

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for  
Public Schools in New York State**

**February 2006**

May 1, 2006

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# THE UNIVERSITY OF THE STATE OF NEW YORK

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**School Report Card Coordinator  
Information and Reporting Services Team  
New York State Education Department  
Room 863 EBA  
89 Washington Avenue  
Albany, NY 12234  
E-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)**

The *New York State 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 statewide performance. Knowledge gained from the report card can be used to improve instruction and services to students.

The *New York State Report Card* consists of three parts: the *Overview of 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 statewide, including general-education students and students with disabilities. 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 report card may be found in the glossary on the last page. Further information on the report card may be found in the guide, *Understanding Your School Report Card: February 2006*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of Statewide Performance in English Language Arts, Mathematics, and Science

## Statewide Profile

<b>Organization</b> 2004–05	Grade Range	Student Enrollment
	K–12	2,802,259

<b>2003–04 NYS Public Schools Total Expenditure per Pupil</b>	\$13,826
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### 2004–05 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
527,626	92%

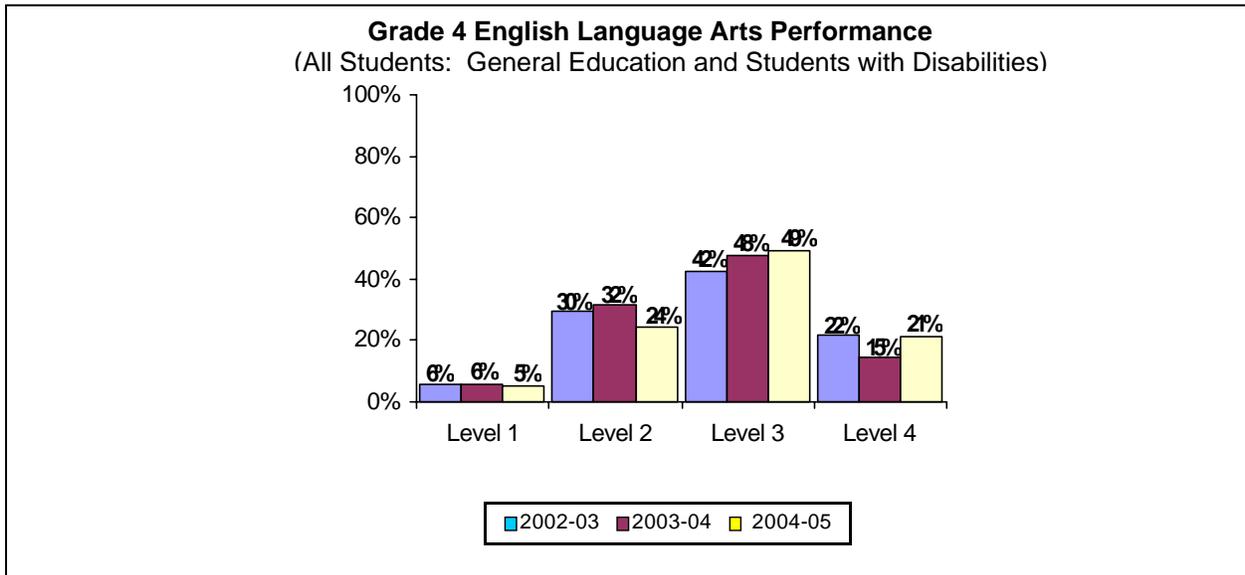
\*To meet the federal definition of “highly qualified,” public school teachers of core academic subjects must have at least a bachelor’s degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2004–05 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
216,031	3%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Statewide Performance	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	12,394	62,455	89,069	45,987	209,905	660
Feb 2004	12,109	65,680	98,097	30,360	206,246	656
Feb 2005	10,588	47,593	96,845	41,455	196,481	665

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

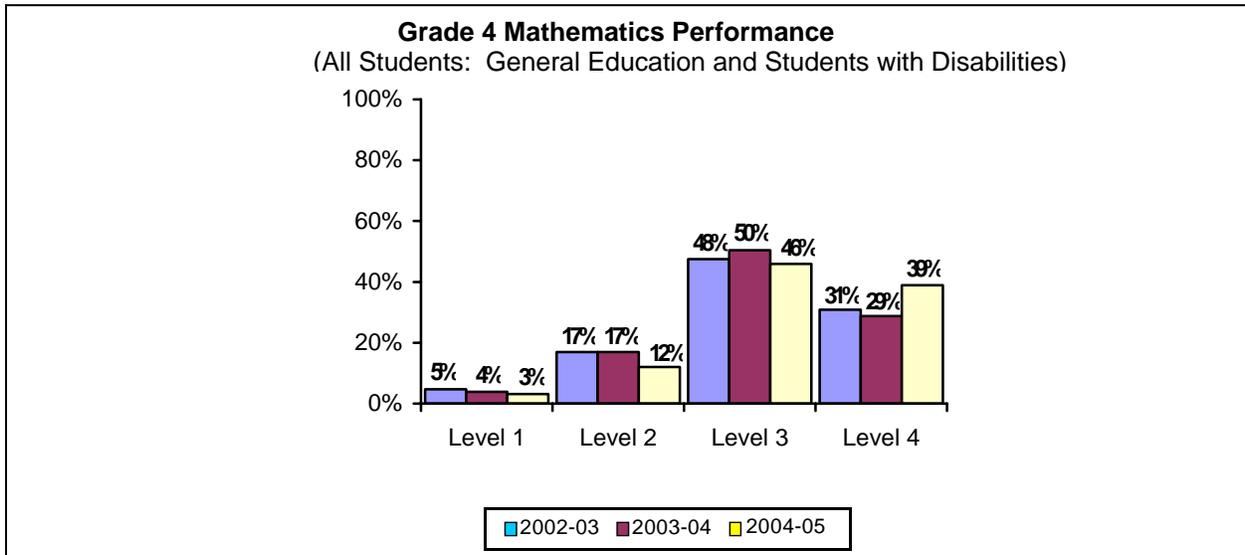
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	4,128	1,843	5,132	11,103

### 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	23	176	351	1,253	1,803

## Elementary Level Mathematics



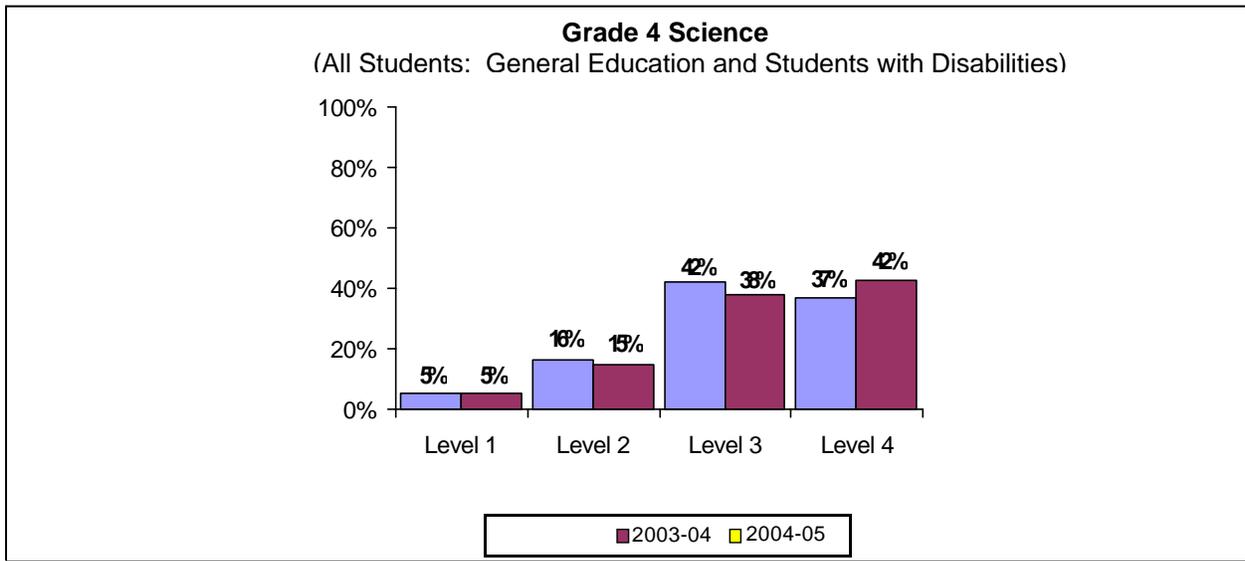
Statewide Performance	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	10,342	36,918	103,645	67,274	218,179	661
May 2004	8,352	36,455	108,183	61,706	214,696	661
May 2005	6,534	24,969	95,464	80,710	207,677	670

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

### 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	49	184	339	1,181	1,753

# Elementary Level Science\*



Statewide Performance	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	10,864	34,220	89,088	78,044	212,216	76
May 2005	10,742	29,915	77,410	87,080	205,147	77

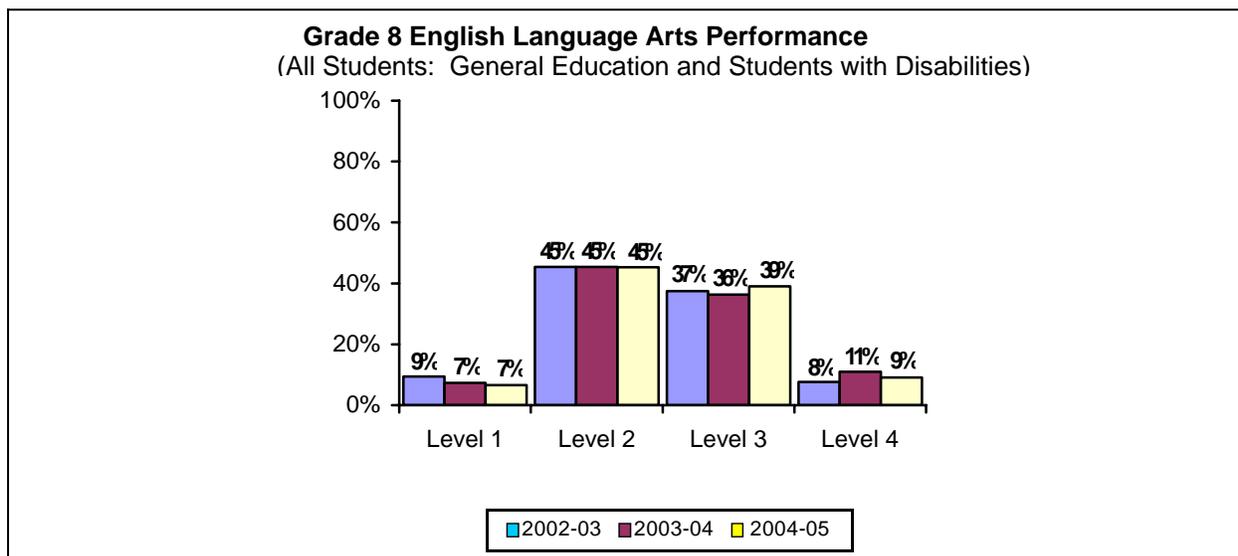
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

## 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
<b>2004-05</b>	52	214	328	1,157	1,751

\*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



Statewide Performance	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	20,130	96,533	79,747	16,296	212,706	694
January 2004	15,994	98,949	79,256	23,893	218,092	699
January 2005	14,182	97,860	84,352	19,755	216,149	698

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

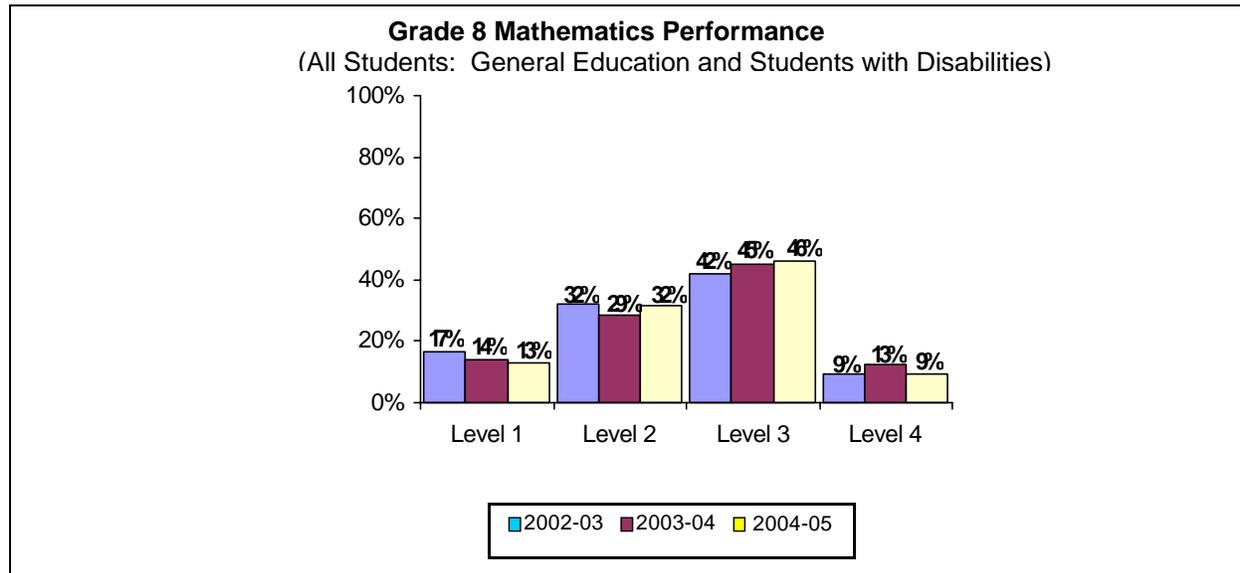
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	2,031	1,135	4,321	7,487

### 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	14	145	342	1,321	1,822

## Middle Level Mathematics



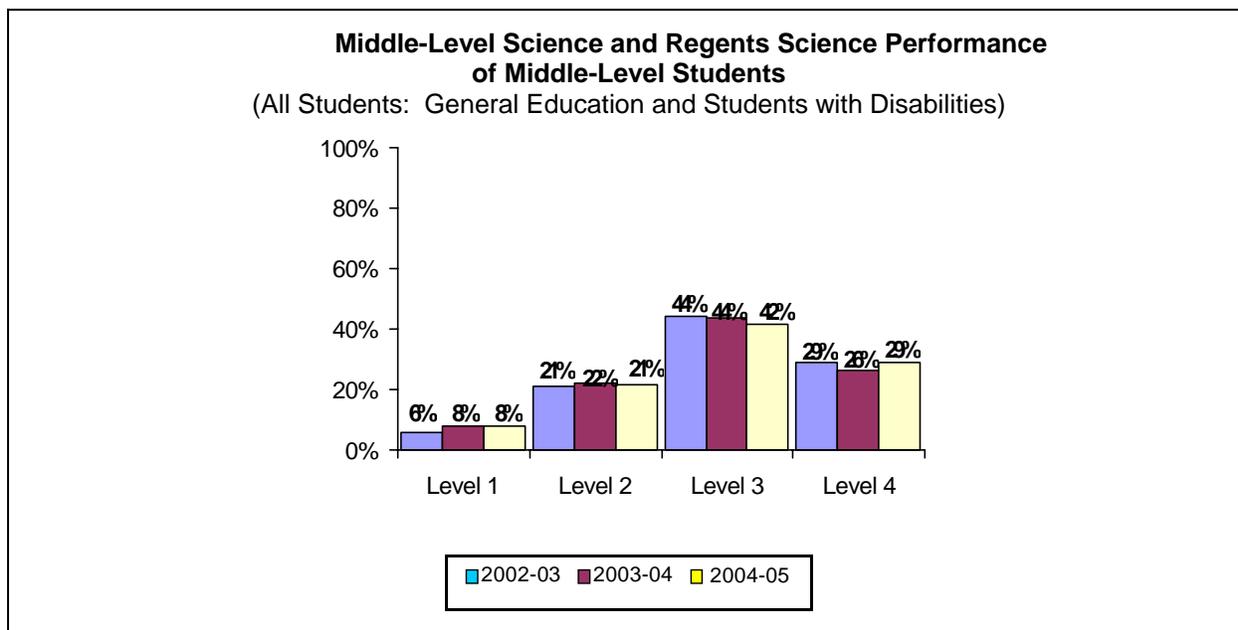
Statewide Performance	Counts of Students					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total Tested	
May 2003	36,209	70,196	91,864	20,733	219,002	713
May 2004	30,937	63,654	100,371	28,322	223,284	718
May 2005	28,873	69,975	102,061	21,085	221,994	718

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

### 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	34	185	323	1,251	1,793

## Middle Level Science



Statewide Performance		Counts of Students					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/ June 2003	Middle-Level Science	11,097	40,901	84,529	48,950	185,477	73
	Regents Science	53	100	2,676	8,346	11,175	88
January/ June 2004	Middle-Level Science	16,276	46,357	86,921	45,307	194,861	71
	Regents Science	353	398	5,885	10,498	17,134	85
January/ June 2005	Middle-Level Science	16,700	45,205	84,274	49,253	195,432	71
	Regents Science	236	280	4,324	11,712	16,552	87

Middle-Level Science Levels – Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> 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.
<b>Level 3</b>	These students <b>meet the standards</b> 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.
<b>Level 2</b>	These students <b>need extra help</b> 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.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

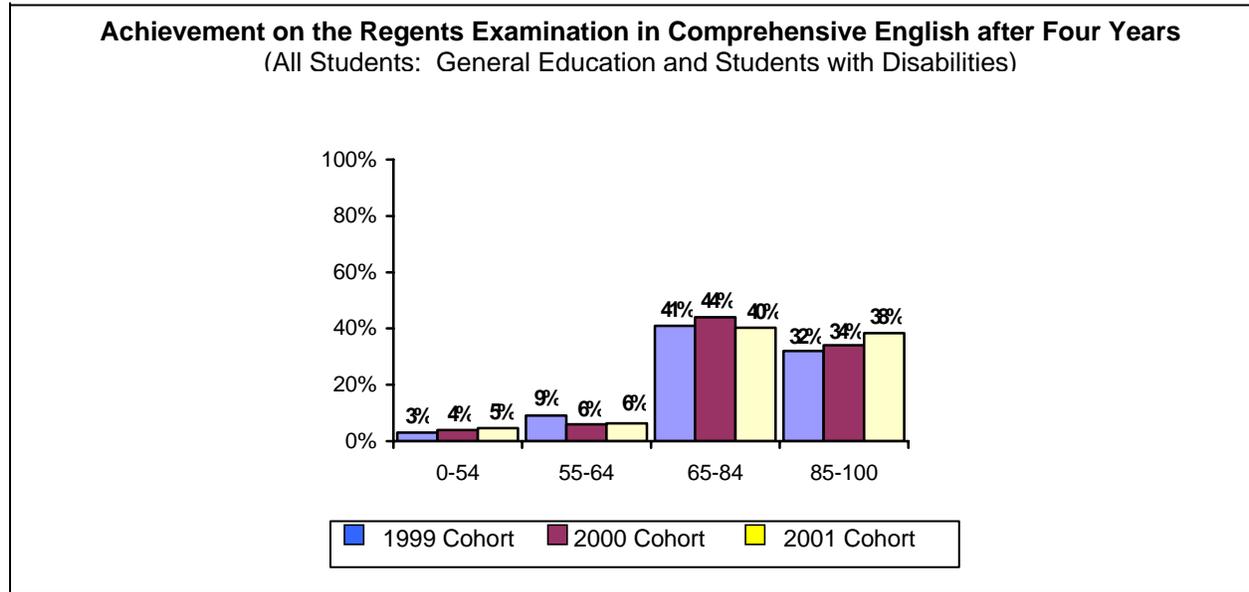
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	34	190	326	1,222	1,772

# 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 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district.



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
<b>1999 Cohort</b>	171,399	5,668	16,143	70,470	55,584	157
<b>2000 Cohort</b>	173,058	6,324	9,698	75,518	58,942	211
<b>2001 Cohort</b>	176,196	8,257	11,109	70,826	67,583	187

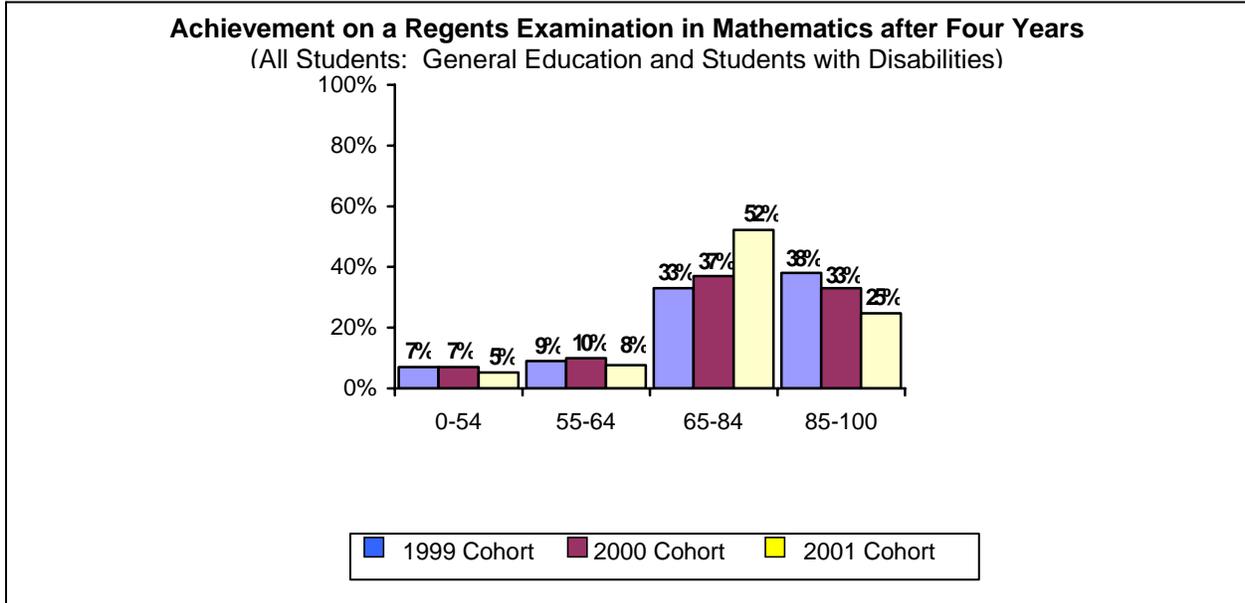
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
<b>1999 Cohort</b>	2,570	1,776
<b>2000 Cohort</b>	2,423	1,879
<b>2001 Cohort</b>	2,555	2,224

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

# 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 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district.



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
<b>1999 Cohort</b>	171,399	11,787	16,187	55,808	65,108	32
<b>2000 Cohort</b>	173,058	11,389	17,351	64,599	56,339	30
<b>2001 Cohort</b>	176,196	9,278	13,462	91,908	43,539	14

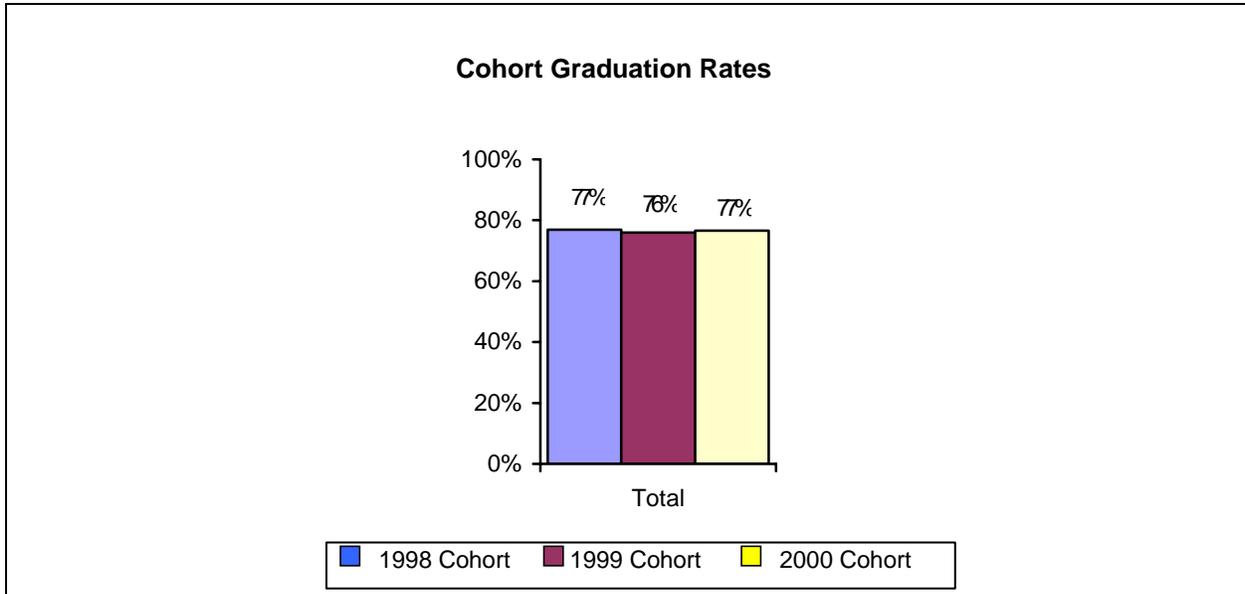
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
<b>1999 Cohort</b>	4,961	714
<b>2000 Cohort</b>	5,484	660
<b>2001 Cohort</b>	4,715	917

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> 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 school accountability cohorts for English and mathematics.



Cohort Graduation Rates				
	<b>Cohort Members* (a)</b>	<b>Transfers to GED (b)</b>	<b>Graduation Rate Cohort Members (a+b)</b>	<b>Number Graduated</b>
1998 Cohort	159,254	5,972	165,226	127,096
1999 Cohort	163,316	10,662	173,978	132,245
2000 Cohort	172,372	6,720	179,092	137,134

\*Count as of August 31<sup>st</sup> 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 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 statewide tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students.

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1,070	90	46	6	1,026	91	58	13
Black	42,424	89	44	7	39,413	90	54	10
Hispanic	37,441	91	46	6	34,167	92	57	11
Asian or Pacific Islander	12,326	98	78	26	12,564	98	83	34
White	112,985	97	73	20	109,311	97	79	27
Total	206,246	94	62	15	196,481	95	70	21
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	179,362	98	68	17	169,841	98	77	24
Students with disabilities	26,884	72	22	2	26,640	72	28	2
Total	206,246	94	62	15	196,481	95	70	21
<b>Results by Gender</b>								
Female	100,927	96	66	18	96,610	96	74	25
Male	105,319	93	59	12	99,871	93	67	17
Total	206,246	94	62	15	196,481	95	70	21
<b>Results by English Proficiency Status</b>								
English proficient	201,924	95	63	15	192,238	95	71	21
Limited English proficient	4,322	71	21	2	4,243	74	31	4
Total	206,246	94	62	15	196,481	95	70	21
<b>Results by Income Level</b>								
Economically disadvantaged	84,659	90	46	7	93,838	91	57	11
Not disadvantaged	121,587	97	74	21	102,004	98	83	30
Total	206,246	94	62	15	196,481	95	70	21
<b>Results by Migrant Status</b>								
Migrant family	117	87	33	3	131	86	44	4
Not migrant family	206,129	94	62	15	196,350	95	70	21
Total	206,246	94	62	15	196,481	95	70	21

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

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1,087	93	72	18	1,032	96	79	30
Black	42,758	93	63	13	39,904	94	73	22
Hispanic	43,250	93	66	15	42,092	94	76	25
Asian or Pacific Islander	13,774	98	90	48	14,342	98	93	62
White	113,827	99	89	38	110,307	99	92	47
Total	214,696	96	79	29	207,677	97	85	39
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	186,908	98	84	32	179,886	99	89	43
Students with disabilities	27,788	83	49	8	27,791	84	55	11
Total	214,696	96	79	29	207,677	97	85	39
<b>Results by Gender</b>								
Female	104,875	97	80	28	101,948	98	85	38
Male	109,821	95	79	30	105,729	96	84	40
Total	214,696	96	79	29	207,677	97	85	39
<b>Results by English Proficiency Status</b>								
English proficient	202,248	97	81	30	192,105	98	87	41
Limited English proficient	12,448	84	48	8	15,572	88	59	13
Total	214,696	96	79	29	207,677	97	85	39
<b>Results by Income Level</b>								
Economically disadvantaged	90,151	94	68	16	103,648	95	77	27
Not disadvantaged	124,545	98	88	38	103,568	99	93	51
Total	214,696	96	79	29	207,677	97	85	39
<b>Results by Migrant Status</b>								
Migrant family	170	92	62	7	185	96	68	17
Not migrant family	214,526	96	79	29	207,492	97	85	39
Total	214,696	96	79	29	207,677	97	85	39

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

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1,057	92	70	25	1,019	93	76	32
Black	41,894	90	62	17	39,118	90	65	22
Hispanic	42,520	89	59	16	41,266	89	63	21
Asian or Pacific Islander	13,646	97	84	42	14,154	96	86	51
White	113,099	99	92	51	109,590	99	92	57
Total	212,216	95	79	37	205,147	95	80	42
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	185,176	96	82	40	178,000	96	84	46
Students with disabilities	27,040	85	57	16	27,147	84	57	18
Total	212,216	95	79	37	205,147	95	80	42
<b>Results by Gender</b>								
Female	103,838	95	78	35	100,853	95	80	41
Male	108,378	95	80	39	104,294	94	80	44
Total	212,216	95	79	37	205,147	95	80	42
<b>Results by English Proficiency Status</b>								
English proficient	199,967	96	81	39	189,978	96	83	45
Limited English proficient	12,249	74	38	8	15,169	75	40	9
Total	212,216	95	79	37	205,147	95	80	42
<b>Results by Income Level</b>								
Economically disadvantaged	88,641	91	65	19	101,919	91	68	25
Not disadvantaged	123,569	98	89	49	102,825	99	93	60
Total	212,216	95	79	37	205,147	95	80	42
<b>Results by Migrant Status</b>								
Migrant family	164	93	65	15	180	89	64	19
Not migrant family	212,052	95	79	37	204,967	95	80	42
Total	212,216	95	79	37	205,147	95	80	42

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

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	929	88	32	4	980	90	32	4
Black	43,170	86	27	4	43,562	88	26	3
Hispanic	37,093	88	30	4	38,114	89	28	3
Asian or Pacific Islander	11,837	97	64	21	12,276	96	62	18
White	125,063	96	58	15	121,217	97	61	13
Total	218,092	93	47	11	216,149	93	48	9
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	187,068	97	54	13	184,569	97	55	11
Students with disabilities	31,024	67	8	1	31,580	71	10	0
Total	218,092	93	47	11	216,149	93	48	9
<b>Results by Gender</b>								
Female	106,376	95	53	14	105,499	95	53	12
Male	111,716	91	42	8	110,650	92	44	7
Total	218,092	93	47	11	216,149	93	48	9
<b>Results by English Proficiency Status</b>								
English proficient	212,161	94	49	11	210,515	94	49	9
Limited English proficient	5,931	59	5	1	5,634	61	5	0
Total	218,092	93	47	11	216,149	93	48	9
<b>Results by Income Level</b>								
Economically disadvantaged	78,675	87	29	4	95,868	89	30	3
Not disadvantaged	139,416	96	58	15	119,188	97	63	14
Total	218,092	93	47	11	216,149	93	48	9
<b>Results by Migrant Status</b>								
Migrant family	118	81	23	2	135	77	21	2
Not migrant family	217,973	93	47	11	216,014	93	48	9
Total	218,092	93	47	11	216,149	93	48	9

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

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	914	82	47	5	983	83	42	4
Black	42,967	73	33	3	43,472	74	31	2
Hispanic	40,769	75	37	4	42,215	78	36	3
Asian or Pacific Islander	13,622	94	77	31	13,827	94	76	26
White	125,012	94	71	17	121,497	94	69	13
Total	223,284	86	58	13	221,994	87	55	9
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	192,718	91	64	15	190,792	92	61	11
Students with disabilities	30,566	55	19	1	31,202	58	19	1
Total	223,284	86	58	13	221,994	87	55	9
<b>Results by Gender</b>								
Female	108,878	88	59	13	108,350	88	56	10
Male	114,406	85	56	12	113,644	86	55	9
Total	223,284	86	58	13	221,994	87	55	9
<b>Results by English Proficiency Status</b>								
English proficient	210,643	88	60	13	208,863	89	57	10
Limited English proficient	12,641	59	24	4	13,131	62	24	3
Total	223,284	86	58	13	221,994	87	55	9
<b>Results by Income Level</b>								
Economically disadvantaged	81,837	77	39	6	101,050	79	38	4
Not disadvantaged	141,446	92	68	17	120,138	94	70	14
Total	223,284	86	58	13	221,994	87	55	9
<b>Results by Migrant Status</b>								
Migrant family	155	67	30	3	165	72	27	1
Not migrant family	223,128	86	58	13	221,829	87	55	10
Total	223,284	86	58	13	221,994	87	55	9

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

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	816	91	64	16	867	90	63	14
Black	37,666	82	40	5	39,082	82	42	6
Hispanic	36,131	82	41	6	38,173	83	43	7
Asian or Pacific Islander	11,414	93	72	26	11,897	94	74	29
White	108,834	98	86	35	105,413	98	86	38
Total	194,861	92	68	23	195,432	91	68	25
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	167,747	94	72	26	167,341	94	73	28
Students with disabilities	27,114	77	41	6	28,091	77	41	7
Total	194,861	92	68	23	195,432	91	68	25
<b>Results by Gender</b>								
Female	95,012	93	67	21	95,250	93	67	23
Male	99,849	91	69	25	100,182	90	69	28
Total	194,861	92	68	23	195,432	91	68	25
<b>Results by English Proficiency Status</b>								
English proficient	183,616	93	71	25	183,790	93	71	27
Limited English proficient	11,245	63	19	2	11,642	65	22	2
Total	194,861	92	68	23	195,432	91	68	25
<b>Results by Income Level</b>								
Economically disadvantaged	73,469	85	48	9	92,608	85	50	10
Not disadvantaged	121,391	96	80	32	102,336	97	85	39
Total	194,861	92	68	23	195,432	91	68	25
<b>Results by Migrant Status</b>								
Migrant family	137	84	47	5	143	85	44	10
Not migrant family	194,723	92	68	23	195,289	91	68	25
Total	194,861	92	68	23	195,432	91	68	25

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

## 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 30<sup>th</sup> 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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	571	53	372	15	77	655	53	437	18	78
Black	28,097	2,732	17,613	434	74	29,671	3,555	18,359	550	76
Hispanic	23,662	2,139	14,516	302	72	25,597	2,748	15,590	371	73
Asian or Pacific Islander	12,108	631	9,633	35	85	12,445	761	10,190	50	88
White	108,621	4,143	92,537	1,637	91	107,828	3,993	94,040	1,556	92
Total	173,059	9,698	134,671	2,423	85	176,196	11,110	138,616	2,555	86
Small Group Totals (s)	0	0	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>										
General-education students	154,993	7,883	128,049	262	88	157,031	9,009	131,498	261	90
Students with disabilities	18,066	1,815	6,622	2,161	59	19,165	2,101	7,118	2,294	60
Total	173,059	9,698	134,671	2,423	85	176,196	11,110	138,616	2,555	86
<b>Results by Gender</b>										
Female	86,820	4,514	70,799	907	88	88,747	5,099	73,034	914	89
Male	86,239	5,184	63,872	1,516	82	87,449	6,011	65,582	1,641	84
Total	173,059	9,698	134,671	2,423	85	176,196	11,110	138,616	2,555	86
<b>Results by English Proficiency Status</b>										
English proficient	164,337	8,498	131,270	2,346	86	167,097	9,656	135,402	2,429	88
Limited English proficient	8,722	1,200	3,401	77	54	9,099	1,454	3,214	126	53
Total	173,059	9,698	134,671	2,423	85	176,196	11,110	138,616	2,555	86
<b>Results by Income Level</b>										
Economically disadvantaged	38,732	3,552	24,587	731	75	51,326	5,823	32,795	908	77
Not disadvantaged	134,327	6,146	110,084	1,692	88	124,870	5,287	105,821	1,647	90
Total	173,059	9,698	134,671	2,423	85	176,196	11,110	138,616	2,555	86
<b>Results by Migrant Status</b>										
Migrant family	54	4	21	1	48	95	8	58	1	71
Not migrant family	173,005	9,694	134,650	2,422	85	176,101	11,102	138,558	2,554	86
Total	173,059	9,698	134,671	2,423	85	176,196	11,110	138,616	2,555	86

**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 Gradu- ation Require- ment	Students in Cohort	Count of Students by Score			Percent Meeting Gradua- tion Require- ment
		Regents		Pass- ed RCTs			Regents		Pass- ed RCTs	
		55-64	65- 100				55-64	65- 100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	571	63	350	19	76	655	58	437	32	80
Black	28,097	5,000	12,958	1,055	68	29,671	4,506	16,839	1,062	76
Hispanic	23,662	3,975	11,406	682	68	25,597	3,330	14,883	762	74
Asian or Pacific Islander	12,108	807	9,728	86	88	12,445	532	10,829	74	92
White	108,621	7,506	86,527	3,642	90	107,828	5,034	92,471	2,785	93
Total	173,059	17,351	120,969	5,484	83	176,196	13,460	135,459	4,715	87
Small Group Totals (s)	0	0	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>										
General-education students	154,993	15,695	115,680	688	85	157,031	11,546	128,790	550	90
Students with disabilities	18,066	1,656	5,289	4,796	65	19,165	1,914	6,669	4,165	67
Total	173,059	17,351	120,969	5,484	83	176,196	13,460	135,459	4,715	87
<b>Results by Gender</b>										
Female	86,820	9,197	62,261	2,085	85	88,747	7,185	69,880	1,844	89
Male	86,239	8,154	58,708	3,399	81	87,449	6,275	65,579	2,871	85
Total	173,059	17,351	120,969	5,484	83	176,196	13,460	135,459	4,715	87
<b>Results by English Proficiency Status</b>										
English proficient	164,337	16,080	117,017	5,362	84	167,097	12,190	130,970	4,519	88
Limited English proficient	8,722	1,271	3,952	122	61	9,099	1,270	4,489	196	65
Total	173,059	17,351	120,969	5,484	83	176,196	13,460	135,459	4,715	87
<b>Results by Income Level</b>										
Economically disadvantaged	38,732	6,000	20,385	1,552	72	51,326	6,745	31,974	1,723	79
Not disadvantaged	134,327	11,351	100,584	3,932	86	124,870	6,715	103,485	2,992	91
Total	173,059	17,351	120,969	5,484	83	176,196	13,460	135,459	4,715	87
<b>Results by Migrant Status</b>										
Migrant family	54	12	18	3	61	95	13	56	2	75
Not migrant family	173,005	17,339	120,951	5,481	83	176,101	13,447	135,403	4,713	87
Total	173,059	17,351	120,969	5,484	83	176,196	13,460	135,459	4,715	87

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> 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
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	574	69	621	66
Black	28,725	58	29,830	59
Hispanic	24,327	53	25,520	55
Asian or Pacific Islander	11,750	79	12,392	78
White	108,602	86	110,729	86
Total	173,978	76	179,092	77
Small Group Totals (s)	0	0	0	0
<b>Results by Disability Status</b>				
General-education students	158,922	78	160,183	79
Students with disabilities	15,056	58	18,909	53
Total	173,978	76	179,092	77
<b>Results by Gender</b>				
Female	86,921	80	88,993	81
Male	87,057	72	90,099	72
Total	173,978	76	179,092	77
<b>Results by English Proficiency Status</b>				
English proficient	167,089	77	170,031	78
Limited English proficient	6,889	43	9,061	45
Total	173,978	76	179,092	77
<b>Results by Income Level</b>				
Economically disadvantaged	38,374	62	42,233	58
Not disadvantaged	135,604	80	136,859	82
Total	173,978	76	179,092	77
<b>Results by Migrant Status</b>				
Migrant family	39	67	57	49
Not migrant family	173,939	76	179,035	77
Total	173,978	76	179,092	77

## 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.