

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



**OVERVIEW OF SCHOOL PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for  
John Marshall H S  
in  
Rochester City School District**

**February 2005**

# 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 School 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 school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science* and *Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a school is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. 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 school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card: February 2005*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

## School Profile

Principal: Joseph Muno		Phone: (585)458-2110
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	7-12	1334

<b>2002–03 School District-wide Total Expenditure per Pupil</b>	<b>\$13,397</b>
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<b>Similar Schools Group</b>	This school is in Similar Schools Group 41. All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for secondary level schools in these districts.
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### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
429	72%

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

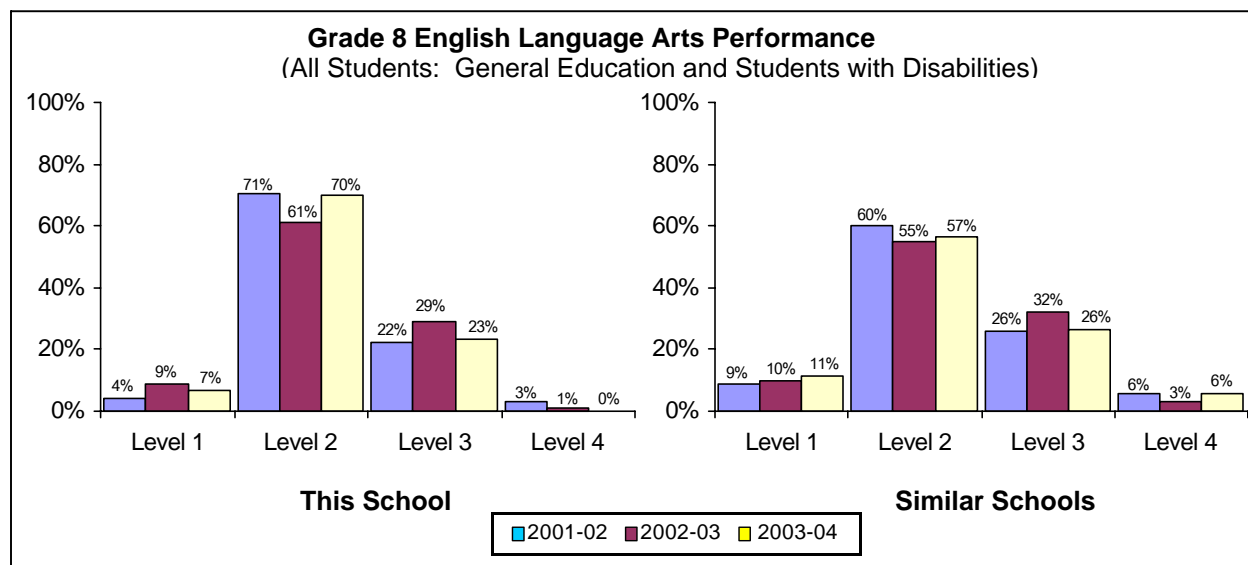
### 2003–04 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
108	8%

\*Includes teachers with a modified temporary license.

## Middle Level

### English Language Arts



Performance at This School	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	4	70	22	3	99	688
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	9	63	30	1	103	685
January 2004	9	92	31	0	132	684

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

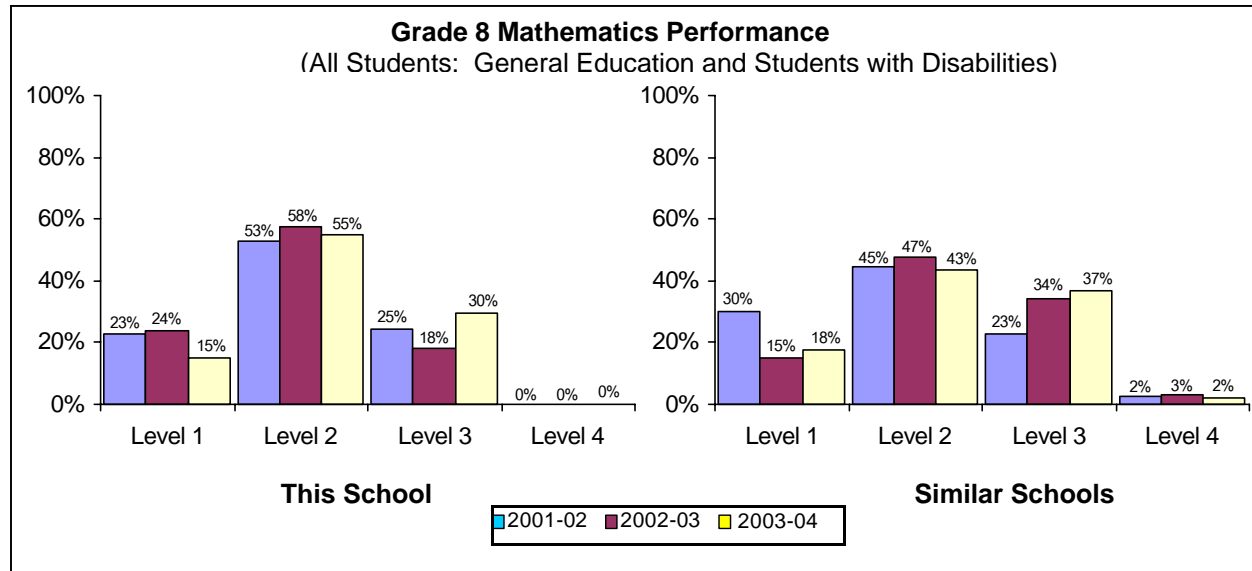
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	0	0	0

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

Grade 8	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0

## Middle Level Mathematics



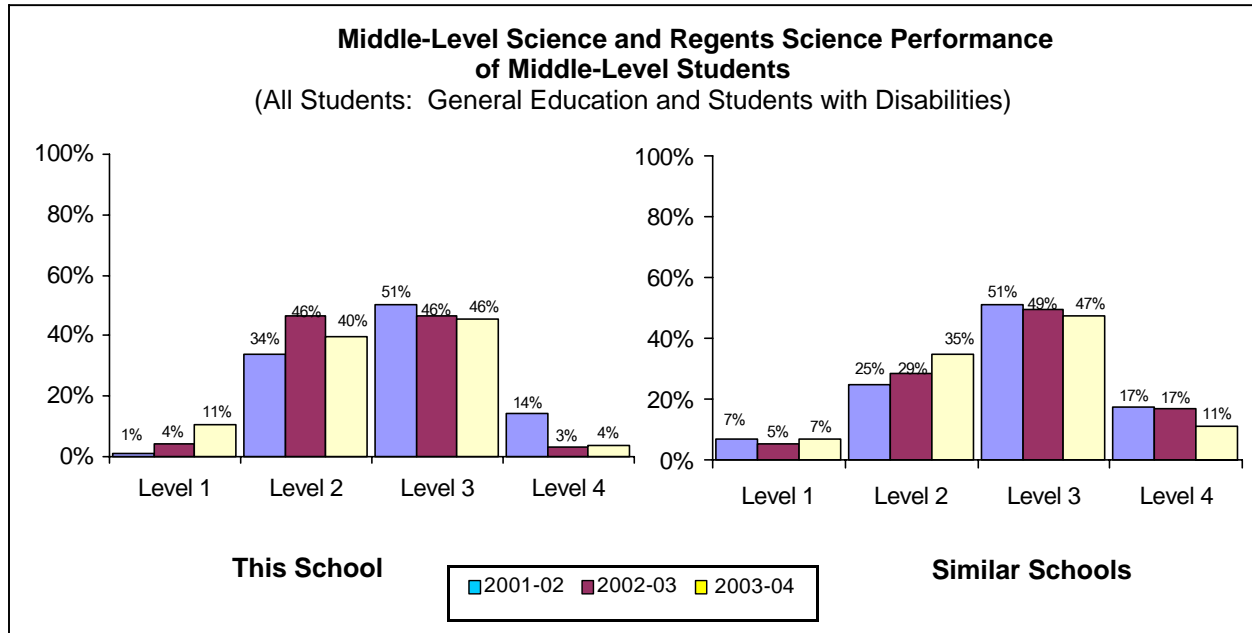
Performance at This School	Counts of Students					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total Tested	
May 2002	23	54	25	0	102	698
May 2003	25	60	19	0	104	696
May 2004	20	72	39	0	131	702

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

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

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	0	0	0	0	0

## Middle Level Science



Performance at This School		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	1	33	49	14	97	69
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	4	45	45	3	97	65
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	11	41	47	4	103	63
	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
<b>Level 3</b>	These students <b>meet the standards</b> on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

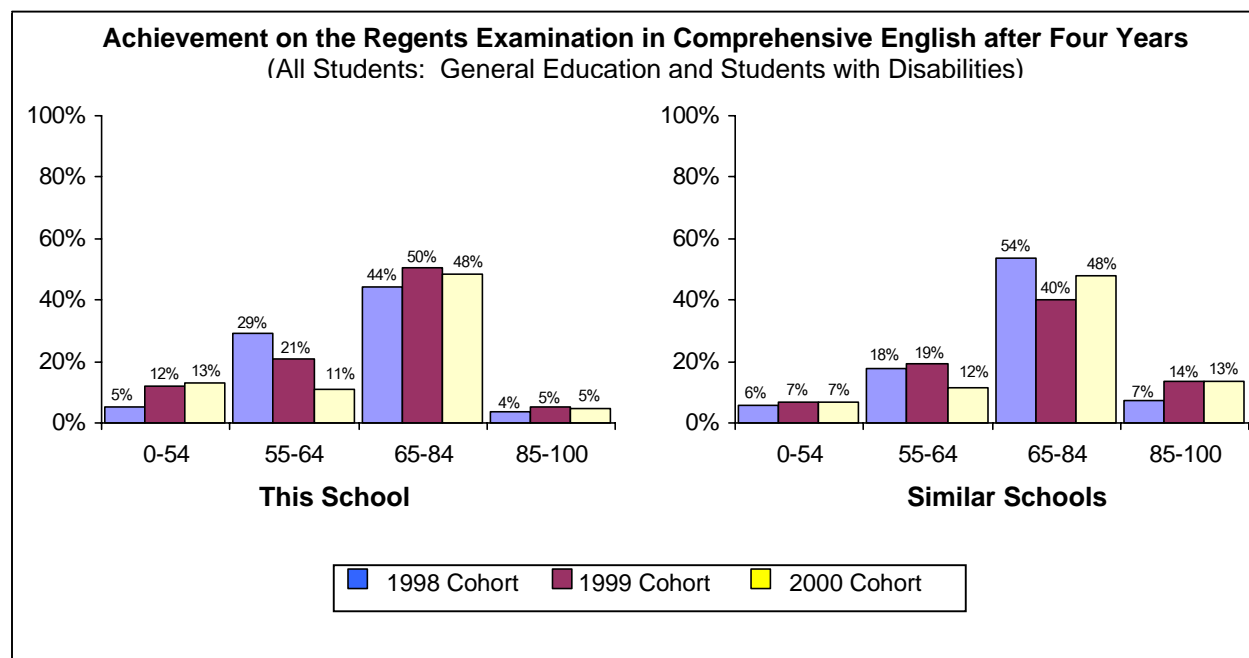
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle-Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003–04	0	0	0	0	0

# High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort 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
1998 Cohort	138	7	40	61	5	0
1999 Cohort	183	22	38	92	10	0
2000 Cohort	225	29	25	109	11	0

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

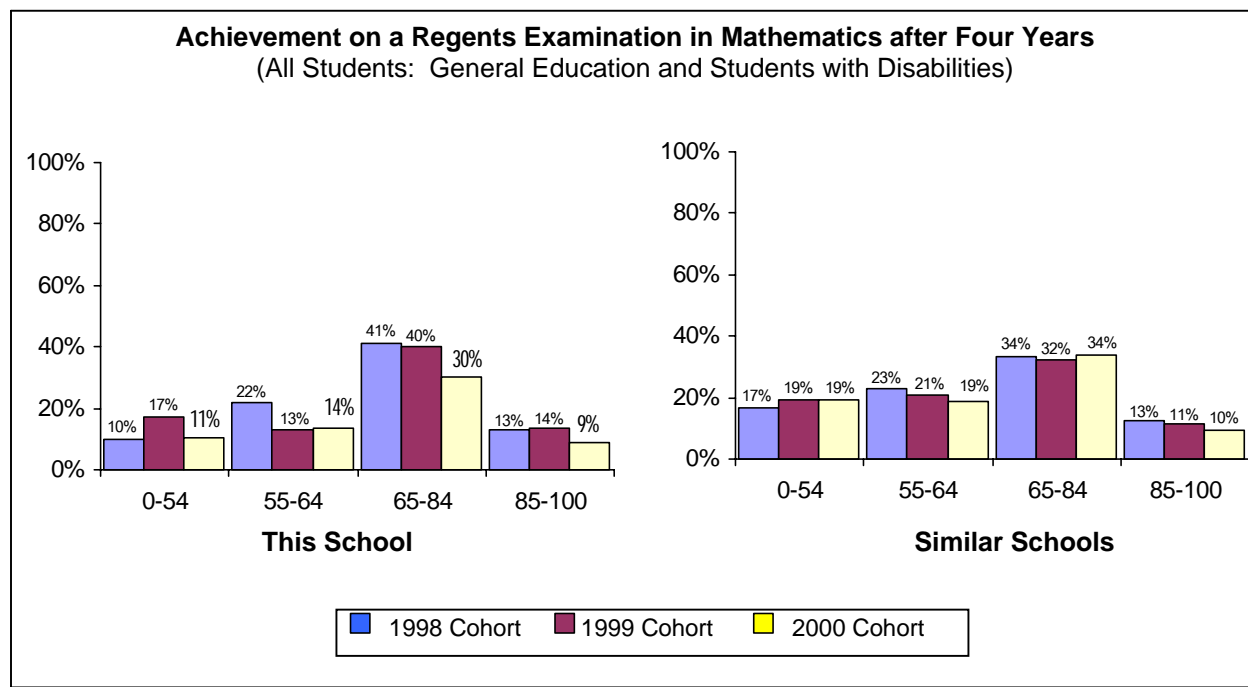
Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
1998 Cohort	1	3
1999 Cohort	3	5
2000 Cohort	10	2

\*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 graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort 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
1998 Cohort	138	14	30	57	18	0
1999 Cohort	183	31	24	73	25	0
2000 Cohort	225	24	31	68	20	0

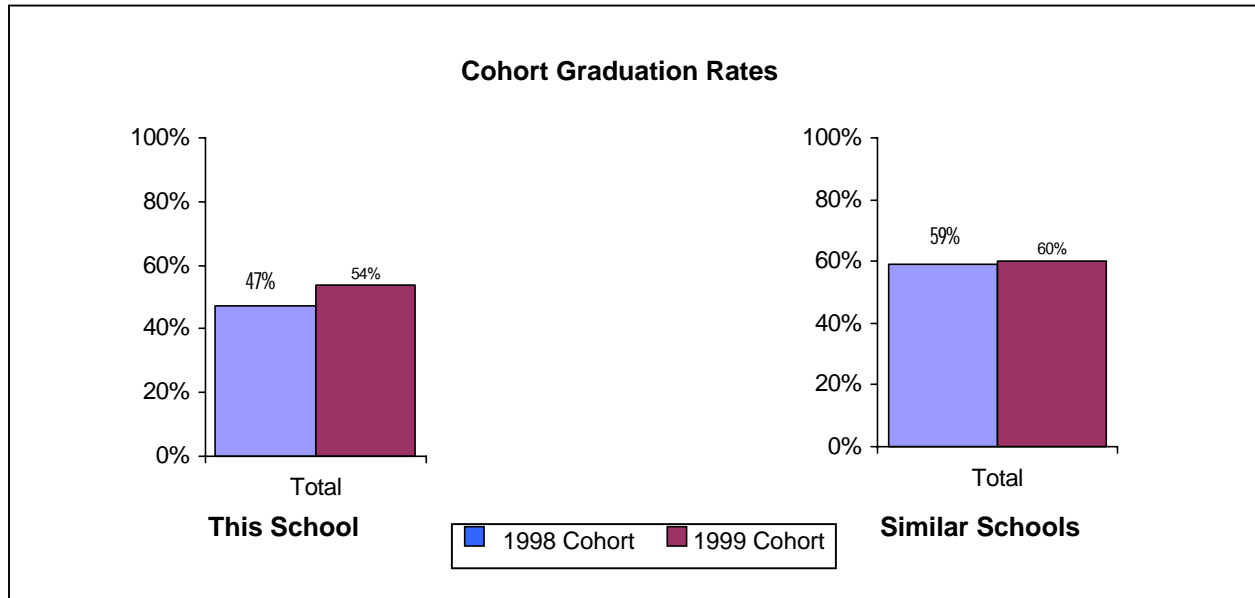
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1998 Cohort	2	1
1999 Cohort	10	1
2000 Cohort	13	9

\*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 and 1999 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	138	32	170	80
1999 Cohort	178	39	217	117

\*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 school 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 school 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. If your school did not report data for the 2003–04 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*.

# Middle Level

## English Language Arts

Student Subgroup	2002–03				2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	78	92%	28%	1%	89	93%	21%	0%
Hispanic	4	s	s	s	14	s	s	s
Asian or Pacific Islander	2	s	s	s	3	s	s	s
White	19	95%	42%	0%	26	96%	27%	0%
Total	103	91%	30%	1%	132	93%	23%	0%
Small Group Totals (s)	6	67%	17%	0%	17	88%	29%	0%
Results by Disability Status								
General-education students	99	s	s	s	117	95%	25%	0%
Students with disabilities	4	s	s	s	15	80%	13%	0%
Total	103	91%	30%	1%	132	93%	23%	0%
Results by Gender								
Female	53	94%	43%	2%	69	91%	22%	0%
Male	50	88%	16%	0%	63	95%	25%	0%
Total	103	91%	30%	1%	132	93%	23%	0%
Results by English Proficiency Status								
English proficient	103	91%	30%	1%	132	93%	23%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	103	91%	30%	1%	132	93%	23%	0%
Results by Income Level								
Economically disadvantaged	87	91%	26%	1%	93	92%	26%	0%
Not disadvantaged	16	94%	50%	0%	39	95%	18%	0%
Total	103	91%	30%	1%	132	93%	23%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	103	91%	30%	1%	132	93%	23%	0%
Total	103	91%	30%	1%	132	93%	23%	0%

## Middle Level

### Mathematics

Student Subgroup	2002–03				2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4		2–4	3–4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	78	72%	13%	0%	90	81%	18%	0%
Hispanic	6	s	s	s	13	s	s	s
Asian or Pacific Islander	2	s	s	s	3	s	s	s
White	18	94%	39%	0%	25	96%	64%	0%
Total	104	76%	18%	0%	131	85%	30%	0%
Small Group Totals (s)	8	75%	25%	0%	16	88%	44%	0%
Results by Disability Status								
General-education students	101	s	s	s	116	85%	31%	0%
Students with disabilities	3	s	s	s	15	80%	20%	0%
Total	104	76%	18%	0%	131	85%	30%	0%
Results by Gender								
Female	56	79%	14%	0%	68	81%	26%	0%
Male	48	73%	23%	0%	63	89%	33%	0%
Total	104	76%	18%	0%	131	85%	30%	0%
Results by English Proficiency Status								
English proficient	104	76%	18%	0%	131	85%	30%	0%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	104	76%	18%	0%	131	85%	30%	0%
Results by Income Level								
Economically disadvantaged	89	74%	16%	0%	95	87%	32%	0%
Not disadvantaged	15	87%	33%	0%	36	78%	25%	0%
Total	104	76%	18%	0%	131	85%	30%	0%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	104	76%	18%	0%	131	85%	30%	0%
Total	104	76%	18%	0%	131	85%	30%	0%

## Middle Level

### Science

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	75	96%	48%	0%	69	84%	36%	0%
Hispanic	6	s	s	s	9	s	s	s
Asian or Pacific Islander	1	s	s	s	3	s	s	s
White	15	100%	73%	20%	22	100%	82%	14%
Total	97	96%	49%	3%	103	89%	50%	4%
Small Group Totals (s)	7	86%	14%	0%	12	100%	67%	8%
Results by Disability Status								
General-education students	94	s	s	s	90	90%	52%	4%
Students with disabilities	3	s	s	s	13	85%	31%	0%
Total	97	96%	49%	3%	103	89%	50%	4%
Results by Gender								
Female	54	100%	48%	2%	54	89%	33%	2%
Male	43	91%	51%	5%	49	90%	67%	6%
Total	97	96%	49%	3%	103	89%	50%	4%
Results by English Proficiency Status								
English proficient	97	96%	49%	3%	103	89%	50%	4%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	97	96%	49%	3%	103	89%	50%	4%
Results by Income Level								
Economically disadvantaged	83	95%	47%	4%	75	87%	52%	3%
Not disadvantaged	14	100%	64%	0%	28	96%	43%	7%
Total	97	96%	49%	3%	103	89%	50%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	96	96%	50%	3%	103	89%	50%	4%
Total	97	96%	49%	3%	103	89%	50%	4%

## 1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 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	1999 Cohort					2000 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	146	34	75	3	77%	181	21	94	7	67%
Hispanic	11	s	s	s	s	22	3	11	2	73%
Asian or Pacific Islander	4	s	s	s	s	0	0	0	0	0%
White	22	3	15	0	82%	22	1	15	1	77%
Total	183	38	102	3	78%	225	25	120	10	69%
Small Group Totals (s)	15	1	12	0	87%	0	0	0	0	0%
Results by Disability Status										
General-education students	156	33	97	0	83%	172	21	115	1	80%
Students with disabilities	27	5	5	3	48%	53	4	5	9	34%
Total	183	38	102	3	78%	225	25	120	10	69%
Results by Gender										
Female	109	23	64	3	83%	121	16	65	4	70%
Male	74	15	38	0	72%	104	9	55	6	67%
Total	183	38	102	3	78%	225	25	120	10	69%
Results by English Proficiency Status										
English proficient	181	s	s	s	s	224	s	s	s	s
Limited English proficient	2	s	s	s	s	1	s	s	s	s
Total	183	38	102	3	78%	225	25	120	10	69%
Results by Income Level										
Economically disadvantaged	61	17	28	0	74%	77	7	26	4	48%
Not disadvantaged	122	21	74	3	80%	148	18	94	6	80%
Total	183	38	102	3	78%	225	25	120	10	69%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	183	38	102	3	78%	225	25	120	10	69%
Total	183	38	102	3	78%	225	25	120	10	69%

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

Student Subgroup	1999 Cohort					2000 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	146	21	72	7	68%	181	28	70	9	59%
Hispanic	11	s	s	s	s	22	2	9	1	55%
Asian or Pacific Islander	4	s	s	s	s	0	0	0	0	0%
White	22	2	15	3	91%	22	1	9	3	59%
Total	183	24	98	10	72%	225	31	88	13	59%
Small Group Totals (s)	15	1	11	0	80%	0	0	0	0	0%
Results by Disability Status										
General-education students	156	21	92	0	72%	172	26	86	1	66%
Students with disabilities	27	3	6	10	70%	53	5	2	12	36%
Total	183	24	98	10	72%	225	31	88	13	59%
Results by Gender										
Female	109	12	65	4	74%	121	16	53	4	60%
Male	74	12	33	6	69%	104	15	35	9	57%
Total	183	24	98	10	72%	225	31	88	13	59%
Results by English Proficiency Status										
English proficient	181	s	s	s	s	224	s	s	s	s
Limited English proficient	2	s	s	s	s	1	s	s	s	s
Total	183	24	98	10	72%	225	31	88	13	59%
Results by Income Level										
Economically disadvantaged	61	7	31	4	69%	77	9	19	7	45%
Not disadvantaged	122	17	67	6	74%	148	22	69	6	66%
Total	183	24	98	10	72%	225	31	88	13	59%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	183	24	98	10	72%	225	31	88	13	59%
Total	183	24	98	10	72%	225	31	88	13	59%



## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the district accountability cohort for English and mathematics.

	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
Student Subgroup	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0	0%
Black	122	46%	171	53%
Hispanic	20	s	16	s
Asian or Pacific Islander	1	s	4	s
White	27	41%	26	62%
Total	170	47%	217	54%
Small Group Totals (s)	21	62%	20	55%
<b>Results by Disability Status</b>				
General-education students	140	53%	184	58%
Students with disabilities	30	20%	33	33%
Total	170	47%	217	54%
<b>Results by Gender</b>				
Female	94	51%	123	60%
Male	76	42%	94	46%
Total	170	47%	217	54%
<b>Results by English Proficiency Status</b>				
English proficient	167	s	215	s
Limited English proficient	3	s	2	s
Total	170	47%	217	54%
<b>Results by Income Level</b>				
Economically disadvantaged	32	41%	48	60%
Not disadvantaged	138	49%	169	52%
Total	170	47%	217	54%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	170	47%	217	54%
Total	170	47%	217	54%

## Glossary

**Accountability Cohort:** An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students 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 certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

**Counts of Students Tested:** "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

**Graduation-Rate Cohort:** Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

**Limited English Proficient (LEP) Students:** Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. 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. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates students with severe 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.