

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



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
Sachem Central School District

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 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, 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 and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	0	0	0	8	3	1	12	100%	33%
Hispanic	5	6	1	5	17	23	4	49	90%	55%
Asian or Pacific Islander	0	1	1	1	5	12	5	23	96%	74%
White	28	1	3	25	287	643	176	1131	98%	72%
Total	34	8	5	31	317	681	186	1215	97%	71%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	10	6	1	9	145	341	125	620	99%	75%
Male	24	2	4	22	172	340	61	595	96%	67%
Total	34	8	5	31	317	681	186	1215	97%	71%
Results by English Proficiency Status										
English Proficient	32	0	5	s	s	s	s	1213	s	s
Limited English Proficient	2	8	0	s	s	s	s	2	s	s
Total	34	8	5	31	317	681	186	1215	97%	71%
Results by Income Level										
Economically Disadvantaged	12	3	1	8	69	88	14	179	96%	57%
Not Disadvantaged	22	5	4	23	248	593	172	1036	98%	74%
Total	34	8	5	31	317	681	186	1215	97%	71%
Results by Migrant Status										
Migrant Family	0	1	0	0	0	0	0	0	0%	0%
Not Migrant Family	34	7	5	31	317	681	186	1215	97%	71%
Total	34	8	5	31	317	681	186	1215	97%	71%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	1	0	0	s	s	s	s	13	s	s
Hispanic	5	0	0	5	9	26	17	57	91%	75%
Asian or Pacific Islander	0	1	0	0	2	12	10	24	100%	92%
White	27	1	5	2	87	529	514	1132	100%	92%
Total	33	2	5	7	101	576	543	1227	99%	91%
Small Group Totals (s)	1	0	0	0	3	9	2	14	100%	79%
Results by Gender										
Female	10	2	2	4	44	314	260	622	99%	92%
Male	23	0	3	3	57	262	283	605	100%	90%
Total	33	2	5	7	101	576	543	1227	99%	91%
Results by English Proficiency Status										
English Proficient	31	0	5	5	101	573	541	1220	100%	91%
Limited English Proficient	2	2	0	2	0	3	2	7	71%	71%
Total	33	2	5	7	101	576	543	1227	99%	91%
Results by Income Level										
Economically Disadvantaged	11	0	1	2	23	104	50	179	99%	86%
Not Disadvantaged	22	2	4	5	78	472	493	1048	100%	92%
Total	33	2	5	7	101	576	543	1227	99%	91%
Results by Migrant Status										
Migrant Family	0	0	0	s	s	s	s	1	s	s
Not Migrant Family	33	2	5	s	s	s	s	1226	s	s
Total	33	2	5	7	101	576	543	1227	99%	91%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	0	0	0	s	s	s	s	14	s	s
Hispanic	3	4	3	5	27	13	4	49	90%	35%
Asian or Pacific Islander	1	1	0	2	10	20	5	37	95%	68%
White	20	0	20	62	445	413	64	984	94%	48%
Total	24	5	23	71	491	450	73	1085	93%	48%
Small Group Totals (s)	0	0	0	2	9	4	0	15	87%	27%
Results by Gender										
Female	10	1	6	18	226	264	48	556	97%	56%
Male	14	4	17	53	265	186	25	529	90%	40%
Total	24	5	23	71	491	450	73	1085	93%	48%
Results by English Proficiency Status										
English Proficient	24	0	23	68	487	450	73	1078	94%	49%
Limited English Proficient	0	5	0	3	4	0	0	7	57%	0%
Total	24	5	23	71	491	450	73	1085	93%	48%
Results by Income Level										
Economically Disadvantaged	6	3	6	26	63	41	3	133	80%	33%
Not Disadvantaged	18	2	17	45	428	409	70	952	95%	50%
Total	24	5	23	71	491	450	73	1085	93%	48%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	24	5	23	71	491	450	73	1085	93%	48%
Total	24	5	23	71	491	450	73	1085	93%	48%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	0	0	0	s	s	s	s	14	s	s
Hispanic	3	0	1	14	25	13	3	55	75%	29%
Asian or Pacific Islander	1	1	0	2	6	18	11	37	95%	78%
White	20	1	19	105	377	406	92	980	89%	51%
Total	24	2	20	126	413	441	107	1087	88%	50%
Small Group Totals (s)	0	0	0	5	5	4	1	15	67%	33%
Results by Gender										
Female	10	0	7	55	234	216	51	556	90%	48%
Male	14	2	13	71	179	225	56	531	87%	53%
Total	24	2	20	126	413	441	107	1087	88%	50%
Results by English Proficiency Status										
English Proficient	24	0	20	122	407	441	107	1077	89%	51%
Limited English Proficient	0	2	0	4	6	0	0	10	60%	0%
Total	24	2	20	126	413	441	107	1087	88%	50%
Results by Income Level										
Economically Disadvantaged	6	1	9	29	56	39	7	131	78%	35%
Not Disadvantaged	18	1	11	97	357	402	100	956	90%	53%
Total	24	2	20	126	413	441	107	1087	88%	50%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	24	2	20	126	413	441	107	1087	88%	50%
Total	24	2	20	126	413	441	107	1087	88%	50%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 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 local Board 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 Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	769	98	663	2	99%
Students with Disabilities	89	29	16	36	91%
Total	858	127	679	38	98%
Results by English Language Proficiency					
English Proficient	858	127	679	38	98%
Limited English Proficient	0	0	0	0	
Total	858	127	679	38	98%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	769	17	744	1	99%
Students with Disabilities	89	12	37	35	94%
Total	858	29	781	36	99%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total	912	858	7	0	27	0