

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  
Connetquot Central 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: Alan B. Groveman		Phone: (631)244-2211
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	7160

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$15,015
<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
1,315	99%

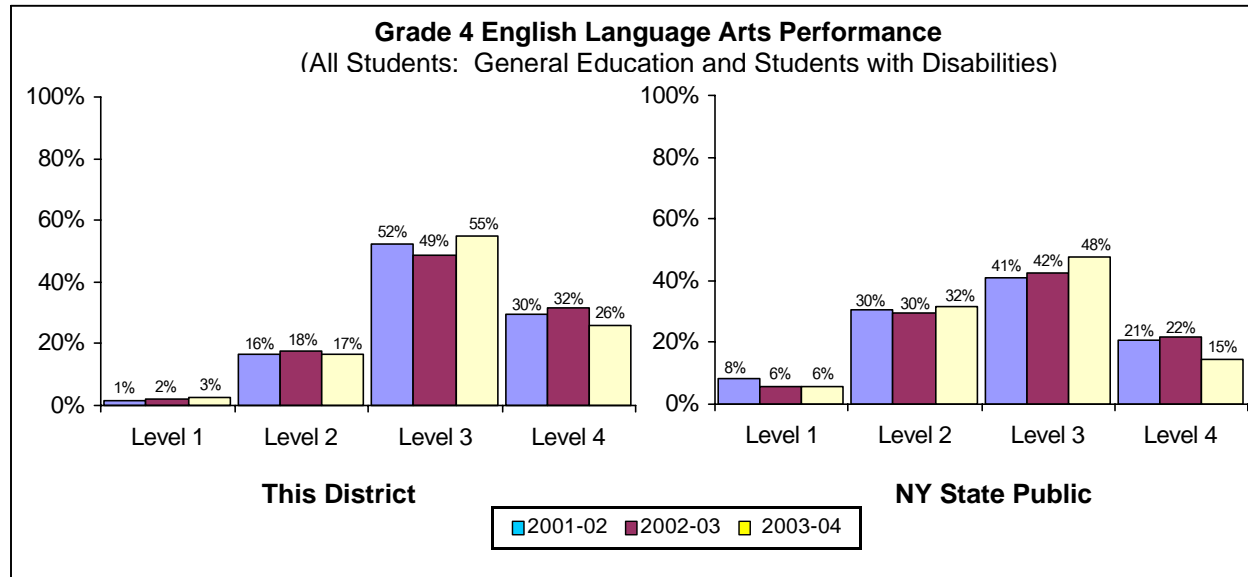
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
534	1%

\*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	8	91	289	164	552	674
Feb 2003	11	101	279	181	572	673
Feb 2004	13	87	285	135	520	672

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> .

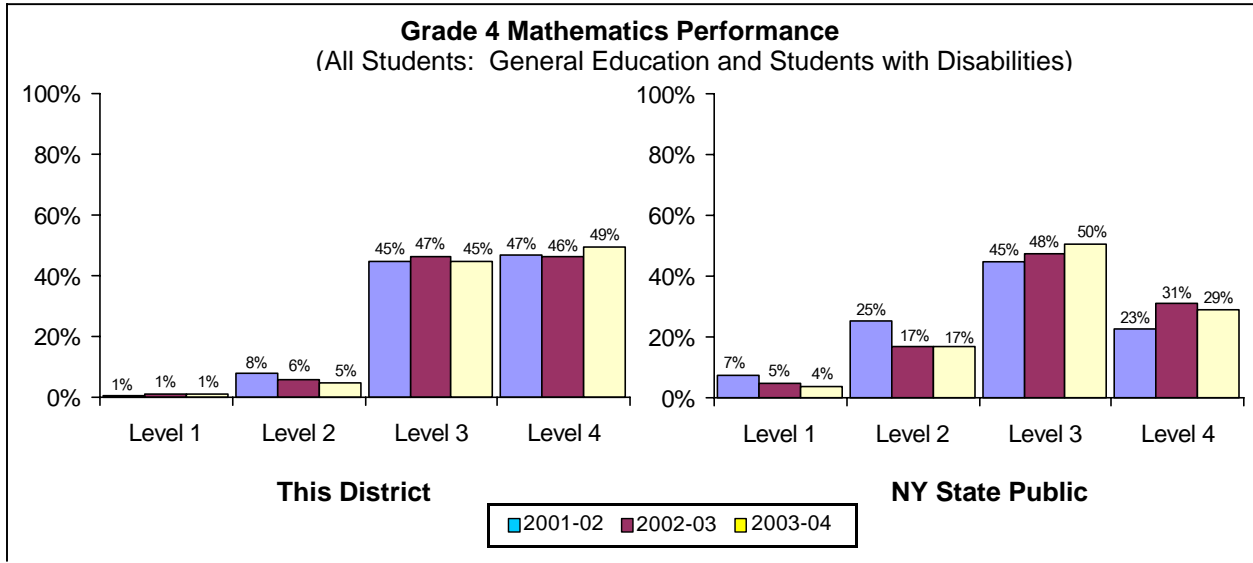
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	#	#	#	#	4

### 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	3	2	5

## 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	4	42	247	256		549	676
May 2003	7	35	270	268		580	676
May 2004	5	26	234	257		522	680

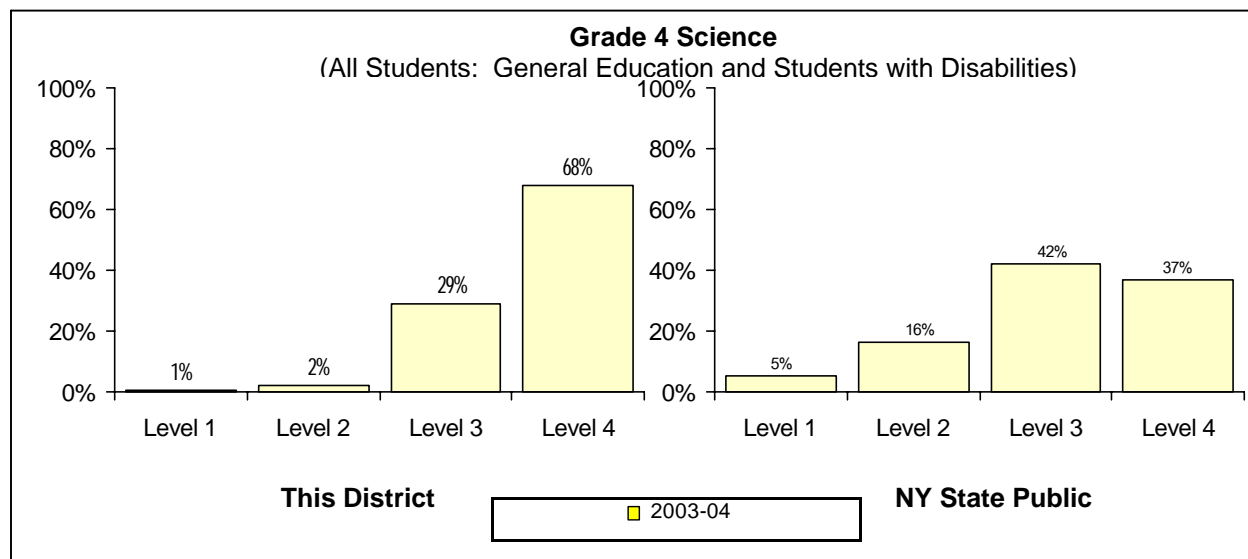
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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>	0	1	1	5	7

# 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	3	12	151	351	517	86

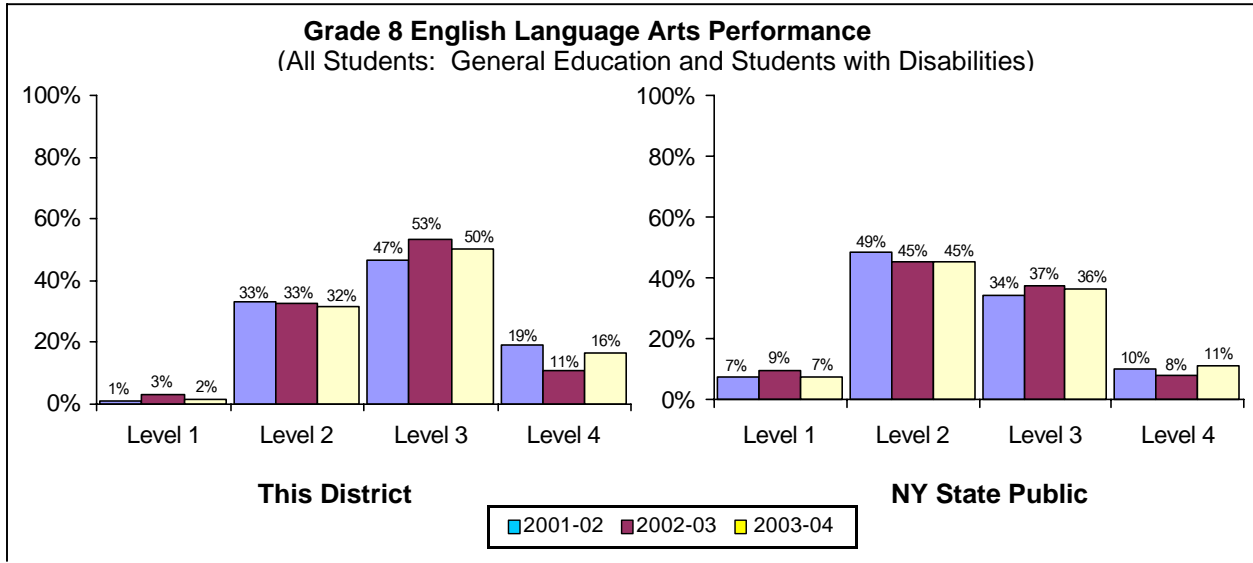
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	0	1	4	5

\*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					Total Tested	Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830			
March 2002	6	183	257	106		552	713
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830		Total Tested	
January 2003	16	181	295	60		552	705
January 2004	9	180	287	94		570	711

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

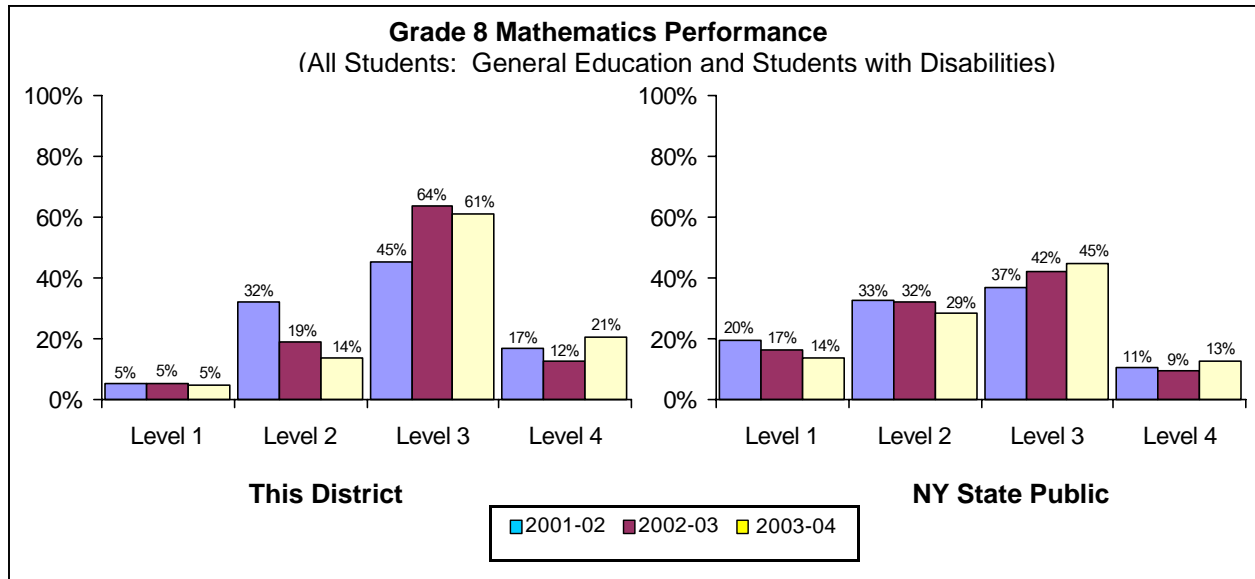
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	2	1	0	2	5

### 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	30	179	251	94	554	727
May 2003	28	104	352	69	553	730
May 2004	26	80	351	118	575	738

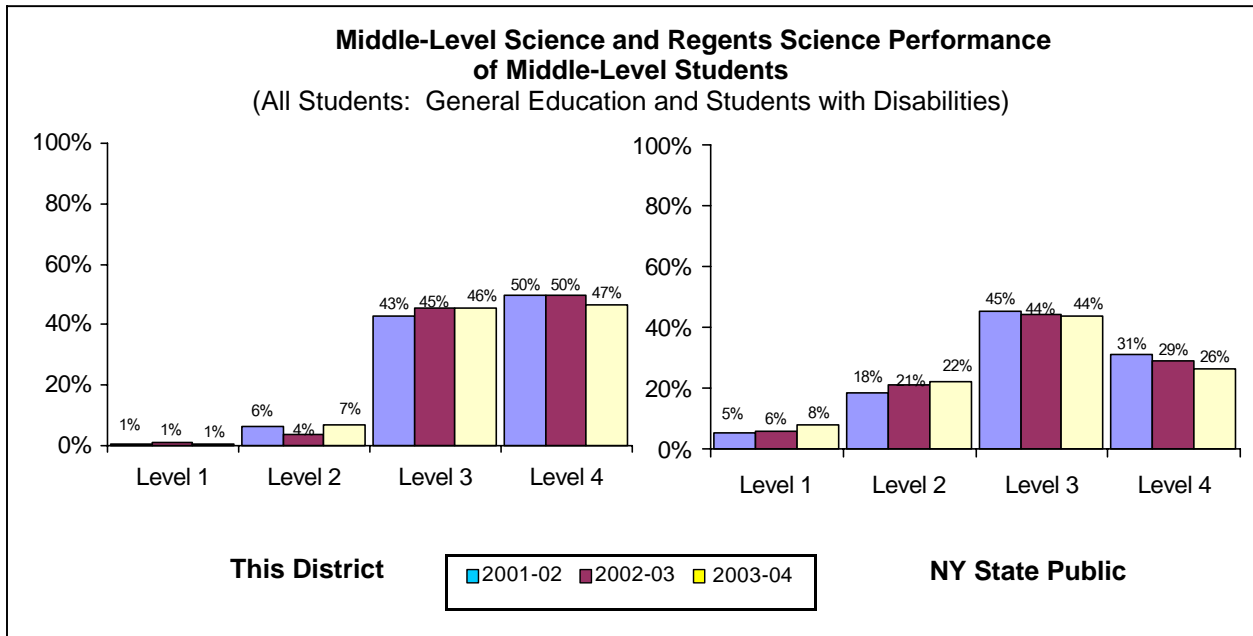
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	4	35	228	146	413	79
	Regents Science	0	0	6	124	130	93
January/ June 2003	Middle-Level Science	5	21	236	168	430	80
	Regents Science	0	0	9	101	110	93
January/ June 2004	Middle-Level Science	4	38	234	154	430	79
	Regents Science	0	1	22	108	131	90

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.

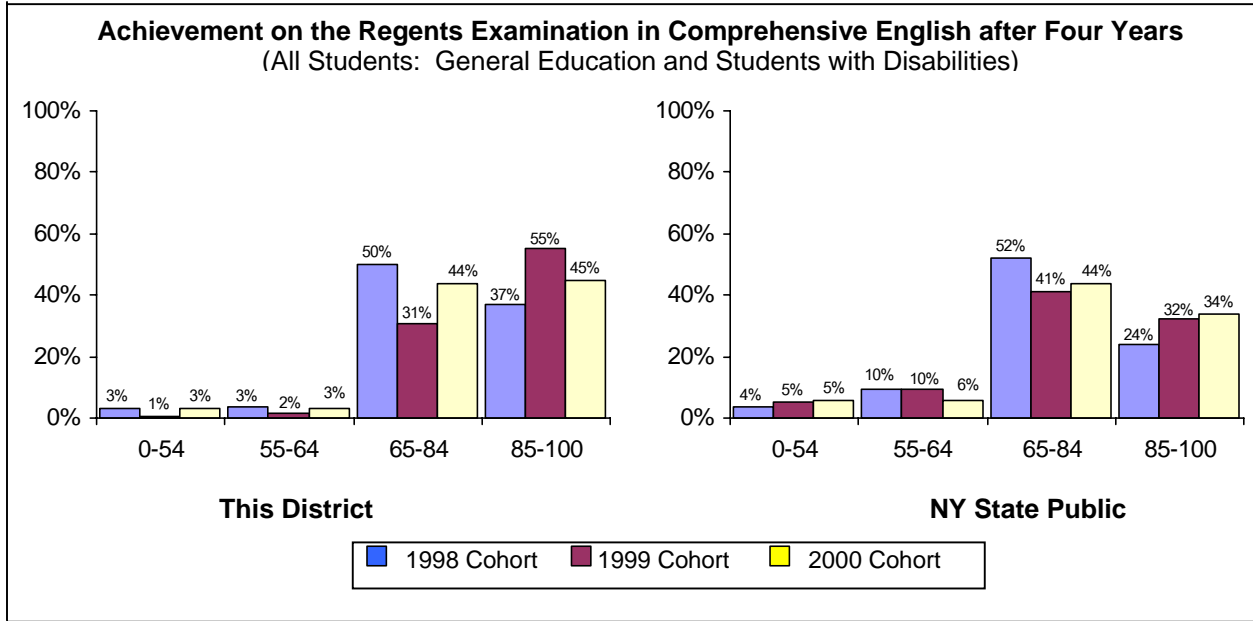
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	#	#	#	#	2

# 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>	441	13	15	221	163	0
<b>1999 Cohort</b>	450	3	8	139	248	0
<b>2000 Cohort</b>	487	14	14	212	219	0

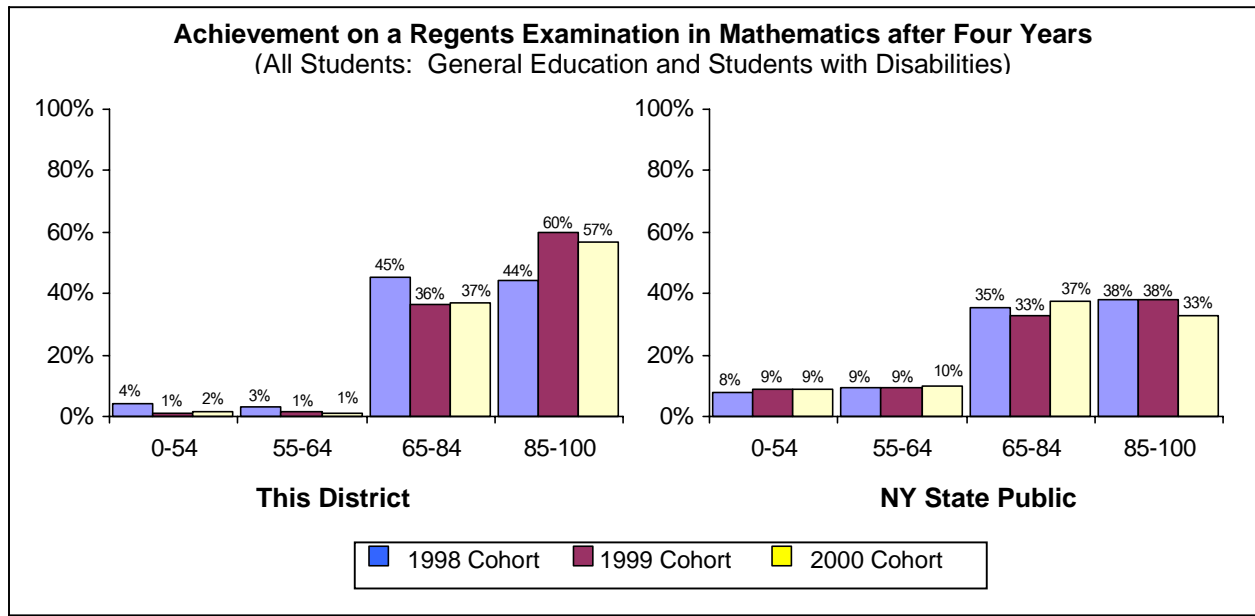
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	14	3
<b>1999 Cohort</b>	4	3
<b>2000 Cohort</b>	12	6

\*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>	441	18	13	199	195	0
<b>1999 Cohort</b>	450	4	6	164	269	0
<b>2000 Cohort</b>	487	8	6	181	277	0

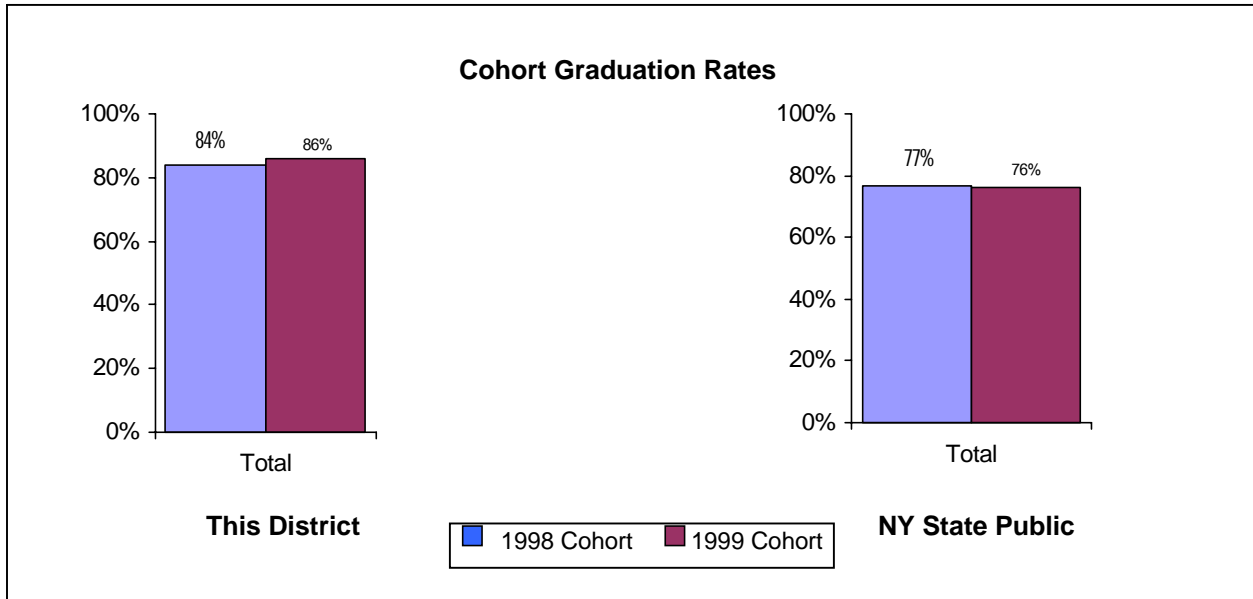
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	6	8
<b>1999 Cohort</b>	1	4
<b>2000 Cohort</b>	9	2

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

## 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	435	11	446	374
1999 Cohort	445	13	458	394

\*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	1	s	s	s	1	s	s	s
Black	6	s	s	s	1	s	s	s
Hispanic	25	92%	64%	12%	23	100%	96%	17%
Asian or Pacific Islander	14	100%	86%	50%	16	s	s	s
White	526	98%	81%	32%	479	98%	80%	26%
Total	572	98%	80%	32%	520	98%	81%	26%
Small Group Totals (s)	7	86%	57%	14%	18	89%	78%	28%
<b>Results by Disability Status</b>								
General-education students	492	100%	86%	36%	453	100%	88%	30%
Students with disabilities	80	86%	44%	4%	67	81%	31%	0%
Total	572	98%	80%	32%	520	98%	81%	26%
<b>Results by Gender</b>								
Female	279	99%	84%	35%	250	99%	82%	29%
Male	293	97%	77%	28%	270	96%	80%	23%
Total	572	98%	80%	32%	520	98%	81%	26%
<b>Results by English Proficiency Status</b>								
English proficient	572	98%	80%	32%	517	s	s	s
Limited English proficient	0	0%	0%	0%	3	s	s	s
Total	572	98%	80%	32%	520	98%	81%	26%
<b>Results by Income Level</b>								
Economically disadvantaged	52	92%	67%	13%	40	90%	63%	15%
Not disadvantaged	520	99%	82%	33%	480	98%	82%	27%
Total	572	98%	80%	32%	520	98%	81%	26%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	572	98%	80%	32%	520	98%	81%	26%
Total	572	98%	80%	32%	520	98%	81%	26%

## 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	1	s	s	s	1	s	s	s
Black	6	s	s	s	1	s	s	s
Hispanic	26	100%	85%	19%	25	100%	88%	28%
Asian or Pacific Islander	15	100%	93%	67%	18	s	s	s
White	532	99%	93%	47%	477	99%	95%	51%
Total	580	99%	93%	46%	522	99%	94%	49%
Small Group Totals (s)	7	100%	71%	43%	20	100%	90%	45%
<b>Results by Disability Status</b>								
General-education students	501	100%	96%	50%	456	100%	98%	54%
Students with disabilities	79	91%	71%	20%	66	92%	65%	14%
Total	580	99%	93%	46%	522	99%	94%	49%
<b>Results by Gender</b>								
Female	285	100%	93%	44%	250	100%	94%	46%
Male	295	98%	93%	48%	272	99%	94%	52%
Total	580	99%	93%	46%	522	99%	94%	49%
<b>Results by English Proficiency Status</b>								
English proficient	579	s	s	s	515	99%	94%	50%
Limited English proficient	1	s	s	s	7	100%	100%	29%
Total	580	99%	93%	46%	522	99%	94%	49%
<b>Results by Income Level</b>								
Economically disadvantaged	52	96%	88%	35%	42	98%	88%	36%
Not disadvantaged	528	99%	93%	47%	480	99%	95%	50%
Total	580	99%	93%	46%	522	99%	94%	49%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	580	99%	93%	46%	522	99%	94%	49%
Total	580	99%	93%	46%	522	99%	94%	49%



# 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	1	s	s	s
Black	1	s	s	s
Hispanic	25	100%	100%	68%
Asian or Pacific Islander	18	s	s	s
White	472	99%	97%	69%
Total	517	99%	97%	68%
Small Group Totals (s)	20	100%	95%	50%
<b>Results by Disability Status</b>				
General-education students	452	100%	99%	74%
Students with disabilities	65	95%	85%	28%
Total	517	99%	97%	68%
<b>Results by Gender</b>				
Female	247	100%	97%	66%
Male	270	99%	97%	70%
Total	517	99%	97%	68%
<b>Results by English Proficiency Status</b>				
English proficient	510	99%	97%	68%
Limited English proficient	7	100%	71%	29%
Total	517	99%	97%	68%
<b>Results by Income Level</b>				
Economically disadvantaged	41	98%	93%	49%
Not disadvantaged	476	100%	97%	70%
Total	517	99%	97%	68%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	517	99%	97%	68%
Total	517	99%	97%	68%

\*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	3	s	s	s	0	0%	0%	0%
Black	1	s	s	s	5	100%	0%	0%
Hispanic	16	88%	63%	13%	27	100%	56%	7%
Asian or Pacific Islander	13	s	s	s	16	100%	69%	31%
White	519	97%	64%	11%	522	98%	68%	17%
Total	552	97%	64%	11%	570	98%	67%	16%
Small Group Totals (s)	17	94%	71%	12%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	474	100%	70%	12%	493	100%	76%	19%
Students with disabilities	78	81%	27%	4%	77	91%	10%	0%
Total	552	97%	64%	11%	570	98%	67%	16%
<b>Results by Gender</b>								
Female	263	98%	69%	14%	280	100%	72%	19%
Male	289	96%	60%	8%	290	97%	62%	14%
Total	552	97%	64%	11%	570	98%	67%	16%
<b>Results by English Proficiency Status</b>								
English proficient	550	s	s	s	568	s	s	s
Limited English proficient	2	s	s	s	2	s	s	s
Total	552	97%	64%	11%	570	98%	67%	16%
<b>Results by Income Level</b>								
Economically disadvantaged	48	96%	44%	4%	35	100%	51%	11%
Not disadvantaged	504	97%	66%	12%	535	98%	68%	17%
Total	552	97%	64%	11%	570	98%	67%	16%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	552	97%	64%	11%	570	98%	67%	16%
Total	552	97%	64%	11%	570	98%	67%	16%

**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	3	s	s	s	0	0%	0%	0%
Black	0	0%	0%	0%	5	80%	40%	0%
Hispanic	17	82%	76%	0%	29	93%	69%	24%
Asian or Pacific Islander	14	s	s	s	16	100%	75%	31%
White	519	95%	76%	12%	525	96%	83%	20%
Total	553	95%	76%	12%	575	95%	82%	21%
Small Group Totals (s)	17	100%	88%	29%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	477	99%	82%	14%	494	99%	89%	23%
Students with disabilities	76	72%	41%	5%	81	73%	33%	2%
Total	553	95%	76%	12%	575	95%	82%	21%
<b>Results by Gender</b>								
Female	264	96%	77%	12%	285	95%	81%	19%
Male	289	94%	75%	13%	290	96%	82%	22%
Total	553	95%	76%	12%	575	95%	82%	21%
<b>Results by English Proficiency Status</b>								
English proficient	549	s	s	s	569	96%	82%	21%
Limited English proficient	4	s	s	s	6	67%	33%	17%
Total	553	95%	76%	12%	575	95%	82%	21%
<b>Results by Income Level</b>								
Economically disadvantaged	48	90%	65%	6%	37	92%	76%	14%
Not disadvantaged	505	95%	77%	13%	538	96%	82%	21%
Total	553	95%	76%	12%	575	95%	82%	21%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	553	95%	76%	12%	575	95%	82%	21%
Total	553	95%	76%	12%	575	95%	82%	21%

## 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	0	0%	0%	0%	5	100%	60%	0%
Hispanic	13	92%	92%	23%	24	100%	83%	38%
Asian or Pacific Islander	10	100%	80%	50%	10	100%	80%	20%
White	407	99%	94%	39%	391	99%	91%	37%
Total	430	99%	94%	39%	430	99%	90%	36%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	359	100%	97%	42%	358	100%	95%	41%
Students with disabilities	71	93%	77%	24%	72	96%	67%	8%
Total	430	99%	94%	39%	430	99%	90%	36%
<b>Results by Gender</b>								
Female	207	99%	94%	39%	221	99%	89%	34%
Male	223	99%	94%	39%	209	99%	91%	38%
Total	430	99%	94%	39%	430	99%	90%	36%
<b>Results by English Proficiency Status</b>								
English proficient	426	s	s	s	425	99%	91%	36%
Limited English proficient	4	s	s	s	5	80%	40%	20%
Total	430	99%	94%	39%	430	99%	90%	36%
<b>Results by Income Level</b>								
Economically disadvantaged	44	100%	86%	34%	31	97%	87%	29%
Not disadvantaged	386	99%	95%	40%	399	99%	90%	36%
Total	430	99%	94%	39%	430	99%	90%	36%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	430	99%	94%	39%	430	99%	90%	36%
Total	430	99%	94%	39%	430	99%	90%	36%

## 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	2	s	s	s	s	2	s	s	s	s
Hispanic	23	0	21	0	91%	18	1	16	0	94%
Asian or Pacific Islander	15	s	s	s	s	10	s	s	s	s
White	410	8	352	4	89%	457	12	406	12	94%
Total	450	8	387	4	89%	487	14	431	12	94%
Small Group Totals (s)	17	0	14	0	82%	12	1	9	0	83%
<b>Results by Disability Status</b>										
General-education students	387	4	347	0	91%	424	9	397	0	96%
Students with disabilities	63	4	40	4	76%	63	5	34	12	81%
Total	450	8	387	4	89%	487	14	431	12	94%
<b>Results by Gender</b>										
Female	234	1	209	2	91%	250	4	226	9	96%
Male	216	7	178	2	87%	237	10	205	3	92%
Total	450	8	387	4	89%	487	14	431	12	94%
<b>Results by English Proficiency Status</b>										
English proficient	445	8	384	4	89%	482	12	429	12	94%
Limited English proficient	5	0	3	0	60%	5	2	2	0	80%
Total	450	8	387	4	89%	487	14	431	12	94%
<b>Results by Income Level</b>										
Economically disadvantaged	25	1	18	1	80%	20	1	14	1	80%
Not disadvantaged	425	7	369	3	89%	467	13	417	11	94%
Total	450	8	387	4	89%	487	14	431	12	94%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	450	8	387	4	89%	487	14	431	12	94%
Total	450	8	387	4	89%	487	14	431	12	94%

**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	2	s	s	s	s	2	s	s	s	s
Hispanic	23	0	22	0	96%	18	0	16	1	94%
Asian or Pacific Islander	15	s	s	s	s	10	s	s	s	s
White	410	6	396	1	98%	457	6	430	8	97%
Total	450	6	433	1	98%	487	6	458	9	97%
Small Group Totals (s)	17	0	15	0	88%	12	0	12	0	100%
<b>Results by Disability Status</b>										
General-education students	387	3	383	0	100%	424	1	412	1	98%
Students with disabilities	63	3	50	1	86%	63	5	46	8	94%
Total	450	6	433	1	98%	487	6	458	9	97%
<b>Results by Gender</b>										
Female	234	3	226	1	98%	250	3	238	2	97%
Male	216	3	207	0	97%	237	3	220	7	97%
Total	450	6	433	1	98%	487	6	458	9	97%
<b>Results by English Proficiency Status</b>										
English proficient	445	6	429	1	98%	482	6	453	9	97%
Limited English proficient	5	0	4	0	80%	5	0	5	0	100%
Total	450	6	433	1	98%	487	6	458	9	97%
<b>Results by Income Level</b>										
Economically disadvantaged	25	0	21	0	84%	20	0	16	3	95%
Not disadvantaged	425	6	412	1	99%	467	6	442	6	97%
Total	450	6	433	1	98%	487	6	458	9	97%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	450	6	433	1	98%	487	6	458	9	97%
Total	450	6	433	1	98%	487	6	458	9	97%

## Cohort Graduation Rates

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

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	16	s	0	0%
Black	2	s	2	s
Hispanic	19	63%	23	83%
Asian or Pacific Islander	2	s	15	s
White	407	85%	418	86%
Total	446	84%	458	86%
Small Group Totals (s)	20	80%	17	82%
<b>Results by Disability Status</b>				
General-education students	371	88%	398	89%
Students with disabilities	75	64%	60	68%
Total	446	84%	458	86%
<b>Results by Gender</b>				
Female	219	86%	237	91%
Male	227	81%	221	81%
Total	446	84%	458	86%
<b>Results by English Proficiency Status</b>				
English proficient	440	84%	453	86%
Limited English proficient	6	83%	5	80%
Total	446	84%	458	86%
<b>Results by Income Level</b>				
Economically disadvantaged	27	74%	24	63%
Not disadvantaged	419	84%	434	87%
Total	446	84%	458	86%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	446	84%	458	86%
Total	446	84%	458	86%

## 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.