

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
Rochester City School District**

February 2004

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 *District Accountability 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 *District Accountability 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 and mathematics and on the middle-level science test 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. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. 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, LEP 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: February 2004*, 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: Manuel J. Rivera		Phone: (585)262-8378
Organization 2002-03	Grade Range	Student Enrollment
	NA	34526

2001-02 District-wide Total Expenditure per Pupil	\$12,552
2001-02 NYS Public Schools Total Expenditure per Pupil	\$12,265

2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
5,079	81%

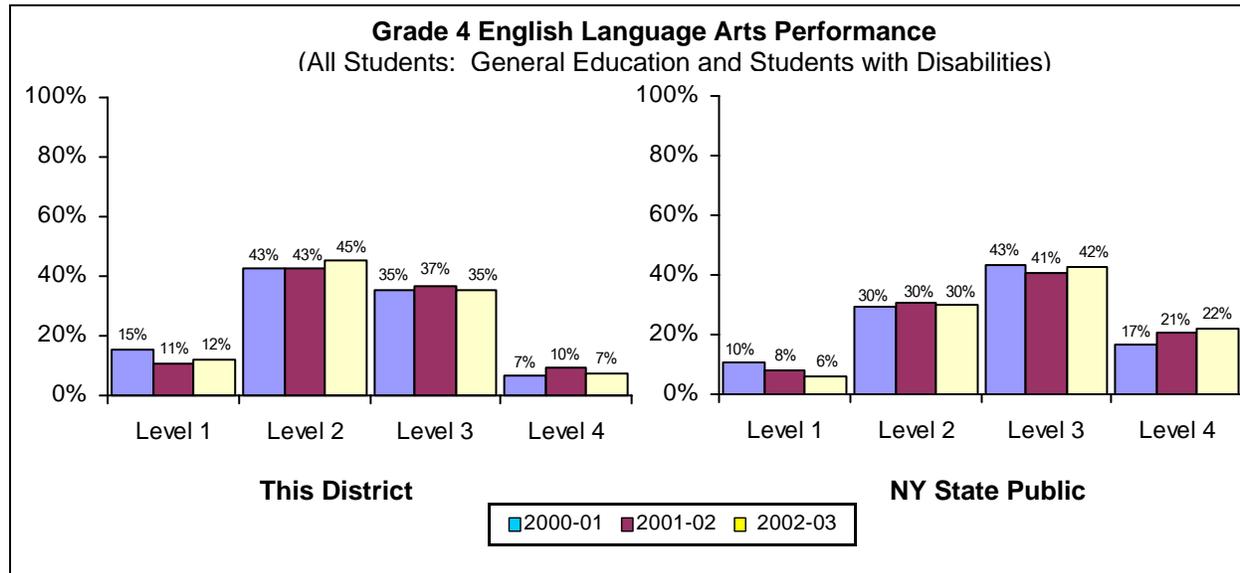
*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New York State uses the NCLB criteria for reporting, certified teachers must fulfill all NCLB requirements to be counted as highly qualified.

2002-03 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent with No Valid Teaching Certificate
3,069	11%

*This count includes teachers with temporary licenses who do not have a valid permanent, provisional, or transitional teaching certificate.

Elementary Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2001	451	1272	1052	199	2974	638
Jan–Feb 2002	323	1299	1117	292	3031	645
Feb 2003	340	1274	993	211	2818	640

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 .

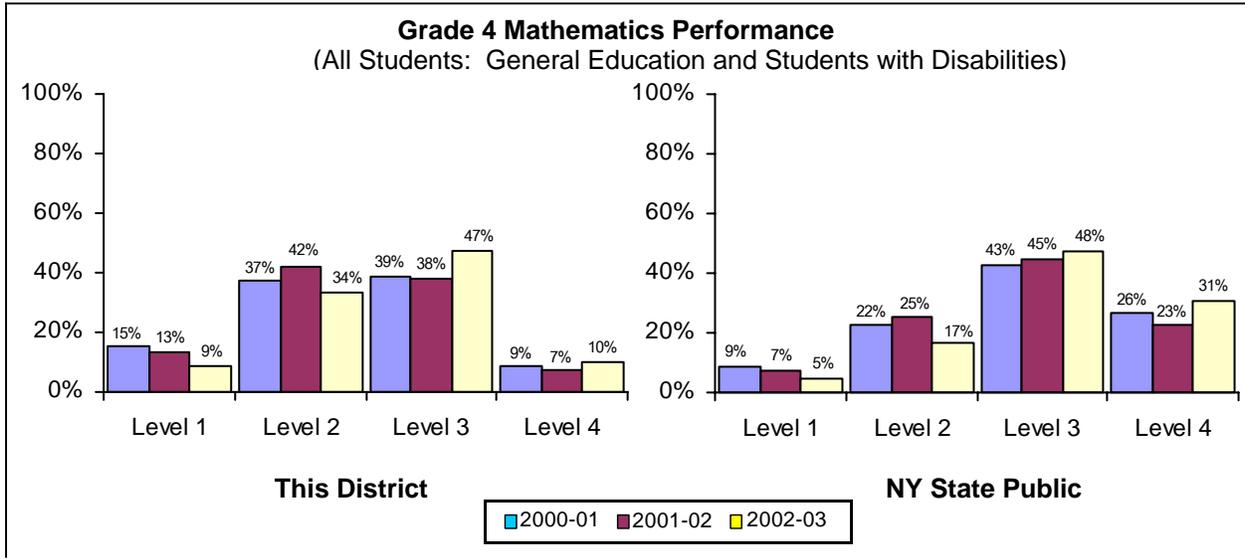
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	113	32	24	13	44

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	12	1	2	5	4

Elementary Level Mathematics



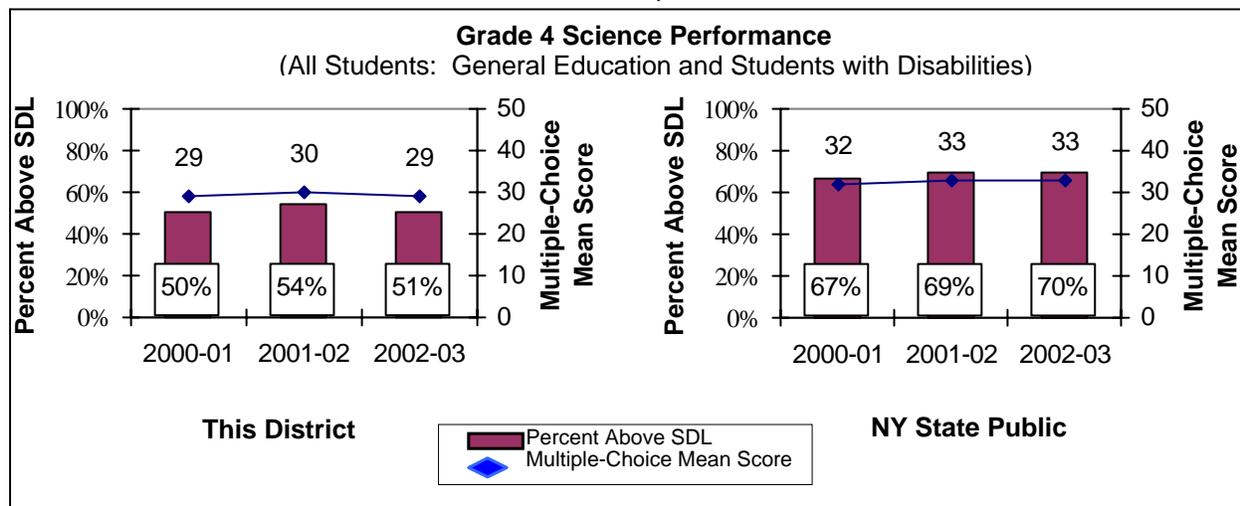
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2001	458	1135	1182	269	3044	635
May 2002	407	1268	1148	216	3039	633
May 2003	270	1011	1416	309	3006	641

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	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	11	0	5	3	3

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2001	3120	1572	29
May 2002	2987	1622	30
May 2003	2972	1510	29

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
Mean Scores	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

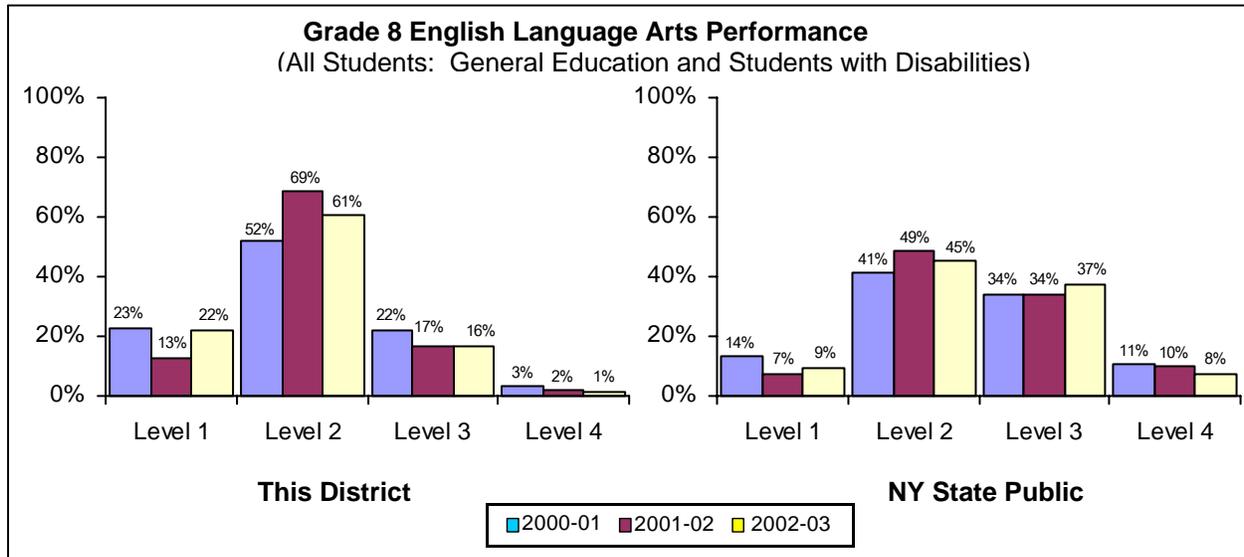
All Students

	Number Tested	Mean Score
May 2001	2904	31
May 2002	2815	32
May 2003	2790	29

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	12	0	5	6	1

Middle Level English Language Arts



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2001	492	1135	480	72	2179	683
March 2002	284	1546	372	43	2245	681
January 2003	542	1500	404	27	2473	674

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 .

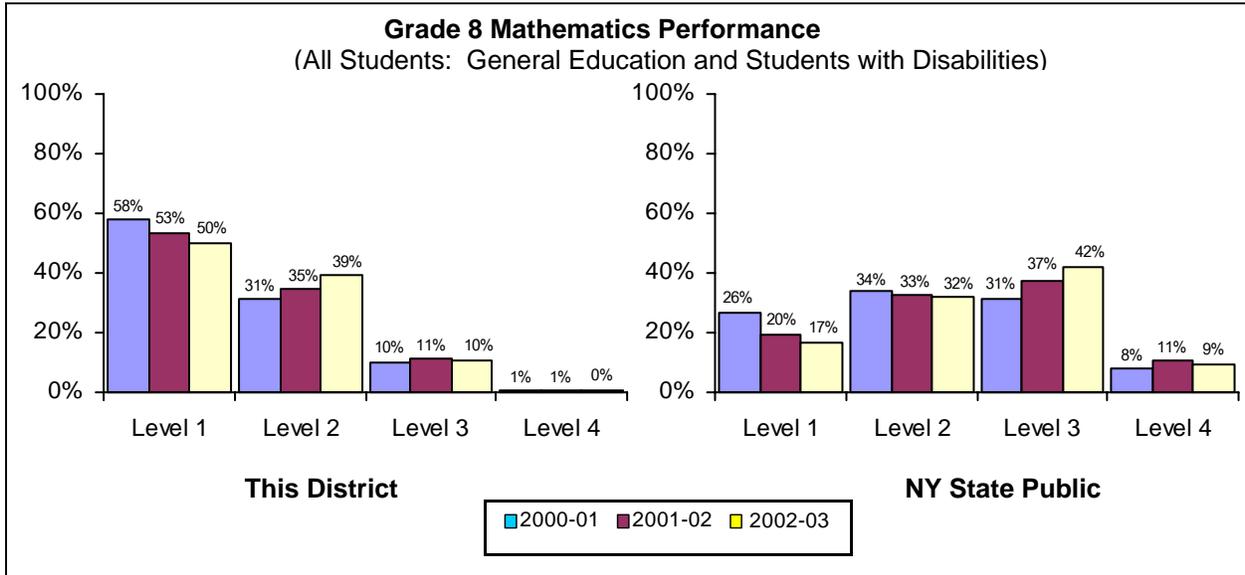
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	37	7	1	8	21

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

Grade 8	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	11	0	3	7	1

Middle Level Mathematics



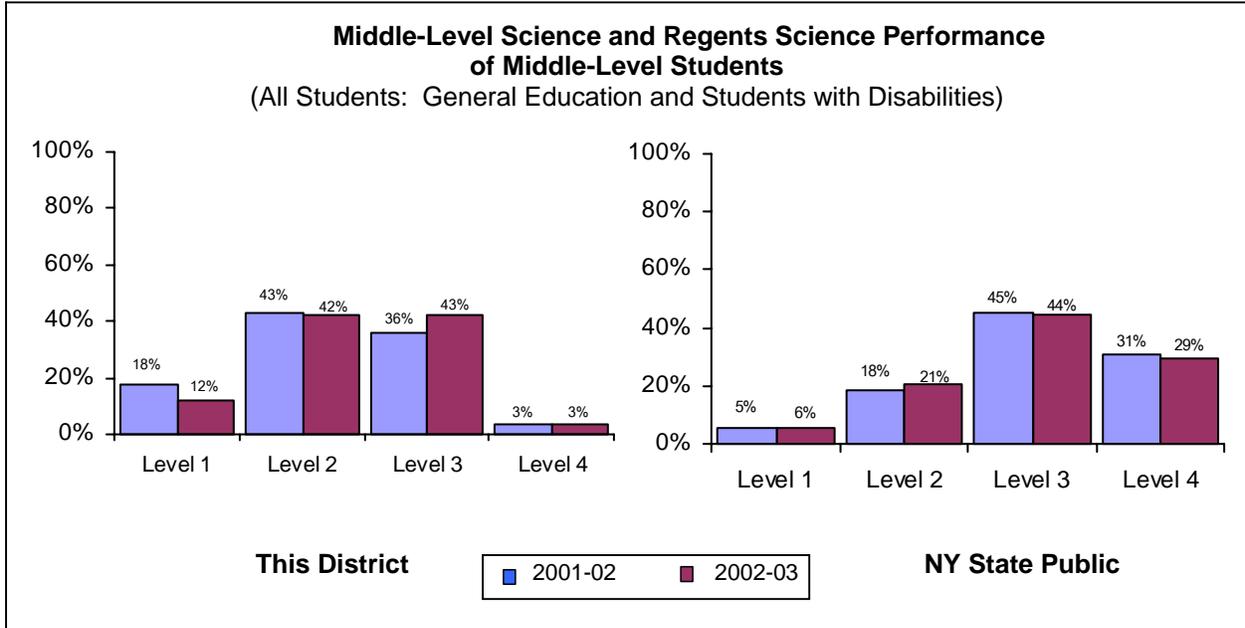
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total	
May 2001	1304	705	222	17	2248	673
May 2002	1303	847	279	15	2444	675
May 2003	1205	951	252	10	2418	677

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	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	11	0	3	4	4

Middle Level Science



Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	339	833	691	62	1925	57
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	246	857	749	38	1890	60
	Regents Science	4	17	134	30	185	75

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.

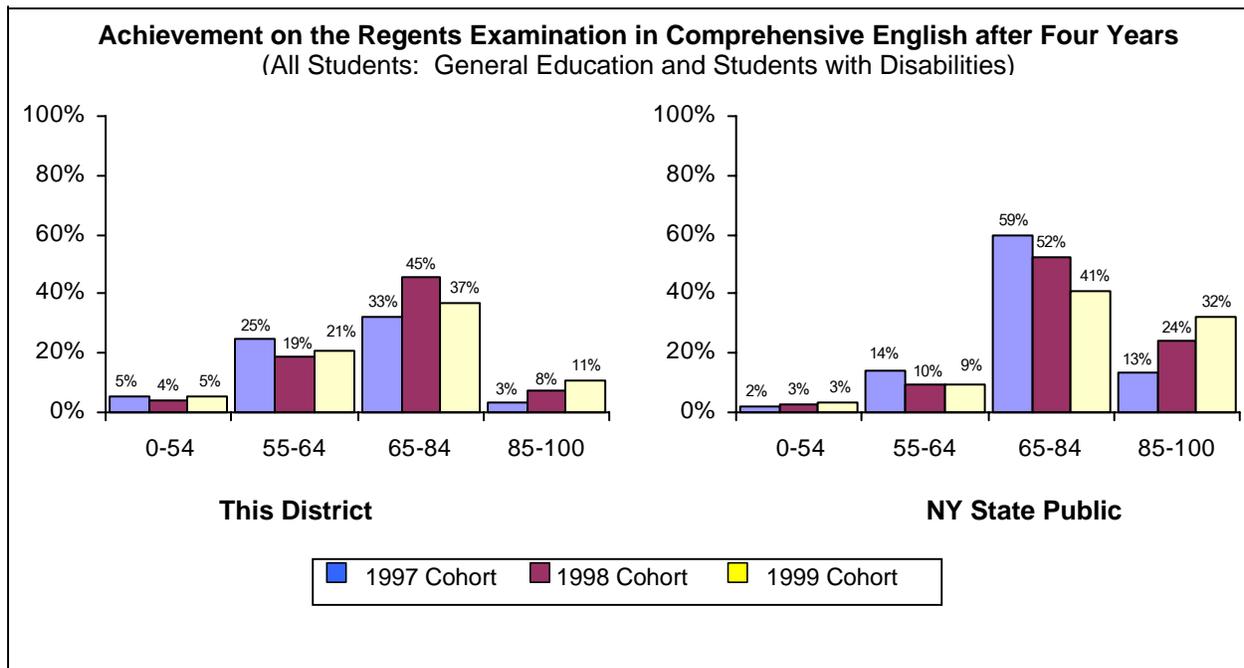
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle-Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	11	0	6	4	1

High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. A score of 65 or above on the Regents comprehensive examination in English is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. 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. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 cohort 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. Data for the 1998 cohort include all students in cohorts in the district's schools.



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
1997 Cohort	1369	74	340	445	47	0
1998 Cohort	1219	50	231	554	94	0
1999 Cohort	1414	74	290	521	152	0

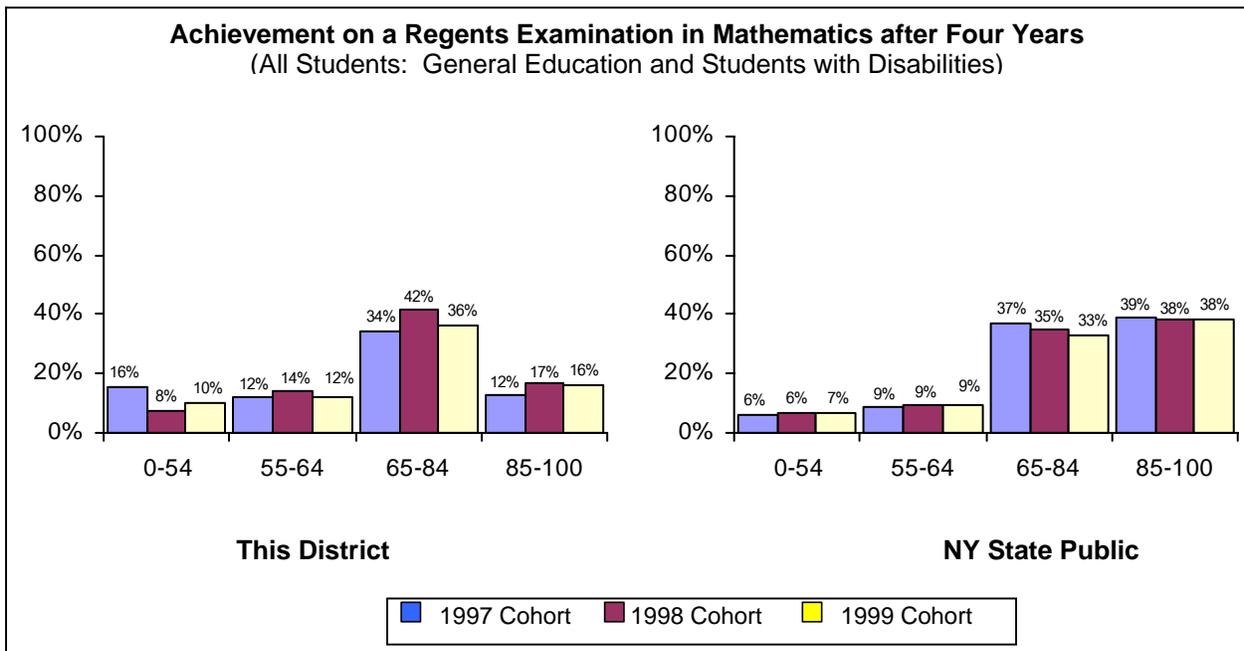
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1997 Cohort	17	20
1998 Cohort	12	24
1999 Cohort	22	34

*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 graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. 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. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 cohort 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. Data for the 1998 cohort include all students in cohorts in the district's schools.



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
1997 Cohort	1369	215	163	472	171	0
1998 Cohort	1219	94	168	511	206	0
1999 Cohort	1414	138	169	509	227	0

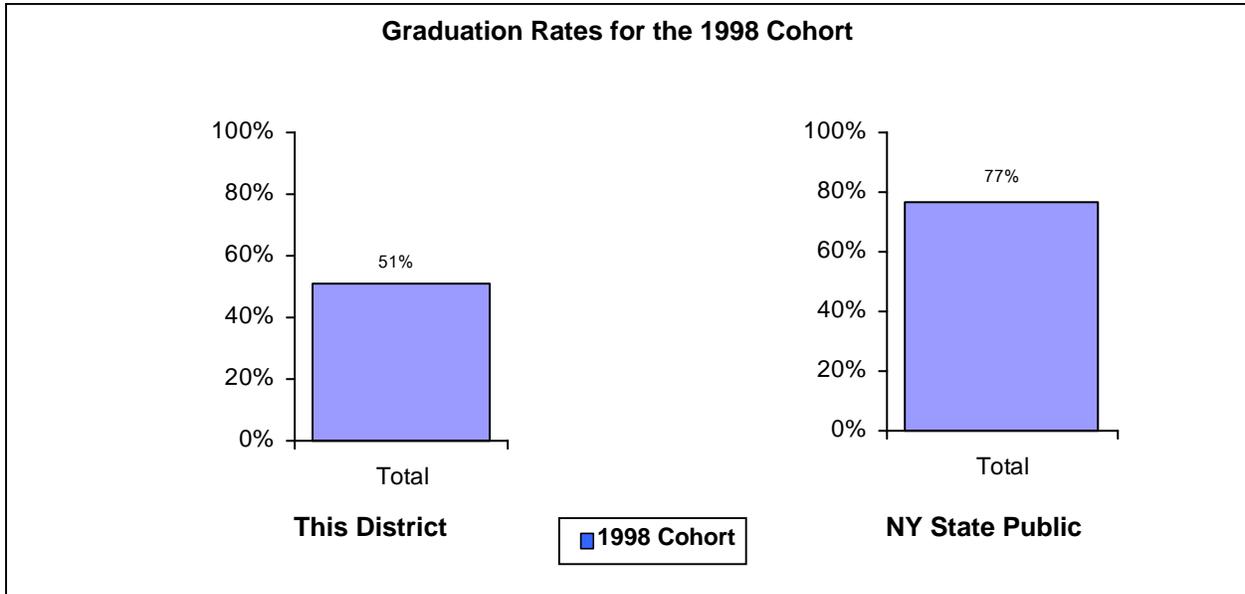
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1997 Cohort	46	15
1998 Cohort	15	15
1999 Cohort	36	16

*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 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	1310	232	1542	787

*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 school 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 2002-03 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	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			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	12	92%	67%	25%	6	100%	67%	0%
Black	2021	88%	43%	8%	1938	87%	40%	6%
Hispanic	514	92%	46%	7%	469	88%	42%	5%
Asian or Pacific Islander	40	95%	68%	18%	48	98%	67%	23%
White	444	93%	62%	20%	357	91%	57%	18%
Total	3031	89%	46%	10%	2818	88%	43%	7%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2537	91%	49%	10%	2362	93%	48%	9%
Students with disabilities	494	79%	33%	5%	456	59%	15%	1%
Total	3031	89%	46%	10%	2818	88%	43%	7%
Results by Gender								
Female	1481	90%	46%	11%	1370	90%	47%	9%
Male	1550	88%	47%	9%	1448	86%	39%	6%
Total	3031	89%	46%	10%	2818	88%	43%	7%
Results by English Proficiency Status								
English proficient	2996	89%	47%	10%	2778	88%	43%	8%
Limited English proficient	35	97%	34%	0%	40	65%	10%	3%
Total	3031	89%	46%	10%	2818	88%	43%	7%
Results by Income Level								
Economically disadvantaged	2617	88%	43%	7%	2445	87%	40%	6%
Not disadvantaged	414	96%	67%	26%	373	93%	63%	19%
Total	3031	89%	46%	10%	2818	88%	43%	7%
Results by Migrant Status								
Migrant family	9	100%	56%	0%	13	62%	38%	0%
Not migrant family	3022	89%	46%	10%	2805	88%	43%	8%
Total	3031	89%	46%	10%	2818	88%	43%	7%

Elementary Level Mathematics

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			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	12	92%	67%	17%	6	100%	67%	17%
Black	1990	85%	40%	5%	1970	90%	53%	7%
Hispanic	557	86%	44%	5%	603	90%	58%	9%
Asian or Pacific Islander	40	100%	73%	20%	58	97%	91%	36%
White	440	94%	66%	20%	369	95%	77%	25%
Total	3039	87%	45%	7%	3006	91%	57%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2537	89%	47%	8%	2513	94%	61%	11%
Students with disabilities	502	76%	35%	5%	493	75%	38%	6%
Total	3039	87%	45%	7%	3006	91%	57%	10%
Results by Gender								
Female	1487	86%	41%	6%	1450	92%	58%	10%
Male	1552	87%	48%	8%	1556	90%	57%	10%
Total	3039	87%	45%	7%	3006	91%	57%	10%
Results by English Proficiency Status								
English proficient	2960	87%	45%	7%	2803	92%	59%	11%
Limited English proficient	79	75%	33%	1%	203	82%	38%	4%
Total	3039	87%	45%	7%	3006	91%	57%	10%
Results by Income Level								
Economically disadvantaged	2622	86%	42%	5%	2601	91%	55%	8%
Not disadvantaged	417	91%	64%	20%	405	94%	71%	23%
Total	3039	87%	45%	7%	3006	91%	57%	10%
Results by Migrant Status								
Migrant family	14	79%	36%	0%	17	76%	59%	6%
Not migrant family	3025	87%	45%	7%	2987	91%	57%	10%
Total	3039	87%	45%	7%	3006	91%	57%	10%

Elementary Level
Science Multiple-Choice

Student Subgroup	2001-02		2002-03	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
Results by Race/Ethnicity				
American Indian/Alaskan Native	11	91%	6	67%
Black	1938	51%	1952	48%
Hispanic	580	50%	592	46%
Asian or Pacific Islander	39	74%	57	74%
White	419	75%	365	71%
Total	2987	54%	2972	51%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	2486	58%	2499	54%
Students with disabilities	501	38%	473	36%
Total	2987	54%	2972	51%
Results by Gender				
Female	1467	52%	1436	49%
Male	1520	56%	1536	53%
Total	2987	54%	2972	51%
Results by English Proficiency Status				
English proficient	2871	55%	2772	53%
Limited English proficient	116	34%	200	22%
Total	2987	54%	2972	51%
Results by Income Level				
Economically disadvantaged	2584	51%	2568	49%
Not disadvantaged	403	73%	404	65%
Total	2987	54%	2972	51%
Results by Migrant Status				
Migrant family	15	53%	16	50%
Not migrant family	2972	54%	2954	51%
Total	2987	54%	2972	51%

Middle Level
English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			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	9	89%	11%	11%	9	67%	44%	11%
Black	1519	86%	13%	1%	1654	77%	14%	1%
Hispanic	382	88%	19%	1%	446	74%	14%	1%
Asian or Pacific Islander	32	94%	38%	6%	43	98%	40%	2%
White	303	92%	42%	8%	321	85%	38%	2%
Total	2245	87%	18%	2%	2473	78%	17%	1%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1795	92%	22%	2%	1976	88%	21%	1%
Students with disabilities	450	70%	5%	0%	497	38%	1%	0%
Total	2245	87%	18%	2%	2473	78%	17%	1%
Results by Gender								
Female	1135	91%	21%	2%	1194	84%	21%	1%
Male	1110	84%	16%	2%	1279	73%	14%	1%
Total	2245	87%	18%	2%	2473	78%	17%	1%
Results by English Proficiency Status								
English proficient	2238	87%	19%	2%	2364	79%	18%	1%
Limited English proficient	7	100%	0%	0%	109	48%	0%	0%
Total	2245	87%	18%	2%	2473	78%	17%	1%
Results by Income Level								
Economically disadvantaged	1771	86%	15%	1%	2167	77%	17%	1%
Not disadvantaged	474	94%	31%	6%	306	82%	20%	1%
Total	2245	87%	18%	2%	2473	78%	17%	1%
Results by Migrant Status								
Migrant family	4	s	s	s	7	57%	0%	0%
Not migrant family	2241	s	s	s	2466	78%	17%	1%
Total	2245	87%	18%	2%	2473	78%	17%	1%

**Middle Level
Mathematics**

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			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	9	44%	11%	0%	7	86%	29%	0%
Black	1630	40%	9%	0%	1598	47%	8%	0%
Hispanic	433	48%	9%	0%	469	47%	8%	0%
Asian or Pacific Islander	39	77%	28%	3%	38	82%	37%	0%
White	333	73%	32%	3%	306	66%	27%	3%
Total	2444	47%	12%	1%	2418	50%	11%	0%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1970	52%	14%	1%	1932	56%	13%	1%
Students with disabilities	474	27%	4%	0%	486	27%	3%	0%
Total	2444	47%	12%	1%	2418	50%	11%	0%
Results by Gender								
Female	1202	45%	11%	0%	1164	53%	10%	0%
Male	1242	48%	13%	1%	1254	47%	11%	0%
Total	2444	47%	12%	1%	2418	50%	11%	0%
Results by English Proficiency Status								
English proficient	2409	47%	12%	1%	2255	52%	11%	0%
Limited English proficient	35	34%	3%	0%	163	24%	2%	0%
Total	2444	47%	12%	1%	2418	50%	11%	0%
Results by Income Level								
Economically disadvantaged	1929	42%	9%	0%	2123	49%	10%	0%
Not disadvantaged	515	63%	23%	2%	295	58%	16%	0%
Total	2444	47%	12%	1%	2418	50%	11%	0%
Results by Migrant Status								
Migrant family	5	40%	0%	0%	9	11%	0%	0%
Not migrant family	2439	47%	12%	1%	2405	50%	11%	0%
Total	2444	47%	12%	1%	2418	50%	11%	0%

Middle Level

Science

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			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	5	60%	40%	0%	5	100%	80%	20%
Black	1309	82%	36%	2%	1282	86%	38%	1%
Hispanic	379	80%	37%	2%	361	88%	42%	1%
Asian or Pacific Islander	15	100%	40%	0%	29	90%	52%	7%
White	217	89%	59%	14%	213	92%	62%	9%
Total	1925	82%	39%	3%	1890	87%	42%	2%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1498	87%	44%	3%	1538	89%	46%	2%
Students with disabilities	427	66%	21%	3%	352	77%	25%	1%
Total	1925	82%	39%	3%	1890	87%	42%	2%
Results by Gender								
Female	960	85%	38%	2%	941	88%	39%	2%
Male	965	80%	40%	5%	949	86%	44%	2%
Total	1925	82%	39%	3%	1890	87%	42%	2%
Results by English Proficiency Status								
English proficient	1883	83%	39%	3%	1773	88%	43%	2%
Limited English proficient	42	64%	24%	0%	117	73%	21%	0%
Total	1925	82%	39%	3%	1890	87%	42%	2%
Results by Income Level								
Economically disadvantaged	1575	81%	38%	3%	1661	86%	40%	2%
Not disadvantaged	350	89%	45%	4%	229	91%	52%	3%
Total	1925	82%	39%	3%	1890	87%	42%	2%
Results by Migrant Status								
Migrant family	7	86%	57%	0%	7	100%	29%	0%
Not migrant family	1918	82%	39%	3%	1806	87%	42%	2%
Total	1925	82%	39%	3%	1890	87%	42%	2%

1998 and 1999 High School Cohorts

General-education students who first entered ninth grade in 1998 or 1999 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	1998 Cohort					1999 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	5	0	3	0	60%	5	1	2	0	60%
Black	739	168	355	6	72%	863	199	386	16	70%
Hispanic	179	36	80	4	67%	262	47	104	3	59%
Asian or Pacific Islander	40	5	28	0	82%	41	7	23	0	73%
White	256	22	182	2	80%	243	36	158	3	81%
Total	1219	231	648	12	73%	1414	290	673	22	70%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	1117	220	634	5	77%	1206	274	655	1	77%
Students with disabilities	102	11	14	7	31%	208	16	18	21	26%
Total	1219	231	648	12	73%	1414	290	673	22	70%
Results by Gender										
Female	679	117	403	5	77%	750	172	383	10	75%
Male	540	114	245	7	68%	664	118	290	12	63%
Total	1219	231	648	12	73%	1414	290	673	22	70%
Results by English Proficiency Status										
English proficient	1190	225	634	10	73%	1330	274	652	21	71%
Limited English proficient	29	6	14	2	76%	84	16	21	1	45%
Total	1219	231	648	12	73%	1414	290	673	22	70%
Results by Income Level										
Economically disadvantaged	449	107	208	9	72%	511	128	217	8	69%
Not disadvantaged	770	124	440	3	74%	903	162	456	14	70%
Total	1219	231	648	12	73%	1414	290	673	22	70%
Results by Migrant Status										
Migrant family	1	s	s	s	s	1	s	s	s	s
Not migrant family	1218	s	s	s	s	1413	s	s	s	s
Total	1219	231	648	12	73%	1414	290	673	22	70%

**Performance on the Mathematics Assessment Requirement
for Graduation after Four Years of High School**

Student Subgroup	1998 Cohort					1999 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	5	0	4	0	80%	5	0	2	0	40%
Black	739	124	376	12	69%	863	115	426	24	65%
Hispanic	179	24	104	2	73%	262	35	108	5	56%
Asian or Pacific Islander	40	2	35	0	93%	41	2	31	0	80%
White	256	18	198	1	85%	243	17	169	7	79%
Total	1219	168	717	15	74%	1414	169	736	36	67%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	1117	159	696	7	77%	1206	160	710	1	72%
Students with disabilities	102	9	21	8	37%	208	9	26	35	34%
Total	1219	168	717	15	74%	1414	169	736	36	67%
Results by Gender										
Female	679	104	406	7	76%	750	83	427	14	70%
Male	540	64	311	8	71%	664	86	309	22	63%
Total	1219	168	717	15	74%	1414	169	736	36	67%
Results by English Proficiency Status										
English proficient	1190	163	700	14	74%	1330	156	718	35	68%
Limited English proficient	29	5	17	1	79%	84	13	18	1	38%
Total	1219	168	717	15	74%	1414	169	736	36	67%
Results by Income Level										
Economically disadvantaged	449	63	261	11	75%	511	69	237	15	63%
Not disadvantaged	770	105	456	4	73%	903	100	499	21	69%
Total	1219	168	717	15	74%	1414	169	736	36	67%
Results by Migrant Status										
Migrant family	1	s	s	s	s	1	s	s	s	s
Not migrant family	1218	s	s	s	s	1413	s	s	s	s
Total	1219	168	717	15	74%	1414	169	736	36	67%

Cohort Graduation Rates

Students were counted as graduates in the first two columns of this table if they earned a local diploma with or without a Regents endorsement by June 30th of the fourth year after first entering grade 9 and in the second two columns 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 district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	5	60%	5	60%
Black	802	51%	960	49%
Hispanic	194	48%	238	45%
Asian or Pacific Islander	42	60%	45	58%
White	268	67%	294	63%
Total	1311	54%	1542	51%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	1202	56%	1326	56%
Students with disabilities	109	32%	216	18%
Total	1311	54%	1542	51%
Results by Gender				
Female	726	59%	850	56%
Male	585	47%	692	44%
Total	1311	54%	1542	51%
Results by English Proficiency Status				
English proficient	1281	53%	1481	51%
Limited English proficient	30	80%	61	43%
Total	1311	54%	1542	51%
Results by Income Level				
Economically disadvantaged	450	54%	379	64%
Not disadvantaged	861	54%	1163	47%
Total	1311	54%	1542	51%
Results by Migrant Status				
Migrant family	1	s	3	s
Not migrant family	1310	s	1539	s
Total	1311	54%	1542	51%

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 entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 accountability cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain students with severe disabilities, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

Component Retests: Component retests were offered in Regents English and Mathematics A to graduating seniors 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, as determined by the results of the component retest.

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. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40th percentile on an English language assessment instrument. The United States Department of Education has approved the use of the New York State English as a Second Language Achievement Test (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 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.