

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  
Greece Central School District**

**April 2006**

# 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: April 2006*, 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: Josephine Kehoe		Phone: (585)621-1000
<b>Organization</b> <b>2004–05</b>	Grade Range	Student Enrollment
	NA	13273

<b>2003–04 District-wide Total Expenditure per Pupil</b>	\$11,550
<b>2003–04 NYS Public Schools Total Expenditure per Pupil</b>	\$13,826

### 2004–05 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
2,611	97%

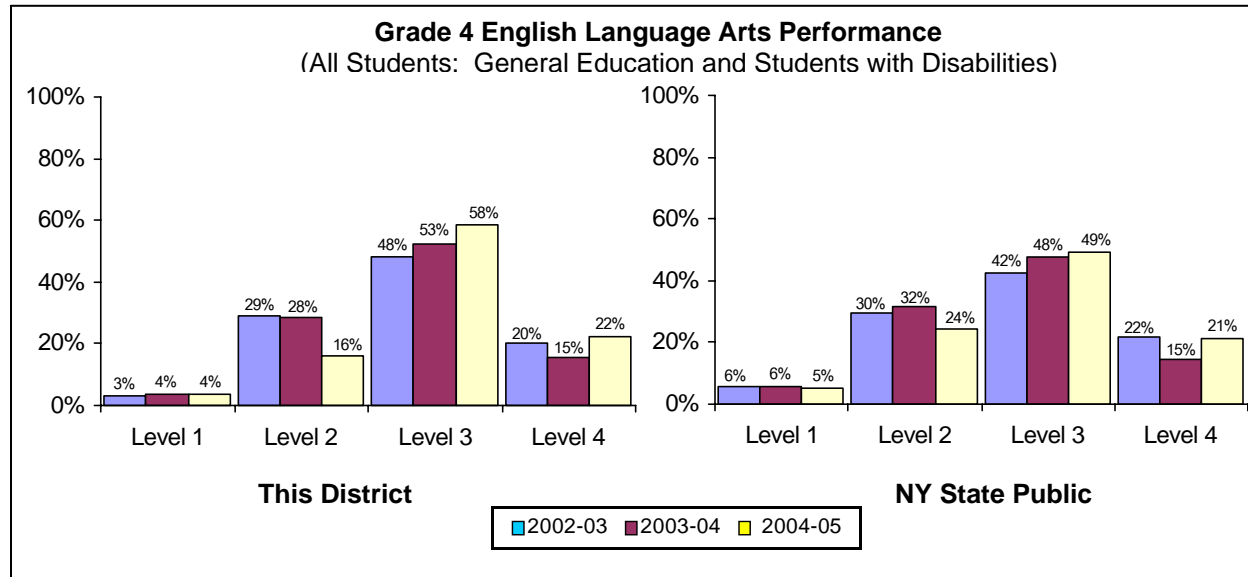
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2004–05 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,032	1%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Percentages less than 0.51 will appear as zero because of rounding.

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	
Feb 2003	30	283	472	197	982	661
Feb 2004	36	263	488	142	929	660
Feb 2005	31	142	517	195	885	670

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> .

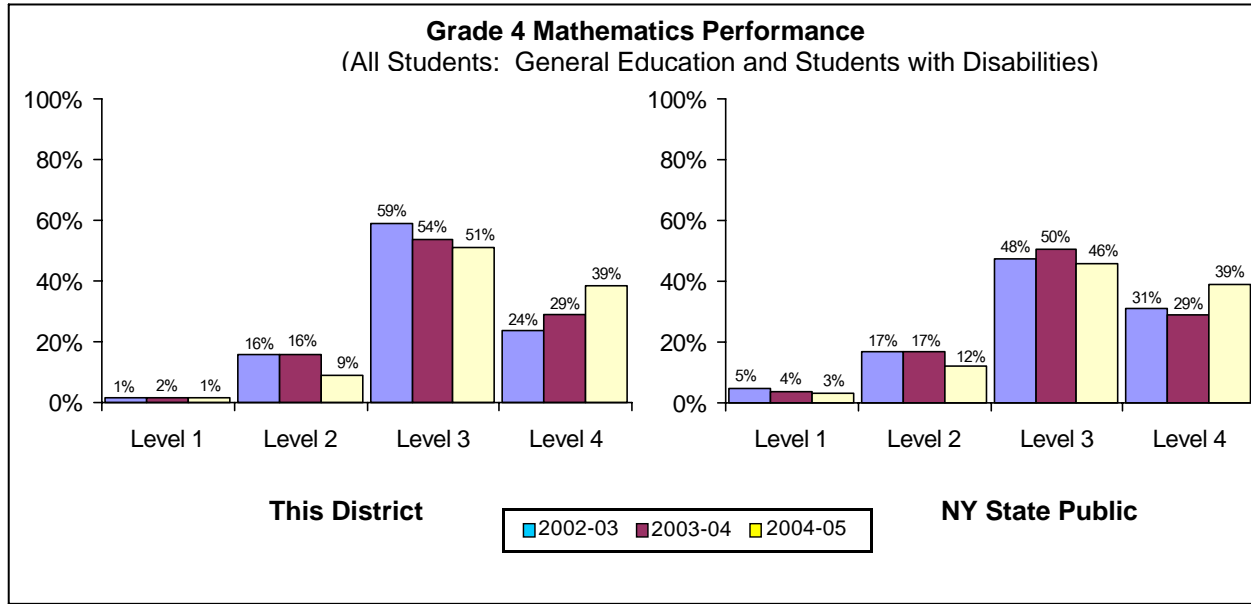
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	4	2	12	18

### 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
2004–05	0	1	0	5	6

## Elementary Level Mathematics



Percentages less than 0.51 will appear as zero because of rounding.

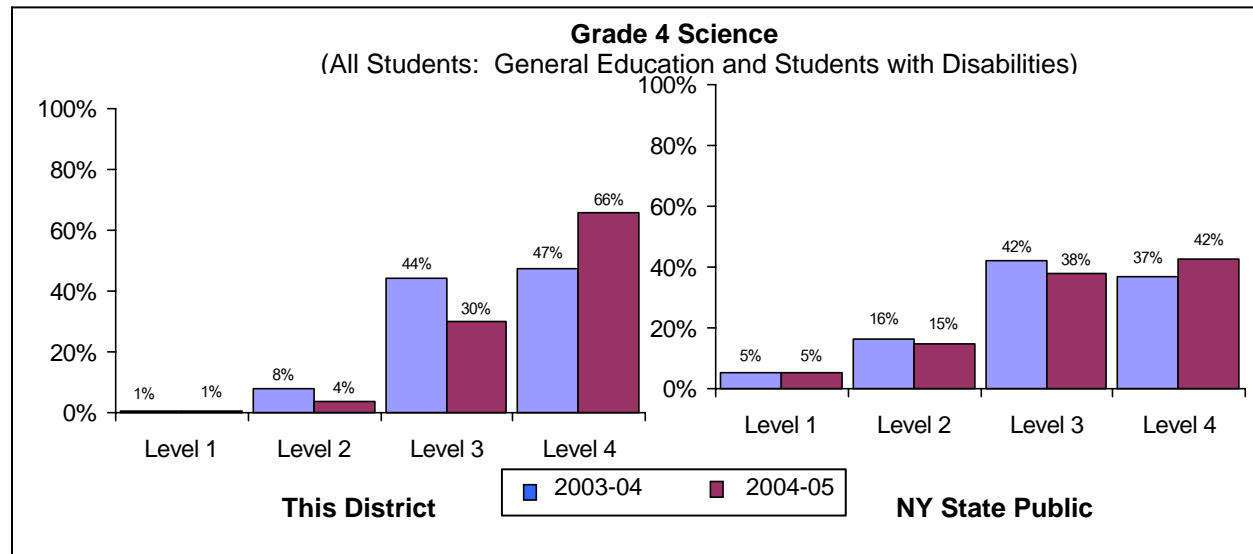
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	15	160	590	240	1005	660
May 2004	16	151	509	273	949	664
May 2005	12	82	461	349	904	672

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>2004-05</b>	0	1	0	5	6

## Elementary Level Science\*



Percentages less than 0.51 will appear as zero because of rounding.

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	5	76	416	445	942	81
May 2005	6	33	269	596	904	86

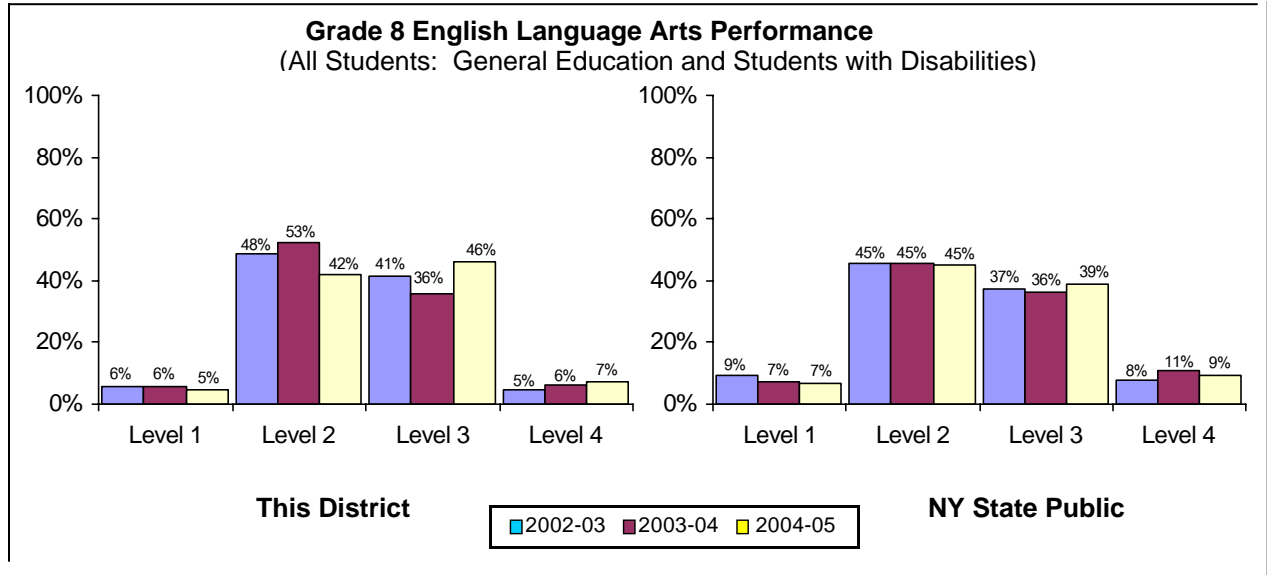
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
<b>2004-05</b>	0	0	0	5	5

\*Only two years of data are 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 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	64	549	469	51	1133	694
January 2004	70	664	453	77	1264	695
January 2005	48	444	487	78	1057	700

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

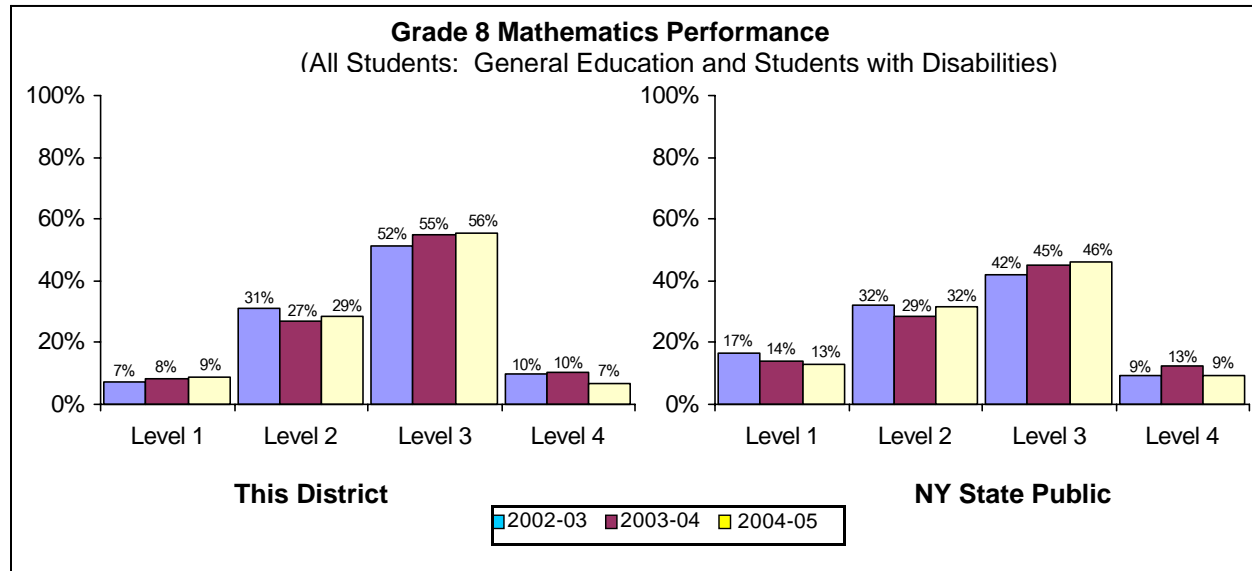
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	1	1	3	5

### 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
2004-05	0	1	2	5	8



## Middle Level Mathematics



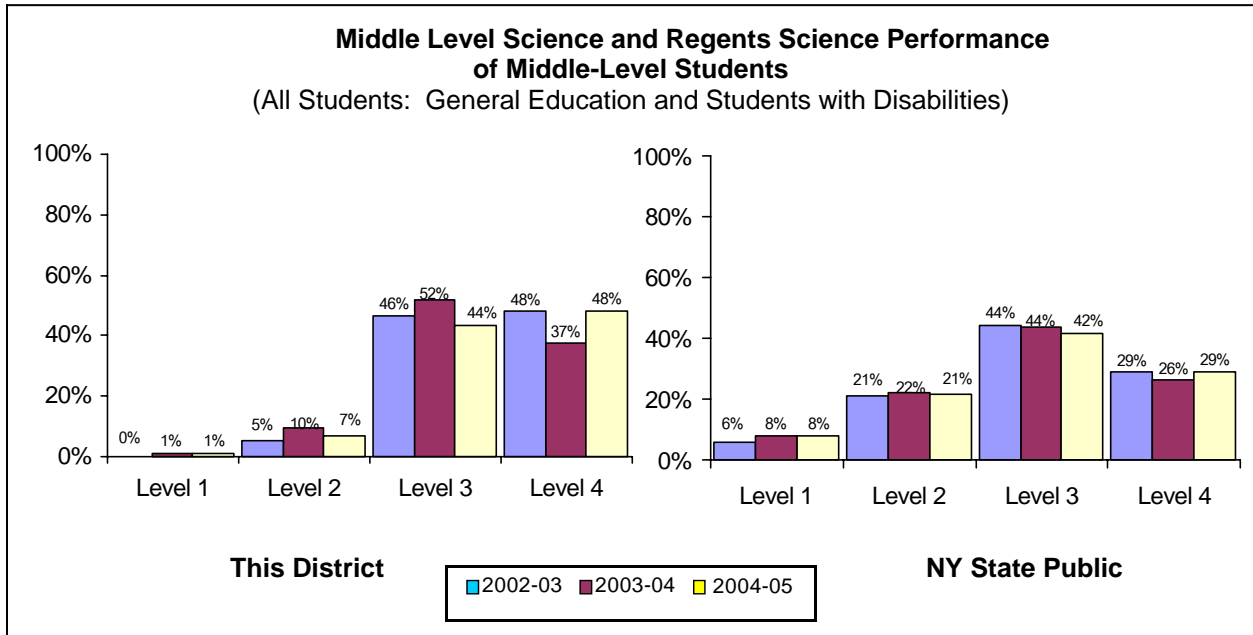
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	81	353	582	114	1130	723
May 2004	101	338	687	130	1256	724
May 2005	96	306	593	70	1065	720

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
2004-05	0	1	1	6	8

## Middle Level Science



Percentages less than 0.51 will appear as zero because of rounding.

Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/	Middle-Level Science	2	55	415	370	842	80
June 2003	Regents Science	0	1	100	165	266	86
January/	Middle-Level Science	14	118	482	268	882	76
June 2004	Regents Science	0	0	162	194	356	86
January/	Middle-Level Science	13	73	354	271	711	78
June 2005	Regents Science	0	0	96	225	321	87

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.

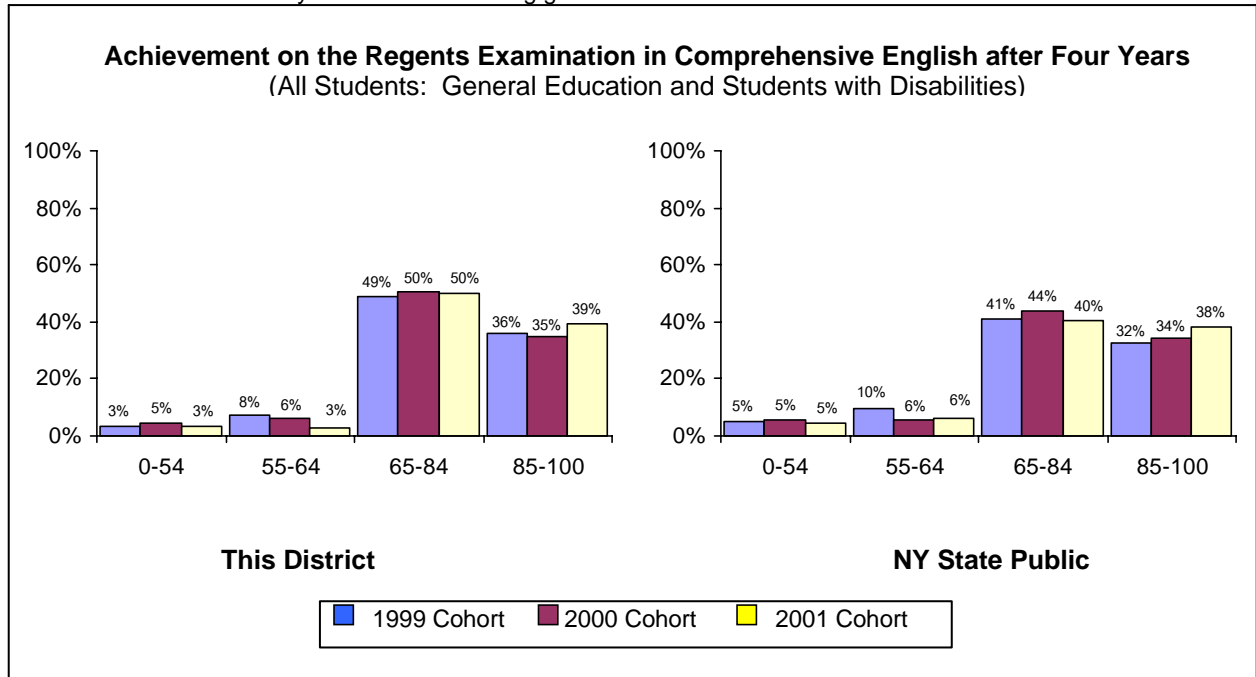
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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>2004-05</b>	1	0	2	6	9

# High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability 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.



Percentages less than 0.51 will appear as zero because of rounding.

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>1999 Cohort</b>	965	30	73	472	346	0
<b>2000 Cohort</b>	1050	48	62	528	367	0
<b>2001 Cohort</b>	987	31	29	493	388	0

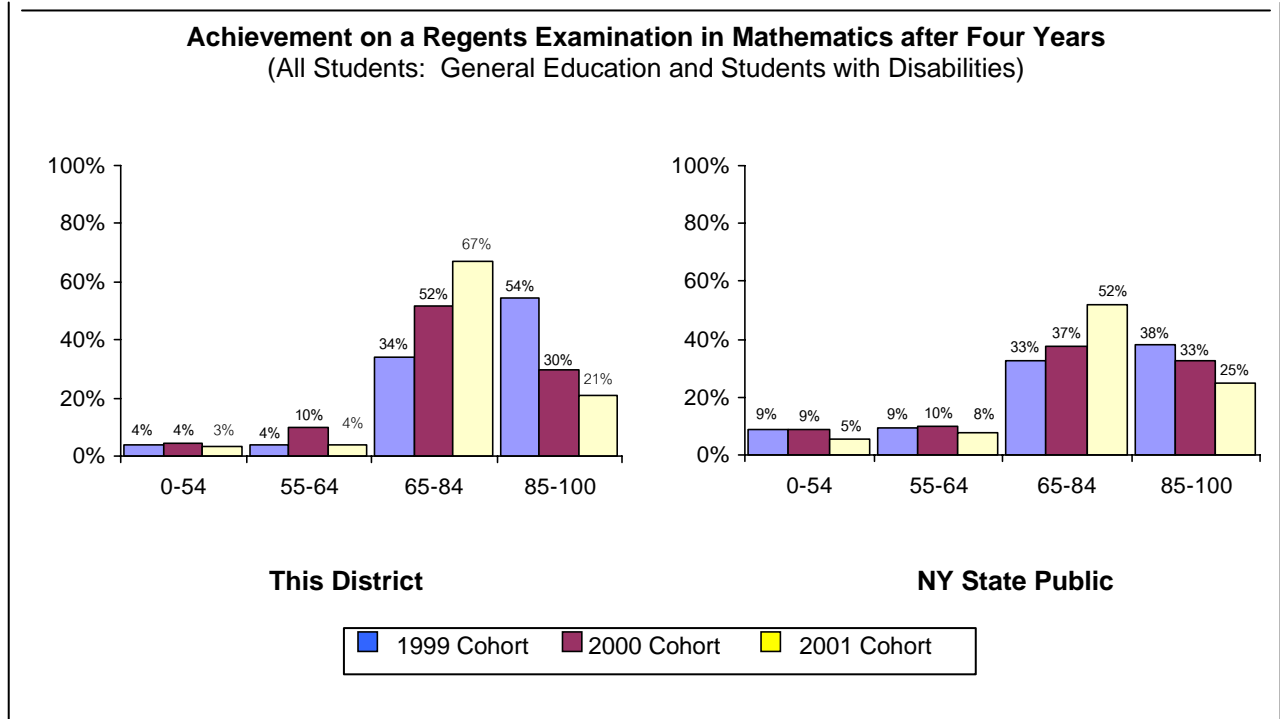
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>1999 Cohort</b>	15	5
<b>2000 Cohort</b>	18	15
<b>2001 Cohort</b>	6	10

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

# High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability 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.



Percentages less than 0.51 will appear as zero because of rounding.

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>1999 Cohort</b>	965	36	35	327	524	0
<b>2000 Cohort</b>	1050	47	103	541	311	0
<b>2001 Cohort</b>	987	31	39	660	205	0

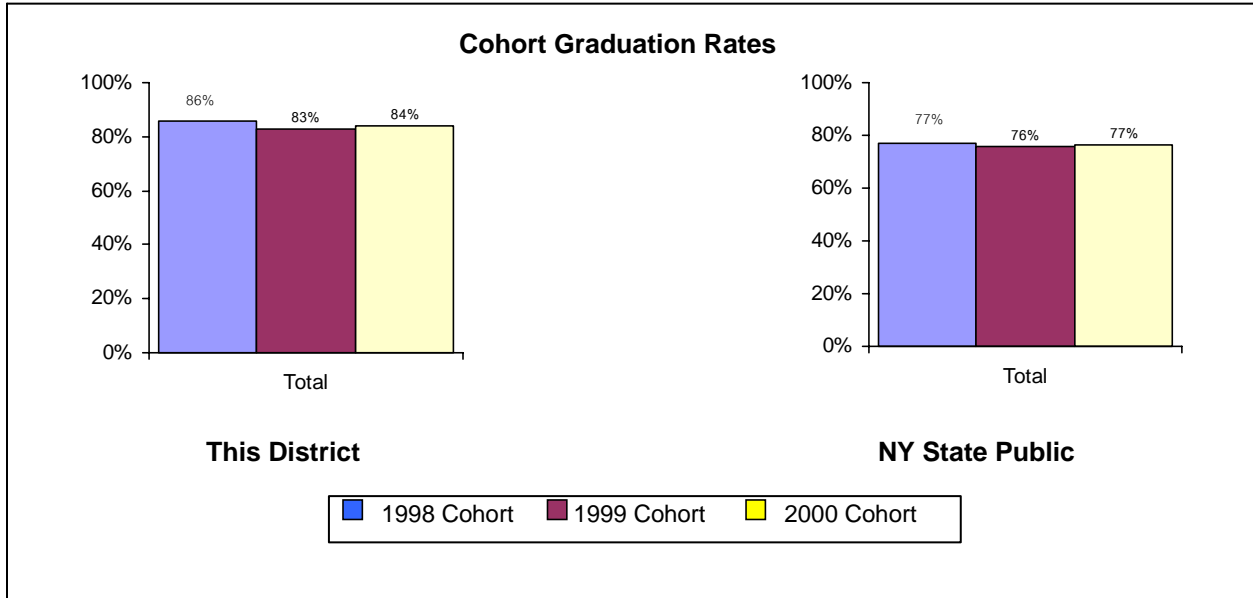
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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>1999 Cohort</b>	29	2
<b>2000 Cohort</b>	33	1
<b>2001 Cohort</b>	18	2

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

## 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, 1999, and 2000 district accountability cohorts for English and mathematics.



Percentages less than 0.51 will appear as zero because of rounding.

Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	962	65	1027	882
1999 Cohort	954	91	1045	866
2000 Cohort	1041	79	1120	944

\*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 district 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 2004–05 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	2003-04				2004-05			
	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	4	s	s	s	1	s	s	s
Black	68	87%	46%	3%	65	91%	58%	9%
Hispanic	44	91%	64%	7%	34	91%	79%	21%
Asian or Pacific Islander	9	s	s	s	17	s	s	s
White	804	97%	70%	17%	768	97%	83%	23%
Total	929	96%	68%	15%	885	96%	80%	22%
Small Group Totals (s)	13	100%	69%	15%	18	94%	67%	33%
<b>Results by Disability Status</b>								
General-education students	844	98%	73%	17%	816	99%	85%	24%
Students with disabilities	85	80%	19%	1%	69	62%	29%	0%
Total	929	96%	68%	15%	885	96%	80%	22%
<b>Results by Gender</b>								
Female	452	96%	70%	19%	445	98%	84%	29%
Male	477	96%	66%	12%	440	95%	77%	15%
Total	929	96%	68%	15%	885	96%	80%	22%
<b>Results by English Proficiency Status</b>								
English proficient	928	s	s	s	878	97%	81%	22%
Limited English proficient	1	s	s	s	7	86%	57%	0%
Total	929	96%	68%	15%	885	96%	80%	22%
<b>Results by Income Level</b>								
Economically disadvantaged	281	93%	52%	7%	213	90%	69%	16%
Not disadvantaged	648	98%	75%	19%	672	99%	84%	24%
Total	929	96%	68%	15%	885	96%	80%	22%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	929	96%	68%	15%	885	96%	80%	22%
Total	929	96%	68%	15%	885	96%	80%	22%

## Elementary Level Mathematics

Student Subgroup	2003-04				2004-05			
	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	5	100%	80%	0%	1	s	s	s
Black	69	93%	57%	4%	65	94%	72%	14%
Hispanic	48	96%	71%	15%	37	95%	86%	22%
Asian or Pacific Islander	12	100%	83%	25%	21	s	s	s
White	815	99%	85%	32%	780	99%	91%	41%
Total	949	98%	82%	29%	904	99%	90%	39%
Small Group Totals (s)	0	0%	0%	0%	22	100%	95%	55%
<b>Results by Disability Status</b>								
General-education students	863	99%	86%	31%	835	100%	93%	41%
Students with disabilities	86	88%	42%	5%	69	87%	51%	4%
Total	949	98%	82%	29%	904	99%	90%	39%
<b>Results by Gender</b>								
Female	459	98%	82%	25%	457	99%	90%	40%
Male	490	99%	83%	32%	447	98%	89%	37%
Total	949	98%	82%	29%	904	99%	90%	39%
<b>Results by English Proficiency Status</b>								
English proficient	928	98%	83%	29%	879	99%	90%	39%
Limited English proficient	21	90%	48%	10%	25	96%	76%	24%
Total	949	98%	82%	29%	904	99%	90%	39%
<b>Results by Income Level</b>								
Economically disadvantaged	290	97%	68%	14%	225	96%	82%	24%
Not disadvantaged	659	99%	89%	35%	679	100%	92%	43%
Total	949	98%	82%	29%	904	99%	90%	39%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	949	98%	82%	29%	904	99%	90%	39%
Total	949	98%	82%	29%	904	99%	90%	39%



## Elementary Level Science

Student Subgroup	2003-04				2004-05			
	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	5	100%	100%	20%	2	s	s	s
Black	68	99%	71%	22%	67	96%	84%	45%
Hispanic	47	100%	89%	38%	37	97%	95%	62%
Asian or Pacific Islander	12	100%	100%	25%	21	s	s	s
White	810	100%	93%	50%	777	100%	97%	68%
Total	942	99%	91%	47%	904	99%	96%	66%
Small Group Totals (s)	0	0%	0%	0%	23	100%	96%	61%
<b>Results by Disability Status</b>								
General-education students	856	100%	93%	51%	836	100%	97%	69%
Students with disabilities	86	97%	76%	14%	68	97%	78%	25%
Total	942	99%	91%	47%	904	99%	96%	66%
<b>Results by Gender</b>								
Female	455	100%	91%	46%	456	99%	96%	68%
Male	487	99%	92%	48%	448	100%	96%	64%
Total	942	99%	91%	47%	904	99%	96%	66%
<b>Results by English Proficiency Status</b>								
English proficient	921	100%	92%	48%	879	99%	96%	67%
Limited English proficient	21	95%	71%	19%	25	96%	92%	28%
Total	942	99%	91%	47%	904	99%	96%	66%
<b>Results by Income Level</b>								
Economically disadvantaged	287	99%	84%	32%	226	98%	91%	48%
Not disadvantaged	655	100%	95%	54%	678	100%	97%	72%
Total	942	99%	91%	47%	904	99%	96%	66%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	942	99%	91%	47%	904	99%	96%	66%
Total	942	99%	91%	47%	904	99%	96%	66%

**Middle Level**  
**English Language Arts**

Student Subgroup	2003-04				2004-05			
	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	8	88%	25%	0%	4	s	s	s
Black	70	84%	21%	0%	95	93%	28%	1%
Hispanic	48	83%	19%	0%	51	92%	25%	2%
Asian or Pacific Islander	17	94%	71%	24%	19	s	s	s
White	1121	96%	44%	7%	888	96%	58%	8%
Total	1264	94%	42%	6%	1057	95%	53%	7%
Small Group Totals (s)	0	0%	0%	0%	23	91%	52%	9%
<b>Results by Disability Status</b>								
General-education students	1121	98%	47%	7%	925	98%	59%	8%
Students with disabilities	143	68%	5%	1%	132	76%	13%	1%
Total	1264	94%	42%	6%	1057	95%	53%	7%
<b>Results by Gender</b>								
Female	606	97%	48%	9%	551	97%	56%	9%
Male	658	93%	36%	3%	506	93%	50%	6%
Total	1264	94%	42%	6%	1057	95%	53%	7%
<b>Results by English Proficiency Status</b>								
English proficient	1259	95%	42%	6%	1046	96%	54%	7%
Limited English proficient	5	40%	0%	0%	11	64%	18%	0%
Total	1264	94%	42%	6%	1057	95%	53%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	311	87%	25%	2%	252	90%	34%	4%
Not disadvantaged	953	97%	47%	7%	805	97%	60%	9%
Total	1264	94%	42%	6%	1057	95%	53%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1264	94%	42%	6%	1057	95%	53%	7%
Total	1264	94%	42%	6%	1057	95%	53%	7%

## Middle Level Mathematics

Student Subgroup	2003-04				2004-05			
	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	8	100%	63%	0%	4	s	s	s
Black	70	74%	36%	1%	94	81%	35%	3%
Hispanic	46	72%	33%	0%	52	75%	35%	2%
Asian or Pacific Islander	19	95%	84%	26%	20	s	s	s
White	1113	94%	68%	11%	895	93%	66%	7%
Total	1256	92%	65%	10%	1065	91%	62%	7%
Small Group Totals (s)	0	0%	0%	0%	24	83%	71%	8%
<b>Results by Disability Status</b>								
General-education students	1118	95%	70%	11%	930	95%	68%	7%
Students with disabilities	138	67%	28%	2%	135	63%	20%	1%
Total	1256	92%	65%	10%	1065	91%	62%	7%
<b>Results by Gender</b>								
Female	601	92%	65%	12%	554	92%	64%	6%
Male	655	92%	65%	9%	511	90%	60%	8%
Total	1256	92%	65%	10%	1065	91%	62%	7%
<b>Results by English Proficiency Status</b>								
English proficient	1242	92%	65%	10%	1049	91%	63%	7%
Limited English proficient	14	57%	29%	0%	16	81%	31%	6%
Total	1256	92%	65%	10%	1065	91%	62%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	308	83%	46%	4%	260	83%	43%	2%
Not disadvantaged	948	95%	71%	12%	805	93%	68%	8%
Total	1256	92%	65%	10%	1065	91%	62%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1256	92%	65%	10%	1065	91%	62%	7%
Total	1256	92%	65%	10%	1065	91%	62%	7%

**Middle Level  
Science**

Student Subgroup	2003-04				2004-05			
	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	7	100%	86%	14%	1	s	s	s
Black	62	95%	71%	6%	71	96%	65%	18%
Hispanic	41	98%	61%	15%	41	93%	73%	24%
Asian or Pacific Islander	9	100%	78%	33%	14	s	s	s
White	763	99%	88%	33%	584	99%	92%	42%
Total	882	98%	85%	30%	711	98%	88%	38%
Small Group Totals (s)	0	0%	0%	0%	15	100%	93%	27%
<b>Results by Disability Status</b>								
General-education students	751	99%	89%	34%	586	100%	92%	43%
Students with disabilities	131	94%	63%	11%	125	90%	70%	17%
Total	882	98%	85%	30%	711	98%	88%	38%
<b>Results by Gender</b>								
Female	386	98%	81%	23%	364	98%	87%	34%
Male	496	99%	88%	36%	347	98%	89%	42%
Total	882	98%	85%	30%	711	98%	88%	38%
<b>Results by English Proficiency Status</b>								
English proficient	870	99%	85%	31%	697	98%	88%	39%
Limited English proficient	12	92%	58%	0%	14	100%	79%	14%
Total	882	98%	85%	30%	711	98%	88%	38%
<b>Results by Income Level</b>								
Economically disadvantaged	258	96%	75%	19%	203	96%	80%	27%
Not disadvantaged	624	100%	89%	35%	508	99%	91%	43%
Total	882	98%	85%	30%	711	98%	88%	38%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	882	98%	85%	30%	711	98%	88%	38%
Total	882	98%	85%	30%	711	98%	88%	38%

## 2000 and 2001 High School Cohorts

General-education students who first entered ninth grade in 2000 or 2001 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	2000 Cohort					2001 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		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	7	0	7	0	100%	3	s	s	s	s
Black	42	3	33	0	86%	34	2	26	1	85%
Hispanic	33	6	23	1	91%	34	1	28	0	85%
Asian or Pacific Islander	28	0	24	1	89%	28	s	s	s	s
White	940	53	808	16	93%	888	24	800	5	93%
Total	1050	62	895	18	93%	987	29	881	6	93%
Small Group Totals (s)	0	0	0	0	0%	31	2	27	0	94%
<b>Results by Disability Status</b>										
General-education students	921	41	846	2	97%	907	21	849	3	96%
Students with disabilities	129	21	49	16	67%	80	8	32	3	54%
Total	1050	62	895	18	93%	987	29	881	6	93%
<b>Results by Gender</b>										
Female	537	24	482	8	96%	456	14	412	2	94%
Male	513	38	413	10	90%	531	15	469	4	92%
Total	1050	62	895	18	93%	987	29	881	6	93%
<b>Results by English Proficiency Status</b>										
English proficient	1043	60	891	18	93%	974	27	873	6	93%
Limited English proficient	7	2	4	0	86%	13	2	8	0	77%
Total	1050	62	895	18	93%	987	29	881	6	93%
<b>Results by Income Level</b>										
Economically disadvantaged	150	17	103	7	85%	147	12	108	4	84%
Not disadvantaged	900	45	792	11	94%	840	17	773	2	94%
Total	1050	62	895	18	93%	987	29	881	6	93%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1050	62	895	18	93%	987	29	881	6	93%
Total	1050	62	895	18	93%	987	29	881	6	93%

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

Student Subgroup	2000 Cohort					2001 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		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	7	1	5	0	86%	3	s	s	s	s
Black	42	5	29	3	88%	34	3	23	4	88%
Hispanic	33	7	19	2	85%	34	4	26	0	88%
Asian or Pacific Islander	28	2	23	1	93%	28	s	s	s	s
White	940	88	776	27	95%	888	31	788	14	94%
Total	1050	103	852	33	94%	987	39	865	18	93%
Small Group Totals (s)	0	0	0	0	0%	31	1	28	0	94%
<b>Results by Disability Status</b>										
General-education students	921	84	805	7	97%	907	34	837	7	97%
Students with disabilities	129	19	47	26	71%	80	5	28	11	55%
Total	1050	103	852	33	94%	987	39	865	18	93%
<b>Results by Gender</b>										
Female	537	52	454	12	96%	456	19	399	11	94%
Male	513	51	398	21	92%	531	20	466	7	93%
Total	1050	103	852	33	94%	987	39	865	18	93%
<b>Results by English Proficiency Status</b>										
English proficient	1043	102	848	33	94%	974	37	856	18	94%
Limited English proficient	7	1	4	0	71%	13	2	9	0	85%
Total	1050	103	852	33	94%	987	39	865	18	93%
<b>Results by Income Level</b>										
Economically disadvantaged	150	27	98	10	90%	147	15	105	7	86%
Not disadvantaged	900	76	754	23	95%	840	24	760	11	95%
Total	1050	103	852	33	94%	987	39	865	18	93%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1050	103	852	33	94%	987	39	865	18	93%
Total	1050	103	852	33	94%	987	39	865	18	93%

## 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	1999 Cohort as of August 31, 2003		2000 Cohort as of August 31, 2004	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	6	83%	6	83%
Black	29	66%	43	81%
Hispanic	33	82%	38	68%
Asian or Pacific Islander	33	94%	31	74%
White	944	83%	1002	85%
Total	1045	83%	1120	84%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	940	86%	980	88%
Students with disabilities	105	54%	140	58%
Total	1045	83%	1120	84%
<b>Results by Gender</b>				
Female	511	86%	568	89%
Male	534	80%	552	80%
Total	1045	83%	1120	84%
<b>Results by English Proficiency Status</b>				
English proficient	1039	83%	1112	84%
Limited English proficient	6	33%	8	63%
Total	1045	83%	1120	84%
<b>Results by Income Level</b>				
Economically disadvantaged	116	70%	149	79%
Not disadvantaged	929	84%	971	85%
Total	1045	83%	1120	84%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	1045	83%	1120	84%
Total	1045	83%	1120	84%

## 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 2001 accountability cohort consists of all students who first entered grade 9 in the fall of 2001 who were enrolled on October 8, 2003). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (16) 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. 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 cognitive 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.