

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
Syracuse City School District**

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *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.

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

District Profile

Superintendent: Stephen C. Jones		Phone: (315)435-4161
Organization 2003–04	Grade Range	Student Enrollment
	NA	21235

2002–03 District-wide Total Expenditure per Pupil	\$12,228
2002–03 NYS Public Schools Total Expenditure per Pupil	\$13,085

2003–04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
4,031	93%

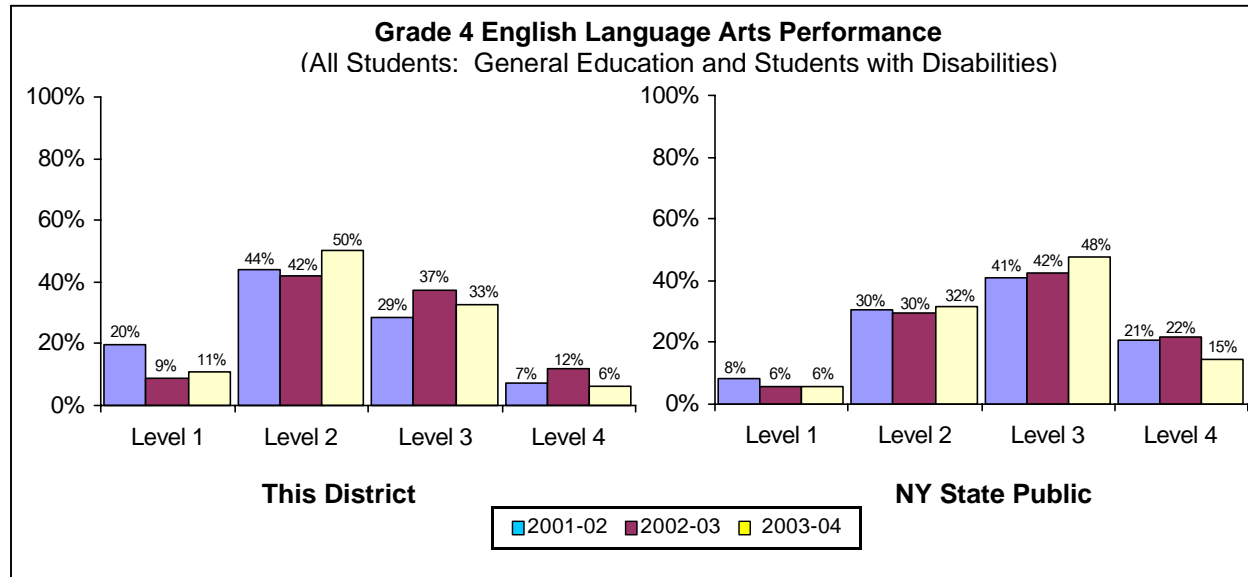
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,849	3%

*Includes teachers with a modified temporary license.

Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Jan–Feb 2002	338	748	487	127	1700	634
Feb 2003	145	676	594	188	1603	647
Feb 2004	171	781	507	101	1560	638

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

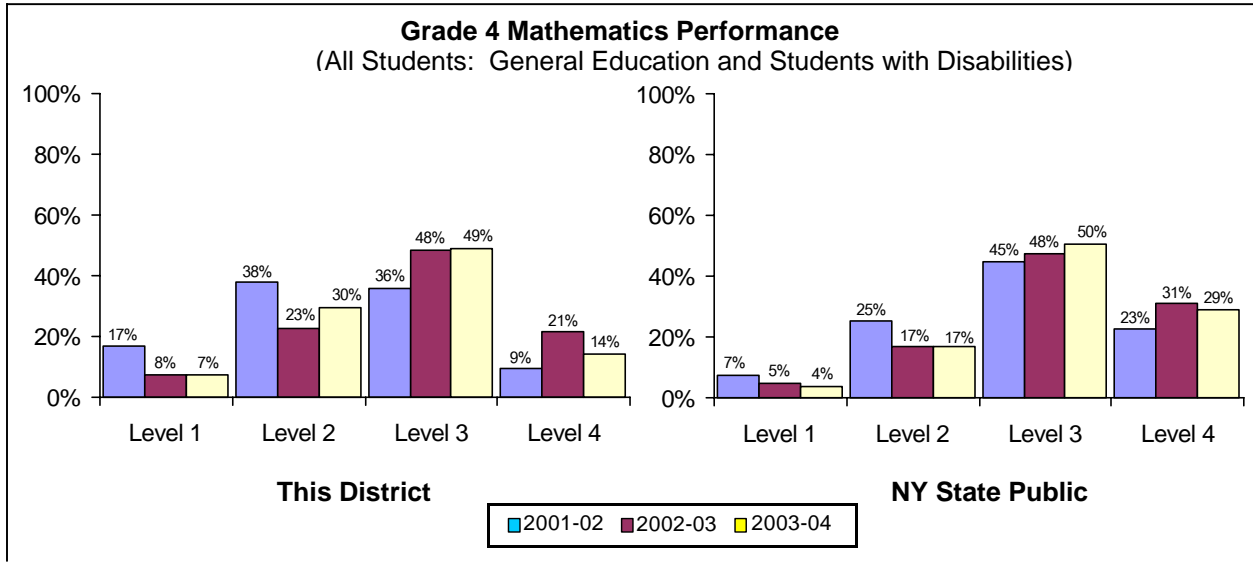
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	36	27	9	49	121

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003–04	0	0	11	12	23

Elementary Level Mathematics



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810			
May 2002	301	683	639	167		1790	632
May 2003	127	377	805	357		1666	650
May 2004	122	499	820	241		1682	646

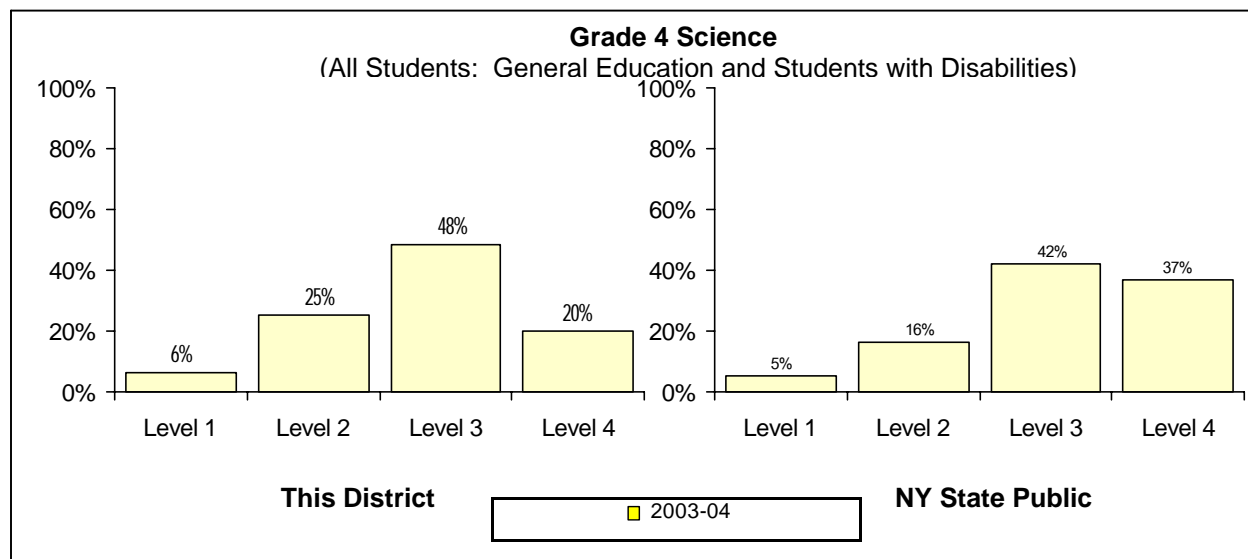
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents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

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

Elementary Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	0	5	7	10	22

Elementary Level

Science*



Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	101	417	797	331	1646	71

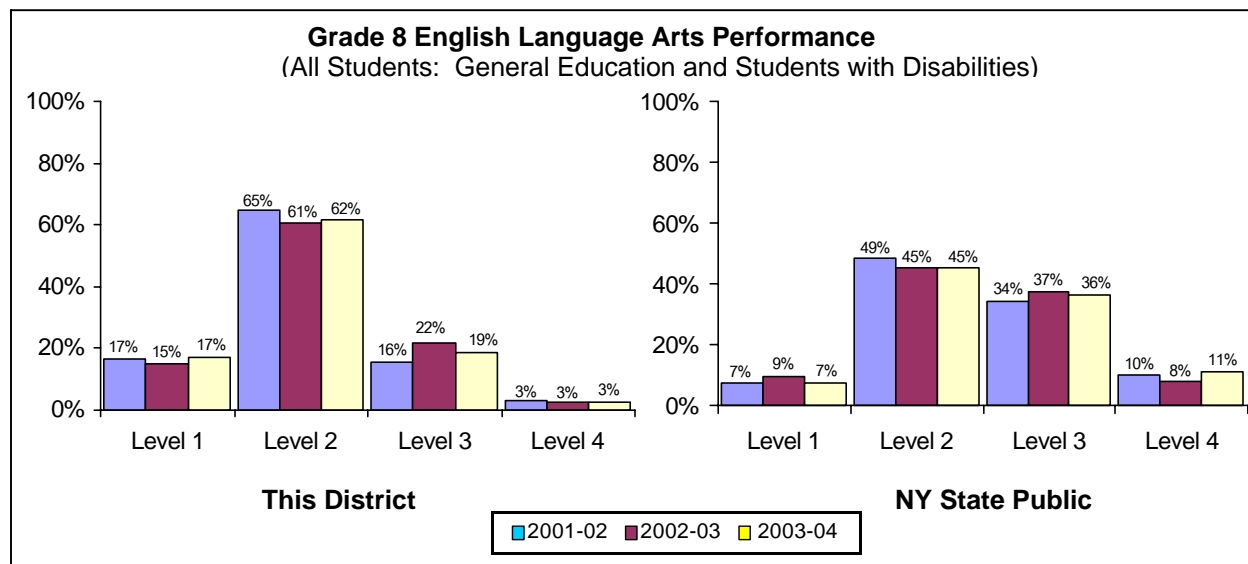
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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

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

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003-04.

Middle Level English Language Arts



Performance at This District	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	244	950	228	46	1468	680
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	219	870	309	38	1436	682
January 2004	257	936	285	40	1518	680

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

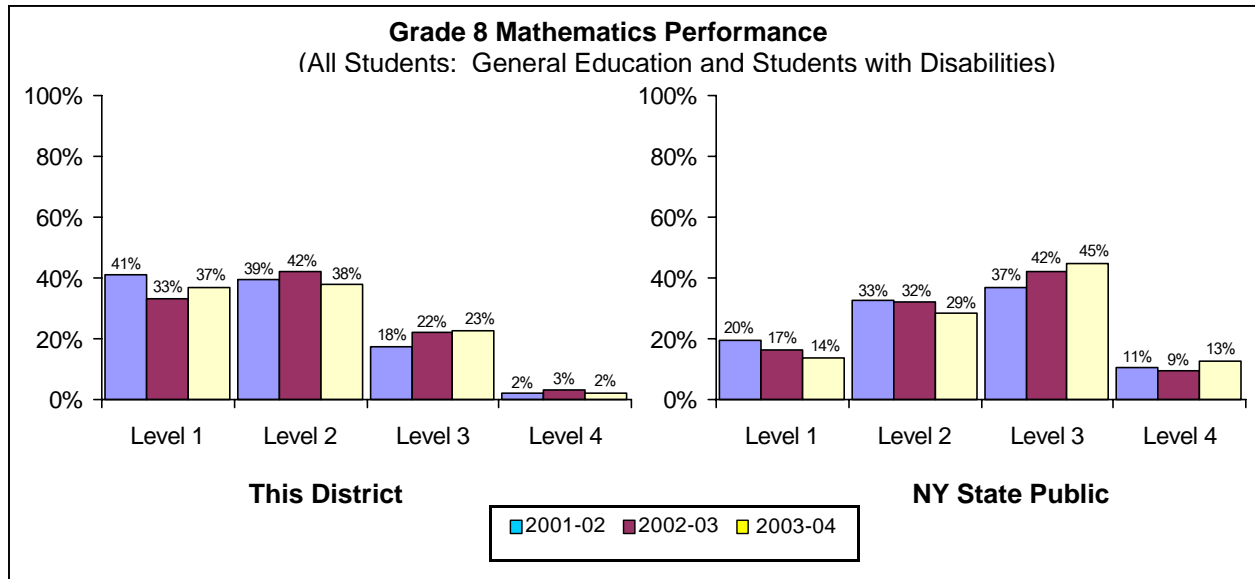
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	18	9	10	36	73

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	2	3	11	16

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	606	584	261	34	1485	687
May 2003	473	601	316	42	1432	692
May 2004	585	598	360	36	1579	685

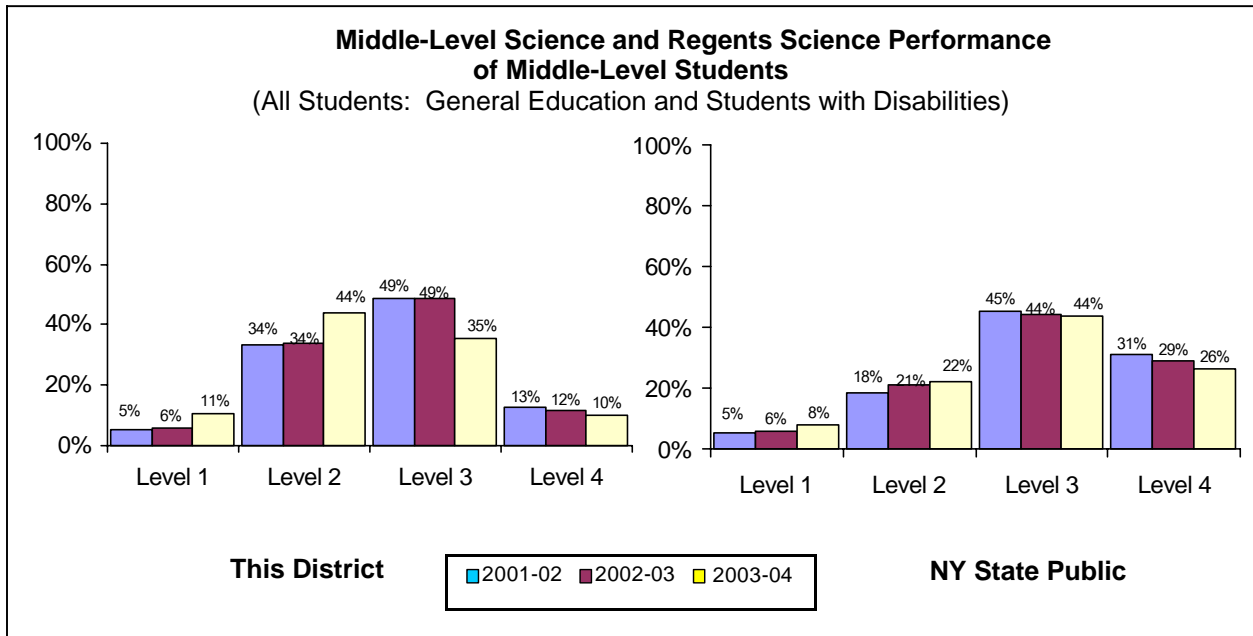
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	3	13	16

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	69	450	654	168	1341	68
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	75	431	616	148	1270	68
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	146	597	481	136	1360	63
	Regents Science	0	0	0	0	0	0

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

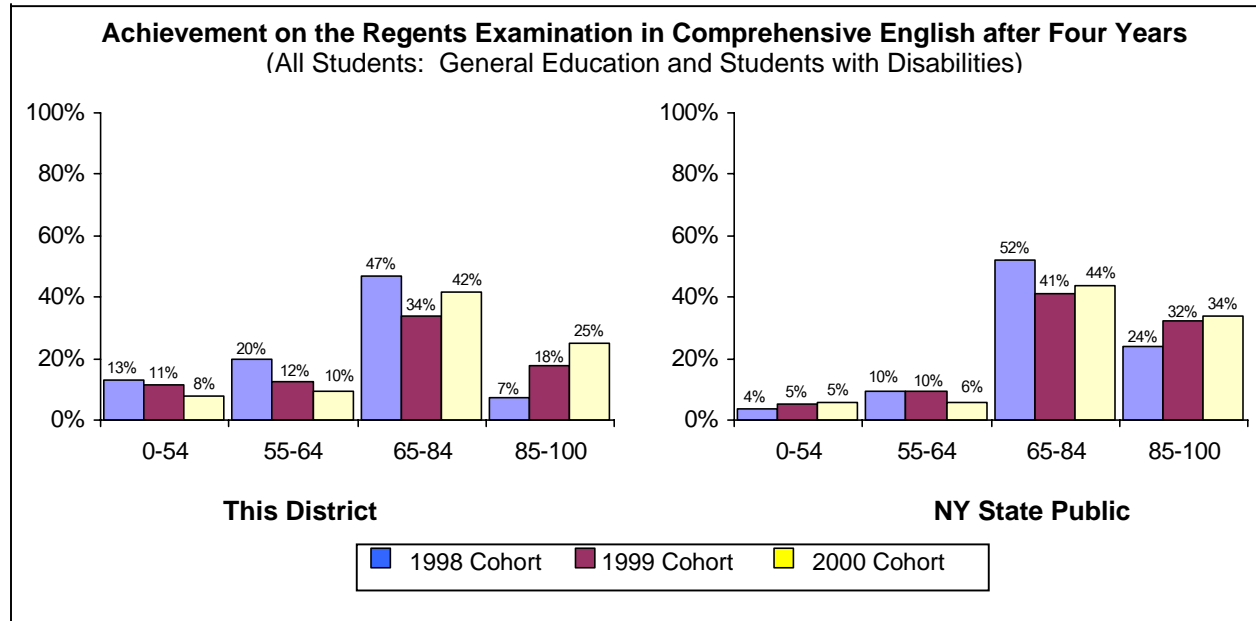
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	1	2	14	17

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 30th 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	896	115	176	421	67	0
1999 Cohort	1082	122	134	369	194	0
2000 Cohort	1074	86	103	449	270	0

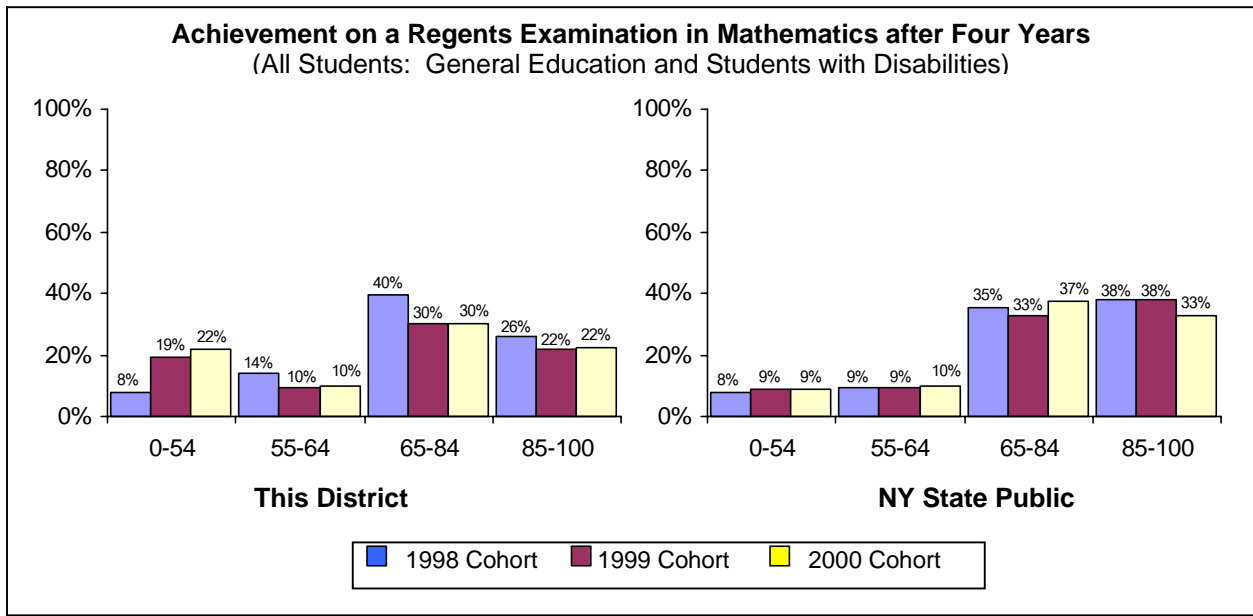
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	19	19
1999 Cohort	27	26
2000 Cohort	12	25

*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 30th 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	896	68	127	355	232	0
1999 Cohort	1082	210	104	327	234	0
2000 Cohort	1074	236	107	325	239	0

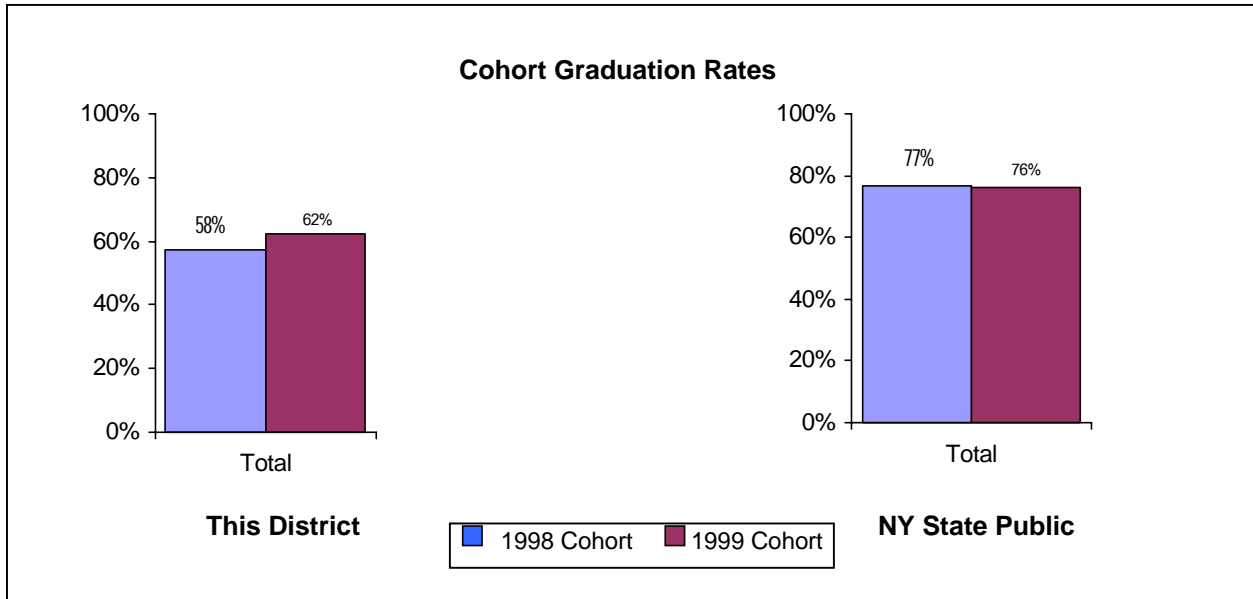
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	20
1999 Cohort	45	28
2000 Cohort	46	20

*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 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 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	893	124	1017	585
1999 Cohort	1037	100	1137	706

*Count as of August 31st of the fourth year after first entering grade 9.

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the district report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 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*.

Elementary 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	15	100%	67%	13%	22	95%	36%	14%
Black	831	89%	40%	7%	834	88%	31%	2%
Hispanic	68	97%	66%	16%	103	86%	38%	3%
Asian or Pacific Islander	127	94%	54%	17%	33	94%	79%	27%
White	562	92%	58%	17%	568	91%	49%	12%
Total	1603	91%	49%	12%	1560	89%	39%	6%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1248	96%	56%	14%	1134	94%	48%	9%
Students with disabilities	355	74%	23%	4%	426	75%	16%	1%
Total	1603	91%	49%	12%	1560	89%	39%	6%
Results by Gender								
Female	812	92%	51%	13%	777	91%	44%	9%
Male	791	90%	47%	10%	783	87%	34%	4%
Total	1603	91%	49%	12%	1560	89%	39%	6%
Results by English Proficiency Status								
English proficient	1594	91%	48%	12%	1541	89%	39%	6%
Limited English proficient	9	100%	100%	11%	19	95%	68%	11%
Total	1603	91%	49%	12%	1560	89%	39%	6%
Results by Income Level								
Economically disadvantaged	1204	89%	43%	8%	1516	89%	38%	6%
Not disadvantaged	399	97%	66%	24%	44	89%	61%	7%
Total	1603	91%	49%	12%	1560	89%	39%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1603	91%	49%	12%	1560	89%	39%	6%
Total	1603	91%	49%	12%	1560	89%	39%	6%

Elementary 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	16	88%	81%	25%	23	96%	83%	17%
Black	859	91%	63%	16%	853	92%	57%	9%
Hispanic	74	92%	80%	35%	178	85%	45%	7%
Asian or Pacific Islander	133	94%	72%	24%	49	96%	80%	24%
White	584	95%	78%	28%	579	96%	75%	24%
Total	1666	92%	70%	21%	1682	93%	63%	14%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1279	95%	75%	24%	1226	96%	69%	18%
Students with disabilities	387	82%	51%	12%	456	83%	47%	4%
Total	1666	92%	70%	21%	1682	93%	63%	14%
Results by Gender								
Female	827	93%	69%	21%	825	94%	64%	15%
Male	839	92%	70%	22%	857	91%	62%	14%
Total	1666	92%	70%	21%	1682	93%	63%	14%
Results by English Proficiency Status								
English proficient	1657	92%	70%	21%	1542	94%	65%	15%
Limited English proficient	9	100%	100%	56%	140	83%	44%	9%
Total	1666	92%	70%	21%	1682	93%	63%	14%
Results by Income Level								
Economically disadvantaged	1245	91%	65%	18%	1633	93%	63%	14%
Not disadvantaged	421	95%	82%	31%	49	94%	71%	18%
Total	1666	92%	70%	21%	1682	93%	63%	14%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1666	92%	70%	21%	1682	93%	63%	14%
Total	1666	92%	70%	21%	1682	93%	63%	14%

Elementary Level

Science*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	23	100%	91%	30%
Black	837	94%	65%	16%
Hispanic	172	87%	53%	9%
Asian or Pacific Islander	46	96%	67%	33%
White	568	95%	78%	28%
Total	1646	94%	69%	20%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	1209	95%	75%	23%
Students with disabilities	437	89%	51%	12%
Total	1646	94%	69%	20%
Results by Gender				
Female	817	94%	68%	18%
Male	829	94%	69%	22%
Total	1646	94%	69%	20%
Results by English Proficiency Status				
English proficient	1515	95%	71%	21%
Limited English proficient	131	85%	43%	7%
Total	1646	94%	69%	20%
Results by Income Level				
Economically disadvantaged	1592	94%	68%	20%
Not disadvantaged	48	96%	83%	29%
Total	1646	94%	69%	20%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	1646	94%	69%	20%
Total	1646	94%	69%	20%

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

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	19	89%	37%	0%	19	89%	26%	0%
Black	685	80%	13%	1%	793	79%	11%	1%
Hispanic	78	71%	17%	0%	109	80%	17%	1%
Asian or Pacific Islander	121	91%	35%	2%	19	95%	37%	11%
White	533	91%	37%	6%	578	88%	35%	5%
Total	1436	85%	24%	3%	1518	83%	21%	3%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1126	91%	29%	3%	1186	90%	26%	3%
Students with disabilities	310	62%	5%	0%	332	57%	4%	0%
Total	1436	85%	24%	3%	1518	83%	21%	3%
Results by Gender								
Female	687	87%	26%	3%	767	88%	26%	4%
Male	749	82%	22%	2%	751	78%	16%	2%
Total	1436	85%	24%	3%	1518	83%	21%	3%
Results by English Proficiency Status								
English proficient	1435	s	s	s	1515	s	s	s
Limited English proficient	1	s	s	s	3	s	s	s
Total	1436	85%	24%	3%	1518	83%	21%	3%
Results by Income Level								
Economically disadvantaged	958	81%	15%	1%	997	81%	13%	1%
Not disadvantaged	478	91%	42%	7%	521	88%	37%	5%
Total	1436	85%	24%	3%	1518	83%	21%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1436	85%	24%	3%	1518	83%	21%	3%
Total	1436	85%	24%	3%	1518	83%	21%	3%

**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	17	59%	35%	0%	17	76%	18%	0%
Black	672	55%	11%	1%	777	52%	14%	1%
Hispanic	81	54%	17%	0%	145	50%	14%	1%
Asian or Pacific Islander	121	84%	42%	5%	28	86%	54%	7%
White	541	80%	39%	6%	612	78%	41%	5%
Total	1432	67%	25%	3%	1579	63%	25%	2%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1135	71%	27%	4%	1250	69%	29%	3%
Students with disabilities	297	50%	15%	0%	329	40%	9%	0%
Total	1432	67%	25%	3%	1579	63%	25%	2%
Results by Gender								
Female	694	66%	24%	2%	791	63%	25%	3%
Male	738	68%	26%	3%	788	63%	26%	2%
Total	1432	67%	25%	3%	1579	63%	25%	2%
Results by English Proficiency Status								
English proficient	1428	s	s	s	1501	64%	26%	2%
Limited English proficient	4	s	s	s	78	47%	17%	0%
Total	1432	67%	25%	3%	1579	63%	25%	2%
Results by Income Level								
Economically disadvantaged	946	60%	15%	1%	1066	56%	17%	1%
Not disadvantaged	486	81%	44%	6%	513	77%	42%	5%
Total	1432	67%	25%	3%	1579	63%	25%	2%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1432	67%	25%	3%	1579	63%	25%	2%
Total	1432	67%	25%	3%	1579	63%	25%	2%

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	16	94%	69%	13%	14	100%	57%	7%
Black	594	91%	47%	3%	671	86%	33%	4%
Hispanic	63	86%	48%	10%	109	83%	38%	4%
Asian or Pacific Islander	108	98%	74%	15%	23	91%	43%	9%
White	489	98%	75%	22%	543	95%	62%	19%
Total	1270	94%	60%	12%	1360	89%	45%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1037	96%	64%	13%	1085	91%	51%	12%
Students with disabilities	233	87%	42%	4%	275	81%	24%	2%
Total	1270	94%	60%	12%	1360	89%	45%	10%
Results by Gender								
Female	620	94%	54%	9%	690	90%	44%	9%
Male	650	94%	66%	15%	670	89%	47%	11%
Total	1270	94%	60%	12%	1360	89%	45%	10%
Results by English Proficiency Status								
English proficient	1269	s	s	s	1304	90%	46%	10%
Limited English proficient	1	s	s	s	56	70%	21%	4%
Total	1270	94%	60%	12%	1360	89%	45%	10%
Results by Income Level								
Economically disadvantaged	824	93%	51%	5%	907	87%	36%	4%
Not disadvantaged	446	97%	77%	24%	453	93%	64%	23%
Total	1270	94%	60%	12%	1360	89%	45%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1270	94%	60%	12%	1360	89%	45%	10%
Total	1270	94%	60%	12%	1360	89%	45%	10%

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 30th of the fourth year after first entering grade 9.

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

Student Subgroup	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	7	2	2	1	71%	7	1	4	0	71%
Black	462	77	167	14	56%	484	69	274	8	73%
Hispanic	25	1	6	1	32%	57	7	27	2	63%
Asian or Pacific Islander	84	8	55	4	80%	28	4	17	0	75%
White	504	44	333	7	76%	498	22	397	2	85%
Total	1082	132	563	27	67%	1074	103	719	12	78%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	887	102	526	3	71%	880	83	662	0	85%
Students with disabilities	195	30	37	24	47%	194	20	57	12	46%
Total	1082	132	563	27	67%	1074	103	719	12	78%
Results by Gender										
Female	575	73	332	9	72%	555	49	402	2	82%
Male	507	59	231	18	61%	519	54	317	10	73%
Total	1082	132	563	27	67%	1074	103	719	12	78%
Results by English Proficiency Status										
English proficient	1064	130	556	27	67%	1029	93	707	12	79%
Limited English proficient	18	2	7	0	50%	45	10	12	0	49%
Total	1082	132	563	27	67%	1074	103	719	12	78%
Results by Income Level										
Economically disadvantaged	403	73	177	13	65%	176	22	73	1	55%
Not disadvantaged	679	59	386	14	68%	898	81	646	11	82%
Total	1082	132	563	27	67%	1074	103	719	12	78%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1082	132	563	27	67%	1074	103	719	12	78%
Total	1082	132	563	27	67%	1074	103	719	12	78%

**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	7	3	1	0	57%	7	1	4	0	71%
Black	462	60	143	28	50%	484	63	189	27	58%
Hispanic	25	0	8	1	36%	57	4	29	4	65%
Asian or Pacific Islander	84	6	62	5	87%	28	2	18	0	71%
White	504	35	347	11	78%	498	37	324	15	76%
Total	1082	104	561	45	66%	1074	107	564	46	67%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	887	97	523	2	70%	880	97	525	0	71%
Students with disabilities	195	7	38	43	45%	194	10	39	46	49%
Total	1082	104	561	45	66%	1074	107	564	46	67%
Results by Gender										
Female	575	58	316	22	69%	555	62	302	21	69%
Male	507	46	245	23	62%	519	45	262	25	64%
Total	1082	104	561	45	66%	1074	107	564	46	67%
Results by English Proficiency Status										
English proficient	1064	103	548	45	65%	1029	103	540	45	67%
Limited English proficient	18	1	13	0	78%	45	4	24	1	64%
Total	1082	104	561	45	66%	1074	107	564	46	67%
Results by Income Level										
Economically disadvantaged	403	54	188	25	66%	176	14	52	5	40%
Not disadvantaged	679	50	373	20	65%	898	93	512	41	72%
Total	1082	104	561	45	66%	1074	107	564	46	67%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1082	104	561	45	66%	1074	107	564	46	67%
Total	1082	104	561	45	66%	1074	107	564	46	67%

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 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
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	6	50%
Black	403	52%	477	53%
Hispanic	31	35%	36	17%
Asian or Pacific Islander	23	s	78	81%
White	559	64%	540	71%
Total	1017	58%	1137	62%
Small Group Totals (s)	24	13%	0	0%
Results by Disability Status				
General-education students	863	65%	931	67%
Students with disabilities	154	14%	206	38%
Total	1017	58%	1137	62%
Results by Gender				
Female	535	64%	610	68%
Male	482	50%	527	55%
Total	1017	58%	1137	62%
Results by English Proficiency Status				
English proficient	988	58%	1108	62%
Limited English proficient	29	45%	29	48%
Total	1017	58%	1137	62%
Results by Income Level				
Economically disadvantaged	245	72%	377	70%
Not disadvantaged	772	53%	760	58%
Total	1017	58%	1137	62%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	1017	58%	1137	62%
Total	1017	58%	1137	62%

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 40th 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.