

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
South Country Central 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: Michael C. La Fever		Phone: (631)286-4310
Organization 2002-03	Grade Range	Student Enrollment
	NA	4708

2001-02 District-wide Total Expenditure per Pupil	\$15,058
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
774	97%

*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.

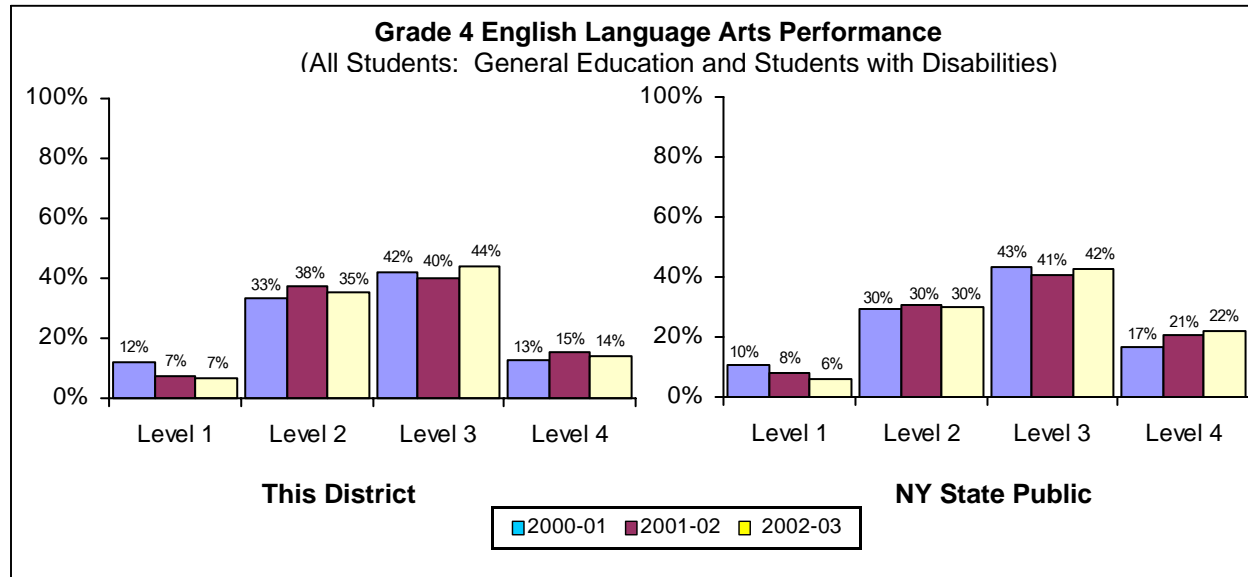
2002-03 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent with No Valid Teaching Certificate
385	1%

*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	41	114	143	43	341	647
Jan–Feb 2002	27	141	150	58	376	654
Feb 2003	23	116	145	45	329	653

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 .

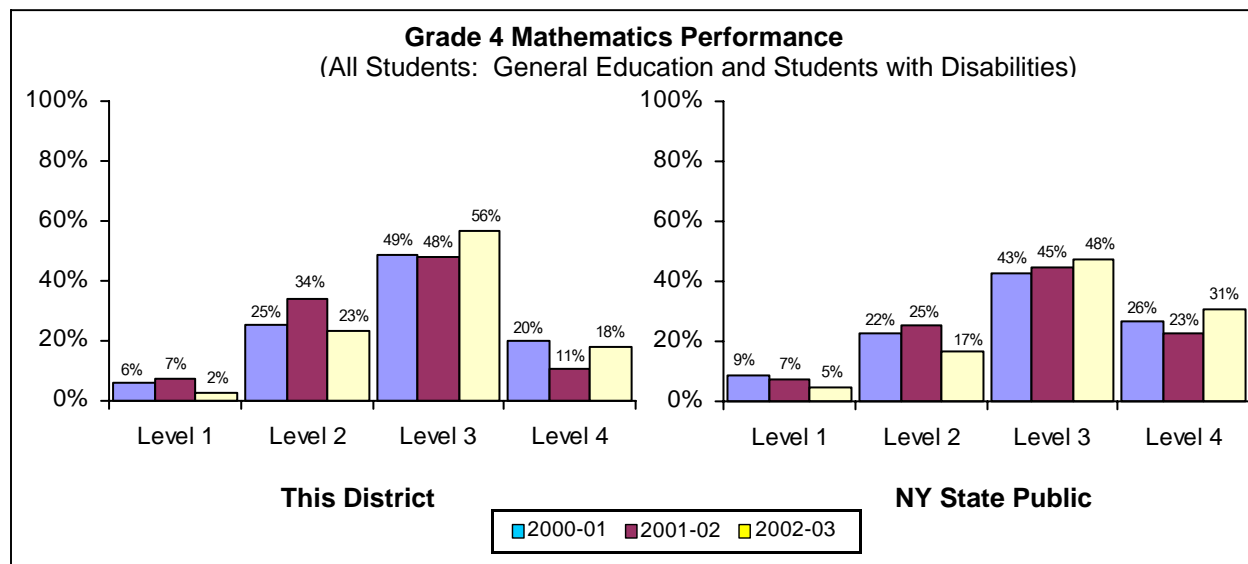
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	8	2	1	2	3

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	2	#	#	#	#

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	22	89	170	69	350	651
May 2002	28	131	188	42	389	643
May 2003	8	78	190	61	337	654

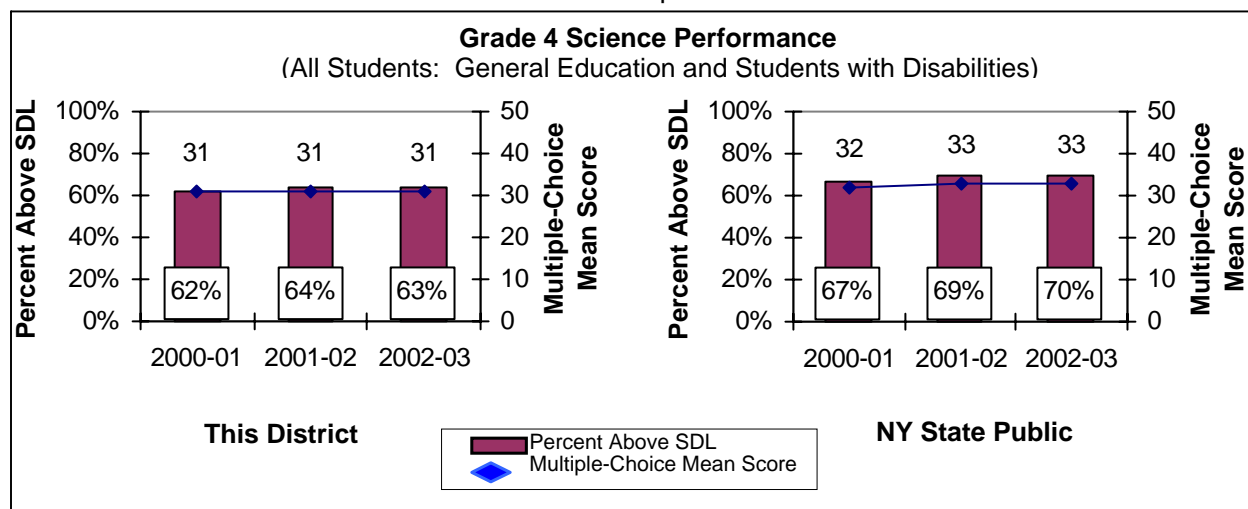
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents 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	0	0	0	0	0

Elementary Level

Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2001	341	211	31
May 2002	383	244	31
May 2003	334	212	31

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

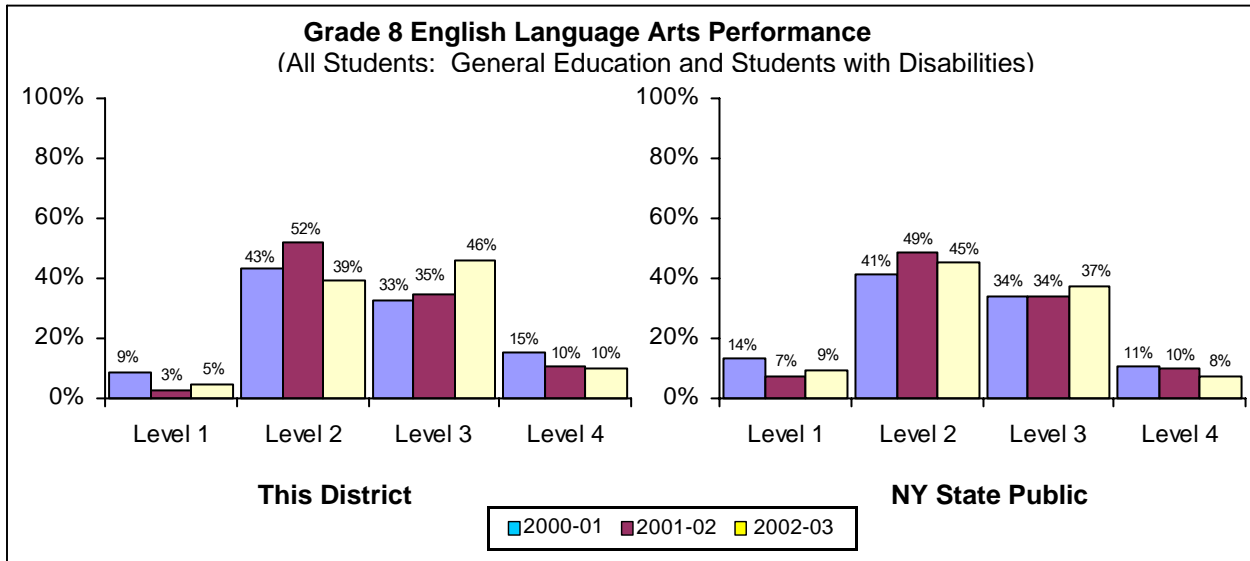
	Number Tested	Mean Score
May 2001	339	34
May 2002	375	32
May 2003	334	32

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	2	#	#	#	#

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	27	137	104	49	317	704
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 3 738-830	Total	
March 2002	9	179	119	36	343	699
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total	
January 2003	16	134	158	35	343	701

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 .

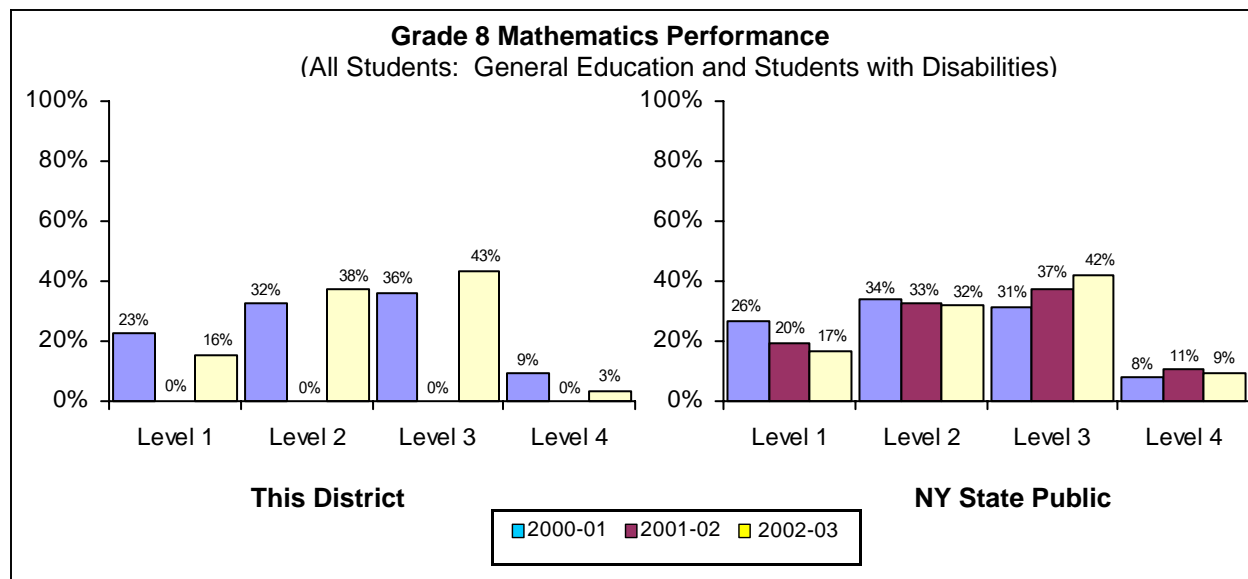
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	7	2	0	0	5

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	2	#	#	#	#

Middle Level Mathematics



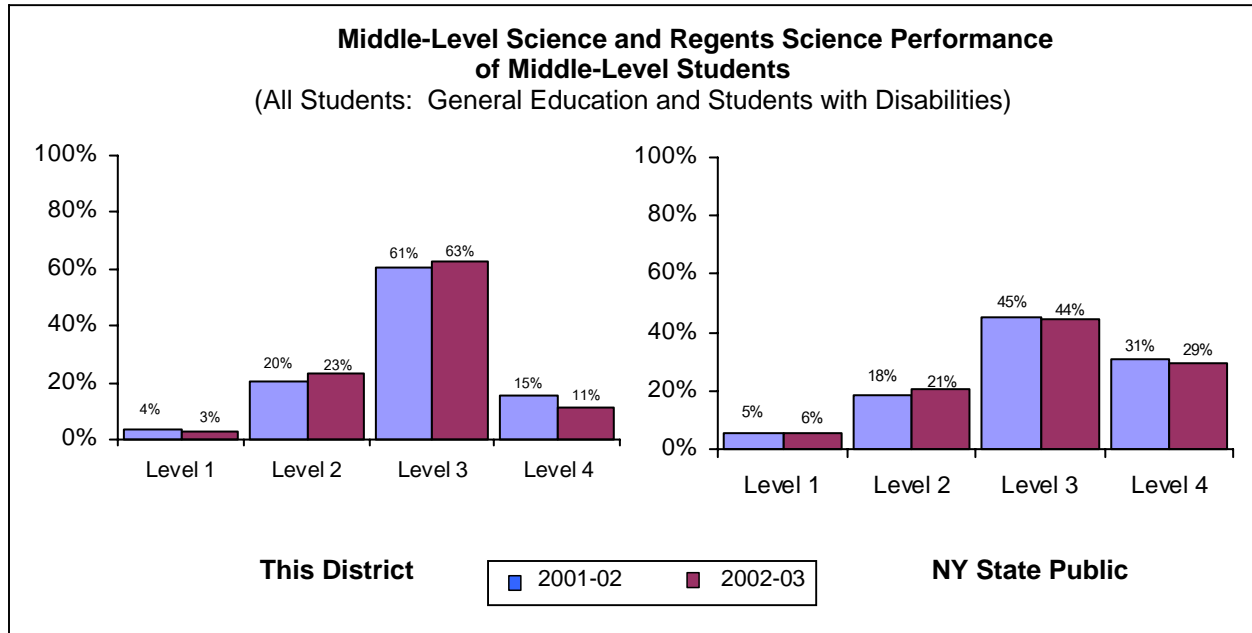
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total	
May 2001	70	101	111	29	311	708
May 2002	0	0	0	0	0	0
May 2003	47	113	130	10	300	708

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	2	#	#	#	#

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	11	60	178	45	294	72
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	8	61	166	29	264	71
	Regents Science	0	0	0	0	0	0

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.

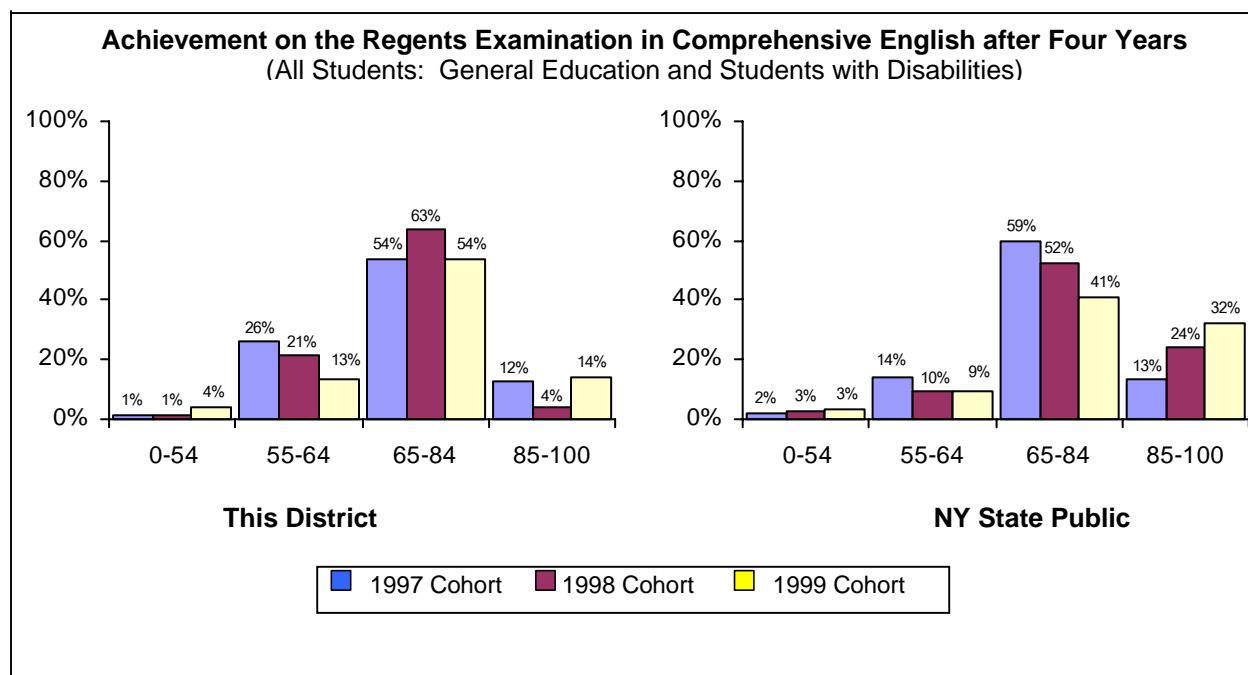
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	2	#	#	#	#

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	257	3	67	138	32	0
1998 Cohort	290	4	62	184	11	0
1999 Cohort	269	11	36	145	38	0

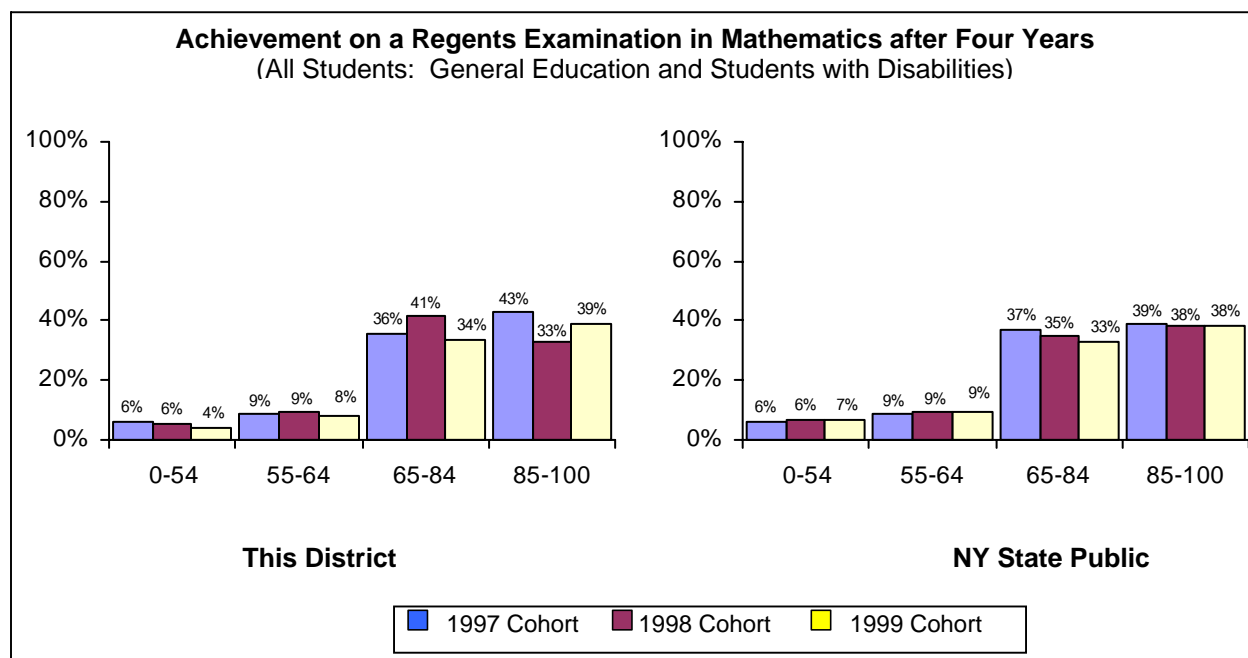
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	11	4
1998 Cohort	9	8
1999 Cohort	19	10

*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	257	15	23	92	110	0
1998 Cohort	290	16	27	120	96	0
1999 Cohort	269	11	21	91	105	0

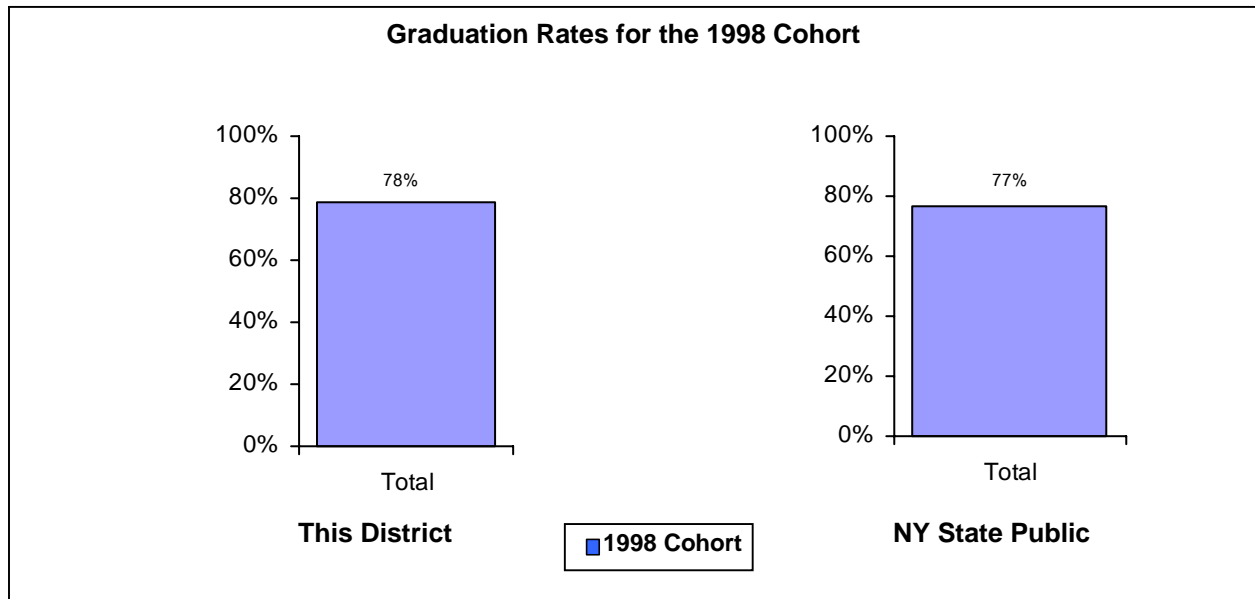
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	13	1
1998 Cohort	10	5
1999 Cohort	21	5

*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	290	11	301	236

*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	0	0%	0%	0%	1	s	s	s
Black	123	81%	29%	7%	97	86%	34%	2%
Hispanic	35	s	s	s	43	100%	58%	7%
Asian or Pacific Islander	3	s	s	s	4	s	s	s
White	215	98%	70%	21%	184	96%	70%	21%
Total	376	93%	55%	15%	329	93%	58%	14%
Small Group Totals (s)	38	100%	55%	8%	5	80%	60%	20%
Results by Disability Status								
General-education students	318	94%	62%	18%	284	97%	64%	16%
Students with disabilities	58	84%	21%	2%	45	67%	18%	0%
Total	376	93%	55%	15%	329	93%	58%	14%
Results by Gender								
Female	187	92%	59%	19%	170	95%	59%	16%
Male	189	94%	51%	12%	159	91%	57%	11%
Total	376	93%	55%	15%	329	93%	58%	14%
Results by English Proficiency Status								
English proficient	373	s	s	s	326	s	s	s
Limited English proficient	3	s	s	s	3	s	s	s
Total	376	93%	55%	15%	329	93%	58%	14%
Results by Income Level								
Economically disadvantaged	140	86%	29%	5%	24	67%	8%	0%
Not disadvantaged	236	97%	71%	22%	305	95%	62%	15%
Total	376	93%	55%	15%	329	93%	58%	14%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	376	93%	55%	15%	329	93%	58%	14%
Total	376	93%	55%	15%	329	93%	58%	14%

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	0	0%	0%	0%	1	s	s	s
Black	126	83%	36%	3%	98	94%	51%	3%
Hispanic	43	s	s	s	51	100%	82%	8%
Asian or Pacific Islander	4	s	s	s	4	s	s	s
White	216	98%	74%	16%	183	99%	85%	28%
Total	389	93%	59%	11%	337	98%	74%	18%
Small Group Totals (s)	47	96%	55%	6%	5	100%	80%	60%
Results by Disability Status								
General-education students	333	94%	62%	13%	289	99%	78%	20%
Students with disabilities	56	84%	43%	0%	48	90%	56%	8%
Total	389	93%	59%	11%	337	98%	74%	18%
Results by Gender								
Female	191	92%	59%	13%	173	97%	73%	21%
Male	198	94%	59%	9%	164	99%	76%	15%
Total	389	93%	59%	11%	337	98%	74%	18%
Results by English Proficiency Status								
English proficient	377	93%	60%	11%	327	98%	75%	19%
Limited English proficient	12	100%	42%	8%	10	100%	60%	0%
Total	389	93%	59%	11%	337	98%	74%	18%
Results by Income Level								
Economically disadvantaged	147	85%	38%	3%	31	90%	52%	3%
Not disadvantaged	242	98%	72%	16%	306	98%	77%	20%
Total	389	93%	59%	11%	337	98%	74%	18%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	389	93%	59%	11%	337	98%	74%	18%
Total	389	93%	59%	11%	337	98%	74%	18%

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	0	0%	1	s
Black	125	40%	97	43%
Hispanic	41	s	49	57%
Asian or Pacific Islander	4	s	4	s
White	213	78%	183	75%
Total	383	64%	334	63%
Small Group Totals (s)	45	60%	5	100%
Results by Disability Status				
General-education students	328	68%	287	69%
Students with disabilities	55	38%	47	32%
Total	383	64%	334	63%
Results by Gender				
Female	190	64%	171	62%
Male	193	64%	163	65%
Total	383	64%	334	63%
Results by English Proficiency Status				
English proficient	372	65%	324	65%
Limited English proficient	11	27%	10	20%
Total	383	64%	334	63%
Results by Income Level				
Economically disadvantaged	144	42%	30	23%
Not disadvantaged	239	77%	304	67%
Total	383	64%	334	63%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	383	64%	334	63%
Total	383	64%	334	63%

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	3	s	s	s	1	s	s	s
Black	91	93%	19%	0%	85	87%	31%	4%
Hispanic	35	97%	31%	0%	38	95%	39%	8%
Asian or Pacific Islander	9	s	s	s	10	s	s	s
White	205	99%	58%	15%	209	99%	68%	13%
Total	343	97%	45%	10%	343	95%	56%	10%
Small Group Totals (s)	12	100%	67%	42%	11	100%	82%	18%
Results by Disability Status								
General-education students	282	100%	53%	13%	299	98%	64%	12%
Students with disabilities	61	87%	10%	0%	44	75%	5%	0%
Total	343	97%	45%	10%	343	95%	56%	10%
Results by Gender								
Female	169	99%	53%	12%	152	100%	62%	13%
Male	174	96%	38%	9%	191	92%	52%	8%
Total	343	97%	45%	10%	343	95%	56%	10%
Results by English Proficiency Status								
English proficient	341	s	s	s	343	95%	56%	10%
Limited English proficient	2	s	s	s	0	0%	0%	0%
Total	343	97%	45%	10%	343	95%	56%	10%
Results by Income Level								
Economically disadvantaged	94	93%	17%	1%	87	91%	34%	5%
Not disadvantaged	249	99%	56%	14%	256	97%	64%	12%
Total	343	97%	45%	10%	343	95%	56%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	343	97%	45%	10%	343	95%	56%	10%
Total	343	97%	45%	10%	343	95%	56%	10%

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	0	0%	0%	0%	1	s	s	s
Black	0	0%	0%	0%	80	65%	21%	0%
Hispanic	0	0%	0%	0%	44	77%	34%	2%
Asian or Pacific Islander	0	0%	0%	0%	8	s	s	s
White	0	0%	0%	0%	167	95%	60%	5%
Total	0	0%	0%	0%	300	84%	47%	3%
Small Group Totals (s)	0	0%	0%	0%	9	100%	78%	0%
Results by Disability Status								
General-education students	0	s	s	s	256	91%	53%	4%
Students with disabilities	0	s	s	s	44	45%	9%	0%
Total	0	0%	0%	0%	300	84%	47%	3%
Results by Gender								
Female	0	s	s	s	135	91%	47%	4%
Male	0	s	s	s	165	79%	46%	3%
Total	0	0%	0%	0%	300	84%	47%	3%
Results by English Proficiency Status								
English proficient	0	s	s	s	295	85%	47%	3%
Limited English proficient	0	s	s	s	5	60%	20%	0%
Total	0	0%	0%	0%	300	84%	47%	3%
Results by Income Level								
Economically disadvantaged	0	s	s	s	87	71%	30%	2%
Not disadvantaged	0	s	s	s	213	90%	54%	4%
Total	0	0%	0%	0%	300	84%	47%	3%
Results by Migrant Status								
Migrant family	0	s	s	s	0	0%	0%	0%
Not migrant family	0	s	s	s	300	84%	47%	3%
Total	0	0%	0%	0%	300	84%	47%	3%

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	1	s	s	s	1	s	s	s
Black	91	91%	49%	4%	74	93%	53%	3%
Hispanic	30	100%	73%	10%	39	97%	64%	5%
Asian or Pacific Islander	6	s	s	s	7	s	s	s
White	166	99%	91%	23%	143	99%	87%	16%
Total	294	96%	76%	15%	264	97%	74%	11%
Small Group Totals (s)	7	71%	71%	0%	8	100%	75%	25%
Results by Disability Status								
General-education students	230	98%	86%	19%	225	98%	79%	12%
Students with disabilities	64	89%	41%	2%	39	90%	44%	5%
Total	294	96%	76%	15%	264	97%	74%	11%
Results by Gender								
Female	142	98%	76%	13%	116	99%	75%	7%
Male	152	95%	76%	18%	148	95%	73%	14%
Total	294	96%	76%	15%	264	97%	74%	11%
Results by English Proficiency Status								
English proficient	289	97%	76%	16%	260	s	s	s
Limited English proficient	5	60%	40%	0%	4	s	s	s
Total	294	96%	76%	15%	264	97%	74%	11%
Results by Income Level								
Economically disadvantaged	87	92%	52%	6%	75	97%	57%	3%
Not disadvantaged	207	98%	86%	19%	189	97%	80%	14%
Total	294	96%	76%	15%	264	97%	74%	11%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	294	96%	76%	15%	264	97%	74%	11%
Total	294	96%	76%	15%	264	97%	74%	11%

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		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	0	0	0	0	0%	0	0	0	0	0%
Black	52	15	21	5	79%	59	17	17	6	68%
Hispanic	39	13	19	0	82%	27	4	17	3	89%
Asian or Pacific Islander	7	1	6	0	100%	11	1	10	0	100%
White	192	33	149	4	97%	172	14	139	10	95%
Total	290	62	195	9	92%	269	36	183	19	88%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	267	59	193	0	94%	233	33	178	1	91%
Students with disabilities	23	3	2	9	61%	36	3	5	18	72%
Total	290	62	195	9	92%	269	36	183	19	88%
Results by Gender										
Female	146	36	98	5	95%	144	21	102	8	91%
Male	144	26	97	4	88%	125	15	81	11	86%
Total	290	62	195	9	92%	269	36	183	19	88%
Results by English Proficiency Status										
English proficient	284	59	194	9	92%	268	s	s	s	s
Limited English proficient	6	3	1	0	67%	1	s	s	s	s
Total	290	62	195	9	92%	269	36	183	19	88%
Results by Income Level										
Economically disadvantaged	48	17	15	7	81%	30	9	6	6	70%
Not disadvantaged	242	45	180	2	94%	239	27	177	13	91%
Total	290	62	195	9	92%	269	36	183	19	88%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	290	62	195	9	92%	269	36	183	19	88%
Total	290	62	195	9	92%	269	36	183	19	88%

**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	0	0	0	0	0%	0	0	0	0	0%
Black	52	5	25	5	67%	59	5	32	11	81%
Hispanic	39	5	21	1	69%	27	0	18	1	70%
Asian or Pacific Islander	7	0	7	0	100%	11	1	10	0	100%
White	192	17	163	4	96%	172	15	136	9	93%
Total	290	27	216	10	87%	269	21	196	21	88%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	267	26	211	0	89%	233	15	190	3	89%
Students with disabilities	23	1	5	10	70%	36	6	6	18	83%
Total	290	27	216	10	87%	269	21	196	21	88%
Results by Gender										
Female	146	17	108	4	88%	144	10	108	6	86%
Male	144	10	108	6	86%	125	11	88	15	91%
Total	290	27	216	10	87%	269	21	196	21	88%
Results by English Proficiency Status										
English proficient	284	26	213	10	88%	268	s	s	s	s
Limited English proficient	6	1	3	0	67%	1	s	s	s	s
Total	290	27	216	10	87%	269	21	196	21	88%
Results by Income Level										
Economically disadvantaged	48	6	21	7	71%	30	3	13	7	77%
Not disadvantaged	242	21	195	3	90%	239	18	183	14	90%
Total	290	27	216	10	87%	269	21	196	21	88%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	290	27	216	10	87%	269	21	196	21	88%
Total	290	27	216	10	87%	269	21	196	21	88%

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.

	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
Student Subgroup	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0	0%
Black	57	54%	58	52%
Hispanic	41	68%	41	63%
Asian or Pacific Islander	7	86%	7	86%
White	197	89%	195	89%
Total	302	79%	301	78%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	278	84%	276	83%
Students with disabilities	24	29%	25	28%
Total	302	79%	301	78%
Results by Gender				
Female	151	83%	151	80%
Male	151	76%	150	77%
Total	302	79%	301	78%
Results by English Proficiency Status				
English proficient	296	80%	297	s
Limited English proficient	6	50%	4	s
Total	302	79%	301	78%
Results by Income Level				
Economically disadvantaged	49	59%	50	54%
Not disadvantaged	253	83%	251	83%
Total	302	79%	301	78%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	302	79%	301	78%
Total	302	79%	301	78%

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.