

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  
Newburgh City 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: Annette M. Saturnelli		Phone: (845)563-3500
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	12716

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$11,877
<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
2,354	90%

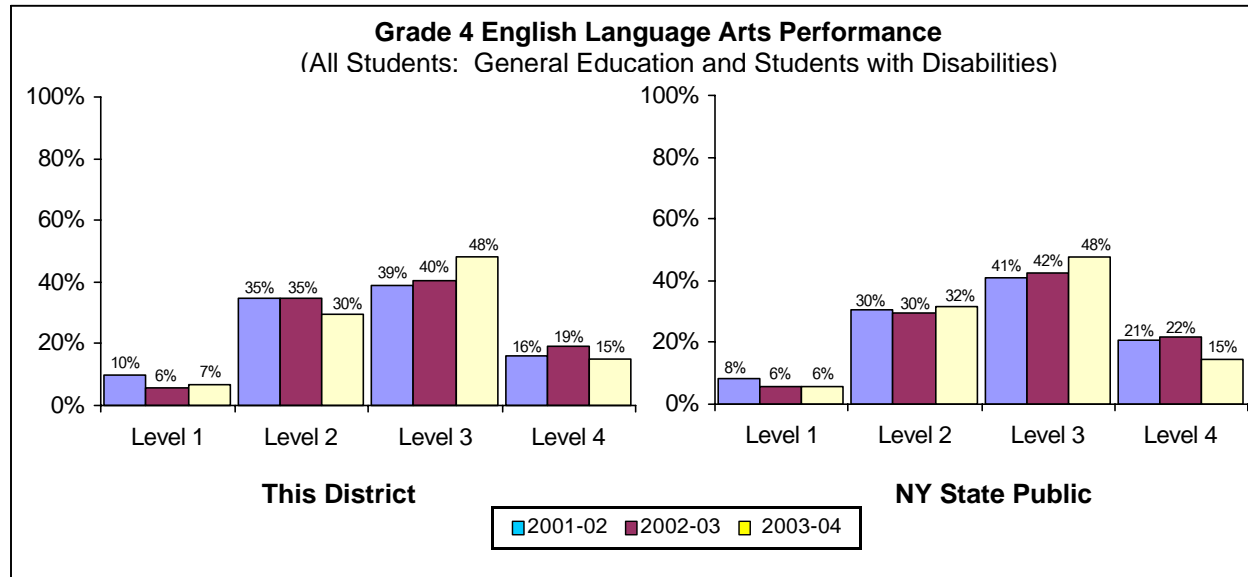
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
917	4%

\*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	90	310	347	144	891	652
Feb 2003	49	307	355	168	879	656
Feb 2004	59	252	410	130	851	656

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

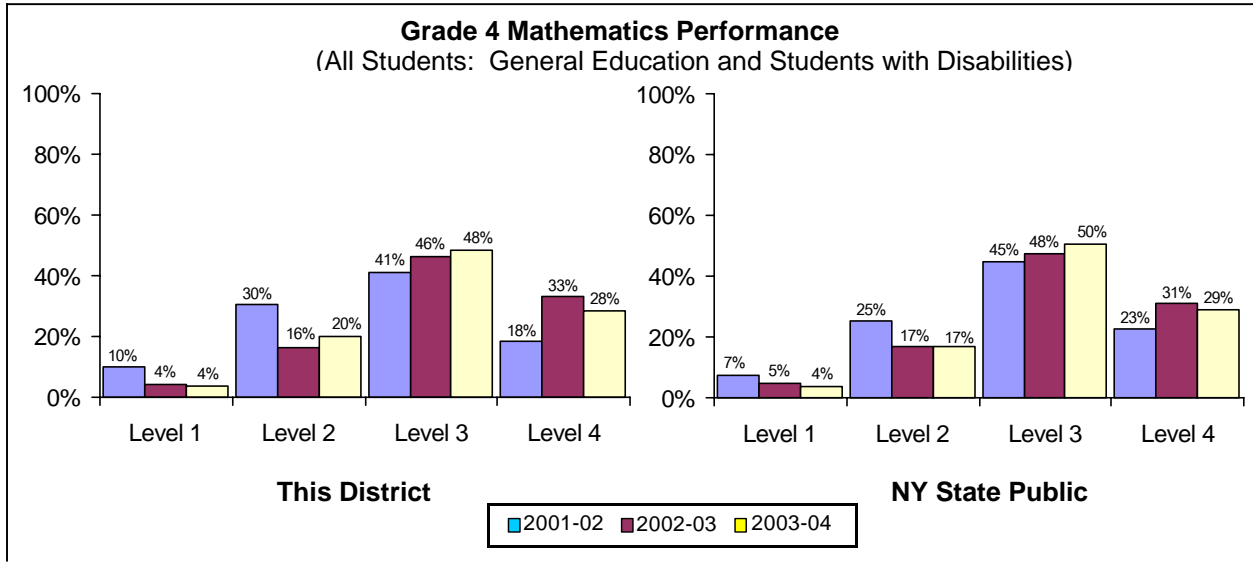
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
<b>2004</b>	25	29	30	21	105

### 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
<b>2003–04</b>	0	1	0	7	8

## Elementary Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2002	100	298	404	180	982	645
May 2003	36	148	422	304	910	663
May 2004	36	189	460	269	954	660

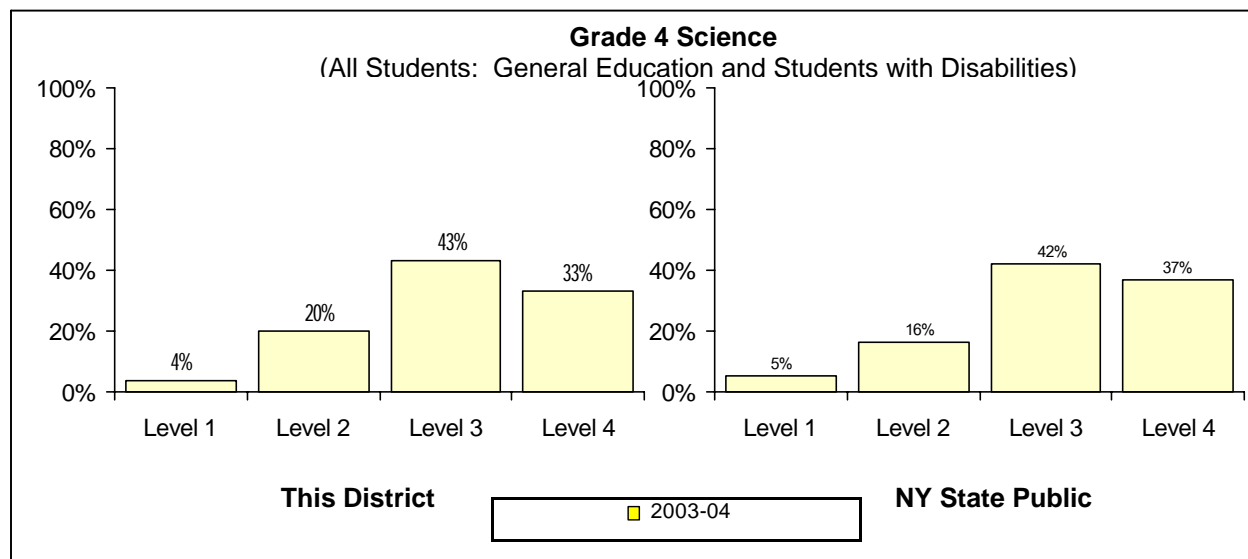
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	1	0	7	8

# 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	36	188	405	309	938	75

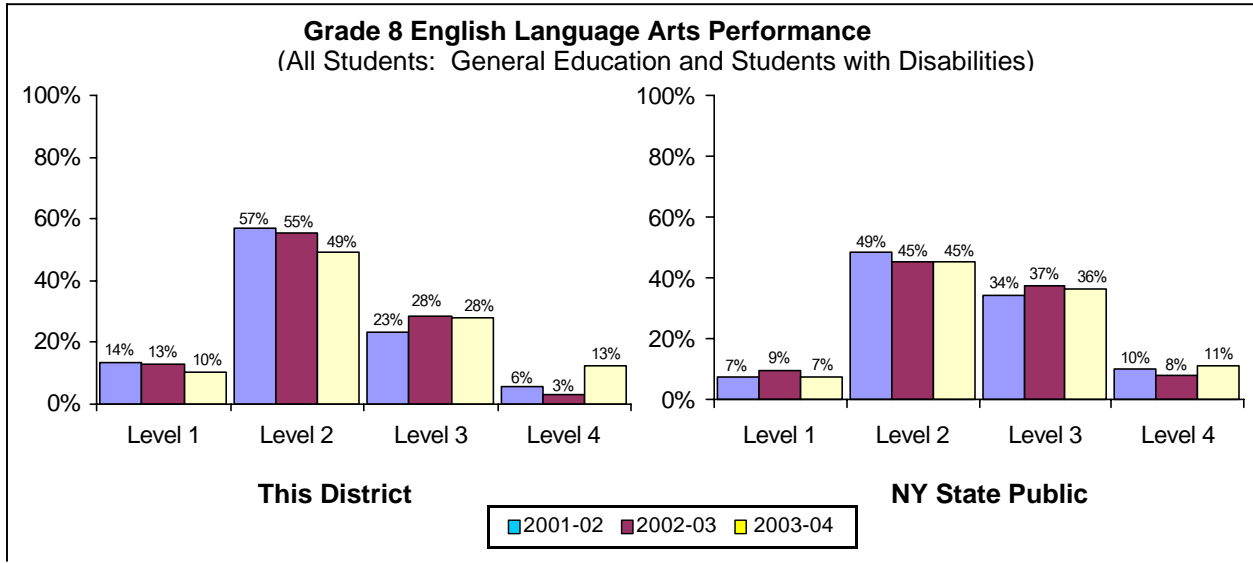
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	1	1	6	8

\*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	110	458	188	47	803	687
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	114	486	250	29	879	686
January 2004	97	458	262	117	934	695

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

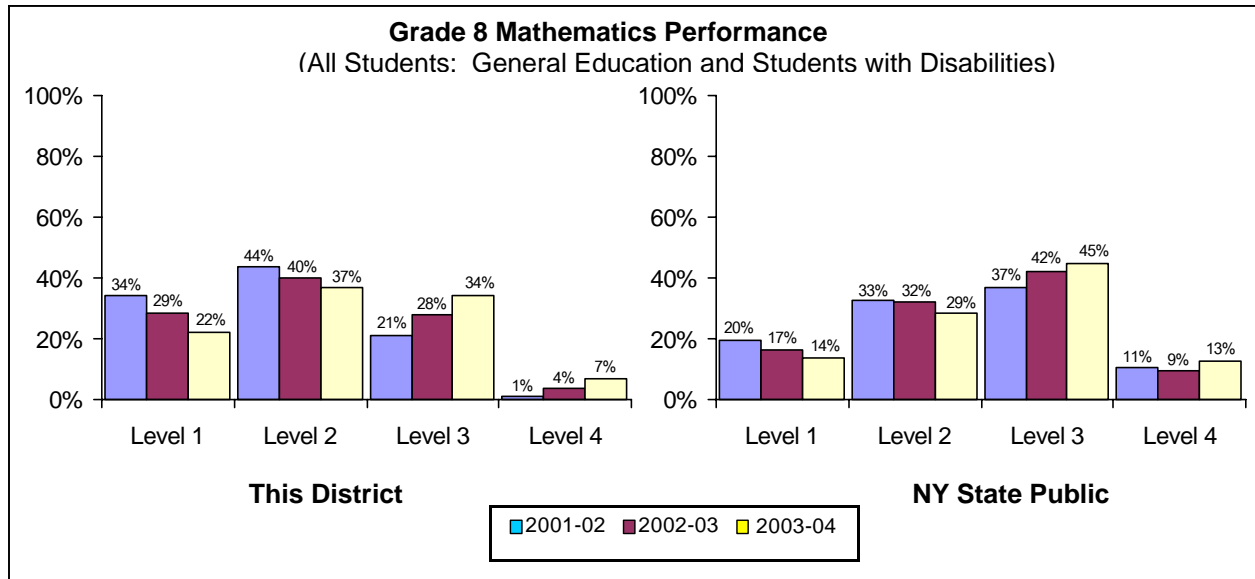
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	19	5	8	5	37

### 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	#	#	#	#	3



## 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	288	368	178	7	841	688
May 2003	257	361	250	32	900	697
May 2004	214	355	332	65	966	704

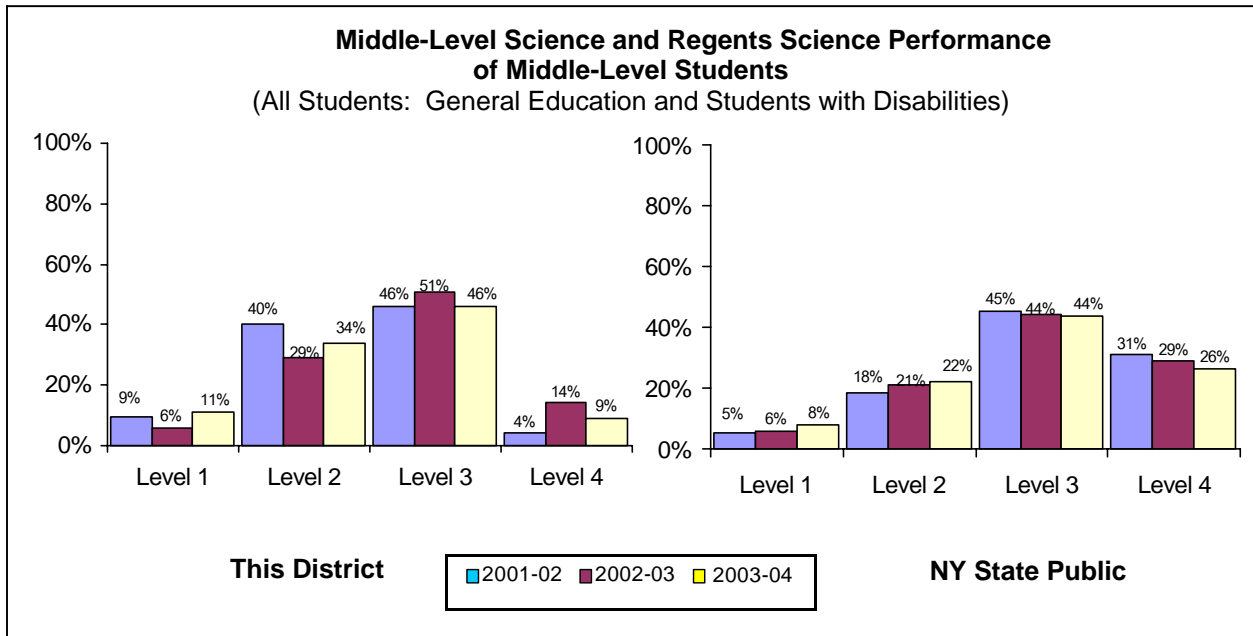
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

## 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	49	208	238	21	516	64
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	48	245	380	75	748	67
	Regents Science	0	1	55	48	104	83
January/ June 2004	Middle-Level Science	86	277	246	14	623	60
	Regents Science	8	16	148	65	237	77

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.

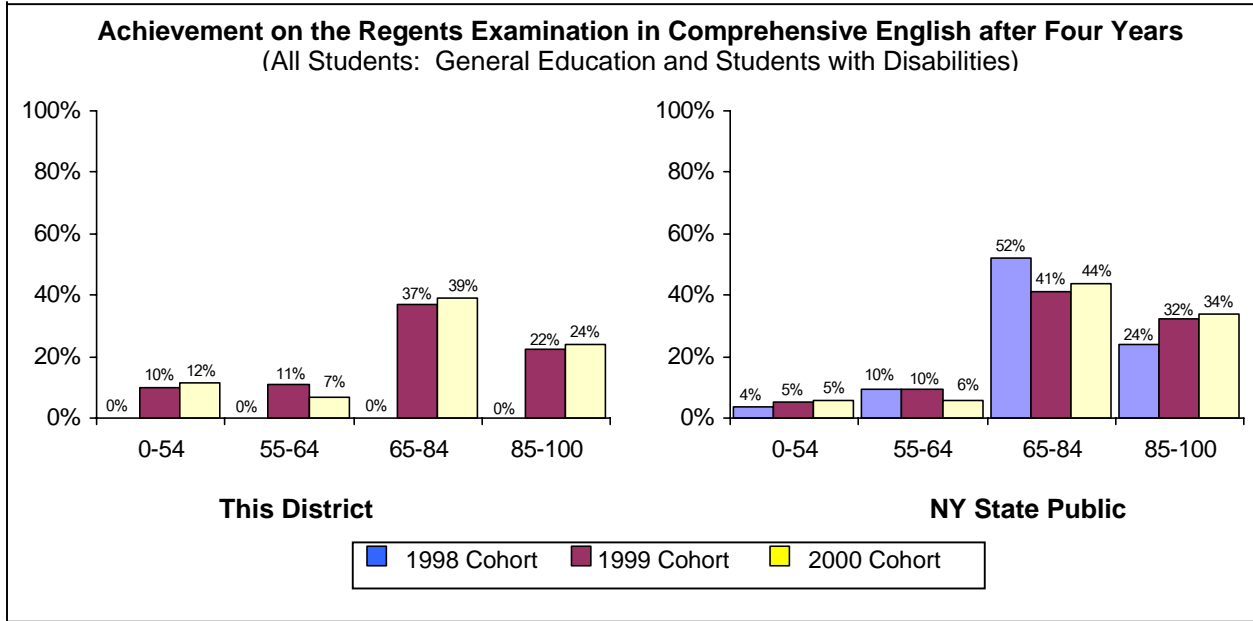
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	#	#	#	#	3

# 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>	1	#	#	#	#	#
<b>1999 Cohort</b>	709	71	77	262	159	0
<b>2000 Cohort</b>	746	87	50	292	178	0

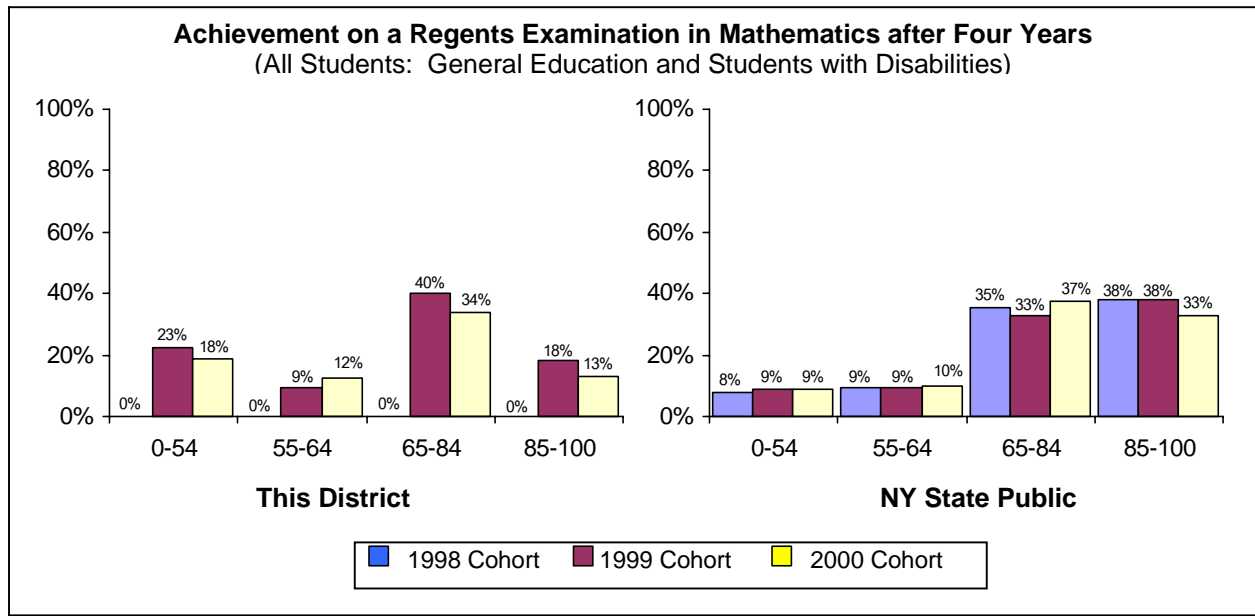
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	#	#
<b>1999 Cohort</b>	22	6
<b>2000 Cohort</b>	21	19

\*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>	1	#	#	#	#	#
<b>1999 Cohort</b>	709	160	67	285	128	0
<b>2000 Cohort</b>	746	138	92	253	96	0

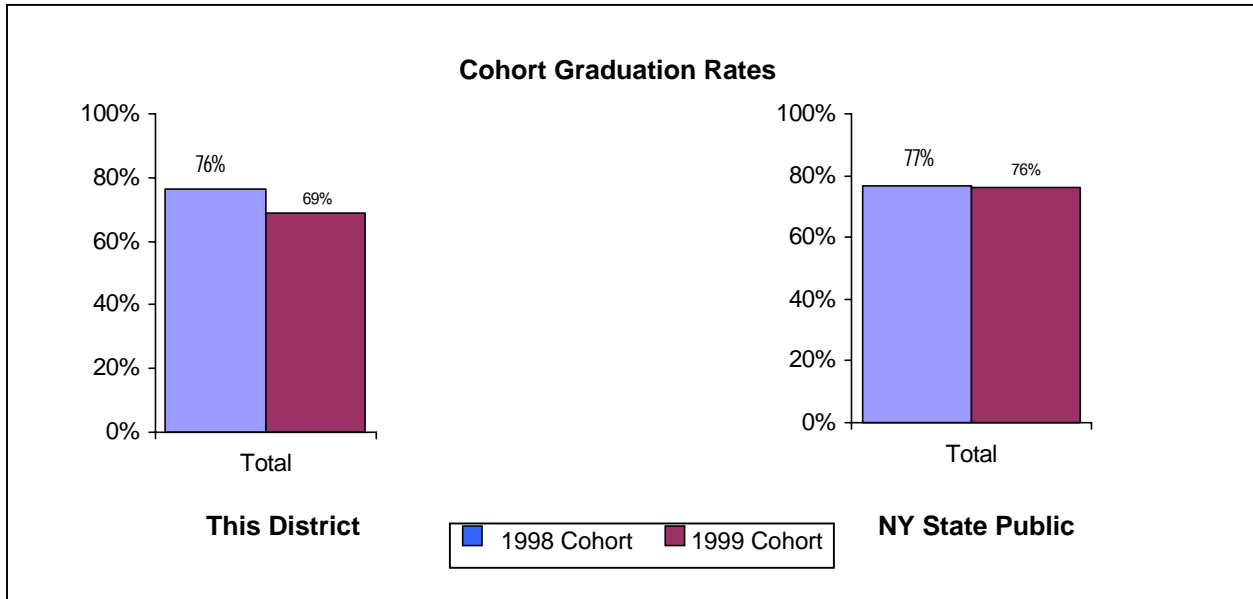
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	#	#
<b>1999 Cohort</b>	34	2
<b>2000 Cohort</b>	33	14

\*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	606	1	607	464
1999 Cohort	700	17	717	493

\*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*.

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	264	92%	42%	6%	306	89%	47%	8%
Hispanic	264	95%	56%	13%	210	92%	61%	10%
Asian or Pacific Islander	19	100%	74%	32%	18	100%	100%	50%
White	332	96%	75%	34%	317	97%	79%	23%
Total	879	94%	59%	19%	851	93%	63%	15%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	782	97%	65%	21%	713	98%	72%	18%
Students with disabilities	97	74%	12%	2%	138	67%	19%	1%
Total	879	94%	59%	19%	851	93%	63%	15%
<b>Results by Gender</b>								
Female	415	96%	65%	24%	413	96%	68%	18%
Male	464	93%	55%	15%	438	90%	59%	12%
Total	879	94%	59%	19%	851	93%	63%	15%
<b>Results by English Proficiency Status</b>								
English proficient	795	95%	63%	21%	800	94%	65%	16%
Limited English proficient	84	90%	26%	4%	51	80%	41%	6%
Total	879	94%	59%	19%	851	93%	63%	15%
<b>Results by Income Level</b>								
Economically disadvantaged	482	92%	48%	10%	470	90%	53%	7%
Not disadvantaged	397	97%	74%	31%	381	97%	77%	25%
Total	879	94%	59%	19%	851	93%	63%	15%
<b>Results by Migrant Status</b>								
Migrant family	6	83%	67%	0%	4	s	s	s
Not migrant family	873	95%	59%	19%	847	s	s	s
Total	879	94%	59%	19%	851	93%	63%	15%

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	260	92%	68%	15%	300	93%	67%	17%
Hispanic	290	97%	78%	32%	316	97%	72%	20%
Asian or Pacific Islander	20	100%	95%	70%	20	100%	95%	80%
White	340	99%	89%	47%	318	98%	89%	44%
Total	910	96%	80%	33%	954	96%	76%	28%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	812	98%	83%	36%	805	99%	83%	32%
Students with disabilities	98	78%	54%	8%	149	81%	40%	8%
Total	910	96%	80%	33%	954	96%	76%	28%
<b>Results by Gender</b>								
Female	432	98%	81%	34%	465	98%	77%	26%
Male	478	95%	79%	33%	489	95%	76%	30%
Total	910	96%	80%	33%	954	96%	76%	28%
<b>Results by English Proficiency Status</b>								
English proficient	795	96%	82%	35%	795	97%	79%	32%
Limited English proficient	115	96%	63%	22%	159	94%	64%	11%
Total	910	96%	80%	33%	954	96%	76%	28%
<b>Results by Income Level</b>								
Economically disadvantaged	498	95%	72%	24%	567	95%	67%	17%
Not disadvantaged	412	98%	89%	45%	387	97%	90%	44%
Total	910	96%	80%	33%	954	96%	76%	28%
<b>Results by Migrant Status</b>								
Migrant family	12	92%	33%	17%	8	100%	50%	25%
Not migrant family	898	96%	80%	34%	946	96%	77%	28%
Total	910	96%	80%	33%	954	96%	76%	28%



# Elementary Level

## Science\*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0%	0%
Black	295	96%	70%	20%
Hispanic	311	95%	68%	22%
Asian or Pacific Islander	20	95%	95%	75%
White	312	98%	89%	54%
Total	938	96%	76%	33%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	796	98%	80%	37%
Students with disabilities	142	87%	52%	11%
Total	938	96%	76%	33%
<b>Results by Gender</b>				
Female	460	97%	76%	30%
Male	478	96%	77%	36%
Total	938	96%	76%	33%
<b>Results by English Proficiency Status</b>				
English proficient	782	97%	81%	38%
Limited English proficient	156	91%	49%	6%
Total	938	96%	76%	33%
<b>Results by Income Level</b>				
Economically disadvantaged	559	94%	66%	20%
Not disadvantaged	379	99%	91%	52%
Total	938	96%	76%	33%
<b>Results by Migrant Status</b>				
Migrant family	8	100%	63%	25%
Not migrant family	930	96%	76%	33%
Total	938	96%	76%	33%

\*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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	275	80%	19%	1%	318	85%	26%	7%
Hispanic	219	82%	16%	1%	256	87%	25%	8%
Asian or Pacific Islander	17	94%	59%	12%	13	100%	69%	31%
White	368	95%	50%	6%	347	95%	64%	20%
Total	879	87%	32%	3%	934	90%	41%	13%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	775	92%	36%	4%	810	95%	46%	14%
Students with disabilities	104	48%	1%	0%	124	53%	6%	0%
Total	879	87%	32%	3%	934	90%	41%	13%
<b>Results by Gender</b>								
Female	447	92%	37%	4%	469	92%	43%	15%
Male	432	82%	26%	3%	465	87%	38%	10%
Total	879	87%	32%	3%	934	90%	41%	13%
<b>Results by English Proficiency Status</b>								
English proficient	860	88%	32%	3%	928	90%	41%	13%
Limited English proficient	19	47%	0%	0%	6	67%	0%	0%
Total	879	87%	32%	3%	934	90%	41%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	398	79%	14%	1%	463	84%	25%	6%
Not disadvantaged	481	94%	47%	6%	471	95%	56%	18%
Total	879	87%	32%	3%	934	90%	41%	13%
<b>Results by Migrant Status</b>								
Migrant family	3	s	s	s	4	s	s	s
Not migrant family	876	s	s	s	930	s	s	s
Total	879	87%	32%	3%	934	90%	41%	13%

**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	274	61%	18%	1%	314	67%	26%	2%
Hispanic	230	66%	17%	2%	289	75%	31%	3%
Asian or Pacific Islander	19	89%	58%	5%	13	92%	92%	31%
White	377	82%	48%	6%	350	89%	61%	14%
Total	900	71%	31%	4%	966	78%	41%	7%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	802	77%	35%	4%	847	83%	46%	8%
Students with disabilities	98	27%	2%	0%	119	39%	8%	1%
Total	900	71%	31%	4%	966	78%	41%	7%
<b>Results by Gender</b>								
Female	464	75%	33%	3%	490	78%	43%	6%
Male	436	67%	30%	4%	476	78%	39%	8%
Total	900	71%	31%	4%	966	78%	41%	7%
<b>Results by English Proficiency Status</b>								
English proficient	854	73%	33%	4%	922	79%	42%	7%
Limited English proficient	46	37%	9%	0%	44	61%	27%	0%
Total	900	71%	31%	4%	966	78%	41%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	410	59%	15%	1%	494	71%	28%	1%
Not disadvantaged	490	82%	45%	6%	472	85%	55%	13%
Total	900	71%	31%	4%	966	78%	41%	7%
<b>Results by Migrant Status</b>								
Migrant family	11	36%	9%	0%	8	88%	50%	13%
Not migrant family	889	72%	32%	4%	958	78%	41%	7%
Total	900	71%	31%	4%	966	78%	41%	7%

## 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	228	89%	46%	3%	222	82%	32%	1%
Hispanic	216	93%	51%	3%	218	83%	30%	2%
Asian or Pacific Islander	15	87%	73%	20%	4	s	s	s
White	289	98%	80%	20%	179	s	s	s
Total	748	94%	61%	10%	623	86%	42%	2%
Small Group Totals (s)	0	0%	0%	0%	183	94%	67%	4%
<b>Results by Disability Status</b>								
General-education students	659	96%	65%	11%	529	90%	46%	2%
Students with disabilities	89	74%	30%	1%	94	63%	18%	1%
Total	748	94%	61%	10%	623	86%	42%	2%
<b>Results by Gender</b>								
Female	382	95%	57%	8%	314	86%	36%	1%
Male	366	92%	64%	13%	309	86%	47%	3%
Total	748	94%	61%	10%	623	86%	42%	2%
<b>Results by English Proficiency Status</b>								
English proficient	706	95%	63%	11%	586	87%	42%	2%
Limited English proficient	42	71%	17%	0%	37	70%	32%	0%
Total	748	94%	61%	10%	623	86%	42%	2%
<b>Results by Income Level</b>								
Economically disadvantaged	370	90%	45%	2%	361	83%	34%	2%
Not disadvantaged	378	97%	77%	18%	262	91%	53%	3%
Total	748	94%	61%	10%	623	86%	42%	2%
<b>Results by Migrant Status</b>								
Migrant family	12	67%	17%	0%	7	71%	14%	0%
Not migrant family	736	94%	62%	10%	616	86%	42%	2%
Total	748	94%	61%	10%	623	86%	42%	2%

## 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		Pass-ed RCTs			Regents		Pass-ed 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	209	33	84	10	61%	233	25	103	9	59%
Hispanic	151	23	78	3	69%	164	16	95	4	70%
Asian or Pacific Islander	18	2	11	0	72%	15	0	11	0	73%
White	331	18	248	9	83%	334	9	261	8	83%
Total	709	76	421	22	73%	746	50	470	21	73%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	631	72	415	1	77%	645	46	457	1	78%
Students with disabilities	78	4	6	21	40%	101	4	13	20	37%
Total	709	76	421	22	73%	746	50	470	21	73%
<b>Results by Gender</b>										
Female	366	33	240	10	77%	371	26	255	9	78%
Male	343	43	181	12	69%	375	24	215	12	67%
Total	709	76	421	22	73%	746	50	470	21	73%
<b>Results by English Proficiency Status</b>										
English proficient	677	70	413	22	75%	718	44	460	21	73%
Limited English proficient	32	6	8	0	44%	28	6	10	0	57%
Total	709	76	421	22	73%	746	50	470	21	73%
<b>Results by Income Level</b>										
Economically disadvantaged	247	46	92	12	61%	267	25	127	13	62%
Not disadvantaged	462	30	329	10	80%	479	25	343	8	78%
Total	709	76	421	22	73%	746	50	470	21	73%
<b>Results by Migrant Status</b>										
Migrant family	5	0	1	0	20%	3	s	s	s	s
Not migrant family	704	76	420	22	74%	743	s	s	s	s
Total	709	76	421	22	73%	746	50	470	21	73%

**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		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	209	22	82	20	59%	233	32	64	16	48%
Hispanic	151	17	72	4	62%	164	29	52	5	52%
Asian or Pacific Islander	18	2	12	0	78%	15	0	11	0	73%
White	331	26	247	10	85%	334	31	222	12	79%
Total	709	67	413	34	72%	746	92	349	33	64%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	631	64	404	0	74%	645	86	340	0	66%
Students with disabilities	78	3	9	34	59%	101	6	9	33	48%
Total	709	67	413	34	72%	746	92	349	33	64%
<b>Results by Gender</b>										
Female	366	40	223	14	76%	371	48	184	10	65%
Male	343	27	190	20	69%	375	44	165	23	62%
Total	709	67	413	34	72%	746	92	349	33	64%
<b>Results by English Proficiency Status</b>										
English proficient	677	66	402	34	74%	718	86	344	33	64%
Limited English proficient	32	1	11	0	38%	28	6	5	0	39%
Total	709	67	413	34	72%	746	92	349	33	64%
<b>Results by Income Level</b>										
Economically disadvantaged	247	30	83	17	53%	267	38	78	18	50%
Not disadvantaged	462	37	330	17	83%	479	54	271	15	71%
Total	709	67	413	34	72%	746	92	349	33	64%
<b>Results by Migrant Status</b>										
Migrant family	5	0	1	0	20%	3	s	s	s	s
Not migrant family	704	67	412	34	73%	743	s	s	s	s
Total	709	67	413	34	72%	746	92	349	33	64%

## 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	0	0%	0	0%
Black	143	62%	209	56%
Hispanic	140	71%	151	67%
Asian or Pacific Islander	11	91%	19	74%
White	313	85%	338	77%
Total	607	76%	717	69%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	574	80%	637	73%
Students with disabilities	33	12%	80	39%
Total	607	76%	717	69%
<b>Results by Gender</b>				
Female	307	80%	368	74%
Male	300	72%	349	63%
Total	607	76%	717	69%
<b>Results by English Proficiency Status</b>				
English proficient	593	77%	686	69%
Limited English proficient	14	71%	31	58%
Total	607	76%	717	69%
<b>Results by Income Level</b>				
Economically disadvantaged	144	67%	219	56%
Not disadvantaged	463	79%	498	74%
Total	607	76%	717	69%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	5	40%
Not migrant family	607	76%	712	69%
Total	607	76%	717	69%

## 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.