

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  
Public Schools**

**February 2004**

# 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 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](http://www.emsc.nysed.gov/irts).

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

## District Profile

<b>Organization</b> 2002-03	Grade Range	Student Enrollment
	K-12	2,823,146

<b>2001-02 NYS Public Schools Total Expenditure per Pupil</b>	\$12,265
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### 2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
317,281	95%

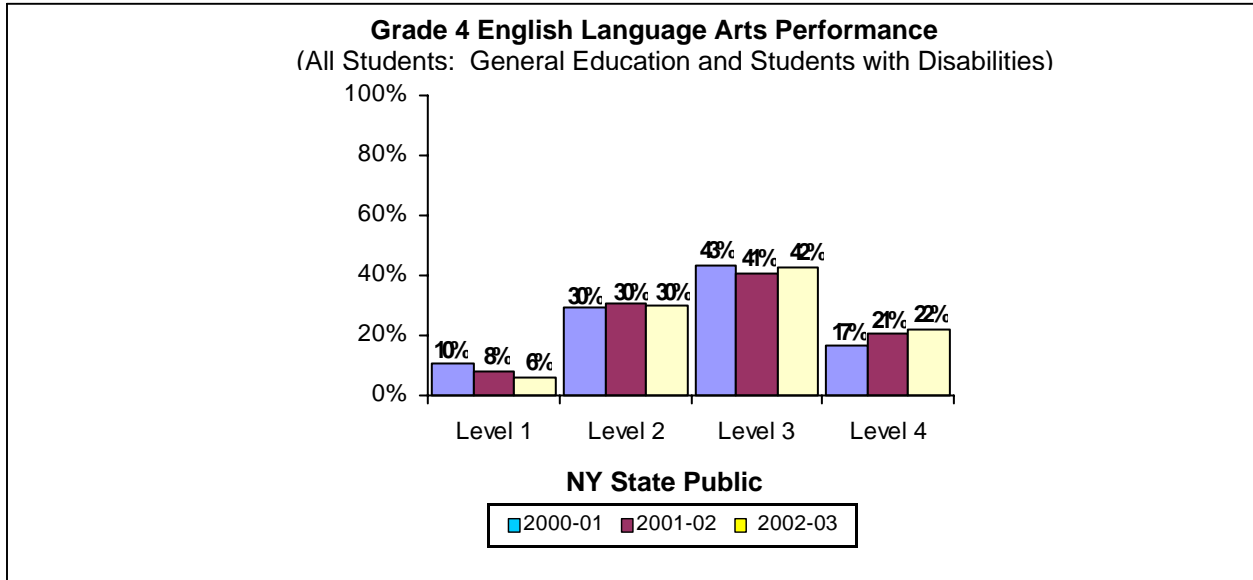
\*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New 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
222,917	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	22,361	63,550	92,584	36,542	215,037	653
Jan–Feb 2002	17,347	64,714	87,030	43,729	212,820	659
Feb 2003	12,394	62,455	89,069	45,987	209,905	660

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> .

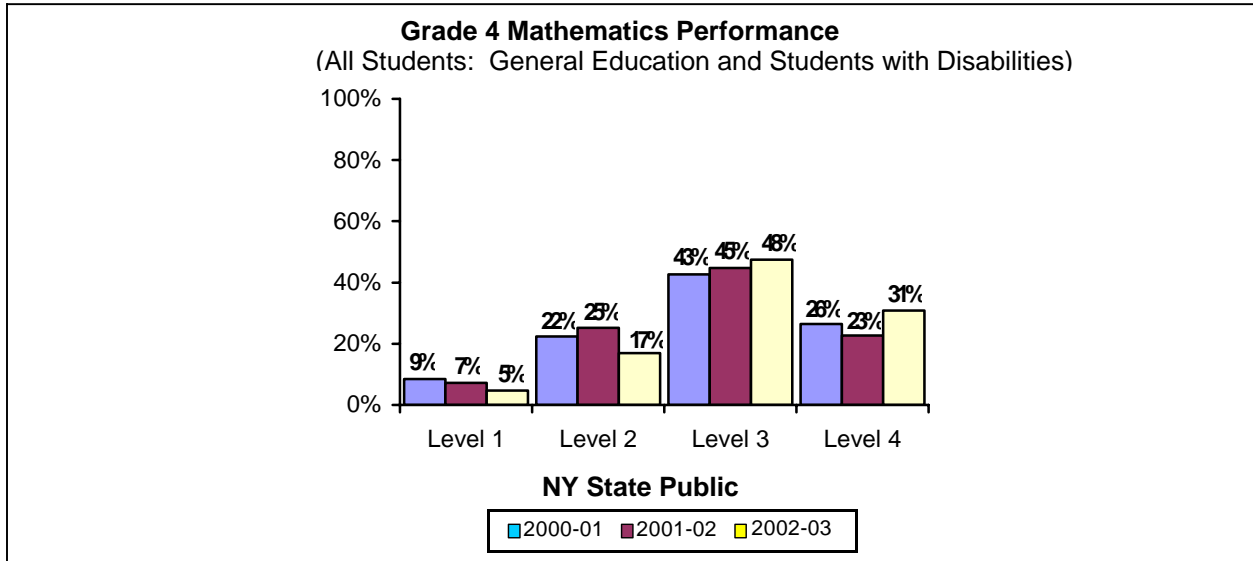
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	7,372	1,566	967	876	3,963

### 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	435	22	40	133	240

## Elementary Level Mathematics



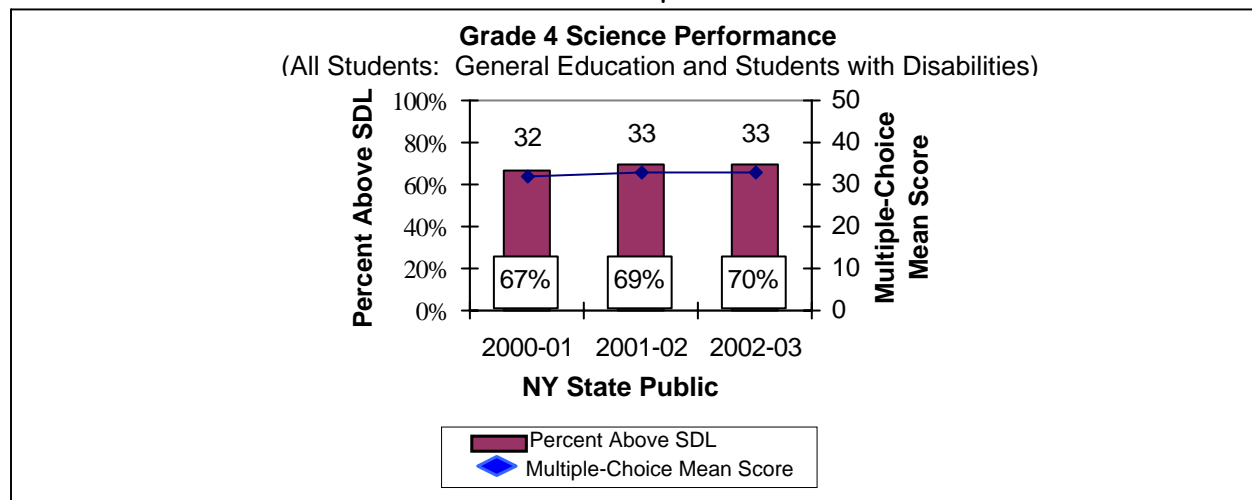
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2001	18,709	49,163	93,740	58,242	219,854	655
May 2002	15,737	54,686	96,999	49,099	216,521	651
May 2003	10,342	36,918	103,645	67,274	218,179	661

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	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
<b>2002-03</b>	425	15	68	116	226

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
<b>May 2001</b>	218,522	145,777	32
<b>May 2002</b>	214,650	148,365	33
<b>May 2003</b>	216,236	150,898	33

<b>Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards</b>	
<b>Multiple-Choice Test Component</b>	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).
<b>State Designated Level (SDL)</b>	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.
<b>Mean Scores</b>	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.

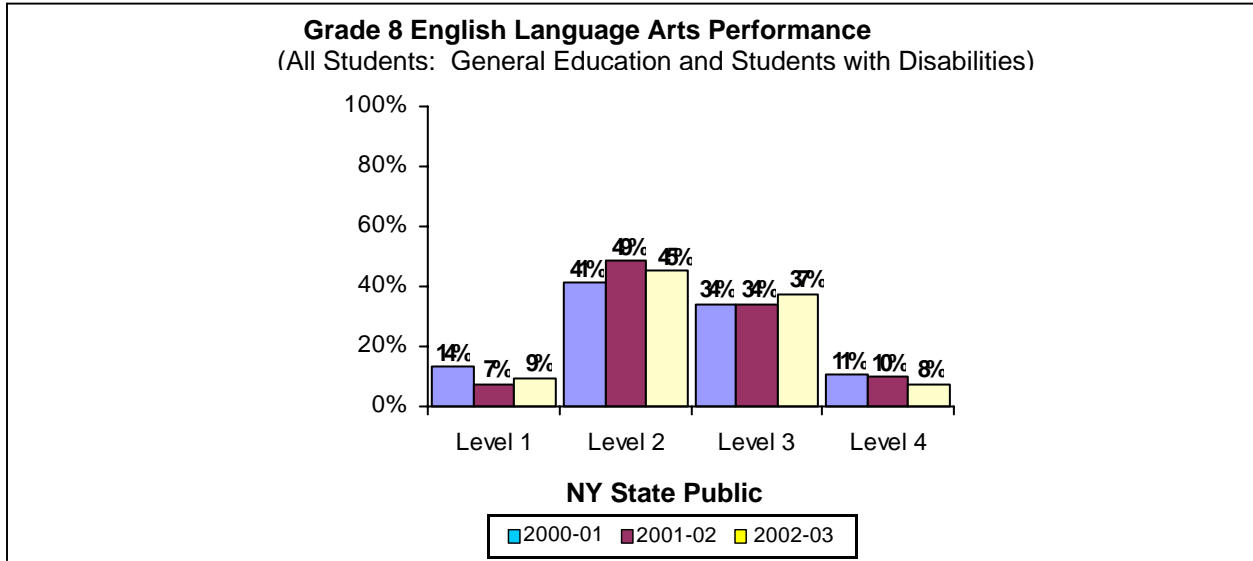
### All Students

	Number Tested	Mean Score
<b>May 2001</b>	215,144	33
<b>May 2002</b>	209,839	33
<b>May 2003</b>	211,151	34

### **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
<b>2002–03</b>	420	17	84	150	169

## 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	26,696	81,445	66,879	21,453	196,473	698
March 2002	14,738	100,200	70,432	21,048	206,418	697
January 2003	20,130	96,533	79,747	16,296	212,706	694

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

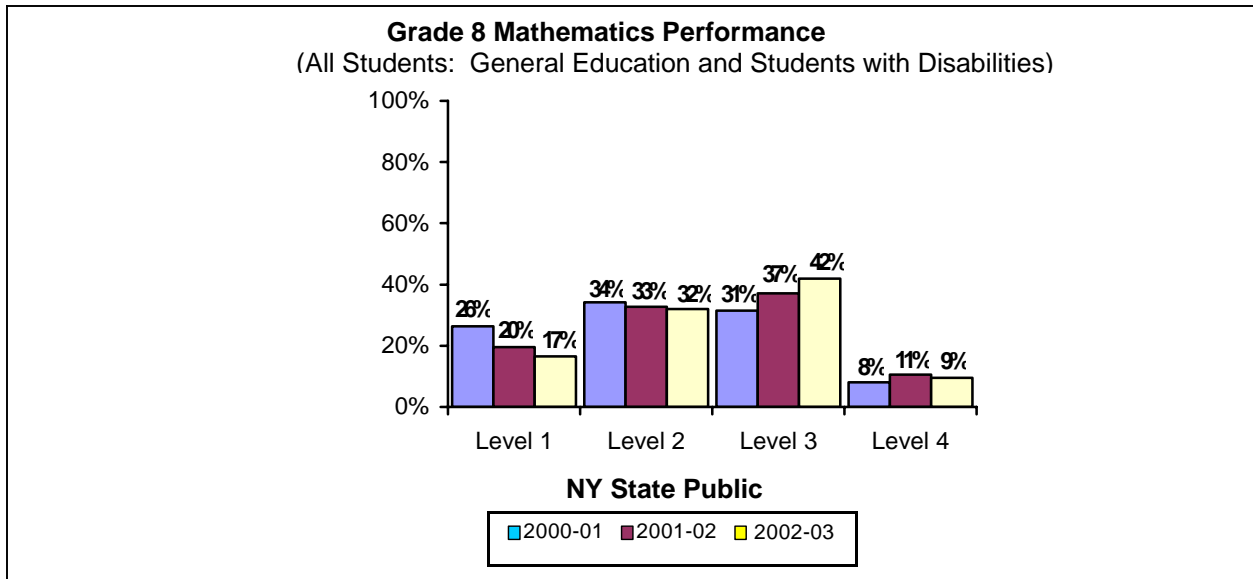
Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	6,799	1,280	775	792	3,952

### 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	549	5	48	227	269



## Middle Level Mathematics



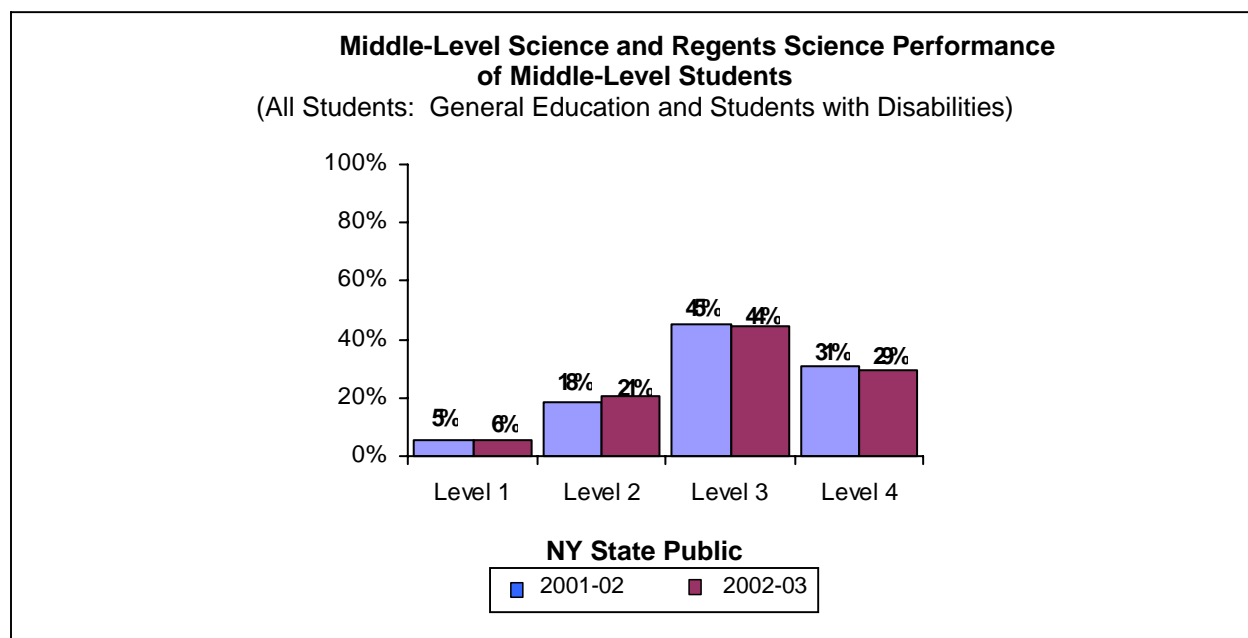
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2001	49,334	68,700	66,290	13,770	198,094	705
May 2002	52,663	68,403	62,884	16,034	199,984	703
May 2003	36,209	70,196	91,864	20,733	219,002	713

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	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	548	9	59	210	270

## 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	10,180	34,773	82,014	51,400	178,367	73
	Regents Science	299	399	5,195	8,734	14,627	84
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

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.

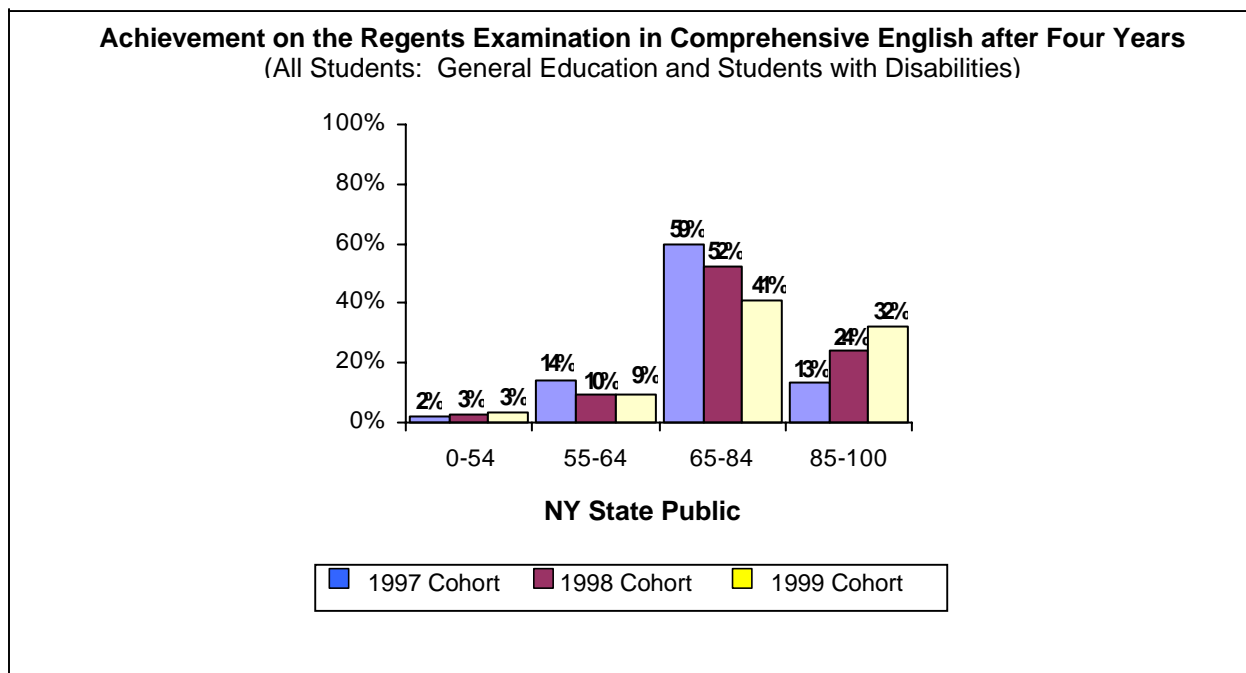
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle-Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	542	11	94	223	214

## 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 30<sup>th</sup> 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
<b>1997 Cohort</b>	157,297	3,666	22,677	93,366	21,082	137
<b>1998 Cohort</b>	157,846	4,074	15,069	82,167	38,123	146
<b>1999 Cohort</b>	171,399	5,668	16,143	70,470	55,584	157

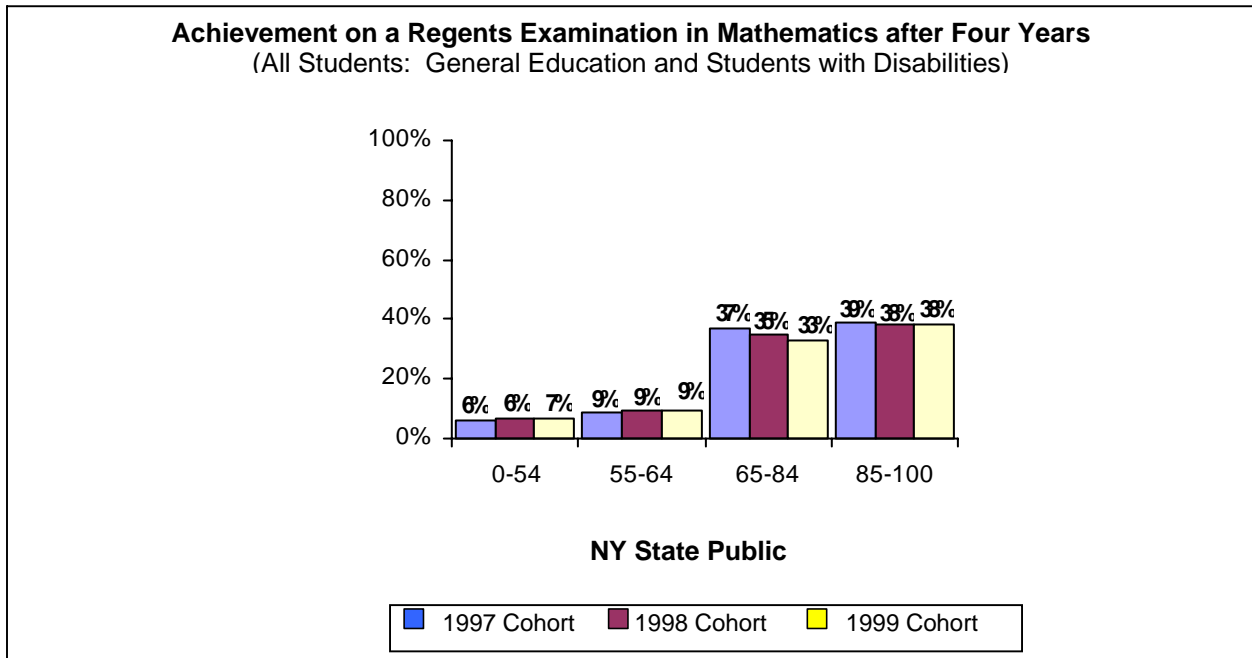
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>1997 Cohort</b>	1,710	842
<b>1998 Cohort</b>	1,355	1,190
<b>1999 Cohort</b>	2,570	1,776

\*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 30<sup>th</sup> 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
<b>1997 Cohort</b>	157,297	9,138	22,677	93,366	21,082	137
<b>1998 Cohort</b>	157,846	10,077	15,069	82,167	38,123	146
<b>1999 Cohort</b>	171,399	11,787	16,187	55,808	65,108	32

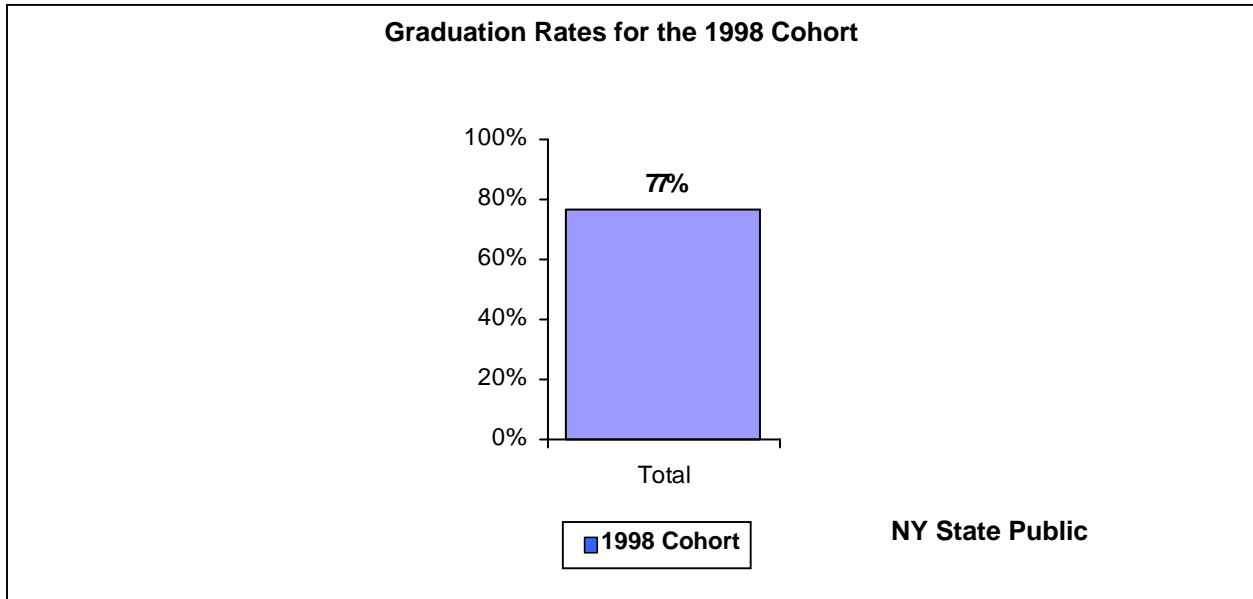
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>1997 Cohort</b>	1,710	765
<b>1998 Cohort</b>	1,355	685
<b>1999 Cohort</b>	4,961	714

\*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 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 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	159,254	5,972	165,226	127,096

\*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 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	911	87	45	9	1,071	91	55	14
Black	44,252	84	42	10	43,727	90	48	12
Hispanic	37,699	85	42	9	37,938	90	48	11
Asian or Pacific Islander	11,592	96	74	31	12,053	98	78	33
White	118,281	97	74	27	115,027	97	75	28
Total*	212,820	92	61	21	209,905	94	64	22
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	185,427	95	66	23	183,322	97	70	25
Students with disabilities	27,393	72	30	4	26,583	71	23	3
Total*	212,820	92	61	21	209,905	94	64	22
<b>Results by Gender</b>								
Female	103,952	93	64	24	102,038	96	68	26
Male	108,868	91	59	17	107,867	93	61	18
Total*	212,820	92	61	21	209,905	94	64	22
<b>Results by English Proficiency Status</b>								
English proficient	207,208	93	63	21	206,064	95	65	22
Limited English proficient	5,612	57	14	2	3,841	62	12	2
Total*	212,820	92	61	21	209,905	94	64	22
<b>Results by Income Level</b>								
Economically disadvantaged	100,756	86	44	10	71,832	91	52	12
Not disadvantaged	111,970	97	77	30	106,653	98	79	31
Total*	212,820	92	61	21	209,905	94	64	22
<b>Results by Migrant Status</b>								
Migrant family	101	87	40	6	107	80	42	5
Not migrant family	212,719	92	61	21	134,004	96	71	26
Total*	212,820	92	61	21	209,905	94	64	22

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	916	88	55	12	1,095	93	70	19
Black	44,286	85	45	8	44,211	91	62	16
Hispanic	40,909	87	49	9	43,330	91	66	17
Asian or Pacific Islander	11,792	97	83	40	13,434	97	88	50
White	118,528	97	81	31	116,000	98	88	40
Total*	216,521	93	67	23	218,179	95	78	31
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	188,861	95	72	25	190,963	97	83	34
Students with disabilities	27,660	74	37	6	27,216	80	48	9
Total*	216,521	93	67	23	218,179	95	78	31
<b>Results by Gender</b>								
Female	105,727	93	67	21	105,963	96	79	30
Male	110,794	92	68	24	112,216	95	78	31
Total*	216,521	93	67	23	218,179	95	78	31
<b>Results by English Proficiency Status</b>								
English proficient	207,689	94	69	23	206,973	96	80	32
Limited English proficient	8,832	71	29	5	11,206	80	44	9
Total*	216,521	93	67	23	218,179	95	78	31
<b>Results by Income Level</b>								
Economically disadvantaged	103,376	87	51	10	77,173	93	69	19
Not disadvantaged	113,051	98	83	34	108,139	99	90	43
Total*	216,427	93	67	23	218,179	95	78	31
<b>Results by Migrant Status</b>								
Migrant family	139	86	41	9	170	88	55	13
Not migrant family	216,382	93	67	23	137,169	98	85	36
Total*	216,521	93	67	23	218,179	95	78	31

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.



## 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
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	883	57	1,084	61
Black	44,183	47	43,856	50
Hispanic	41,200	44	43,020	47
Asian or Pacific Islander	11,743	79	13,313	77
White	116,543	85	114,853	85
Total*	214,650	69	216,236	70
Small Group Totals (s)	0	0	0	0
<b>Results by Disability Status</b>				
General-education students	187,204	73	189,360	74
Students with disabilities	27,446	41	26,876	42
Total*	214,650	69	216,236	70
<b>Results by Gender</b>				
Female	104,784	68	105,097	68
Male	109,866	70	111,139	71
Total*	214,650	69	216,236	70
<b>Results by English Proficiency Status</b>				
English proficient	205,590	71	205,165	72
Limited English proficient	9,060	21	11,071	24
Total*	214,650	69	216,236	70
<b>Results by Income Level</b>				
Economically disadvantaged	103,245	50	76,418	57
Not disadvantaged	111,312	86	107,190	87
Total*	214,650	69	216,236	70
<b>Results by Migrant Status</b>				
Migrant family	135	48	169	41
Not migrant family	214,515	69	135,734	82
Total*	214,650	69	216,236	70

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	785	90	30	5	840	86	30	3
Black	40,119	85	21	3	42,478	82	26	2
Hispanic	33,254	86	22	3	34,981	83	26	2
Asian or Pacific Islander	11,022	96	58	18	11,457	95	59	15
White	121,181	97	57	14	122,877	95	56	10
Total*	206,418	93	44	10	212,706	91	45	8
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	177,935	96	50	12	182,534	95	51	9
Students with disabilities	28,483	72	9	1	30,172	62	08	0
Total*	206,418	93	44	10	212,706	91	45	8
<b>Results by Gender</b>								
Female	101,083	95	49	12	103,834	93	50	10
Male	105,335	91	40	8	108,872	88	40	6
Total*	206,418	93	44	10	212,706	91	45	8
<b>Results by English Proficiency Status</b>								
English proficient	200,772	94	45	10	207,954	92	46	8
Limited English proficient	5,646	62	3	0	4,752	45	02	0
Total*	206,418	93	44	10	212,706	91	45	8
<b>Results by Income Level</b>								
Economically disadvantaged	84,683	87	24	3	63,596	85	29	3
Not disadvantaged	121,735	97	58	15	117,175	96	59	12
Total*	206,418	93	44	10	212,706	91	45	8
<b>Results by Migrant Status</b>								
Migrant family	64	91	16	0	68	66	19	3
Not migrant family	206,354	93	44	10	140,369	93	52	9
Total*	206,418	93	44	10	212,706	91	45	8

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	787	75	36	5	841	81	39	4
Black	39,840	60	21	2	42,532	68	26	2
Hispanic	35,586	63	23	2	38,772	69	28	2
Asian or Pacific Islander	11,526	91	67	25	13,320	91	69	24
White	120,389	91	62	15	123,393	93	65	13
Total*	208,183	80	48	11	219,002	83	51	9
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	180,027	85	53	12	189,081	89	57	11
Students with disabilities	28,156	48	15	1	29,921	51	16	1
Total*	208,183	80	48	11	219,002	83	51	9
<b>Results by Gender</b>								
Female	101,894	81	47	10	106,813	86	53	9
Male	106,289	80	48	11	112,188	81	50	10
Total*	208,183	80	48	11	219,002	83	51	9
<b>Results by English Proficiency Status</b>								
English proficient	199,503	82	49	11	207,733	85	53	10
Limited English proficient	8,680	44	14	2	11,269	50	17	2
Total*	208,183	80	48	11	219,002	83	51	9
<b>Results by Income Level</b>								
Economically disadvantaged	87,028	66	27	4	67,999	74	34	4
Not disadvantaged	121,155	91	63	16	118,234	93	68	14
Total*	208,183	80	48	11	219,002	83	51	9
<b>Results by Migrant Status</b>								
Migrant family	80	65	25	3	95	47	24	3
Not migrant family	208,103	80	48	11	141,829	90	61	11
Total*	208,183	80	48	11	219,002	83	51	9

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	699	93	74	19	746	94	70	17
Black	33,858	86	48	6	36,218	86	46	7
Hispanic	30,763	87	49	7	32,333	87	45	7
Asian or Pacific Islander	8,862	97	81	30	10,513	96	77	30
White	104,148	99	91	42	105,565	99	89	39
Total*	178,367	94	75	29	185,477	94	72	26
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	153,123	96	79	32	159,744	96	76	29
Students with disabilities	25,244	83	49	8	25,733	82	45	7
Total*	178,367	94	75	29	185,477	94	72	26
<b>Results by Gender</b>								
Female	86,967	95	74	26	90,576	95	72	24
Male	91,400	94	76	31	94,901	93	72	29
Total*	178,367	94	75	29	185,477	94	72	26
<b>Results by English Proficiency Status</b>								
English proficient	170,820	95	77	30	177,068	95	74	28
Limited English proficient	7,547	72	23	2	8,409	71	22	2
Total*	178,367	94	75	29	185,477	94	72	26
<b>Results by Income Level</b>								
Economically disadvantaged	75,060	89	55	10	59,075	91	57	12
Not disadvantaged	103,307	98	90	42	99,702	99	89	40
Total*	178,367	94	75	29	185,477	94	72	26
<b>Results by Migrant Status</b>								
Migrant family	80	83	56	9	89	89	39	6
Not migrant family	178,287	94	75	29	121,422	98	85	35
Total*	178,367	94	75	29	185,477	94	72	26

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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 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	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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	555	65	378	10	82	570	73	364	16	79
Black	25,590	4,595	14,637	303	76	28,591	4,985	15,210	494	72
Hispanic	20,930	3,638	11,443	196	73	23,682	3,656	12,422	370	69
Asian or Pacific Islander	10,740	1,046	8,282	24	87	11,656	1,029	8,937	55	86
White	100,005	5,722	85,681	822	92	106,900	6,400	89,278	1,635	91
Total*	157,846	15,069	120,436	1,355	87	171,399	16,143	126,211	2,570	85
Small Group Totals (s)	0	0	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>										
General-education students	144,602	12,702	115,291	102	89	154,521	13,938	120,441	249	87
Students with disabilities	13,193	2,357	5,115	1,253	66	16,878	2,205	5,770	2,321	61
Total*	157,846	15,069	120,436	1,355	87	171,399	16,143	126,211	2,570	85
<b>Results by Gender</b>										
Female	80,169	7,004	63,858	469	89	85,955	7,842	66,188	943	87
Male	77,670	8,063	56,573	886	84	85,444	8,301	60,023	1,627	82
Total*	157,846	15,069	120,436	1,355	87	171,399	16,143	126,211	2,570	85
<b>Results by English Proficiency Status</b>										
English proficient	152,609	13,701	118,765	1,333	88	165,358	14,861	124,201	2,532	86
Limited English proficient	5,237	1,368	1,671	22	58	6,041	1,282	2,010	38	55
Total*	157,846	15,069	120,436	1,355	87	171,399	16,143	126,211	2,570	85
<b>Results by Income Level</b>										
Economically disadvantaged	11,703	1,750	7,568	257	82	39,505	6,552	22,617	699	76
Not disadvantaged	146,143	13,319	112,868	1,098	87	131,894	9,591	103,594	1,871	87
Total*	157,846	15,069	120,436	1,355	87	171,399	16,143	126,211	2,570	85
<b>Results by Migrant Status</b>										
Migrant family	18	5	9	0	78	33	3	17	1	64
Not migrant family	157,828	15,064	120,427	1,355	87	171,366	16,140	126,194	2,569	85
Total*	157,846	15,069	120,436	1,355	87	171,399	16,143	126,211	2,570	85

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

**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		Passed RCTs			Regents			Passed RCTs
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	555	68	370	12	81	570	66	369	23	80
Black	25,590	4,410	12,639	705	69	28,591	4,764	12,818	1,069	65
Hispanic	20,930	3,384	10,413	521	68	23,682	3,816	10,714	742	64
Asian or Pacific Islander	10,740	698	8,889	57	90	11,656	801	9,423	107	89
White	100,005	5,876	83,516	2,010	91	106,900	6,740	87,624	3,020	91
Total*	157,846	14,440	115,837	3,305	85	171,399	16,187	120,948	4,961	83
Small Group Totals (s)	0	0	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>										
General-education students	144,602	13,189	111,204	350	86	154,521	14,712	115,777	565	85
Students with disabilities	13,193	1,244	4,610	2,954	67	16,878	1,475	5,171	4,396	65
Total*	157,846	14,440	115,837	3,305	85	171,399	16,187	120,948	4,961	83
<b>Results by Gender</b>										
Female	80,169	7,644	60,099	1,225	86	85,955	8,495	62,304	1,913	85
Male	77,670	6,796	55,732	2,080	83	85,444	7,692	58,644	3,048	81
Total*	157,846	14,440	115,837	3,305	85	171,399	16,187	120,948	4,961	83
<b>Results by English Proficiency Status</b>										
English proficient	152,609	13,571	113,405	3,245	85	165,358	15,232	118,289	4,890	84
Limited English proficient	5,237	869	2,432	60	64	6,041	955	2,659	71	61
Total*	157,846	14,440	115,837	3,305	85	171,399	16,187	120,948	4,961	83
<b>Results by Income Level</b>										
Economically disadvantaged	11,703	1,614	6,957	549	78	39,505	6,379	20,431	1,454	72
Not disadvantaged	146,143	12,826	108,880	2,756	85	131,894	9,808	100,517	3,507	86
Total*	157,846	14,440	115,837	3,305	85	171,399	16,187	120,948	4,961	83
<b>Results by Migrant Status</b>										
Migrant family	18	4	10	0	78	33	5	18	1	73
Not migrant family	157,828	14,436	115,827	3,305	85	171,366	16,182	120,930	4,960	83
Total*	157,846	14,440	115,837	3,305	85	171,399	16,187	120,948	4,961	83

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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 30<sup>th</sup> 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 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 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
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	574	69	570	68
Black	27,170	53	27,924	57
Hispanic	22,181	50	22,674	53
Asian or Pacific Islander	11,000	75	11,106	78
White	101,594	87	102,952	88
Total*	162,549	75	165,226	77
Small Group Totals (s)	0	0	0	0
<b>Results by Disability Status</b>				
General-education students	148,909	77	150,920	79
Students with disabilities	13,640	55	14,306	55
Total*	162,549	75	165,226	77
<b>Results by Gender</b>				
Female	82,244	79	83,331	80
Male	80,298	72	81,895	73
Total*	162,549	75	165,226	77
<b>Results by English Proficiency Status</b>				
English proficient	157,122	77	160,983	78
Limited English proficient	5,427	38	4,243	49
Total*	162,549	75	165,226	77
<b>Results by Income Level</b>				
Economically disadvantaged	11,917	70	17,180	54
Not disadvantaged	150,632	76	148,046	80
Total*	162,549	75	165,226	77
<b>Results by Migrant Status</b>				
Migrant family	18	67	16	81
Not migrant family	162,531	75	165,210	77
Total*	162,549	75	165,226	77

\*Individual small group counts may not add up to total counts because student subgroup classifications may not have been reported for some students.

## 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 40<sup>th</sup> 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.