

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  
Sewanhaka Central High School District**

**February 2005**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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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 *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 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, 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 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, limited English proficient 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 2005*, 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

Superintendent: John R. Williams		Phone: (516)488-9800
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	8435

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$12,002
<b>2002–03 NYS Public Schools Total Expenditure per Pupil</b>	\$13,085

### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,764	99%

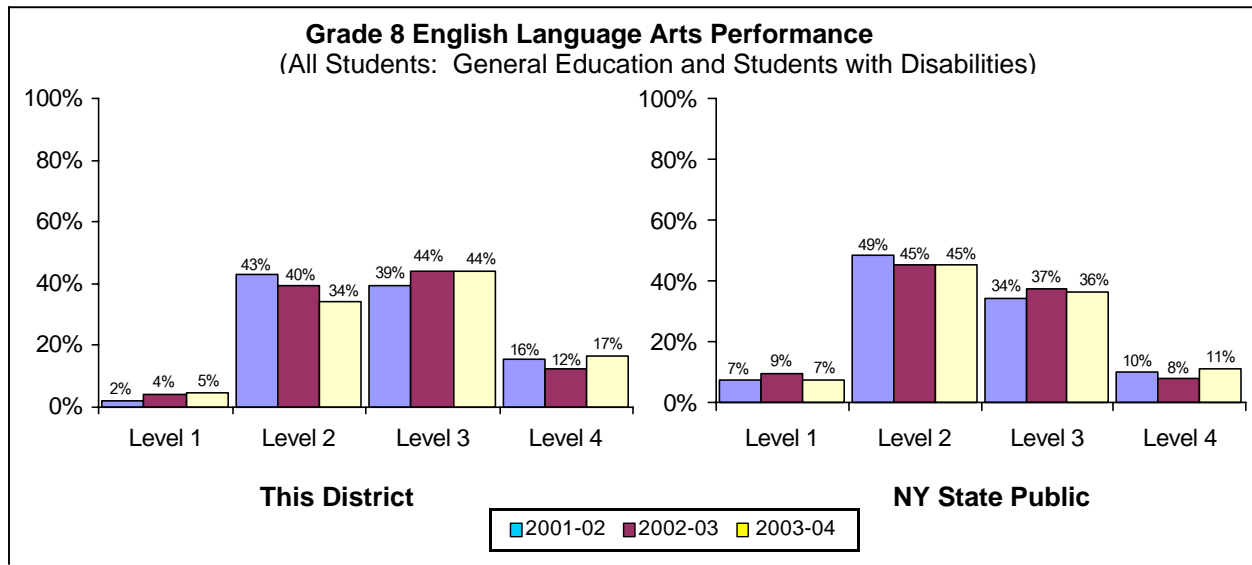
\*To meet the federal definition of “highly qualified,” public school teachers of core academic subjects must have at least a bachelor’s degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
557	0%

\*Includes teachers with a modified temporary license.

## Middle Level English Language Arts



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830			
March 2002	30	589	543	215		1377	706
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830		Total Tested	
January 2003	60	565	626	175		1426	704
January 2004	66	483	624	236		1409	708

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> .

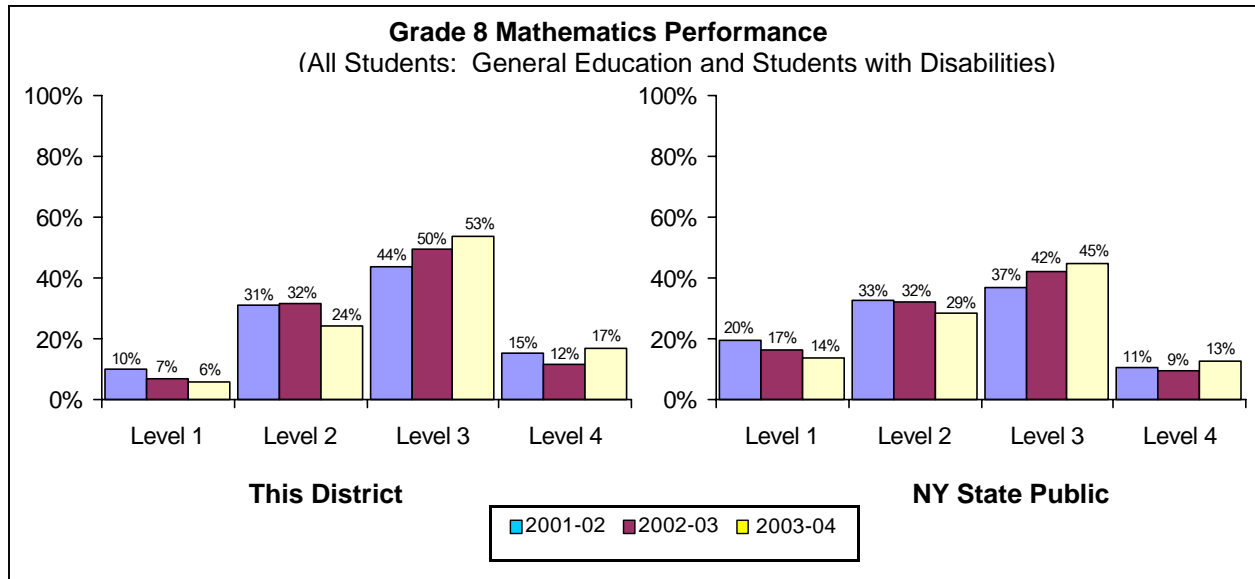
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	9	7	5	10	31

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	3	10	13

## Middle Level Mathematics



Performance at This District	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	134	423	596	206	1359	723
May 2003	101	465	731	174	1471	724
May 2004	80	344	765	242	1431	731

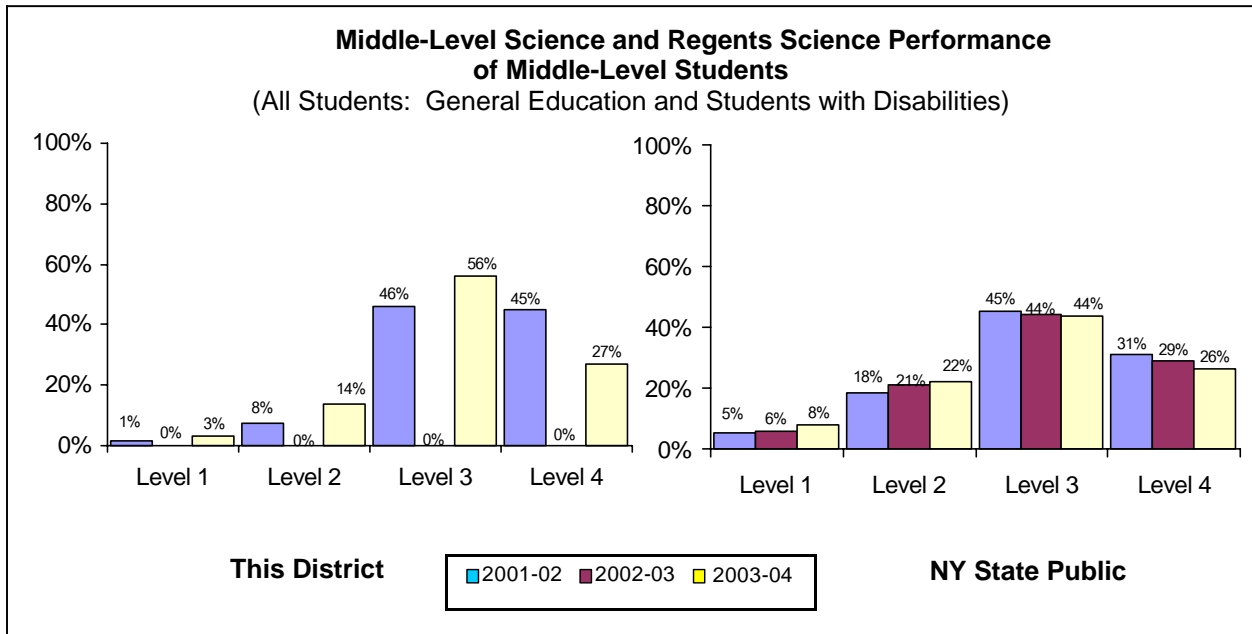
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	1	4	6	11

# Middle Level

## Science



Performance at This District		Counts of Students					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	15	97	535	338	985	78
	Regents Science	4	4	85	268	361	87
January/ June 2003	Middle-Level Science	15	149	600	270	1034	76
	Regents Science	#	#	#	#	1	#
January/ June 2004	Middle-Level Science	46	187	588	154	975	72
	Regents Science	0	5	188	218	411	84

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.

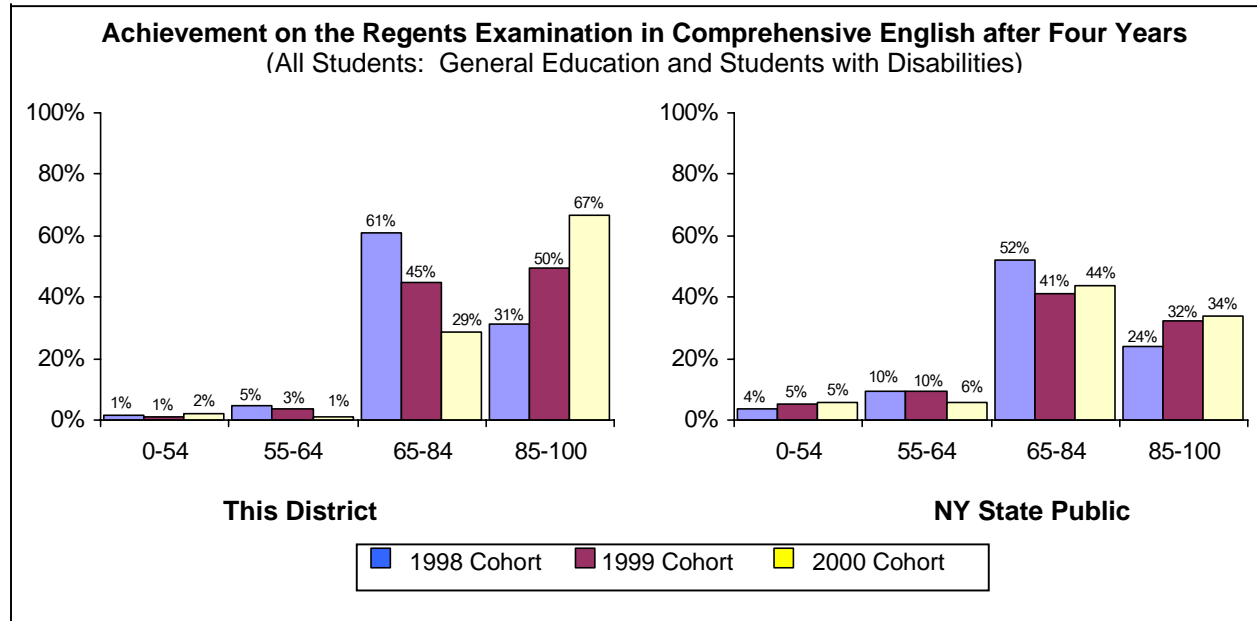
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
<b>2003-04</b>	2	1	4	5	12

# 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
<b>1998 Cohort</b>	1157	16	55	707	360	0
<b>1999 Cohort</b>	1134	10	39	506	562	0
<b>2000 Cohort</b>	1179	27	15	337	787	0

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

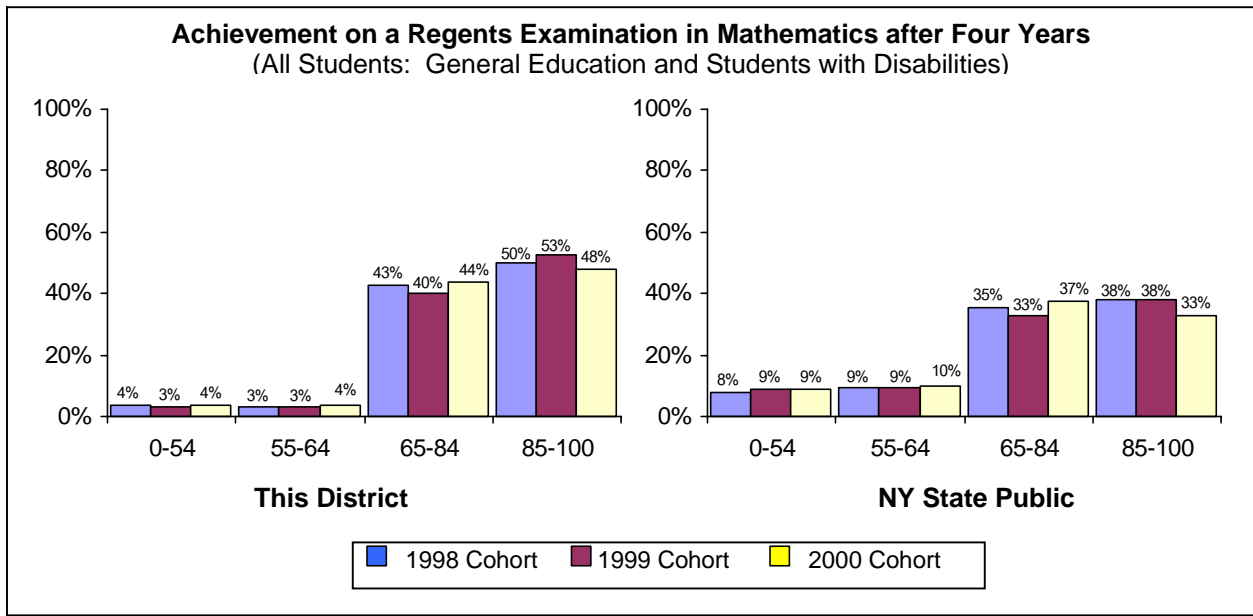
Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1998 Cohort</b>	9	2
<b>1999 Cohort</b>	9	3
<b>2000 Cohort</b>	7	2

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.



# 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
<b>1998 Cohort</b>	1157	43	35	495	576	0
<b>1999 Cohort</b>	1134	36	38	457	596	0
<b>2000 Cohort</b>	1179	42	43	514	567	0

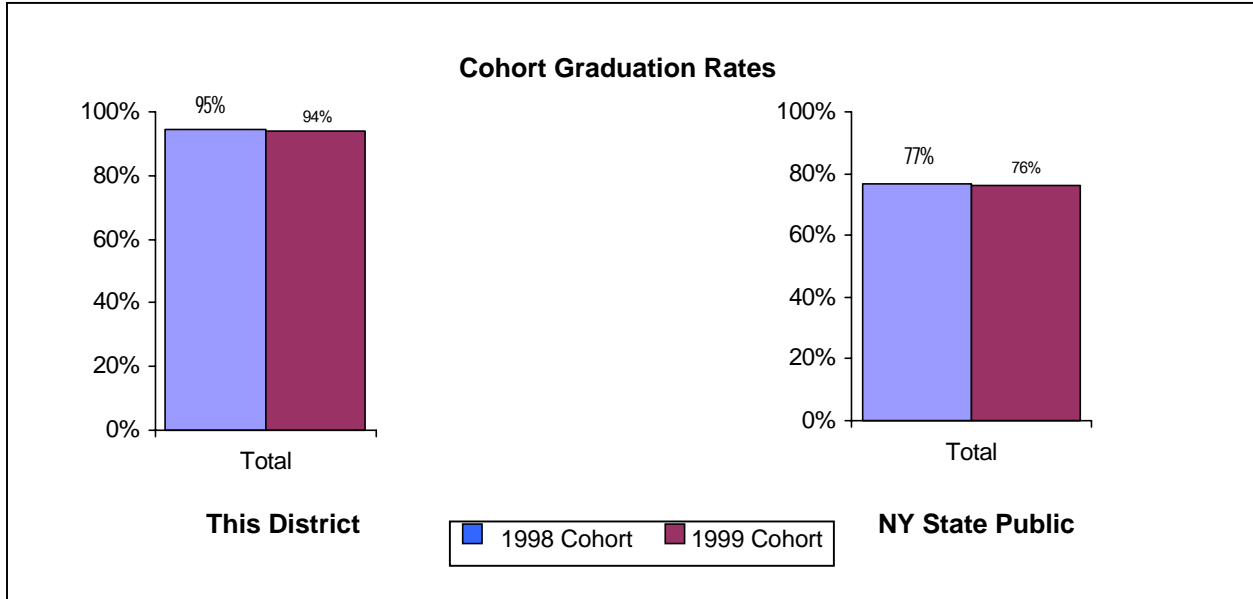
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
<b>1998 Cohort</b>	30	0
<b>1999 Cohort</b>	29	0
<b>2000 Cohort</b>	16	0

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

## 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	1157	16	1173	1109
1999 Cohort	1126	34	1160	1088

\*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 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	372	96%	50%	8%	362	92%	50%	12%
Hispanic	193	92%	45%	6%	152	93%	51%	12%
Asian or Pacific Islander	165	99%	68%	18%	165	98%	77%	30%
White	696	96%	60%	15%	730	97%	65%	17%
Total	1426	96%	56%	12%	1409	95%	61%	17%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	1290	98%	62%	14%	1230	99%	69%	19%
Students with disabilities	136	72%	4%	0%	179	69%	8%	0%
Total	1426	96%	56%	12%	1409	95%	61%	17%
<b>Results by Gender</b>								
Female	656	97%	61%	13%	708	97%	67%	21%
Male	770	94%	52%	12%	701	94%	55%	12%
Total	1426	96%	56%	12%	1409	95%	61%	17%
<b>Results by English Proficiency Status</b>								
English proficient	1426	96%	56%	12%	1401	95%	61%	17%
Limited English proficient	0	0%	0%	0%	8	100%	13%	13%
Total	1426	96%	56%	12%	1409	95%	61%	17%
<b>Results by Income Level</b>								
Economically disadvantaged	198	94%	41%	7%	194	93%	50%	10%
Not disadvantaged	1228	96%	59%	13%	1215	96%	63%	18%
Total	1426	96%	56%	12%	1409	95%	61%	17%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1426	96%	56%	12%	1409	95%	61%	17%
Total	1426	96%	56%	12%	1409	95%	61%	17%

**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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	375	92%	47%	3%	366	93%	59%	9%
Hispanic	217	85%	43%	6%	170	91%	56%	11%
Asian or Pacific Islander	177	97%	84%	18%	172	97%	85%	30%
White	702	95%	70%	17%	723	95%	76%	19%
Total	1471	93%	62%	12%	1431	94%	70%	17%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	1327	96%	66%	13%	1257	97%	77%	19%
Students with disabilities	144	66%	17%	1%	174	76%	22%	2%
Total	1471	93%	62%	12%	1431	94%	70%	17%
<b>Results by Gender</b>								
Female	673	95%	63%	11%	718	96%	75%	19%
Male	798	91%	60%	13%	713	93%	66%	15%
Total	1471	93%	62%	12%	1431	94%	70%	17%
<b>Results by English Proficiency Status</b>								
English proficient	1435	94%	63%	12%	1393	95%	72%	17%
Limited English proficient	36	53%	8%	0%	38	55%	18%	3%
Total	1471	93%	62%	12%	1431	94%	70%	17%
<b>Results by Income Level</b>								
Economically disadvantaged	223	88%	42%	4%	205	90%	61%	13%
Not disadvantaged	1248	94%	65%	13%	1226	95%	72%	18%
Total	1471	93%	62%	12%	1431	94%	70%	17%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1471	93%	62%	12%	1431	94%	70%	17%
Total	1471	93%	62%	12%	1431	94%	70%	17%

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	282	100%	86%	28%	288	95%	72%	14%
Hispanic	166	97%	73%	18%	131	96%	77%	13%
Asian or Pacific Islander	109	100%	91%	41%	99	92%	84%	25%
White	477	98%	85%	25%	457	96%	77%	16%
Total	1034	99%	84%	26%	975	95%	76%	16%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	911	99%	87%	29%	812	97%	82%	17%
Students with disabilities	123	93%	61%	7%	163	88%	48%	7%
Total	1034	99%	84%	26%	975	95%	76%	16%
<b>Results by Gender</b>								
Female	469	99%	83%	22%	455	95%	73%	12%
Male	565	98%	85%	29%	520	95%	79%	19%
Total	1034	99%	84%	26%	975	95%	76%	16%
<b>Results by English Proficiency Status</b>								
English proficient	1006	99%	85%	27%	946	96%	78%	16%
Limited English proficient	28	82%	39%	7%	29	66%	21%	3%
Total	1034	99%	84%	26%	975	95%	76%	16%
<b>Results by Income Level</b>								
Economically disadvantaged	179	98%	82%	26%	165	91%	71%	15%
Not disadvantaged	855	99%	85%	26%	810	96%	77%	16%
Total	1034	99%	84%	26%	975	95%	76%	16%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1034	99%	84%	26%	975	95%	76%	16%
Total	1034	99%	84%	26%	975	95%	76%	16%

## 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			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	0	0	0	0	0%	0	0	0	0	0%
Black	284	10	271	1	99%	269	4	259	3	99%
Hispanic	117	7	106	0	97%	138	3	126	0	93%
Asian or Pacific Islander	132	5	123	1	98%	157	2	149	0	96%
White	601	15	568	7	98%	615	6	590	4	98%
Total	1134	37	1068	9	98%	1179	15	1124	7	97%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	1053	23	1013	3	99%	1077	3	1055	1	98%
Students with disabilities	81	14	55	6	93%	102	12	69	6	85%
Total	1134	37	1068	9	98%	1179	15	1124	7	97%
<b>Results by Gender</b>										
Female	575	10	555	4	99%	584	2	565	3	98%
Male	559	27	513	5	97%	595	13	559	4	97%
Total	1134	37	1068	9	98%	1179	15	1124	7	97%
<b>Results by English Proficiency Status</b>										
English proficient	1112	35	1054	9	99%	1156	15	1111	7	98%
Limited English proficient	22	2	14	0	73%	23	0	13	0	57%
Total	1134	37	1068	9	98%	1179	15	1124	7	97%
<b>Results by Income Level</b>										
Economically disadvantaged	134	4	121	1	94%	120	2	107	2	93%
Not disadvantaged	1000	33	947	8	99%	1059	13	1017	5	98%
Total	1134	37	1068	9	98%	1179	15	1124	7	97%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1134	37	1068	9	98%	1179	15	1124	7	97%
Total	1134	37	1068	9	98%	1179	15	1124	7	97%

**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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	284	19	253	8	99%	269	20	233	4	96%
Hispanic	117	4	106	5	98%	138	4	119	4	92%
Asian or Pacific Islander	132	3	123	4	98%	157	6	147	0	97%
White	601	12	571	12	99%	615	13	582	8	98%
Total	1134	38	1053	29	99%	1179	43	1081	16	97%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	1053	22	1005	13	99%	1077	35	1011	1	97%
Students with disabilities	81	16	48	16	99%	102	8	70	15	91%
Total	1134	38	1053	29	99%	1179	43	1081	16	97%
<b>Results by Gender</b>										
Female	575	16	546	9	99%	584	24	543	1	97%
Male	559	22	507	20	98%	595	19	538	15	96%
Total	1134	38	1053	29	99%	1179	43	1081	16	97%
<b>Results by English Proficiency Status</b>										
English proficient	1112	38	1034	29	99%	1156	40	1068	16	97%
Limited English proficient	22	0	19	0	86%	23	3	13	0	70%
Total	1134	38	1053	29	99%	1179	43	1081	16	97%
<b>Results by Income Level</b>										
Economically disadvantaged	134	5	118	6	96%	120	6	101	2	91%
Not disadvantaged	1000	33	935	23	99%	1059	37	980	14	97%
Total	1134	38	1053	29	99%	1179	43	1081	16	97%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1134	38	1053	29	99%	1179	43	1081	16	97%
Total	1134	38	1053	29	99%	1179	43	1081	16	97%



## 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.

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	1	s	0	0%
Black	253	92%	291	94%
Hispanic	115	s	125	90%
Asian or Pacific Islander	163	96%	132	97%
White	641	95%	612	94%
Total	1173	95%	1160	94%
Small Group Totals (s)	116	92%	0	0%
<b>Results by Disability Status</b>				
General-education students	1097	95%	1072	95%
Students with disabilities	76	84%	88	78%
Total	1173	95%	1160	94%
<b>Results by Gender</b>				
Female	599	96%	587	96%
Male	574	93%	573	91%
Total	1173	95%	1160	94%
<b>Results by English Proficiency Status</b>				
English proficient	1151	95%	1140	94%
Limited English proficient	22	64%	20	80%
Total	1173	95%	1160	94%
<b>Results by Income Level</b>				
Economically disadvantaged	110	94%	131	95%
Not disadvantaged	1063	95%	1029	94%
Total	1173	95%	1160	94%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	1173	95%	1160	94%
Total	1173	95%	1160	94%

## 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.