

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF SCHOOL PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for  
Sewanhaka High School  
in  
Sewanhaka Central High School District**

**April 2006**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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**School Report Card Coordinator  
Information and Reporting Services Team  
New York State Education Department  
Room 863 EBA  
89 Washington Avenue  
Albany, NY 12234  
E-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)**

The *New York State School 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 school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School 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 school 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 school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. 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, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school 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 School Performance in English Language Arts, Mathematics, and Science

## School Profile

Principal: Debra Lidowsky		Phone: (516)488-9600
<b>Organization</b> <b>2004–05</b>	Grade Range	Student Enrollment
	7-12	1595

<b>2003–04 School District-wide Total Expenditure per Pupil</b>	\$12,881
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<b>Similar Schools Group</b>	This school is in Similar Schools Group 51. All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.
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### 2004–05 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
433	99%

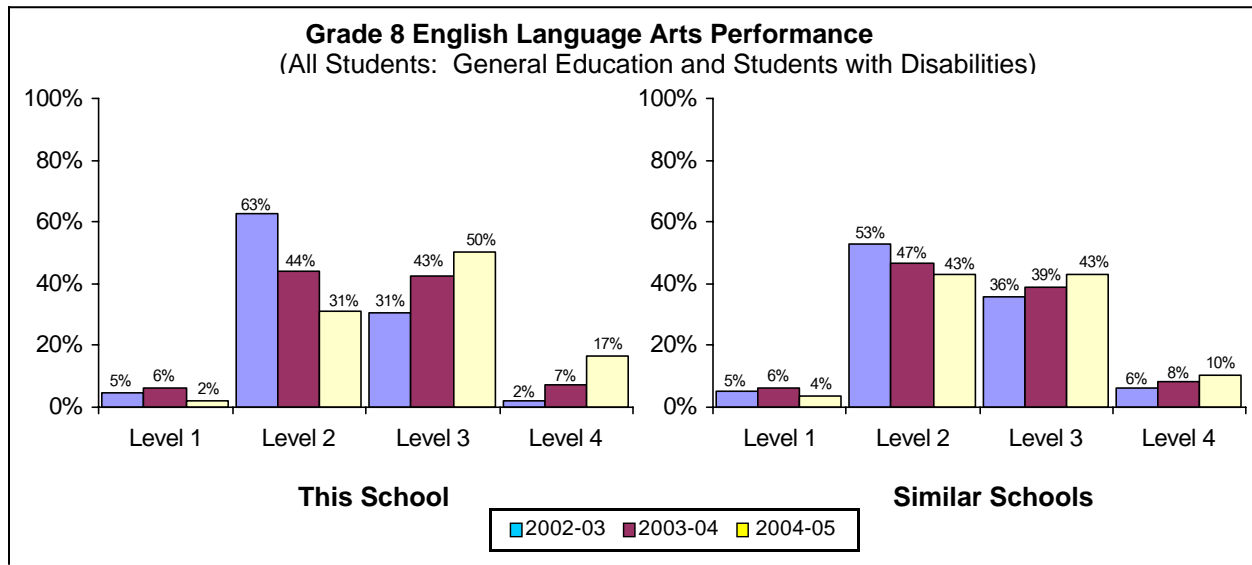
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
109	0%

\*Includes teachers with a modified temporary license.

## Middle Level English Language Arts



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

Performance at This School	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	14	194	95	7	310	689
January 2004	18	125	121	20	284	696
January 2005	5	72	117	39	233	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> .

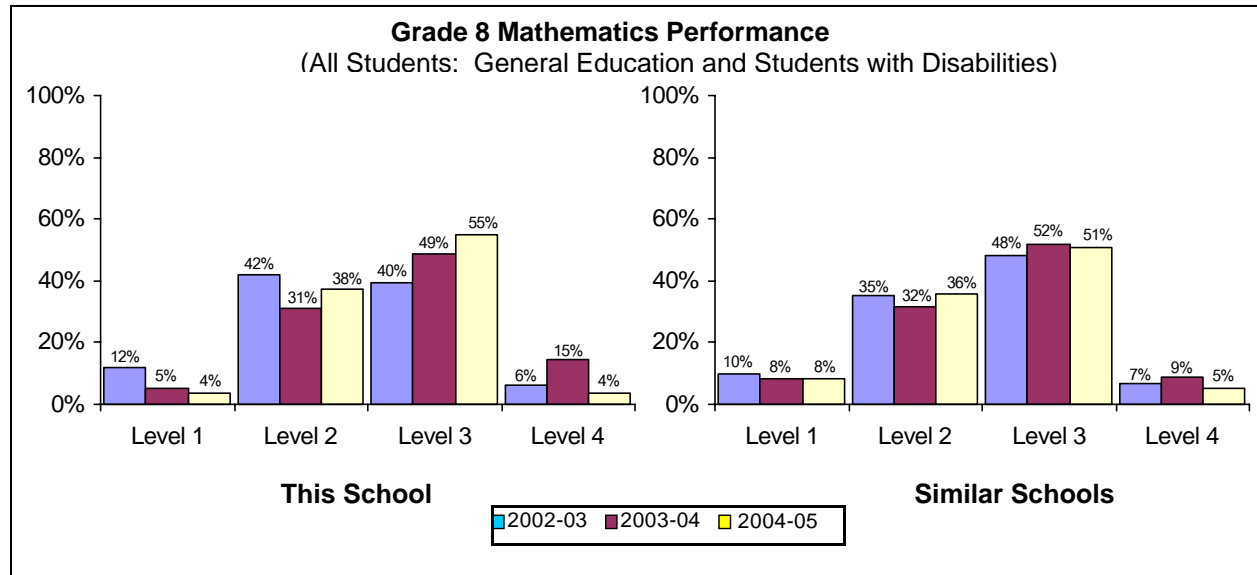
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	0	0	0	0

### 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	0	0	0	0

## Middle Level Mathematics



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

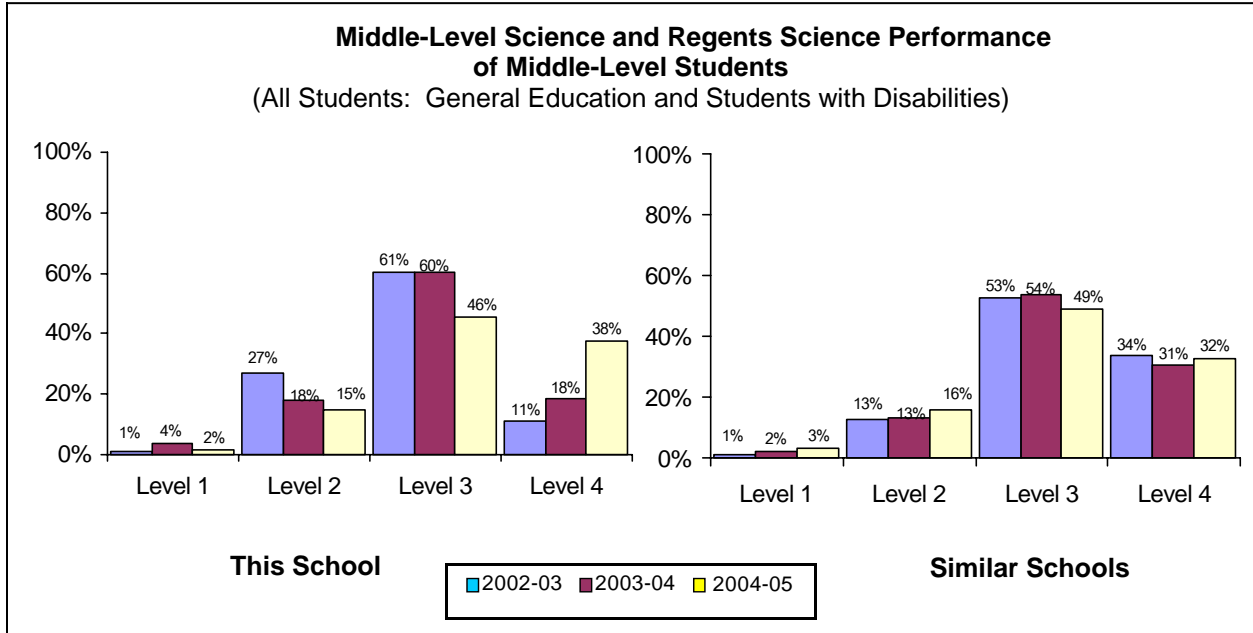
Performance at This School	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	38	132	124	19	313	713
May 2004	15	88	138	41	282	727
May 2005	9	87	127	9	232	721

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

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2004-05</b>	0	0	0	0	0

## Middle Level Science



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

Performance at This School		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/ June 2003	Middle-Level Science	3	62	138	25	228	71
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	10	48	135	17	210	69
	Regents Science	0	0	26	32	58	86
January/ June 2005	Middle-Level Science	4	33	95	31	163	73
	Regents Science	0	0	6	52	58	91

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.

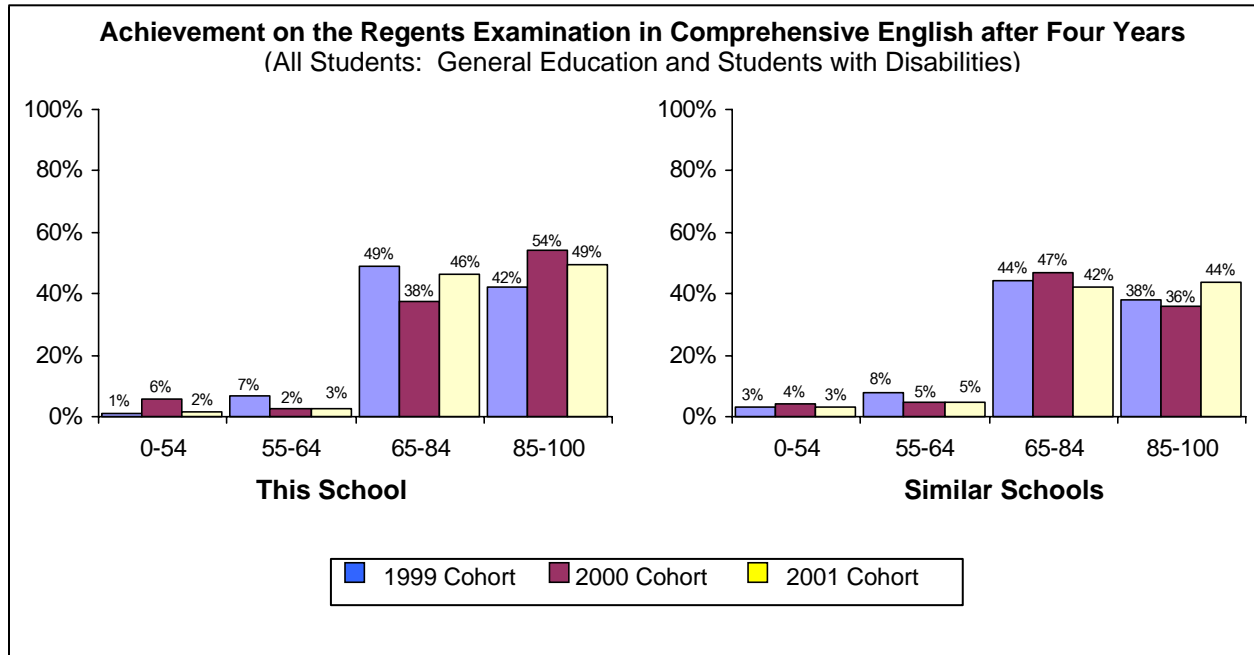
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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>	0	0	0	0	0

# High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 school 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>	202	2	14	99	85	0
<b>2000 Cohort</b>	202	12	5	76	109	0
<b>2001 Cohort</b>	229	4	6	106	113	0

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

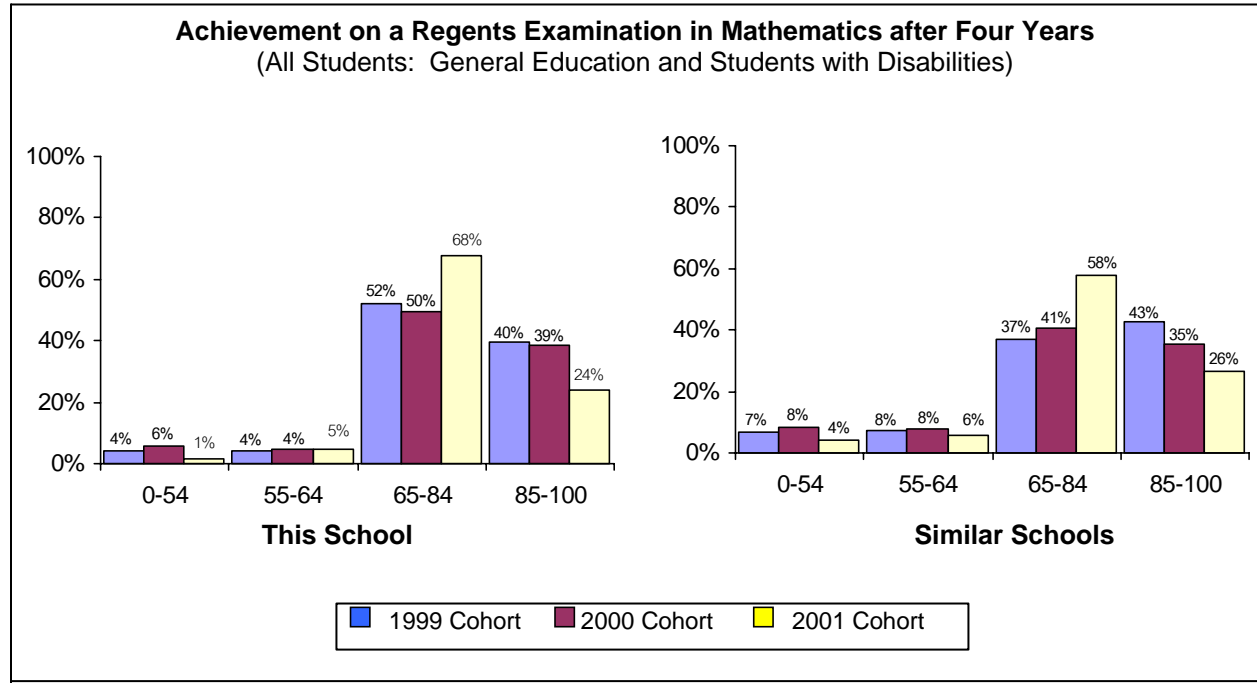
Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1999 Cohort</b>	3	1
<b>2000 Cohort</b>	0	0
<b>2001 Cohort</b>	2	2

\*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 school 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
1999 Cohort	202	8	8	105	80	0
2000 Cohort	202	12	9	100	78	0
2001 Cohort	229	3	11	155	55	0

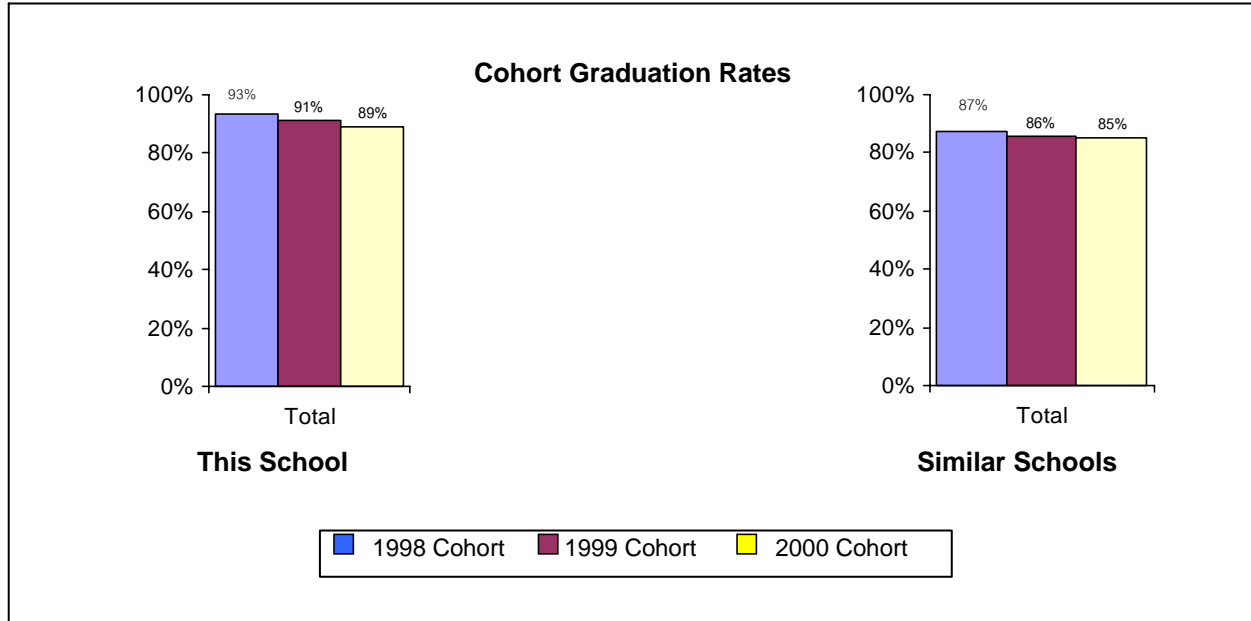
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1999 Cohort	5	0
2000 Cohort	4	0
2001 Cohort	6	0

\*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 school 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	200	6	206	192
1999 Cohort	201	10	211	193
2000 Cohort	198	15	213	190

\*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 school 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 school and community 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 school 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*.

**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	0	0%	0%	0%	0	0%	0%	0%
Black	72	92%	36%	7%	54	94%	52%	4%
Hispanic	63	90%	44%	8%	44	98%	55%	5%
Asian or Pacific Islander	40	100%	68%	8%	37	97%	78%	32%
White	109	94%	55%	6%	98	100%	77%	23%
Total	284	94%	50%	7%	233	98%	67%	17%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	242	99%	57%	8%	199	99%	76%	20%
Students with disabilities	42	64%	7%	0%	34	88%	15%	0%
Total	284	94%	50%	7%	233	98%	67%	17%
<b>Results by Gender</b>								
Female	153	95%	55%	10%	106	98%	71%	25%
Male	131	92%	44%	4%	127	98%	64%	9%
Total	284	94%	50%	7%	233	98%	67%	17%
<b>Results by English Proficiency Status</b>								
English proficient	281	s	s	s	231	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	284	94%	50%	7%	233	98%	67%	17%
<b>Results by Income Level</b>								
Economically disadvantaged	65	92%	52%	5%	51	98%	67%	10%
Not disadvantaged	219	94%	49%	8%	182	98%	67%	19%
Total	284	94%	50%	7%	233	98%	67%	17%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	284	94%	50%	7%	233	98%	67%	17%
Total	284	94%	50%	7%	233	98%	67%	17%

**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	0	0%	0%	0%	0	0%	0%	0%
Black	71	86%	37%	8%	55	93%	29%	2%
Hispanic	61	98%	64%	8%	43	93%	58%	5%
Asian or Pacific Islander	41	98%	90%	27%	36	97%	75%	6%
White	109	97%	71%	17%	98	99%	69%	4%
Total	282	95%	63%	15%	232	96%	59%	4%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	241	98%	72%	17%	199	98%	66%	5%
Students with disabilities	41	78%	15%	2%	33	85%	15%	0%
Total	282	95%	63%	15%	232	96%	59%	4%
<b>Results by Gender</b>								
Female	150	96%	69%	17%	106	97%	56%	2%
Male	132	93%	57%	12%	126	95%	61%	6%
Total	282	95%	63%	15%	232	96%	59%	4%
<b>Results by English Proficiency Status</b>								
English proficient	279	s	s	s	230	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	282	95%	63%	15%	232	96%	59%	4%
<b>Results by Income Level</b>								
Economically disadvantaged	63	98%	68%	13%	51	92%	51%	2%
Not disadvantaged	219	94%	62%	15%	181	97%	61%	4%
Total	282	95%	63%	15%	232	96%	59%	4%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	282	95%	63%	15%	232	96%	59%	4%
Total	282	95%	63%	15%	232	96%	59%	4%

**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	0	0%	0%	0%	0	0%	0%	0%
Black	60	92%	58%	3%	45	93%	69%	9%
Hispanic	48	100%	83%	6%	33	97%	79%	15%
Asian or Pacific Islander	28	93%	82%	18%	21	100%	76%	38%
White	74	96%	73%	9%	64	100%	83%	22%
Total	210	95%	72%	8%	163	98%	77%	19%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	175	97%	81%	9%	131	98%	85%	23%
Students with disabilities	35	86%	31%	6%	32	94%	47%	3%
Total	210	95%	72%	8%	163	98%	77%	19%
<b>Results by Gender</b>								
Female	105	96%	71%	4%	72	96%	74%	7%
Male	105	94%	73%	12%	91	99%	80%	29%
Total	210	95%	72%	8%	163	98%	77%	19%
<b>Results by English Proficiency Status</b>								
English proficient	207	s	s	s	161	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	210	95%	72%	8%	163	98%	77%	19%
<b>Results by Income Level</b>								
Economically disadvantaged	53	94%	83%	11%	39	97%	87%	26%
Not disadvantaged	157	96%	69%	7%	124	98%	74%	17%
Total	210	95%	72%	8%	163	98%	77%	19%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	210	95%	72%	8%	163	98%	77%	19%
Total	210	95%	72%	8%	163	98%	77%	19%

## 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		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	42	0	41	0	98%	55	2	52	1	100%
Hispanic	42	2	37	0	93%	49	1	46	0	96%
Asian or Pacific Islander	36	1	31	0	89%	37	2	35	0	100%
White	82	2	76	0	95%	88	1	86	1	100%
Total	202	5	185	0	94%	229	6	219	2	99%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	186	1	178	0	96%	207	4	202	0	100%
Students with disabilities	16	4	7	0	69%	22	2	17	2	95%
Total	202	5	185	0	94%	229	6	219	2	99%
<b>Results by Gender</b>										
Female	96	1	89	0	94%	127	4	122	1	100%
Male	106	4	96	0	94%	102	2	97	1	98%
Total	202	5	185	0	94%	229	6	219	2	99%
<b>Results by English Proficiency Status</b>										
English proficient	194	5	180	0	95%	219	4	212	2	100%
Limited English proficient	8	0	5	0	63%	10	2	7	0	90%
Total	202	5	185	0	94%	229	6	219	2	99%
<b>Results by Income Level</b>										
Economically disadvantaged	33	1	29	0	91%	31	0	30	0	97%
Not disadvantaged	169	4	156	0	95%	198	6	189	2	99%
Total	202	5	185	0	94%	229	6	219	2	99%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	202	5	185	0	94%	229	6	219	2	99%
Total	202	5	185	0	94%	229	6	219	2	99%

**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	0	0	0	0	0%	0	0	0	0	0%
Black	42	4	35	0	93%	55	5	47	3	100%
Hispanic	42	1	37	1	93%	49	1	47	0	98%
Asian or Pacific Islander	36	3	31	0	94%	37	1	34	2	100%
White	82	1	75	3	96%	88	4	82	1	99%
Total	202	9	178	4	95%	229	11	210	6	99%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	186	7	169	1	95%	207	6	197	2	99%
Students with disabilities	16	2	9	3	88%	22	5	13	4	100%
Total	202	9	178	4	95%	229	11	210	6	99%
<b>Results by Gender</b>										
Female	96	6	85	0	95%	127	7	117	3	100%
Male	106	3	93	4	94%	102	4	93	3	98%
Total	202	9	178	4	95%	229	11	210	6	99%
<b>Results by English Proficiency Status</b>										
English proficient	194	6	175	4	95%	219	10	203	5	100%
Limited English proficient	8	3	3	0	75%	10	1	7	1	90%
Total	202	9	178	4	95%	229	11	210	6	99%
<b>Results by Income Level</b>										
Economically disadvantaged	33	4	26	0	91%	31	1	29	1	100%
Not disadvantaged	169	5	152	4	95%	198	10	181	5	99%
Total	202	9	178	4	95%	229	11	210	6	99%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	202	9	178	4	95%	229	11	210	6	99%
Total	202	9	178	4	95%	229	11	210	6	99%



## 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	0	0%	0	0%
Black	53	91%	43	93%
Hispanic	32	78%	45	82%
Asian or Pacific Islander	29	100%	36	92%
White	97	94%	89	90%
Total	211	91%	213	89%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	200	93%	196	91%
Students with disabilities	11	73%	17	71%
Total	211	91%	213	89%
<b>Results by Gender</b>				
Female	110	94%	100	90%
Male	101	89%	113	88%
Total	211	91%	213	89%
<b>Results by English Proficiency Status</b>				
English proficient	200	92%	205	90%
Limited English proficient	11	91%	8	63%
Total	211	91%	213	89%
<b>Results by Income Level</b>				
Economically disadvantaged	24	96%	33	94%
Not disadvantaged	187	91%	180	88%
Total	211	91%	213	89%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	211	91%	213	89%
Total	211	91%	213	89%

## 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.