

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
Yonkers City School District**

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: February 2005*, available on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

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

District Profile

Superintendent: Angelo Petrone		Phone: (914)376-8100
Organization 2003–04	Grade Range	Student Enrollment
	NA	24618

2002–03 District-wide Total Expenditure per Pupil	\$15,736
2002–03 NYS Public Schools Total Expenditure per Pupil	\$13,085

2003–04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
4,835	98%

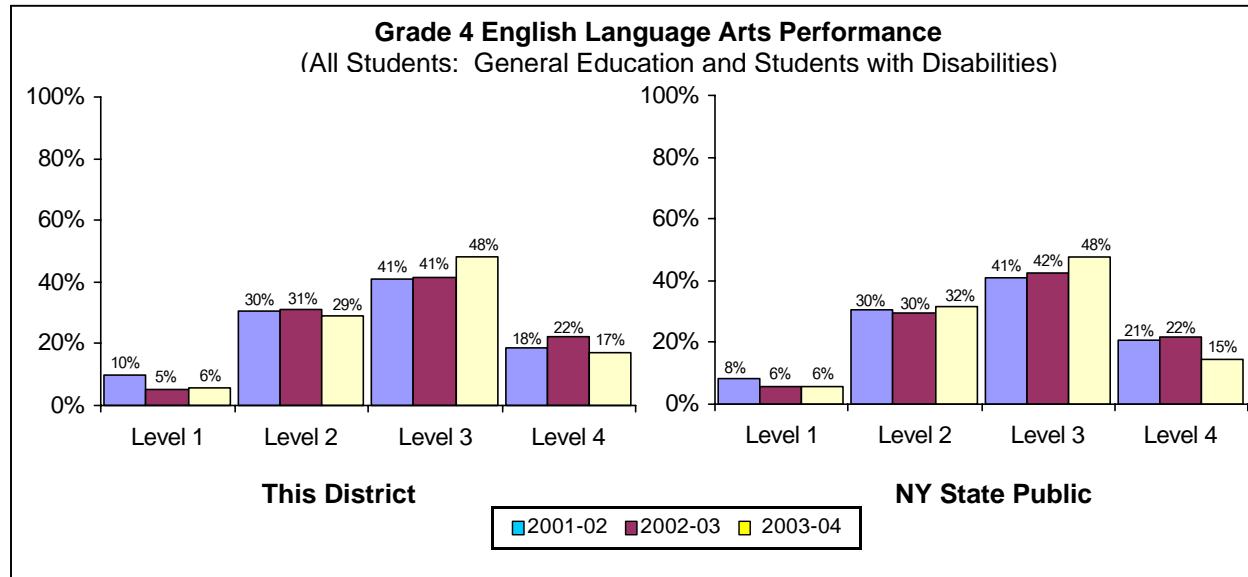
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,913	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	168	511	690	309	1678	656
Feb 2003	82	514	678	366	1640	661
Feb 2004	95	479	786	278	1638	659

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

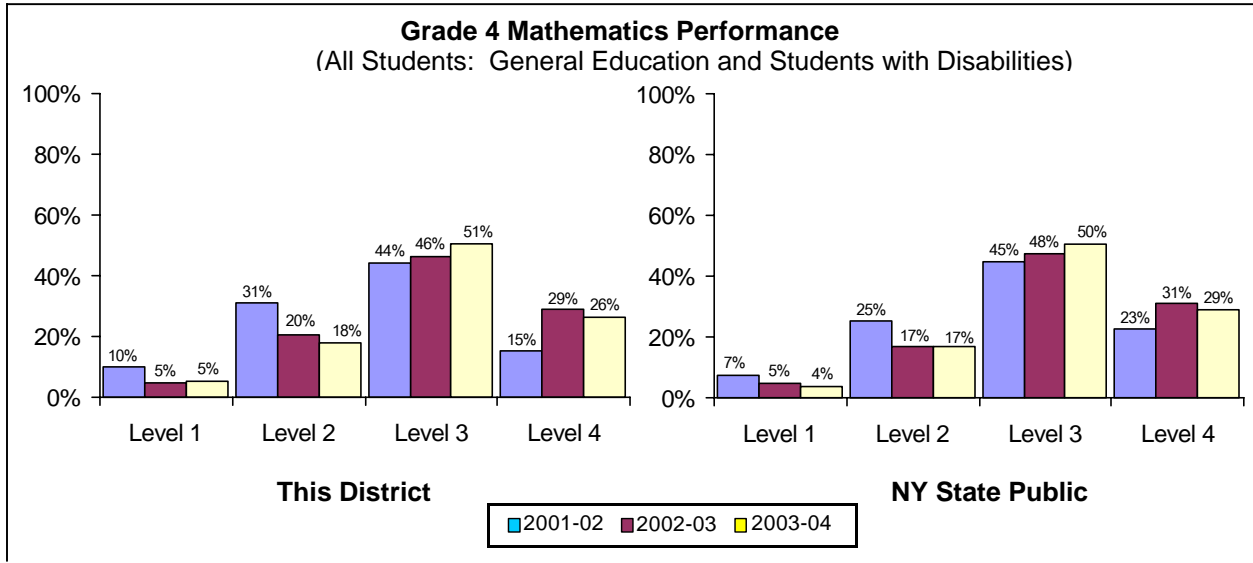
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	64	39	29	106	238

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	1	1	11	13

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	181	573	816	281		1851	644
May 2003	88	391	891	554		1924	659
May 2004	95	335	945	495		1870	658

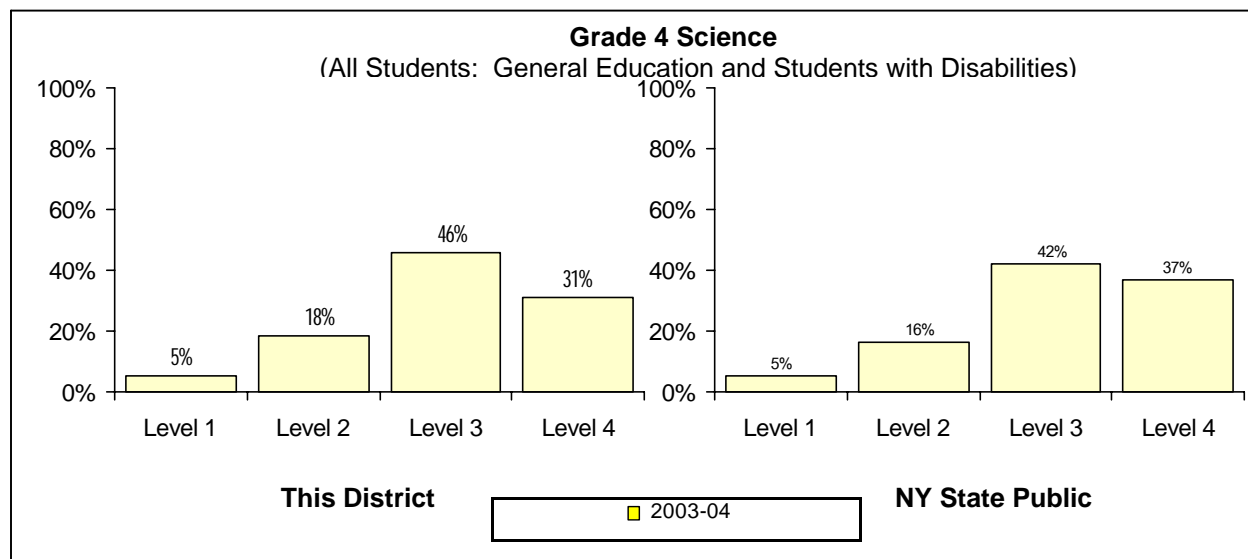
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents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

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	1	1	1	9	12

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	98	338	845	572	1853	75

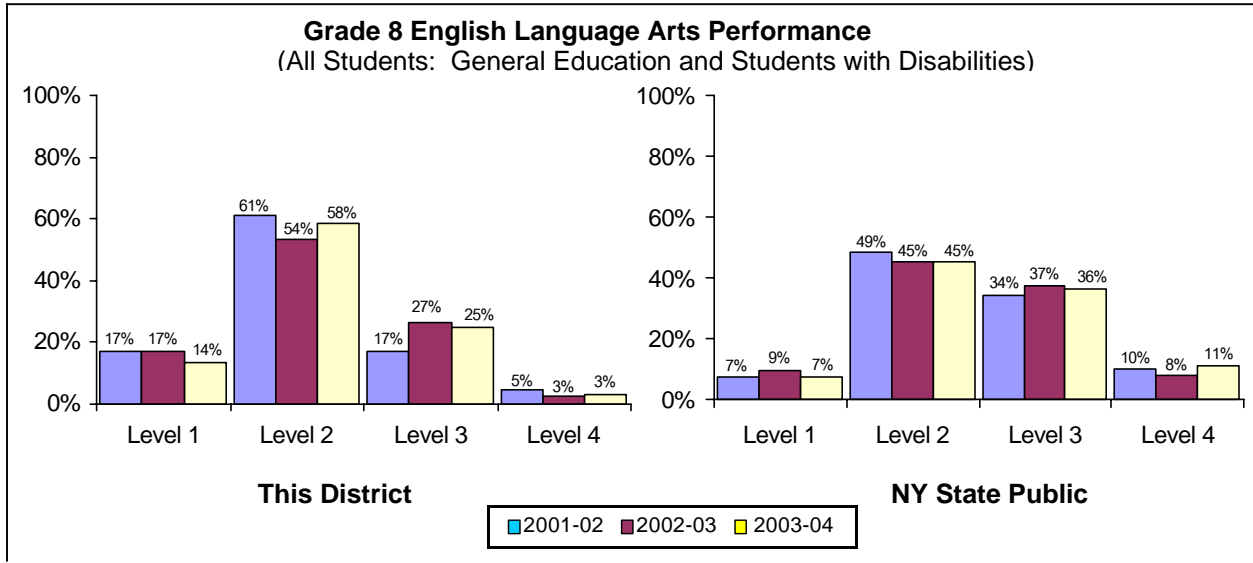
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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

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

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

Middle Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	281	988	275	76	1620	682
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	275	865	430	45	1615	682
January 2004	227	967	415	49	1658	684

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

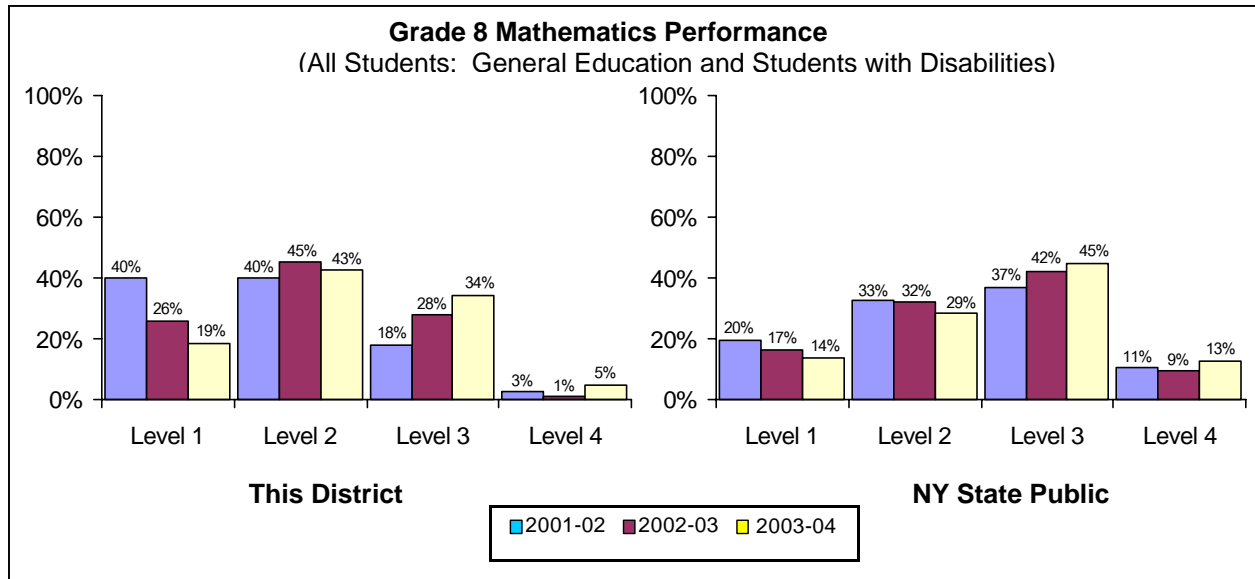
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	27	9	17	56	109

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	#	#	#	#	4

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	661	662	294	42	1659	688
May 2003	442	767	472	22	1703	696
May 2004	327	755	600	84	1766	705

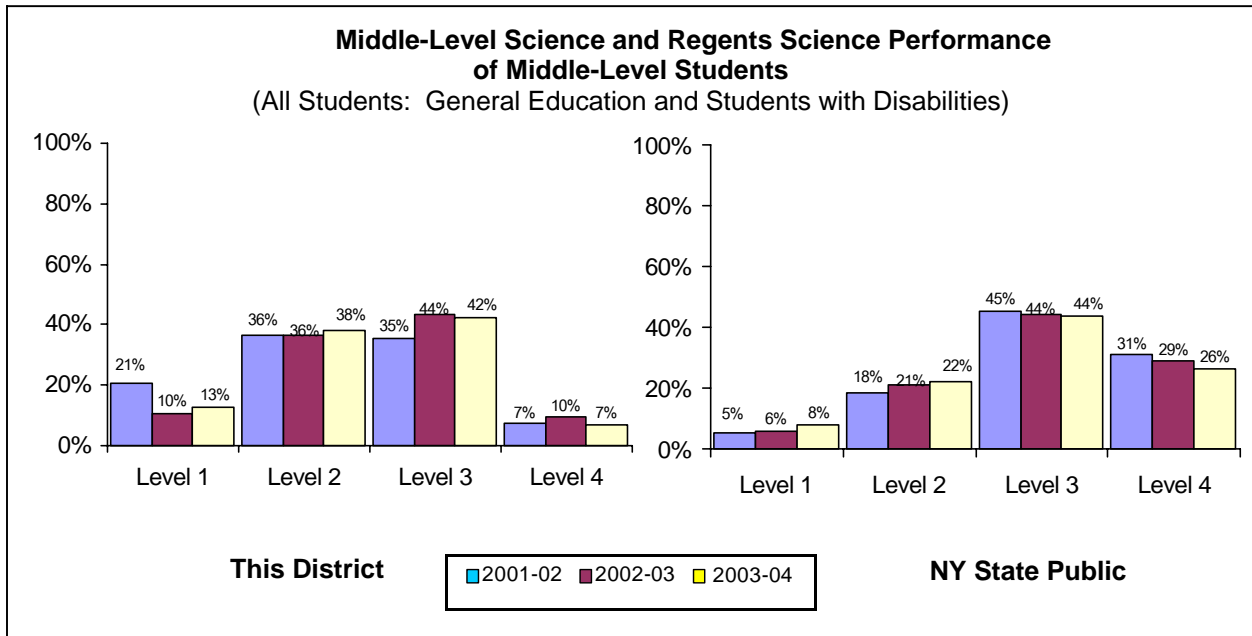
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	1	3	1	5

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	313	547	534	111	1505	59
	Regents Science	0	0	0	0	0	0
January/June 2003	Middle-Level Science	175	607	729	160	1671	65
	Regents Science	0	0	0	0	0	0
January/June 2004	Middle-Level Science	189	585	569	87	1430	62
	Regents Science	19	33	115	22	189	71

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

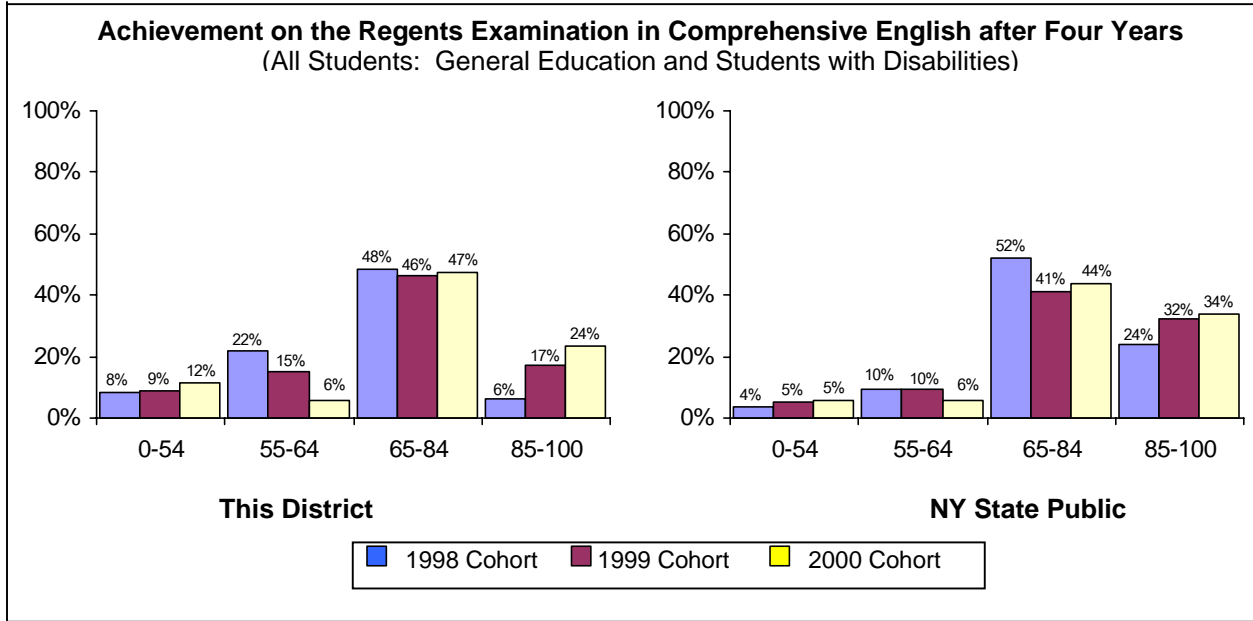
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

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

High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1998 Cohort	957	81	211	462	58	0
1999 Cohort	1103	95	165	512	192	0
2000 Cohort	1119	131	67	528	263	0

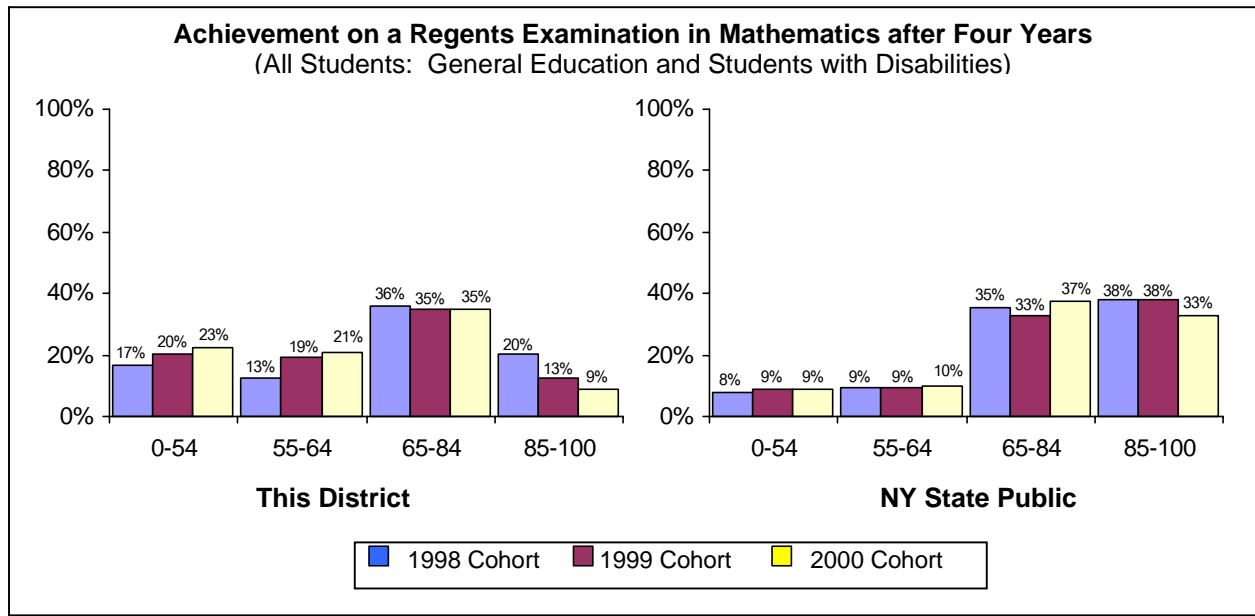
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
1998 Cohort	28	26
1999 Cohort	17	14
2000 Cohort	14	42

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

High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



Mathematics Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1998 Cohort	957	161	122	345	195	0
1999 Cohort	1103	224	212	383	138	0
2000 Cohort	1119	253	232	388	98	0

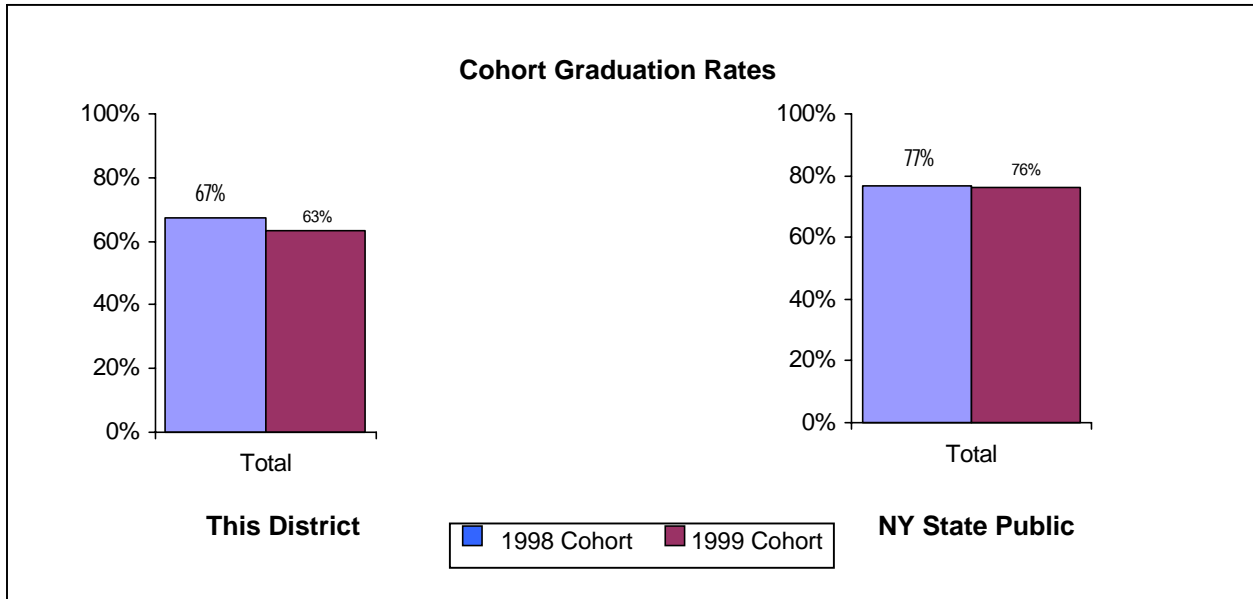
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1998 Cohort	58	18
1999 Cohort	46	8
2000 Cohort	46	17

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

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 and 1999 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	921	70	991	666
1999 Cohort	1067	178	1245	788

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

Analysis of Student Subgroup Performance

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

This section of the district report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2003–04 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

Elementary Level English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	3	s	s	s	3	s	s	s
Black	530	91%	53%	16%	571	91%	57%	12%
Hispanic	698	96%	64%	21%	693	95%	62%	15%
Asian or Pacific Islander	101	s	s	s	81	s	s	s
White	308	98%	76%	29%	290	97%	81%	28%
Total	1640	95%	64%	22%	1638	94%	65%	17%
Small Group Totals (s)	104	99%	84%	42%	84	100%	89%	30%
Results by Disability Status								
General-education students	1459	97%	68%	25%	1457	98%	70%	19%
Students with disabilities	181	82%	32%	3%	181	67%	28%	1%
Total	1640	95%	64%	22%	1638	94%	65%	17%
Results by Gender								
Female	786	96%	65%	26%	823	95%	69%	20%
Male	854	94%	63%	19%	815	93%	61%	14%
Total	1640	95%	64%	22%	1638	94%	65%	17%
Results by English Proficiency Status								
English proficient	1576	95%	65%	23%	1571	94%	66%	17%
Limited English proficient	64	92%	38%	8%	67	91%	51%	9%
Total	1640	95%	64%	22%	1638	94%	65%	17%
Results by Income Level								
Economically disadvantaged	1063	94%	58%	16%	1114	93%	58%	13%
Not disadvantaged	577	97%	73%	33%	524	97%	79%	25%
Total	1640	95%	64%	22%	1638	94%	65%	17%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1640	95%	64%	22%	1638	94%	65%	17%
Total	1640	95%	64%	22%	1638	94%	65%	17%

Elementary Level Mathematics

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	3	s	s	s	3	s	s	s
Black	537	95%	69%	22%	576	93%	69%	19%
Hispanic	928	95%	74%	25%	881	95%	76%	24%
Asian or Pacific Islander	117	s	s	s	103	s	s	s
White	339	96%	85%	42%	307	97%	90%	43%
Total	1924	95%	75%	29%	1870	95%	77%	26%
Small Group Totals (s)	120	98%	86%	55%	106	98%	91%	38%
Results by Disability Status								
General-education students	1714	97%	78%	31%	1641	98%	82%	29%
Students with disabilities	210	84%	48%	10%	229	71%	40%	9%
Total	1924	95%	75%	29%	1870	95%	77%	26%
Results by Gender								
Female	925	95%	74%	29%	933	96%	79%	28%
Male	999	95%	76%	28%	937	94%	75%	25%
Total	1924	95%	75%	29%	1870	95%	77%	26%
Results by English Proficiency Status								
English proficient	1574	97%	79%	32%	1564	95%	80%	29%
Limited English proficient	350	89%	59%	15%	306	93%	64%	14%
Total	1924	95%	75%	29%	1870	95%	77%	26%
Results by Income Level								
Economically disadvantaged	1292	95%	72%	24%	1303	94%	73%	22%
Not disadvantaged	632	97%	82%	38%	567	97%	86%	36%
Total	1924	95%	75%	29%	1870	95%	77%	26%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1924	95%	75%	29%	1870	95%	77%	26%
Total	1924	95%	75%	29%	1870	95%	77%	26%

Elementary Level

Science*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	3	s	s	s
Black	569	93%	72%	24%
Hispanic	874	94%	74%	27%
Asian or Pacific Islander	103	s	s	s
White	304	98%	88%	50%
Total	1853	95%	76%	31%
Small Group Totals (s)	106	99%	89%	42%
Results by Disability Status				
General-education students	1628	98%	81%	34%
Students with disabilities	225	73%	46%	11%
Total	1853	95%	76%	31%
Results by Gender				
Female	929	95%	75%	29%
Male	924	94%	78%	33%
Total	1853	95%	76%	31%
Results by English Proficiency Status				
English proficient	1547	95%	80%	35%
Limited English proficient	306	91%	58%	12%
Total	1853	95%	76%	31%
Results by Income Level				
Economically disadvantaged	1287	94%	72%	24%
Not disadvantaged	566	97%	87%	46%
Total	1853	95%	76%	31%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	1853	95%	76%	31%
Total	1853	95%	76%	31%

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

Middle Level
English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	2	s	s	s
Black	552	81%	22%	1%	529	80%	24%	2%
Hispanic	717	81%	26%	2%	761	87%	21%	1%
Asian or Pacific Islander	69	90%	45%	10%	87	s	s	s
White	277	92%	47%	6%	279	94%	46%	9%
Total	1615	83%	29%	3%	1658	86%	28%	3%
Small Group Totals (s)	0	0%	0%	0%	89	98%	53%	8%
Results by Disability Status								
General-education students	1404	87%	33%	3%	1410	92%	32%	3%
Students with disabilities	211	58%	5%	0%	248	54%	5%	0%
Total	1615	83%	29%	3%	1658	86%	28%	3%
Results by Gender								
Female	791	87%	36%	3%	784	90%	34%	4%
Male	824	79%	23%	2%	874	83%	23%	2%
Total	1615	83%	29%	3%	1658	86%	28%	3%
Results by English Proficiency Status								
English proficient	1523	84%	31%	3%	1558	88%	30%	3%
Limited English proficient	92	59%	5%	0%	100	66%	4%	0%
Total	1615	83%	29%	3%	1658	86%	28%	3%
Results by Income Level								
Economically disadvantaged	323	75%	24%	3%	354	82%	21%	1%
Not disadvantaged	1292	85%	31%	3%	1304	87%	30%	3%
Total	1615	83%	29%	3%	1658	86%	28%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1615	83%	29%	3%	1658	86%	28%	3%
Total	1615	83%	29%	3%	1658	86%	28%	3%

**Middle Level
Mathematics**

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	3	s	s	s
Black	564	68%	21%	0%	537	79%	30%	3%
Hispanic	781	72%	24%	0%	829	79%	34%	3%
Asian or Pacific Islander	77	s	s	s	95	s	s	s
White	280	89%	51%	4%	302	89%	56%	11%
Total	1703	74%	29%	1%	1766	81%	39%	5%
Small Group Totals (s)	78	86%	60%	8%	98	90%	72%	13%
Results by Disability Status								
General-education students	1489	77%	31%	1%	1519	85%	42%	5%
Students with disabilities	214	57%	15%	0%	247	60%	20%	2%
Total	1703	74%	29%	1%	1766	81%	39%	5%
Results by Gender								
Female	834	78%	32%	2%	841	81%	42%	5%
Male	869	71%	26%	1%	925	82%	36%	4%
Total	1703	74%	29%	1%	1766	81%	39%	5%
Results by English Proficiency Status								
English proficient	1523	77%	31%	1%	1561	84%	41%	5%
Limited English proficient	180	50%	9%	1%	205	64%	20%	3%
Total	1703	74%	29%	1%	1766	81%	39%	5%
Results by Income Level								
Economically disadvantaged	370	69%	26%	1%	418	75%	34%	4%
Not disadvantaged	1333	75%	30%	1%	1348	84%	40%	5%
Total	1703	74%	29%	1%	1766	81%	39%	5%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1703	74%	29%	1%	1766	81%	39%	5%
Total	1703	74%	29%	1%	1766	81%	39%	5%

Middle Level

Science

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	3	s	s	s
Black	535	87%	44%	5%	442	82%	38%	3%
Hispanic	741	89%	49%	5%	692	88%	43%	4%
Asian or Pacific Islander	97	s	s	s	62	s	s	s
White	297	93%	73%	23%	231	90%	65%	17%
Total	1671	90%	53%	10%	1430	87%	46%	6%
Small Group Totals (s)	98	96%	76%	28%	65	91%	65%	14%
Results by Disability Status								
General-education students	1491	92%	56%	11%	1206	89%	50%	7%
Students with disabilities	180	72%	27%	2%	224	73%	25%	1%
Total	1671	90%	53%	10%	1430	87%	46%	6%
Results by Gender								
Female	840	91%	52%	9%	664	87%	45%	6%
Male	831	88%	54%	10%	766	86%	47%	6%
Total	1671	90%	53%	10%	1430	87%	46%	6%
Results by English Proficiency Status								
English proficient	1518	91%	57%	10%	1247	89%	49%	7%
Limited English proficient	153	75%	20%	1%	183	74%	24%	3%
Total	1671	90%	53%	10%	1430	87%	46%	6%
Results by Income Level								
Economically disadvantaged	375	86%	51%	7%	343	85%	40%	6%
Not disadvantaged	1296	91%	54%	10%	1087	87%	48%	6%
Total	1671	90%	53%	10%	1430	87%	46%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1671	90%	53%	10%	1430	87%	46%	6%
Total	1671	90%	53%	10%	1430	87%	46%	6%

1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.

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

Student Subgroup	1999 Cohort					2000 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	1	s	s	s	s
Black	315	59	183	9	80%	319	22	186	5	67%
Hispanic	431	72	253	5	77%	462	35	317	6	77%
Asian or Pacific Islander	83	5	67	1	88%	68	s	s	s	s
White	274	29	201	2	85%	269	7	229	2	88%
Total	1103	165	704	17	80%	1119	67	791	14	78%
Small Group Totals (s)	0	0	0	0	0%	69	3	59	1	91%
Results by Disability Status										
General-education students	996	147	684	1	84%	988	62	771	1	84%
Students with disabilities	107	18	20	16	50%	131	5	20	13	29%
Total	1103	165	704	17	80%	1119	67	791	14	78%
Results by Gender										
Female	575	82	390	7	83%	585	36	427	11	81%
Male	528	83	314	10	77%	534	31	364	3	75%
Total	1103	165	704	17	80%	1119	67	791	14	78%
Results by English Proficiency Status										
English proficient	1016	148	671	15	82%	1026	56	749	13	80%
Limited English proficient	87	17	33	2	60%	93	11	42	1	58%
Total	1103	165	704	17	80%	1119	67	791	14	78%
Results by Income Level										
Economically disadvantaged	759	132	485	13	83%	793	57	576	12	81%
Not disadvantaged	344	33	219	4	74%	326	10	215	2	70%
Total	1103	165	704	17	80%	1119	67	791	14	78%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1103	165	704	17	80%	1119	67	791	14	78%
Total	1103	165	704	17	80%	1119	67	791	14	78%

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

Student Subgroup	1999 Cohort					2000 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	1	s	s	s	s
Black	315	67	124	13	65%	319	73	91	23	59%
Hispanic	431	90	176	17	66%	462	98	182	14	64%
Asian or Pacific Islander	83	13	57	1	86%	68	s	s	s	s
White	274	42	164	15	81%	269	52	161	8	82%
Total	1103	212	521	46	71%	1119	232	486	46	68%
Small Group Totals (s)	0	0	0	0	0%	69	9	52	1	90%
Results by Disability Status										
General-education students	996	207	508	3	72%	988	223	476	2	71%
Students with disabilities	107	5	13	43	57%	131	9	10	44	48%
Total	1103	212	521	46	71%	1119	232	486	46	68%
Results by Gender										
Female	575	111	294	19	74%	585	128	250	18	68%
Male	528	101	227	27	67%	534	104	236	28	69%
Total	1103	212	521	46	71%	1119	232	486	46	68%
Results by English Proficiency Status										
English proficient	1016	192	494	43	72%	1026	211	454	45	69%
Limited English proficient	87	20	27	3	57%	93	21	32	1	58%
Total	1103	212	521	46	71%	1119	232	486	46	68%
Results by Income Level										
Economically disadvantaged	759	152	361	30	72%	793	172	345	39	70%
Not disadvantaged	344	60	160	16	69%	326	60	141	7	64%
Total	1103	212	521	46	71%	1119	232	486	46	68%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1103	212	521	46	71%	1119	232	486	46	68%
Total	1103	212	521	46	71%	1119	232	486	46	68%

Cohort Graduation Rates

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

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	0	0%
Black	259	65%	365	59%
Hispanic	380	58%	503	56%
Asian or Pacific Islander	82	s	84	85%
White	269	76%	293	74%
Total	991	67%	1245	63%
Small Group Totals (s)	83	81%	0	0%
Results by Disability Status				
General-education students	924	68%	1132	66%
Students with disabilities	67	54%	113	40%
Total	991	67%	1245	63%
Results by Gender				
Female	474	75%	637	67%
Male	517	60%	608	59%
Total	991	67%	1245	63%
Results by English Proficiency Status				
English proficient	935	68%	1145	64%
Limited English proficient	56	46%	100	52%
Total	991	67%	1245	63%
Results by Income Level				
Economically disadvantaged	528	85%	651	80%
Not disadvantaged	463	47%	594	45%
Total	991	67%	1245	63%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	991	67%	1245	63%
Total	991	67%	1245	63%

Glossary

Accountability Cohort: An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

Component Retests: Component retests were offered in Regents English and Mathematics A to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Limited English Proficient (LEP) Students: Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40th percentile on an English language assessment instrument. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates students with severe disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.