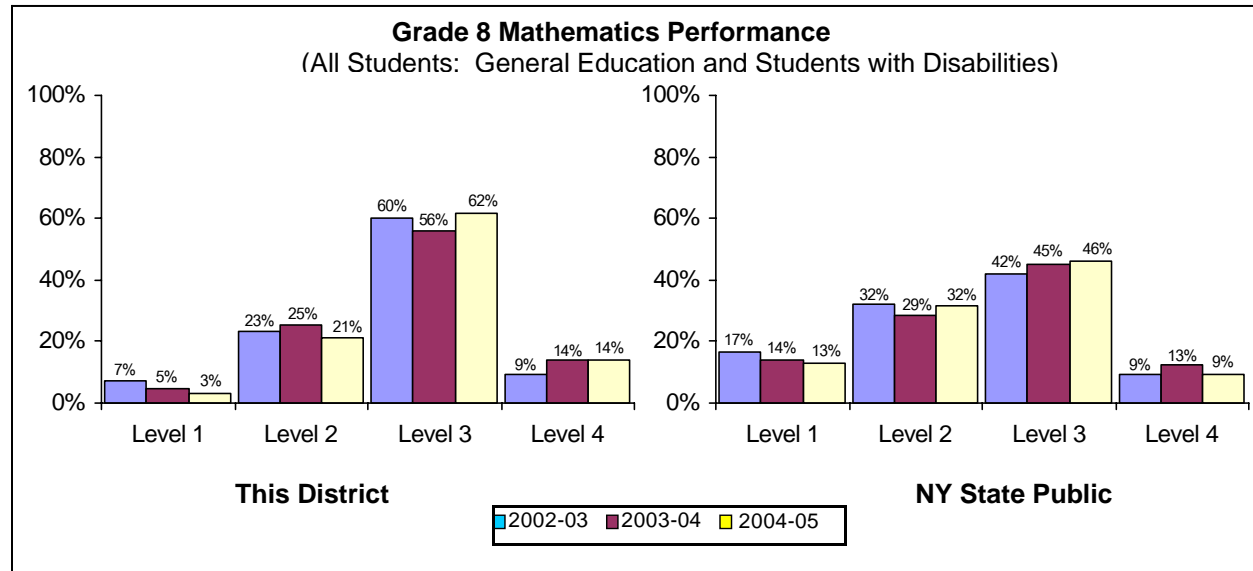
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

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	#	#	#	#	1

Middle Level Mathematics



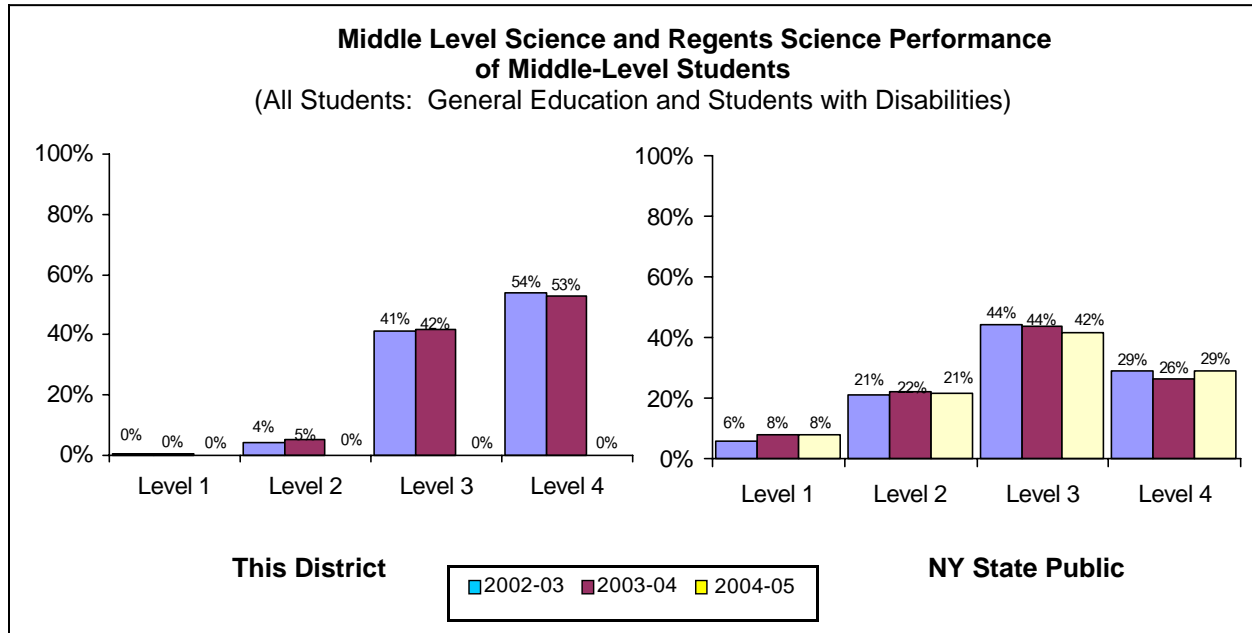
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	17	54	138	21	230	722
May 2004	12	65	143	36	256	728
May 2005	7	50	145	33	235	731

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

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

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

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	1	10	94	123	228	83
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	1	13	106	134	254	84
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	0	10	60	162	232	86
June 2005	Regents Science	#	#	#	#	1	#

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.

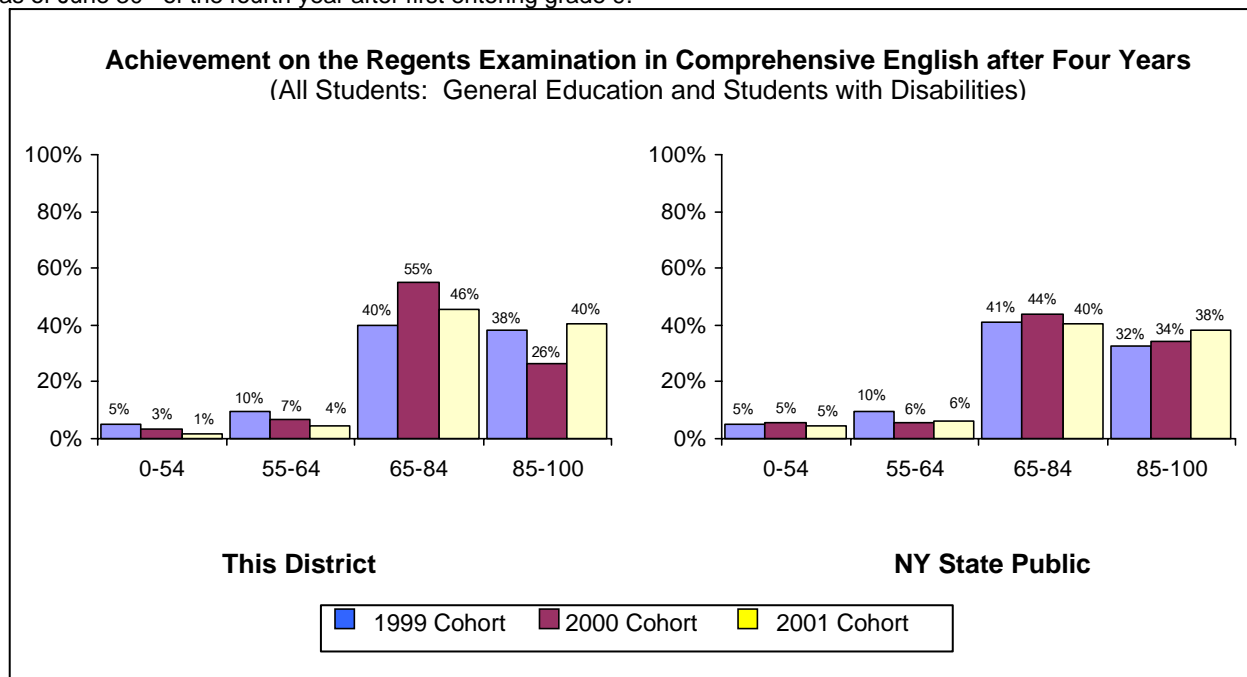
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

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	208	10	20	83	79	0
2000 Cohort	193	6	13	106	51	0
2001 Cohort	206	3	9	94	83	0

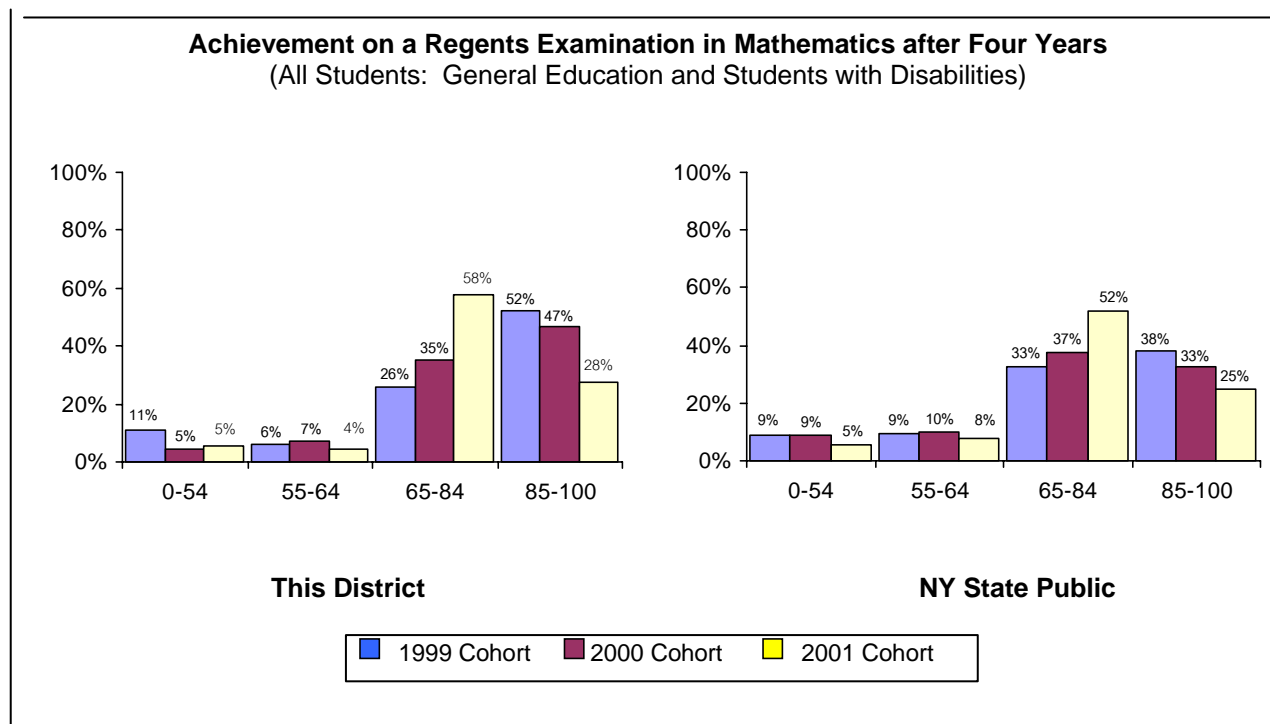
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	2	2
2000 Cohort	4	0
2001 Cohort	0	0

*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	208	23	13	54	109	0
2000 Cohort	193	9	14	68	90	0
2001 Cohort	206	11	9	119	57	0

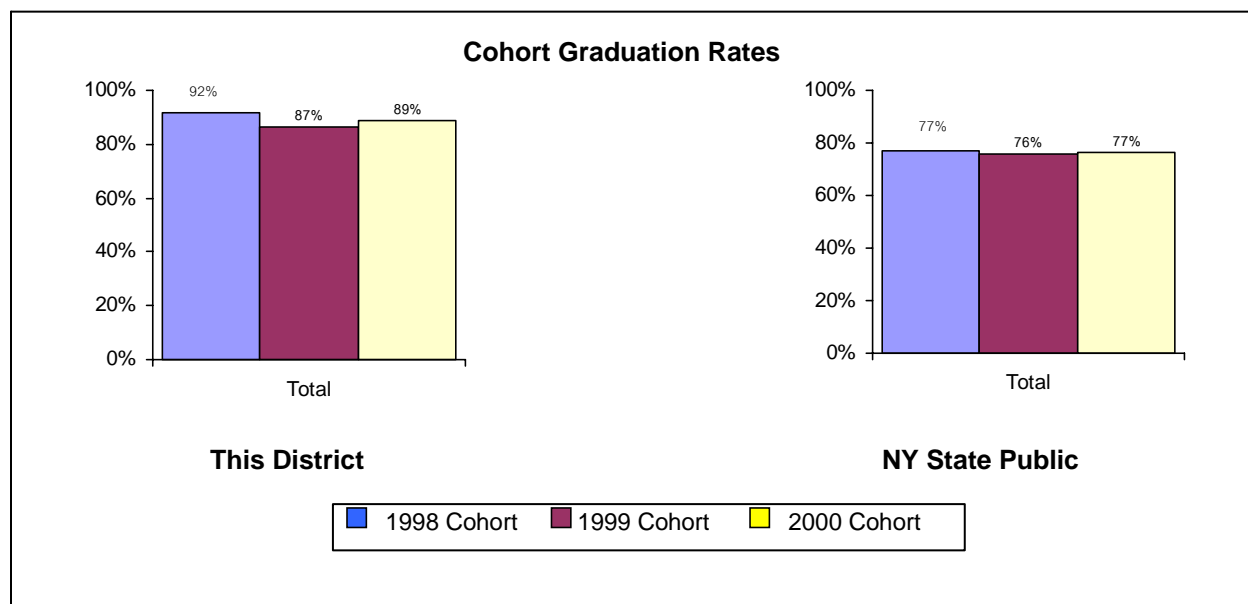
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	9	0
2000 Cohort	6	0
2001 Cohort	3	0

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

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998, 1999, and 2000 district accountability cohorts for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	174	1	175	161
1999 Cohort	205	5	210	182
2000 Cohort	191	3	194	172

*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	5	s	s	s	5	100%	40%	20%
Hispanic	2	s	s	s	5	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	2	s	s	s
White	200	98%	80%	26%	180	99%	89%	34%
Total	207	97%	79%	25%	192	99%	89%	33%
Small Group Totals (s)	7	86%	71%	0%	7	100%	100%	14%
Results by Disability Status								
General-education students	185	99%	83%	28%	173	100%	94%	37%
Students with disabilities	22	82%	45%	5%	19	89%	42%	0%
Total	207	97%	79%	25%	192	99%	89%	33%
Results by Gender								
Female	99	97%	82%	28%	95	99%	89%	41%
Male	108	97%	77%	22%	97	99%	88%	26%
Total	207	97%	79%	25%	192	99%	89%	33%
Results by English Proficiency Status								
English proficient	207	97%	79%	25%	191	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	207	97%	79%	25%	192	99%	89%	33%
Results by Income Level								
Economically disadvantaged	36	89%	69%	14%	44	98%	80%	25%
Not disadvantaged	171	99%	81%	27%	148	99%	91%	36%
Total	207	97%	79%	25%	192	99%	89%	33%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	207	97%	79%	25%	192	99%	89%	33%
Total	207	97%	79%	25%	192	99%	89%	33%

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	5	s	s	s	5	100%	40%	0%
Hispanic	2	s	s	s	5	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	2	s	s	s
White	201	100%	91%	42%	184	99%	93%	45%
Total	208	100%	89%	41%	196	99%	92%	43%
Small Group Totals (s)	7	100%	57%	14%	7	100%	86%	29%
Results by Disability Status								
General-education students	187	100%	90%	43%	176	99%	95%	46%
Students with disabilities	21	95%	86%	24%	20	100%	60%	15%
Total	208	100%	89%	41%	196	99%	92%	43%
Results by Gender								
Female	99	99%	89%	37%	98	100%	91%	42%
Male	109	100%	90%	45%	98	99%	93%	44%
Total	208	100%	89%	41%	196	99%	92%	43%
Results by English Proficiency Status								
English proficient	208	100%	89%	41%	195	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	208	100%	89%	41%	196	99%	92%	43%
Results by Income Level								
Economically disadvantaged	35	97%	74%	29%	45	100%	89%	36%
Not disadvantaged	173	100%	92%	44%	151	99%	93%	45%
Total	208	100%	89%	41%	196	99%	92%	43%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	208	100%	89%	41%	196	99%	92%	43%
Total	208	100%	89%	41%	196	99%	92%	43%

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	5	s	s	s	5	100%	100%	0%
Hispanic	2	s	s	s	5	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	2	s	s	s
White	202	100%	97%	48%	183	99%	94%	49%
Total	209	100%	97%	46%	195	99%	94%	46%
Small Group Totals (s)	7	100%	100%	0%	7	100%	100%	14%
Results by Disability Status								
General-education students	187	100%	97%	47%	176	99%	96%	48%
Students with disabilities	22	100%	100%	41%	19	100%	79%	26%
Total	209	100%	97%	46%	195	99%	94%	46%
Results by Gender								
Female	99	100%	97%	41%	98	100%	94%	42%
Male	110	100%	97%	51%	97	99%	95%	51%
Total	209	100%	97%	46%	195	99%	94%	46%
Results by English Proficiency Status								
English proficient	209	100%	97%	46%	194	s	s	s
Limited English proficient	0	0%	0%	0%	1	s	s	s
Total	209	100%	97%	46%	195	99%	94%	46%
Results by Income Level								
Economically disadvantaged	35	100%	94%	31%	45	100%	96%	33%
Not disadvantaged	174	100%	98%	49%	150	99%	94%	50%
Total	209	100%	97%	46%	195	99%	94%	46%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	209	100%	97%	46%	195	99%	94%	46%
Total	209	100%	97%	46%	195	99%	94%	46%

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	5	s	s	s	2	s	s	s
Hispanic	1	s	s	s	3	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	250	96%	51%	16%	229	98%	68%	11%
Total	256	95%	51%	16%	234	98%	68%	11%
Small Group Totals (s)	6	67%	33%	17%	5	100%	40%	0%
Results by Disability Status								
General-education students	214	98%	57%	18%	208	100%	74%	12%
Students with disabilities	42	79%	17%	2%	26	81%	15%	0%
Total	256	95%	51%	16%	234	98%	68%	11%
Results by Gender								
Female	109	97%	57%	22%	108	99%	78%	8%
Male	147	93%	46%	11%	126	97%	59%	13%
Total	256	95%	51%	16%	234	98%	68%	11%
Results by English Proficiency Status								
English proficient	256	95%	51%	16%	234	98%	68%	11%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	256	95%	51%	16%	234	98%	68%	11%
Results by Income Level								
Economically disadvantaged	45	84%	29%	2%	47	98%	40%	2%
Not disadvantaged	211	97%	55%	18%	187	98%	74%	13%
Total	256	95%	51%	16%	234	98%	68%	11%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	256	95%	51%	16%	234	98%	68%	11%
Total	256	95%	51%	16%	234	98%	68%	11%

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	5	s	s	s	3	s	s	s
Hispanic	1	s	s	s	3	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	250	96%	70%	14%	229	97%	76%	14%
Total	256	95%	70%	14%	235	97%	76%	14%
Small Group Totals (s)	6	83%	50%	17%	6	83%	50%	0%
Results by Disability Status								
General-education students	214	98%	79%	17%	210	99%	81%	16%
Students with disabilities	42	81%	21%	0%	25	84%	32%	0%
Total	256	95%	70%	14%	235	97%	76%	14%
Results by Gender								
Female	109	95%	72%	15%	108	97%	73%	15%
Male	147	95%	69%	14%	127	97%	78%	13%
Total	256	95%	70%	14%	235	97%	76%	14%
Results by English Proficiency Status								
English proficient	256	95%	70%	14%	235	97%	76%	14%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	256	95%	70%	14%	235	97%	76%	14%
Results by Income Level								
Economically disadvantaged	44	89%	50%	5%	49	90%	53%	2%
Not disadvantaged	212	97%	74%	16%	186	99%	82%	17%
Total	256	95%	70%	14%	235	97%	76%	14%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	256	95%	70%	14%	235	97%	76%	14%
Total	256	95%	70%	14%	235	97%	76%	14%

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	5	s	s	s	2	s	s	s
Hispanic	1	s	s	s	3	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	248	100%	95%	53%	227	100%	96%	71%
Total	254	100%	94%	53%	232	100%	96%	70%
Small Group Totals (s)	6	100%	67%	33%	5	100%	100%	20%
Results by Disability Status								
General-education students	212	100%	98%	60%	207	100%	98%	74%
Students with disabilities	42	98%	79%	17%	25	100%	76%	32%
Total	254	100%	94%	53%	232	100%	96%	70%
Results by Gender								
Female	109	100%	94%	43%	107	100%	94%	65%
Male	145	99%	94%	60%	125	100%	97%	74%
Total	254	100%	94%	53%	232	100%	96%	70%
Results by English Proficiency Status								
English proficient	254	100%	94%	53%	232	100%	96%	70%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	254	100%	94%	53%	232	100%	96%	70%
Results by Income Level								
Economically disadvantaged	44	100%	89%	20%	48	100%	90%	40%
Not disadvantaged	210	100%	96%	60%	184	100%	97%	78%
Total	254	100%	94%	53%	232	100%	96%	70%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	254	100%	94%	53%	232	100%	96%	70%
Total	254	100%	94%	53%	232	100%	96%	70%

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		Pass- ed RCTs	Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score		Pass- ed RCTs	Percent Meeting Graduation Requirement
		Regents					Regents	Pass- ed RCTs		
		55– 64	65– 100							
Results by Race/Ethnicity										
American Indian/Alaskan Native	1	s	s	s	s	0	0	0	0	0%
Black	5	0	4	0	80%	3	s	s	s	s
Hispanic	3	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	3	s	s	s	s	2	s	s	s	s
White	181	12	148	4	91%	199	9	171	0	90%
Total	193	13	157	4	90%	206	9	177	0	90%
Small Group Totals (s)	7	1	5	0	86%	7	0	6	0	86%
Results by Disability Status										
General-education students	174	9	148	2	91%	180	5	162	0	93%
Students with disabilities	19	4	9	2	79%	26	4	15	0	73%
Total	193	13	157	4	90%	206	9	177	0	90%
Results by Gender										
Female	86	10	70	1	94%	101	5	90	0	94%
Male	107	3	87	3	87%	105	4	87	0	87%
Total	193	13	157	4	90%	206	9	177	0	90%
Results by English Proficiency Status										
English proficient	193	13	157	4	90%	205	s	s	s	s
Limited English proficient	0	0	0	0	0%	1	s	s	s	s
Total	193	13	157	4	90%	206	9	177	0	90%
Results by Income Level										
Economically disadvantaged	14	1	11	0	86%	20	2	16	0	90%
Not disadvantaged	179	12	146	4	91%	186	7	161	0	90%
Total	193	13	157	4	90%	206	9	177	0	90%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	193	13	157	4	90%	206	9	177	0	90%
Total	193	13	157	4	90%	206	9	177	0	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	1	s	s	s	s	0	0	0	0	0%
Black	5	1	3	0	80%	3	s	s	s	s
Hispanic	3	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	3	s	s	s	s	2	s	s	s	s
White	181	13	149	6	93%	199	9	170	3	91%
Total	193	14	158	6	92%	206	9	176	3	91%
Small Group Totals (s)	7	0	6	0	86%	7	0	6	0	86%
Results by Disability Status										
General-education students	174	11	150	2	94%	180	5	162	1	93%
Students with disabilities	19	3	8	4	79%	26	4	14	2	77%
Total	193	14	158	6	92%	206	9	176	3	91%
Results by Gender										
Female	86	7	71	4	95%	101	5	85	2	91%
Male	107	7	87	2	90%	105	4	91	1	91%
Total	193	14	158	6	92%	206	9	176	3	91%
Results by English Proficiency Status										
English proficient	193	14	158	6	92%	205	s	s	s	s
Limited English proficient	0	0	0	0	0%	1	s	s	s	s
Total	193	14	158	6	92%	206	9	176	3	91%
Results by Income Level										
Economically disadvantaged	14	0	11	0	79%	20	3	15	1	95%
Not disadvantaged	179	14	147	6	93%	186	6	161	2	91%
Total	193	14	158	6	92%	206	9	176	3	91%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	193	14	158	6	92%	206	9	176	3	91%
Total	193	14	158	6	92%	206	9	176	3	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.

	1999 Cohort as of August 31, 2003		2000 Cohort as of August 31, 2004	
Student Subgroup	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	1	s
Black	1	s	5	80%
Hispanic	2	s	3	s
Asian or Pacific Islander	1	s	3	s
White	206	s	182	89%
Total	210	87%	194	89%
Small Group Totals (s)	210	87%	7	86%
Results by Disability Status				
General-education students	180	91%	169	93%
Students with disabilities	30	63%	25	60%
Total	210	87%	194	89%
Results by Gender				
Female	114	93%	87	91%
Male	96	79%	107	87%
Total	210	87%	194	89%
Results by English Proficiency Status				
English proficient	210	87%	194	89%
Limited English proficient	0	0%	0	0%
Total	210	87%	194	89%
Results by Income Level				
Economically disadvantaged	13	85%	13	92%
Not disadvantaged	197	87%	181	88%
Total	210	87%	194	89%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	210	87%	194	89%
Total	210	87%	194	89%

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.