

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  
Patchogue-Medford Union Free 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: Veronica Mcdermott		Phone: (631)687-6380
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	9037

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$12,296
<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
1,756	98%

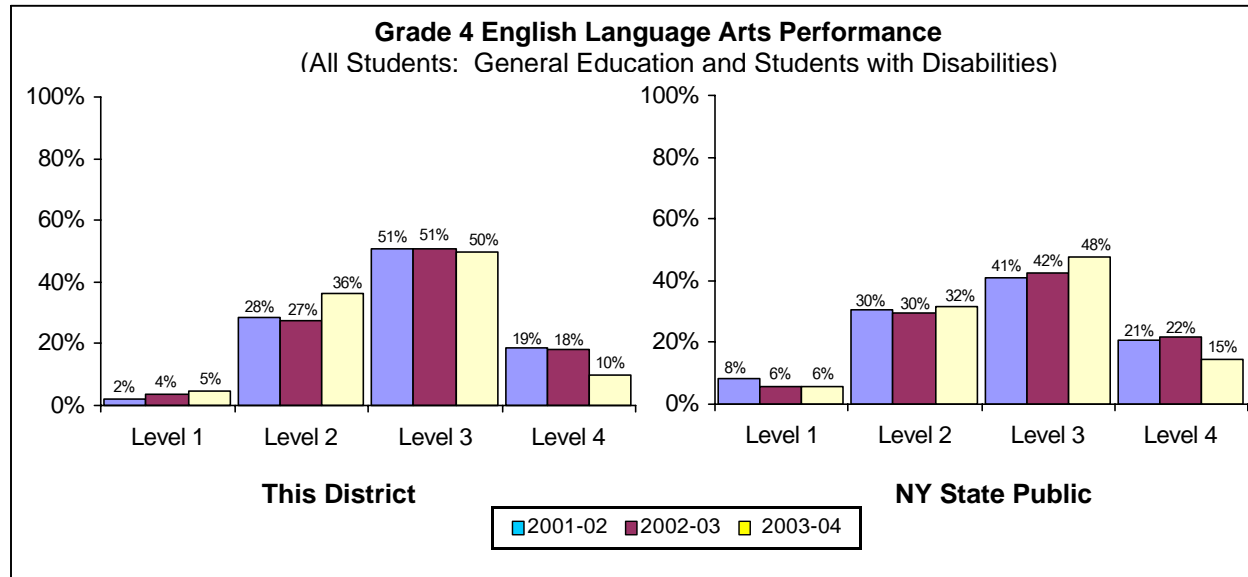
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
620	0%

\*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	16	195	349	130	690	663
Feb 2003	26	186	348	123	683	660
Feb 2004	31	247	339	66	683	652

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> .

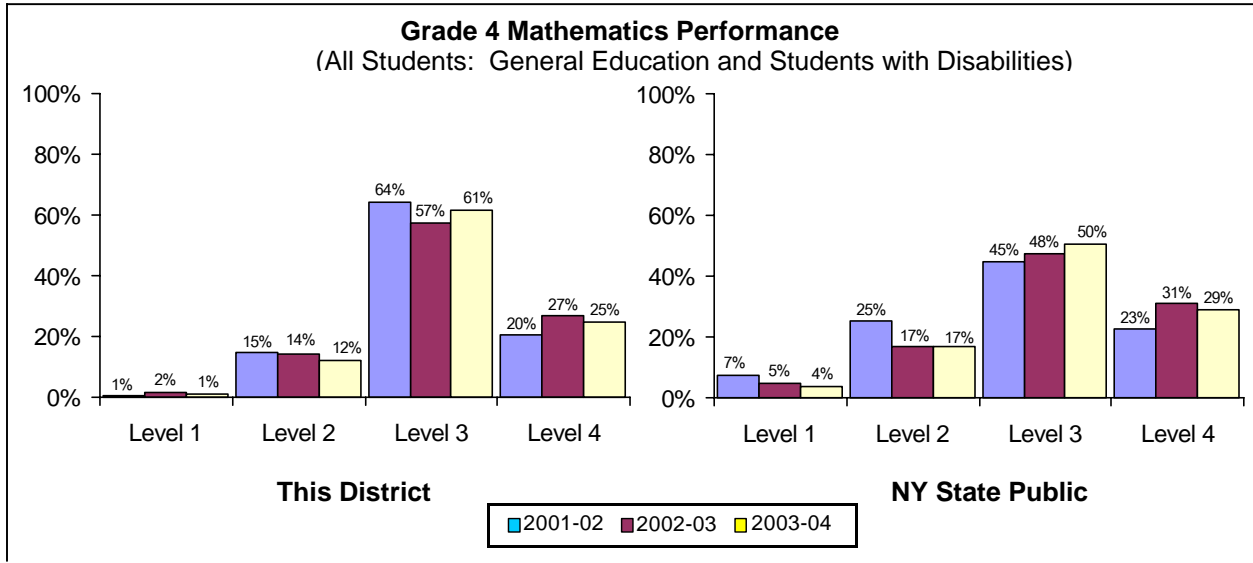
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
<b>2004</b>	9	5	5	11	30

### 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>	#	#	#	#	4

## 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	5	103	447	142	697	658
May 2003	11	101	403	189	704	662
May 2004	9	88	438	178	713	661

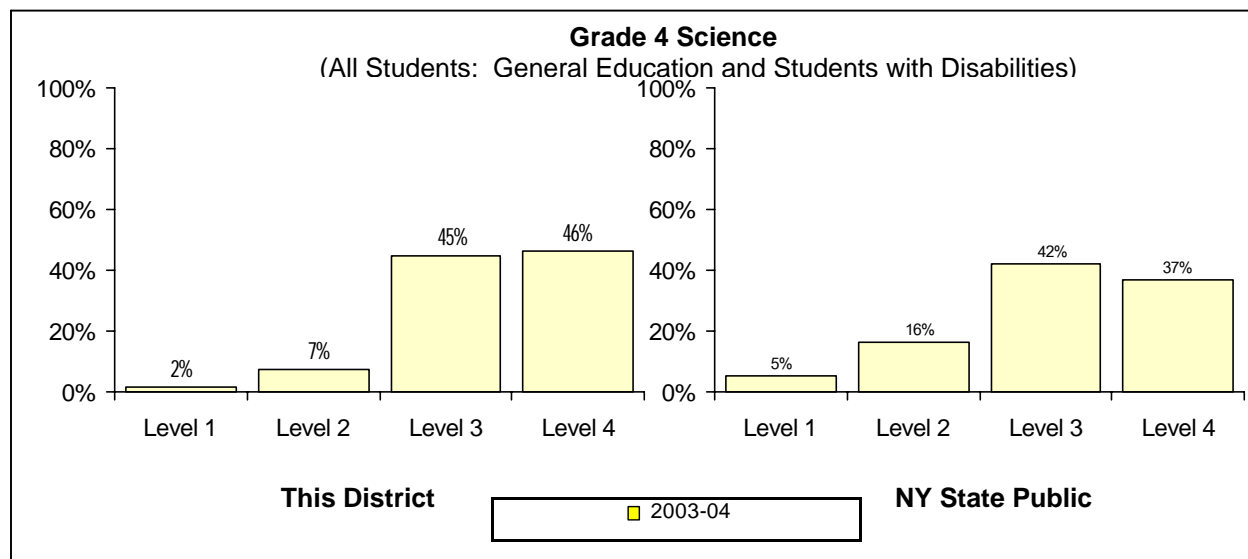
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
<b>2003-04</b>	#	#	#	#	4

# 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	12	51	319	329	711	81

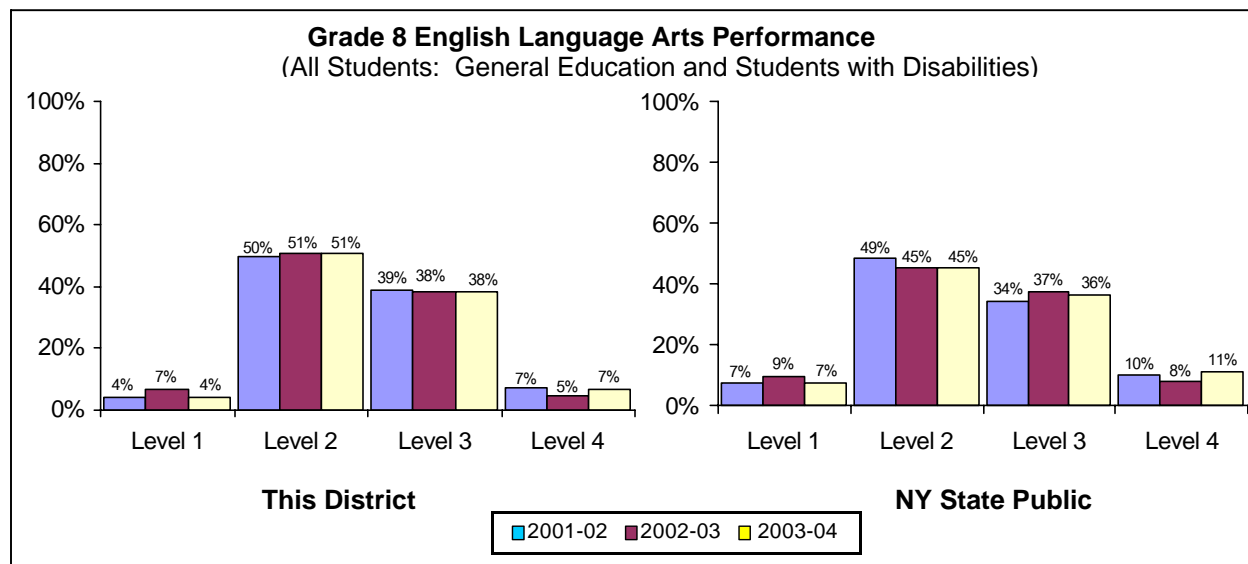
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

\*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	26	332	257	49	664	698
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	49	368	278	33	728	692
January 2004	32	383	291	50	756	697

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

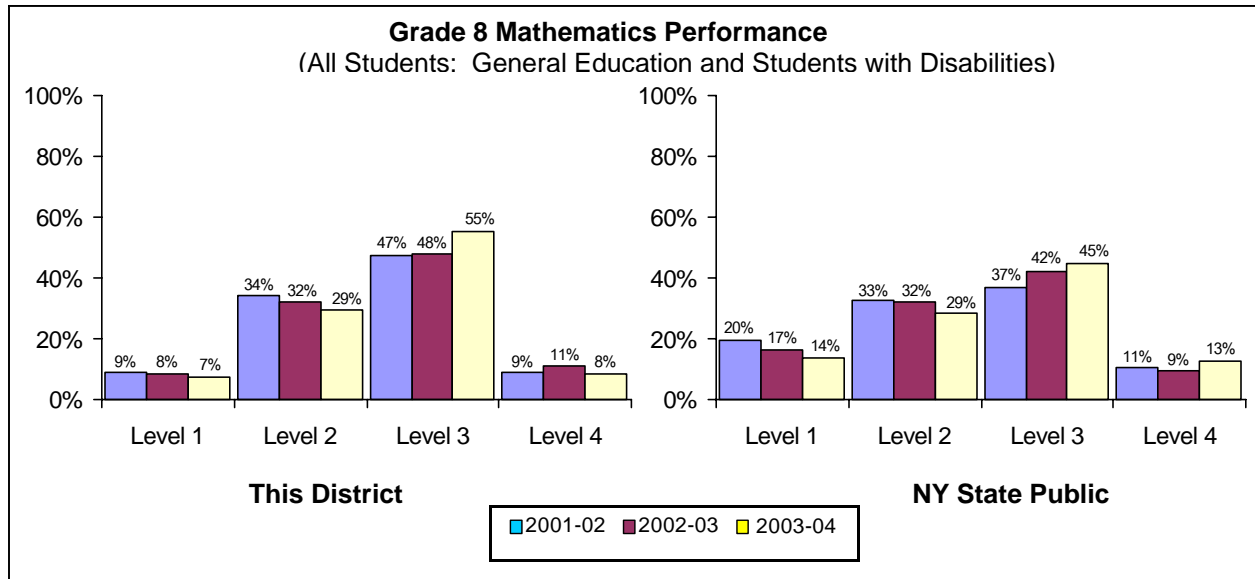
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	2	2	2	7	13

### 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	0	6	8



## 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	62	232	320	60	674	719
May 2003	62	237	354	83	736	722
May 2004	57	225	424	64	770	721

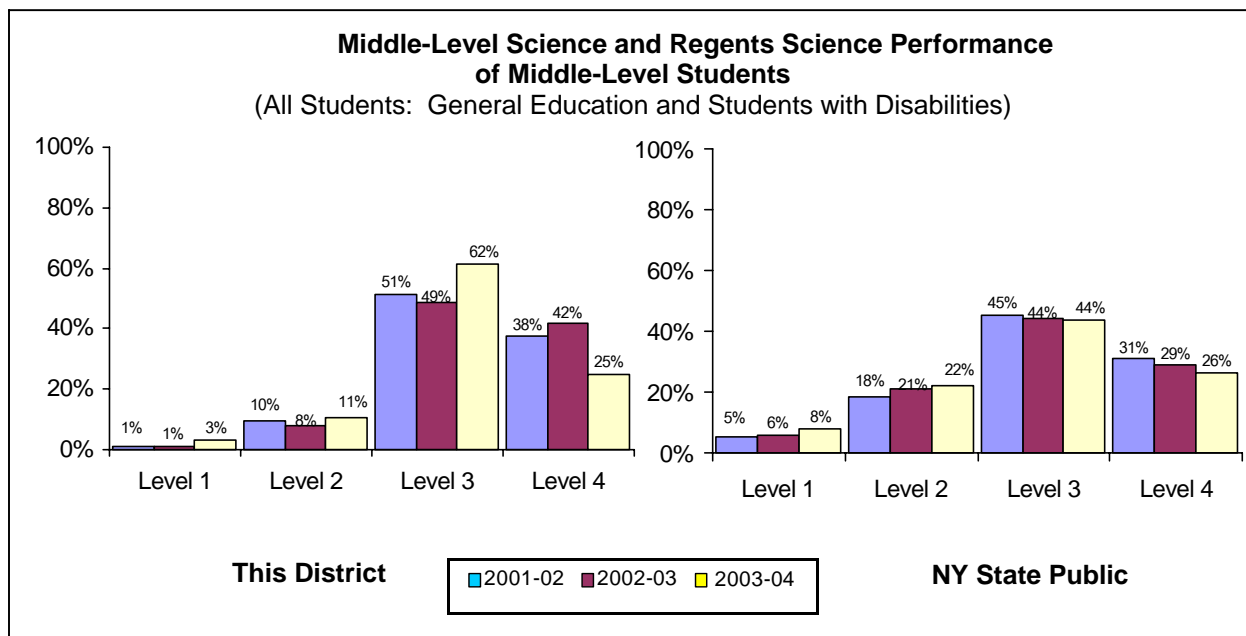
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	1	1	0	7	9

## 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	8	62	288	148	506	77
	Regents Science	0	0	46	97	143	87
January/ June 2003	Middle-Level Science	9	57	298	144	508	77
	Regents Science	0	0	47	154	201	89
January/ June 2004	Middle-Level Science	20	77	322	95	514	73
	Regents Science	2	3	138	90	233	81

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.

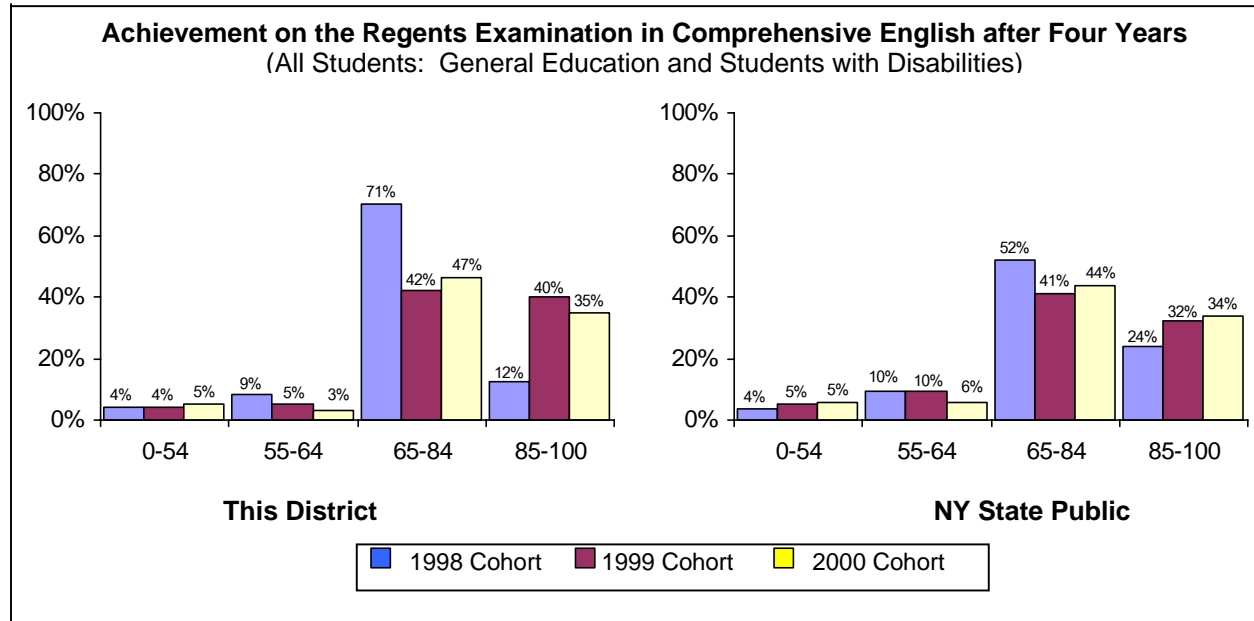
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	0	0	7	9

# 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>	560	23	48	395	69	0
<b>1999 Cohort</b>	597	26	30	251	239	0
<b>2000 Cohort</b>	597	32	20	278	208	0

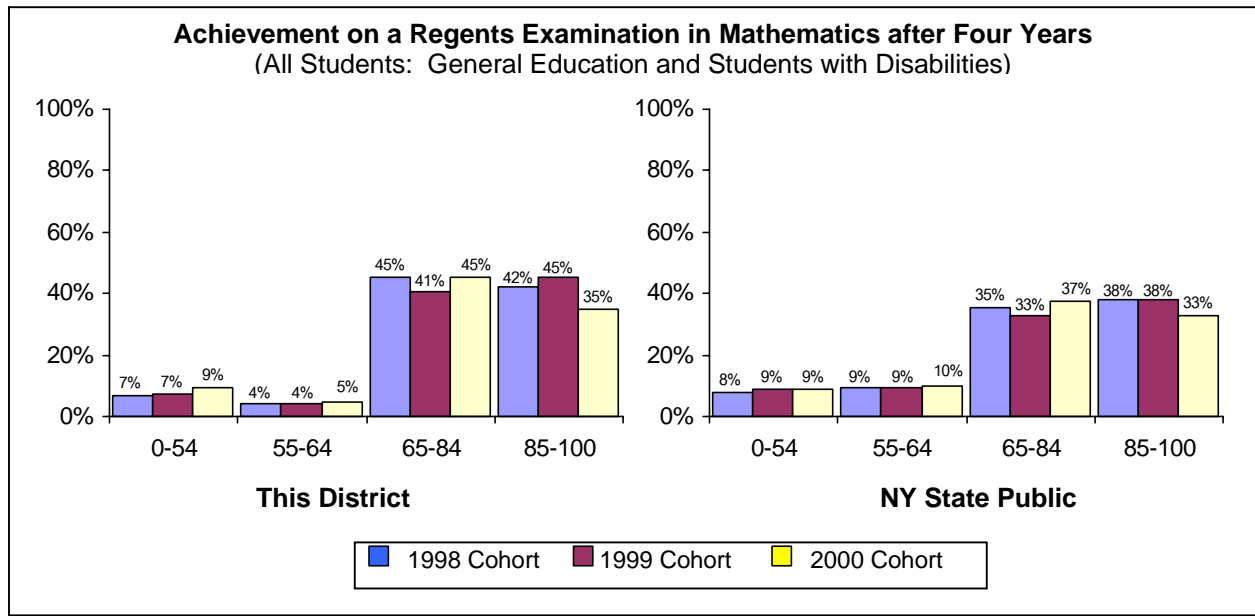
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	22	1
<b>1999 Cohort</b>	20	2
<b>2000 Cohort</b>	11	12

\*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>	560	37	22	254	236	0
<b>1999 Cohort</b>	597	44	25	242	270	0
<b>2000 Cohort</b>	597	56	28	271	208	0

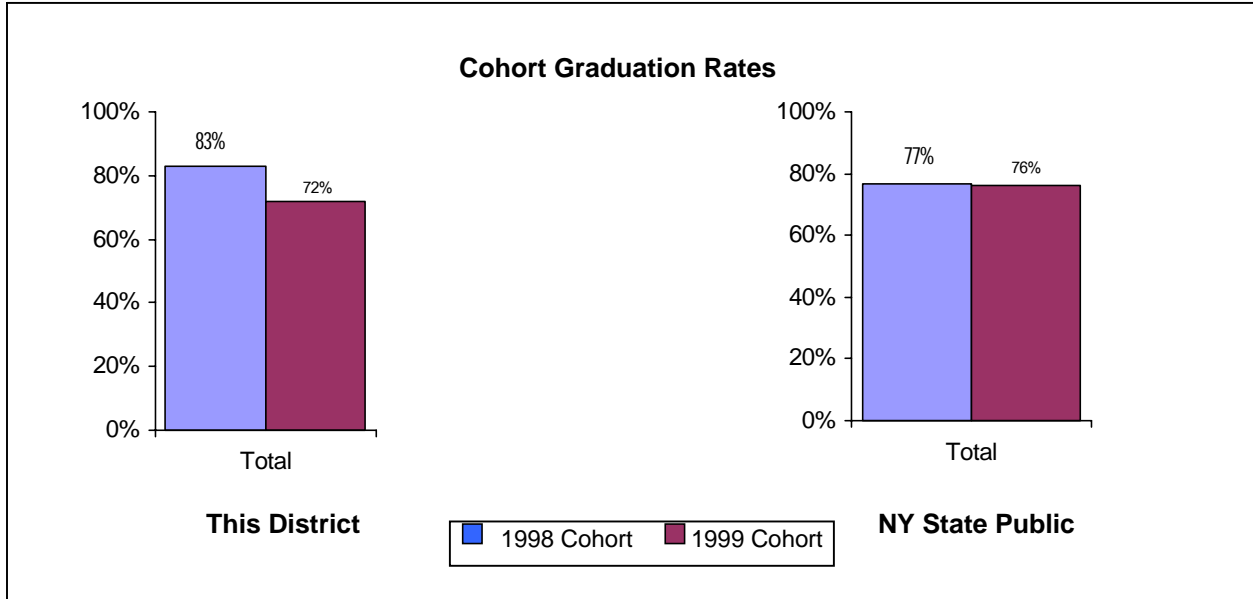
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	27	0
<b>1999 Cohort</b>	30	0
<b>2000 Cohort</b>	19	1

\*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	576	0	576	478
1999 Cohort	666	17	683	492

\*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	3	s	s	s	0	0%	0%	0%
Black	32	91%	63%	9%	37	86%	30%	0%
Hispanic	95	94%	53%	13%	99	96%	46%	8%
Asian or Pacific Islander	6	s	s	s	7	100%	71%	14%
White	547	97%	72%	19%	540	96%	64%	11%
Total	683	96%	69%	18%	683	95%	59%	10%
Small Group Totals (s)	9	100%	78%	22%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	581	100%	76%	21%	591	98%	66%	11%
Students with disabilities	102	76%	27%	2%	92	77%	17%	2%
Total	683	96%	69%	18%	683	95%	59%	10%
<b>Results by Gender</b>								
Female	337	97%	74%	21%	324	97%	67%	15%
Male	346	95%	64%	15%	359	94%	52%	4%
Total	683	96%	69%	18%	683	95%	59%	10%
<b>Results by English Proficiency Status</b>								
English proficient	679	s	s	s	677	95%	60%	10%
Limited English proficient	4	s	s	s	6	100%	33%	0%
Total	683	96%	69%	18%	683	95%	59%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	153	94%	55%	10%	154	93%	41%	6%
Not disadvantaged	530	97%	73%	20%	529	96%	65%	11%
Total	683	96%	69%	18%	683	95%	59%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	683	96%	69%	18%	683	95%	59%	10%
Total	683	96%	69%	18%	683	95%	59%	10%

## 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	3	s	s	s	0	0%	0%	0%
Black	34	97%	62%	18%	37	97%	68%	5%
Hispanic	114	97%	77%	19%	127	98%	78%	16%
Asian or Pacific Islander	6	s	s	s	8	100%	100%	50%
White	547	99%	87%	29%	541	99%	89%	28%
Total	704	98%	84%	27%	713	99%	86%	25%
Small Group Totals (s)	9	100%	100%	44%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	601	100%	88%	30%	616	99%	90%	28%
Students with disabilities	103	92%	59%	10%	97	96%	64%	4%
Total	704	98%	84%	27%	713	99%	86%	25%
<b>Results by Gender</b>								
Female	344	99%	86%	25%	336	99%	87%	24%
Male	360	98%	83%	28%	377	99%	86%	26%
Total	704	98%	84%	27%	713	99%	86%	25%
<b>Results by English Proficiency Status</b>								
English proficient	678	99%	85%	28%	677	99%	88%	26%
Limited English proficient	26	92%	54%	8%	36	92%	58%	6%
Total	704	98%	84%	27%	713	99%	86%	25%
<b>Results by Income Level</b>								
Economically disadvantaged	164	97%	77%	20%	175	99%	79%	12%
Not disadvantaged	540	99%	86%	29%	538	99%	89%	29%
Total	704	98%	84%	27%	713	99%	86%	25%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	704	98%	84%	27%	713	99%	86%	25%
Total	704	98%	84%	27%	713	99%	86%	25%



# 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	37	100%	89%	16%
Hispanic	127	93%	80%	30%
Asian or Pacific Islander	8	100%	100%	63%
White	539	99%	94%	52%
Total	711	98%	91%	46%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	613	99%	92%	50%
Students with disabilities	98	97%	85%	26%
Total	711	98%	91%	46%
<b>Results by Gender</b>				
Female	335	99%	91%	46%
Male	376	98%	91%	47%
Total	711	98%	91%	46%
<b>Results by English Proficiency Status</b>				
English proficient	675	99%	93%	48%
Limited English proficient	36	81%	58%	14%
Total	711	98%	91%	46%
<b>Results by Income Level</b>				
Economically disadvantaged	173	97%	83%	28%
Not disadvantaged	538	99%	94%	52%
Total	711	98%	91%	46%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	711	98%	91%	46%
Total	711	98%	91%	46%

\*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	2	s	s	s	2	s	s	s
Black	34	76%	21%	3%	40	88%	35%	3%
Hispanic	83	88%	25%	1%	85	88%	22%	1%
Asian or Pacific Islander	9	s	s	s	10	s	s	s
White	600	95%	46%	5%	619	97%	49%	8%
Total	728	93%	43%	5%	756	96%	45%	7%
Small Group Totals (s)	11	82%	45%	9%	12	100%	58%	8%
<b>Results by Disability Status</b>								
General-education students	632	98%	49%	5%	678	98%	50%	7%
Students with disabilities	96	59%	2%	0%	78	74%	3%	0%
Total	728	93%	43%	5%	756	96%	45%	7%
<b>Results by Gender</b>								
Female	366	94%	49%	5%	383	97%	51%	9%
Male	362	92%	37%	4%	373	94%	39%	4%
Total	728	93%	43%	5%	756	96%	45%	7%
<b>Results by English Proficiency Status</b>								
English proficient	727	s	s	s	754	s	s	s
Limited English proficient	1	s	s	s	2	s	s	s
Total	728	93%	43%	5%	756	96%	45%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	115	85%	21%	0%	125	88%	21%	1%
Not disadvantaged	613	95%	47%	5%	631	97%	50%	8%
Total	728	93%	43%	5%	756	96%	45%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	728	93%	43%	5%	756	96%	45%	7%
Total	728	93%	43%	5%	756	96%	45%	7%

**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	2	s	s	s	2	s	s	s
Black	34	76%	32%	0%	39	82%	54%	8%
Hispanic	94	82%	33%	2%	94	80%	45%	3%
Asian or Pacific Islander	11	s	s	s	13	s	s	s
White	595	94%	65%	13%	622	95%	66%	9%
Total	736	92%	59%	11%	770	93%	63%	8%
Small Group Totals (s)	13	85%	54%	23%	15	93%	80%	20%
<b>Results by Disability Status</b>								
General-education students	646	97%	66%	13%	691	96%	69%	9%
Students with disabilities	90	56%	9%	0%	79	61%	18%	0%
Total	736	92%	59%	11%	770	93%	63%	8%
<b>Results by Gender</b>								
Female	368	93%	62%	11%	390	94%	67%	8%
Male	368	90%	57%	12%	380	91%	60%	9%
Total	736	92%	59%	11%	770	93%	63%	8%
<b>Results by English Proficiency Status</b>								
English proficient	714	93%	61%	12%	755	94%	64%	8%
Limited English proficient	22	55%	14%	0%	15	40%	27%	7%
Total	736	92%	59%	11%	770	93%	63%	8%
<b>Results by Income Level</b>								
Economically disadvantaged	117	81%	35%	2%	131	82%	42%	2%
Not disadvantaged	619	94%	64%	13%	639	95%	68%	10%
Total	736	92%	59%	11%	770	93%	63%	8%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	736	92%	59%	11%	770	93%	63%	8%
Total	736	92%	59%	11%	770	93%	63%	8%

## 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	2	s	s	s	0	0%	0%	0%
Black	30	100%	77%	13%	28	89%	64%	14%
Hispanic	73	96%	68%	10%	71	87%	72%	13%
Asian or Pacific Islander	6	s	s	s	11	82%	82%	18%
White	397	98%	91%	34%	404	99%	84%	20%
Total	508	98%	87%	28%	514	96%	81%	18%
Small Group Totals (s)	8	100%	75%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	421	100%	93%	33%	440	98%	87%	21%
Students with disabilities	87	91%	57%	5%	74	82%	45%	5%
Total	508	98%	87%	28%	514	96%	81%	18%
<b>Results by Gender</b>								
Female	247	99%	87%	26%	240	96%	79%	14%
Male	261	98%	87%	31%	274	96%	83%	23%
Total	508	98%	87%	28%	514	96%	81%	18%
<b>Results by English Proficiency Status</b>								
English proficient	498	98%	87%	29%	502	97%	82%	19%
Limited English proficient	10	90%	70%	10%	12	50%	42%	8%
Total	508	98%	87%	28%	514	96%	81%	18%
<b>Results by Income Level</b>								
Economically disadvantaged	101	97%	75%	17%	107	88%	64%	11%
Not disadvantaged	407	99%	90%	31%	407	98%	86%	20%
Total	508	98%	87%	28%	514	96%	81%	18%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	508	98%	87%	28%	514	96%	81%	18%
Total	508	98%	87%	28%	514	96%	81%	18%

## 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	25	1	20	2	92%	18	0	16	0	89%
Hispanic	56	4	34	2	71%	57	8	26	1	61%
Asian or Pacific Islander	8	1	5	0	75%	13	1	11	0	92%
White	508	24	431	16	93%	509	11	433	10	89%
Total	597	30	490	20	90%	597	20	486	11	87%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	535	16	473	1	92%	517	11	467	0	92%
Students with disabilities	62	14	17	19	81%	80	9	19	11	49%
Total	597	30	490	20	90%	597	20	486	11	87%
<b>Results by Gender</b>										
Female	303	12	262	7	93%	276	7	240	5	91%
Male	294	18	228	13	88%	321	13	246	6	83%
Total	597	30	490	20	90%	597	20	486	11	87%
<b>Results by English Proficiency Status</b>										
English proficient	587	29	486	20	91%	575	16	476	11	87%
Limited English proficient	10	1	4	0	50%	22	4	10	0	64%
Total	597	30	490	20	90%	597	20	486	11	87%
<b>Results by Income Level</b>										
Economically disadvantaged	83	3	54	6	76%	53	5	31	1	70%
Not disadvantaged	514	27	436	14	93%	544	15	455	10	88%
Total	597	30	490	20	90%	597	20	486	11	87%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	597	30	490	20	90%	597	20	486	11	87%
Total	597	30	490	20	90%	597	20	486	11	87%

**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	25	2	17	5	96%	18	3	13	0	89%
Hispanic	56	7	39	5	91%	57	7	27	3	65%
Asian or Pacific Islander	8	0	8	0	100%	13	0	13	0	100%
White	508	16	448	20	95%	509	18	426	16	90%
Total	597	25	512	30	95%	597	28	479	19	88%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	535	17	491	3	96%	517	20	457	1	92%
Students with disabilities	62	8	21	27	90%	80	8	22	18	60%
Total	597	25	512	30	95%	597	28	479	19	88%
<b>Results by Gender</b>										
Female	303	12	267	11	96%	276	11	235	7	92%
Male	294	13	245	19	94%	321	17	244	12	85%
Total	597	25	512	30	95%	597	28	479	19	88%
<b>Results by English Proficiency Status</b>										
English proficient	587	23	508	30	96%	575	26	468	19	89%
Limited English proficient	10	2	4	0	60%	22	2	11	0	59%
Total	597	25	512	30	95%	597	28	479	19	88%
<b>Results by Income Level</b>										
Economically disadvantaged	83	3	61	9	88%	53	5	35	2	79%
Not disadvantaged	514	22	451	21	96%	544	23	444	17	89%
Total	597	25	512	30	95%	597	28	479	19	88%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	597	25	512	30	95%	597	28	479	19	88%
Total	597	25	512	30	95%	597	28	479	19	88%

## 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	20	75%	30	73%
Hispanic	57	60%	66	50%
Asian or Pacific Islander	11	55%	10	80%
White	488	87%	577	74%
Total	576	83%	683	72%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	553	86%	614	73%
Students with disabilities	23	4%	69	59%
Total	576	83%	683	72%
<b>Results by Gender</b>				
Female	264	87%	349	75%
Male	312	79%	334	69%
Total	576	83%	683	72%
<b>Results by English Proficiency Status</b>				
English proficient	567	84%	674	73%
Limited English proficient	9	11%	9	33%
Total	576	83%	683	72%
<b>Results by Income Level</b>				
Economically disadvantaged	118	69%	89	61%
Not disadvantaged	458	87%	594	74%
Total	576	83%	683	72%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	576	83%	683	72%
Total	576	83%	683	72%

## 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.