

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**

**Clarkstown Central 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 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: William B. Heebink		Phone: (845)639-6419
<b>Organization</b> <b>2004–05</b>	Grade Range	Student Enrollment
	NA	9463

<b>2003–04 District-wide Total Expenditure per Pupil</b>	\$13,204
<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
2,084	97%

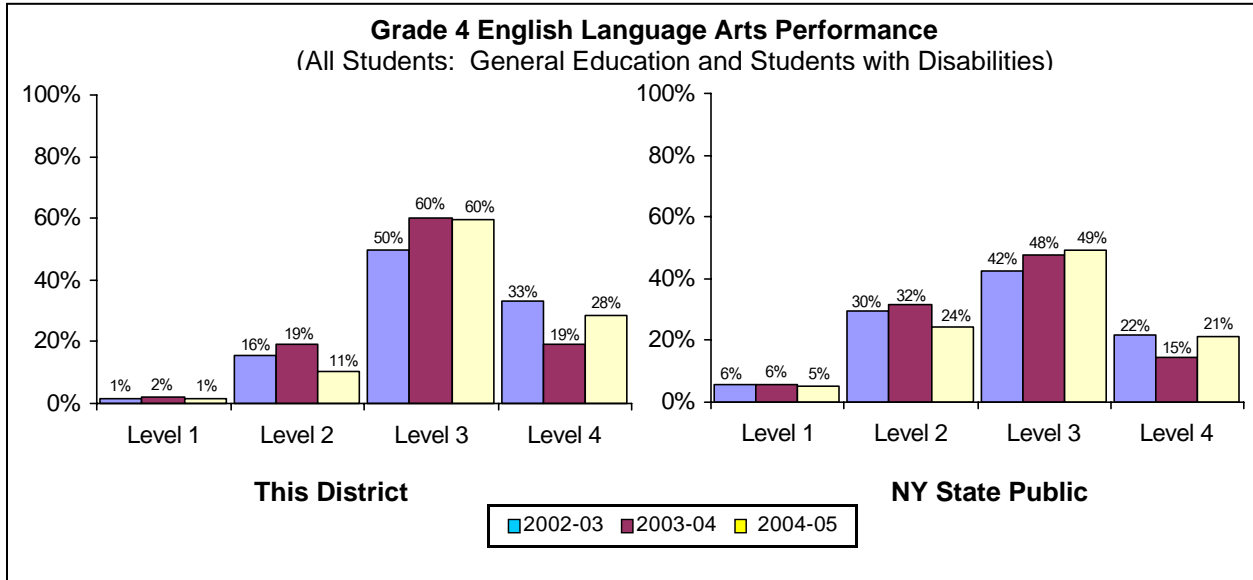
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
729	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	10	114	358	241	723	675
Feb 2004	13	128	402	127	670	668
Feb 2005	10	77	432	206	725	679

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> .

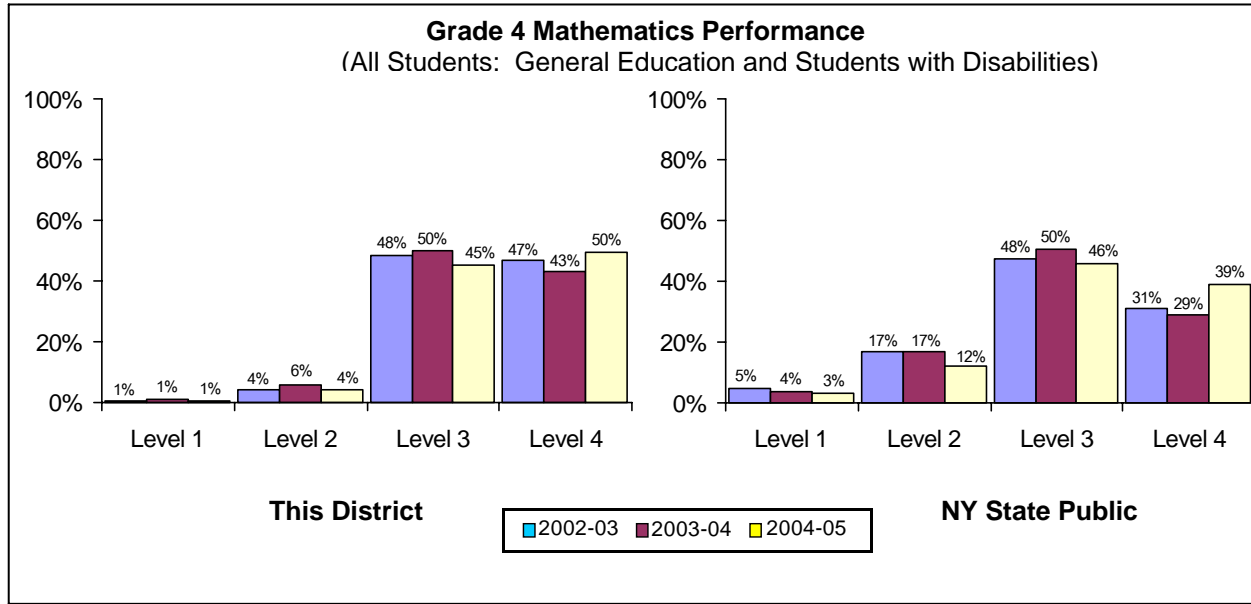
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	1	2	19	22

### 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	#	#	#	#	4

## Elementary Level Mathematics



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

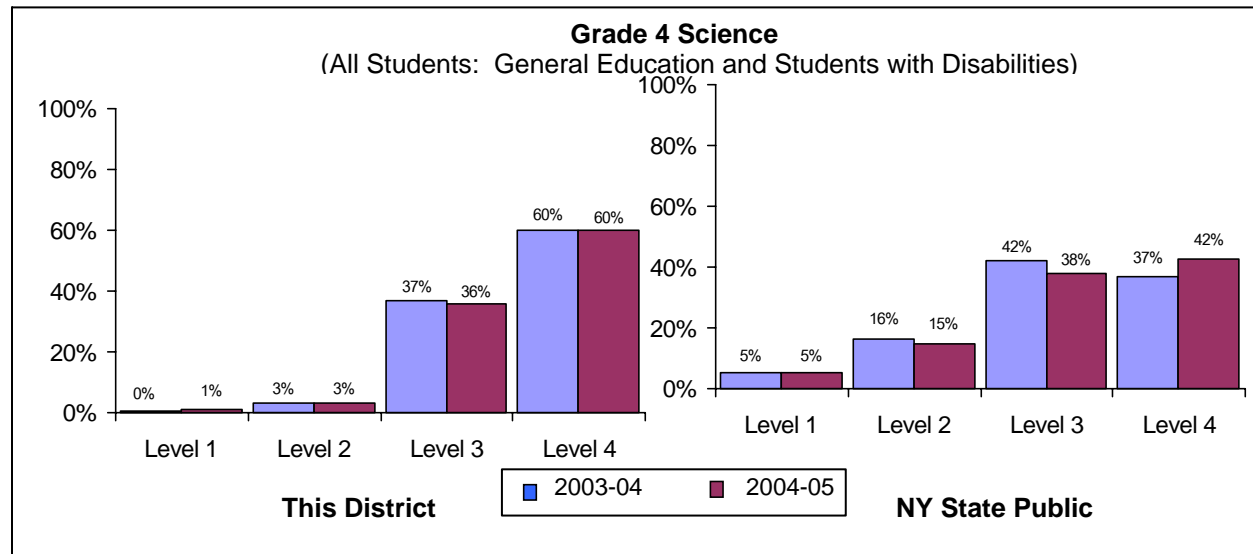
Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2003	4	33	358	345	740	676
May 2004	6	40	342	293	681	674
May 2005	5	33	340	371	749	680

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

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
<b>2004-05</b>	#	#	#	#	4

## 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	3	20	247	405	675	85
May 2005	6	22	268	448	744	85

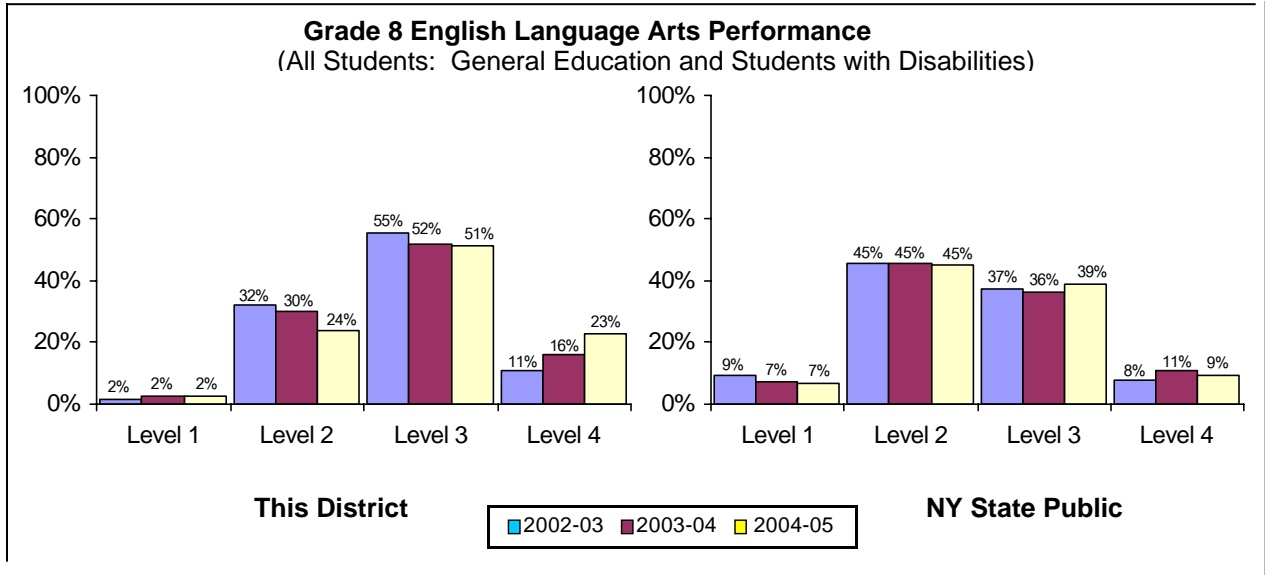
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

\*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



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

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	12	228	393	78	711	707
January 2004	18	226	392	122	758	712
January 2005	17	161	349	155	682	718

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

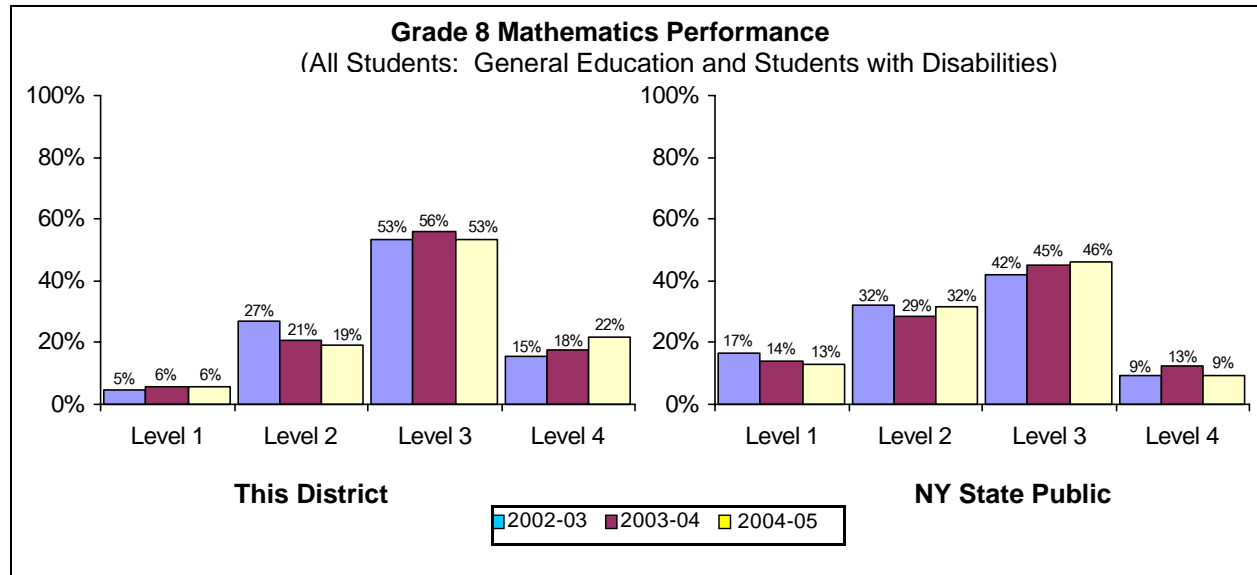
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	0	0	9	9

### 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	1	8	9



## Middle Level Mathematics



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

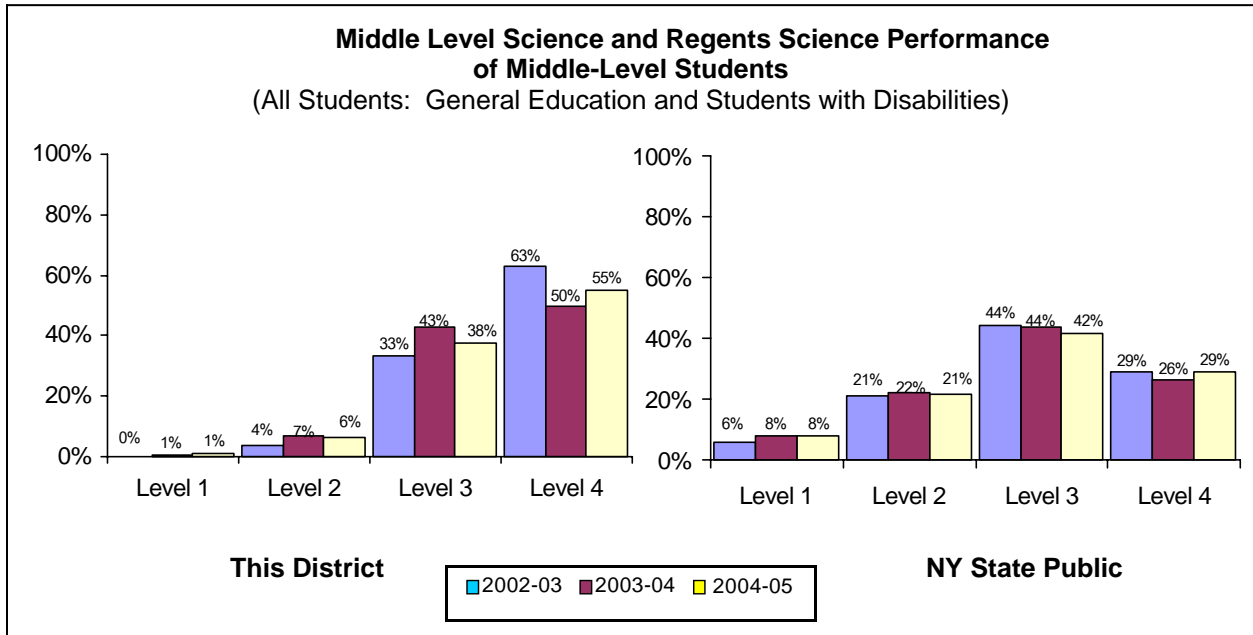
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	33	194	384	111	722	730
May 2004	44	159	425	135	763	732
May 2005	40	131	369	151	691	735

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	1	1	7	9

## Middle Level Science



Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
January/	Middle-Level Science	0	27	238	454	719	85
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	4	52	323	373	752	83
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	9	42	257	377	685	83
June 2005	Regents Science	0	0	0	0	0	0

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.

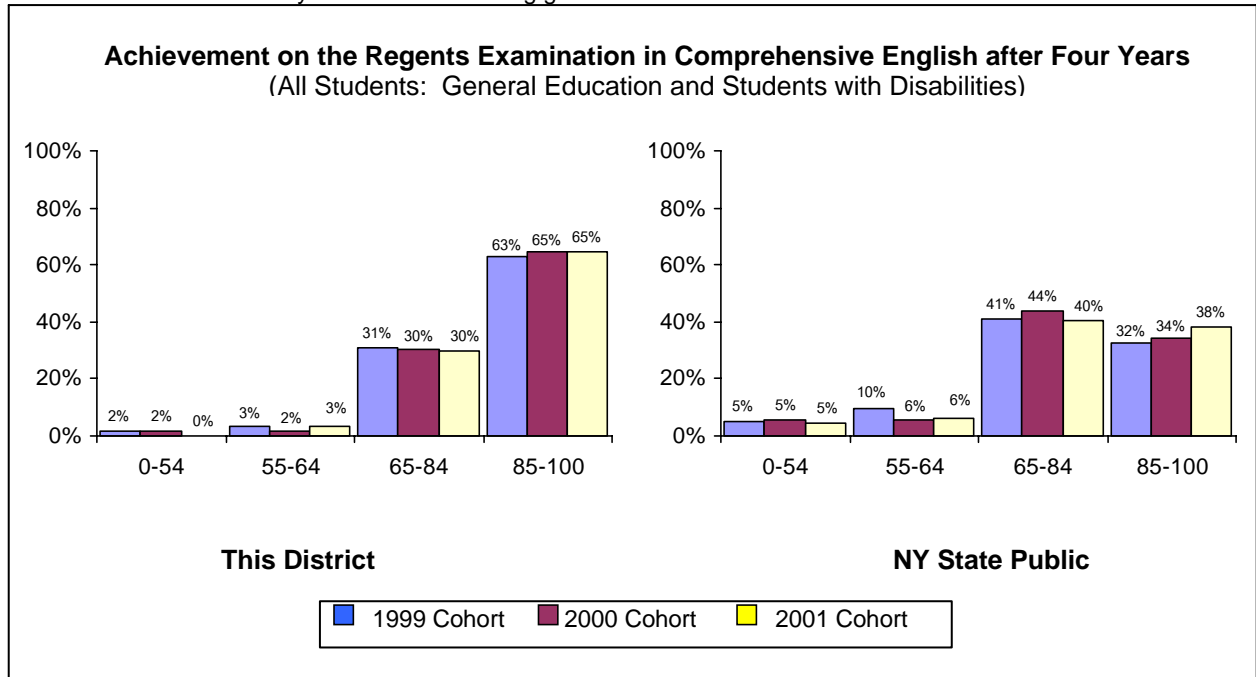
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	1	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>	658	10	23	204	414	0
<b>2000 Cohort</b>	728	12	11	221	470	0
<b>2001 Cohort</b>	657	0	21	197	424	0

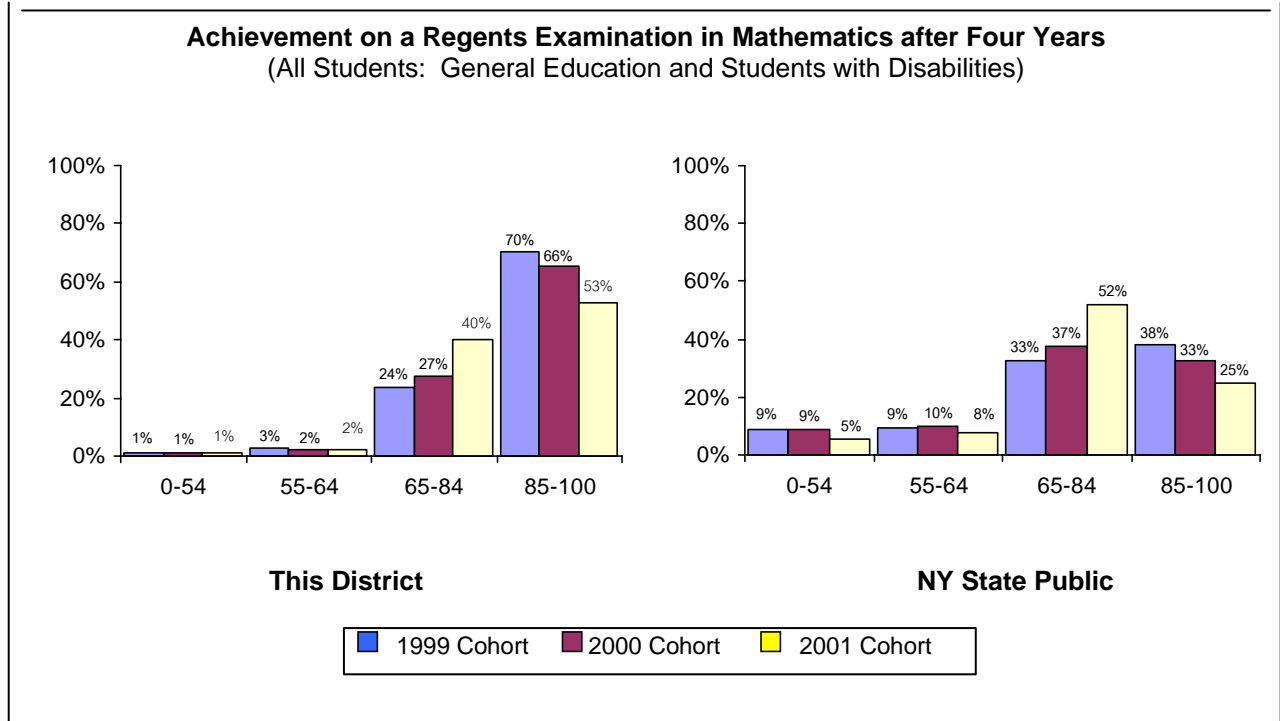
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	12	2
<b>2000 Cohort</b>	8	2
<b>2001 Cohort</b>	1	0

\*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>	658	8	19	157	463	0
<b>2000 Cohort</b>	728	8	18	200	478	0
<b>2001 Cohort</b>	657	8	16	262	347	0

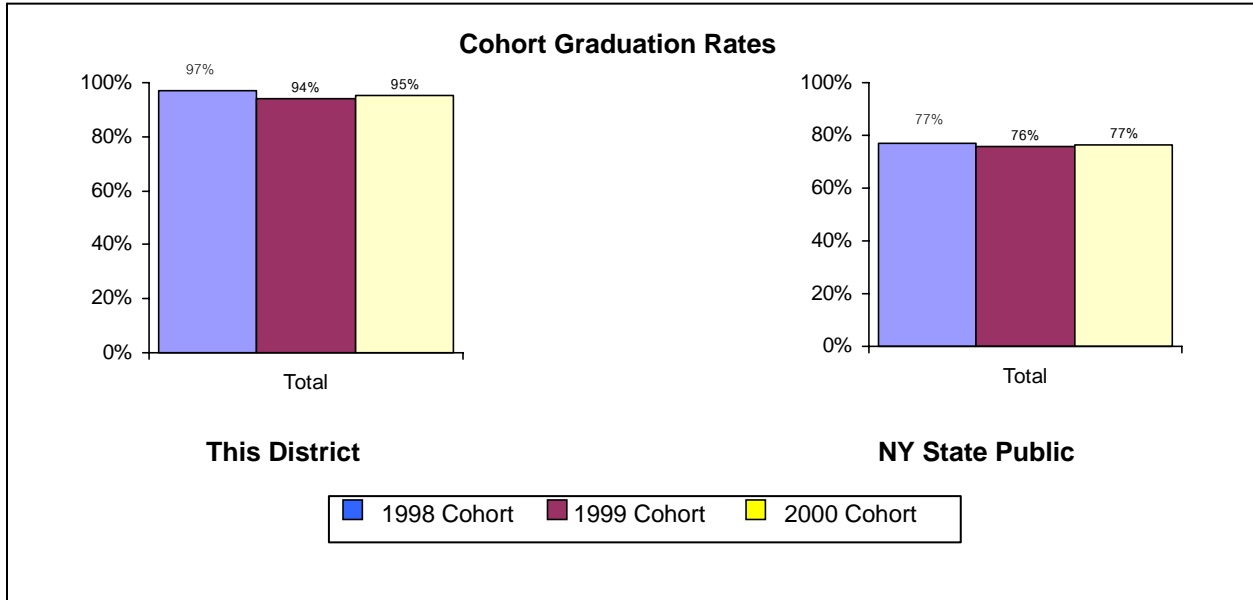
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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>	13	0
<b>2000 Cohort</b>	17	0
<b>2001 Cohort</b>	21	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 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	669	3	672	653
1999 Cohort	660	13	673	634
2000 Cohort	719	11	730	696

\*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	0	0%	0%	0%	1	s	s	s
Black	22	86%	55%	9%	29	s	s	s
Hispanic	39	100%	64%	15%	41	98%	85%	24%
Asian or Pacific Islander	76	100%	91%	29%	95	99%	91%	40%
White	533	98%	79%	18%	559	99%	88%	28%
Total	670	98%	79%	19%	725	99%	88%	28%
Small Group Totals (s)	0	0%	0%	0%	30	100%	80%	10%
<b>Results by Disability Status</b>								
General-education students	580	99%	84%	22%	620	100%	92%	31%
Students with disabilities	90	89%	46%	1%	105	90%	63%	11%
Total	670	98%	79%	19%	725	99%	88%	28%
<b>Results by Gender</b>								
Female	323	99%	83%	20%	334	100%	93%	35%
Male	347	97%	75%	18%	391	98%	84%	23%
Total	670	98%	79%	19%	725	99%	88%	28%
<b>Results by English Proficiency Status</b>								
English proficient	664	98%	79%	19%	719	99%	88%	29%
Limited English proficient	6	100%	67%	0%	6	100%	67%	0%
Total	670	98%	79%	19%	725	99%	88%	28%
<b>Results by Income Level</b>								
Economically disadvantaged	32	97%	59%	3%	38	95%	71%	11%
Not disadvantaged	638	98%	80%	20%	687	99%	89%	29%
Total	670	98%	79%	19%	725	99%	88%	28%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	670	98%	79%	19%	725	99%	88%	28%
Total	670	98%	79%	19%	725	99%	88%	28%

## 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	0	0%	0%	0%	1	s	s	s
Black	22	91%	64%	23%	30	s	s	s
Hispanic	40	100%	95%	23%	47	98%	91%	43%
Asian or Pacific Islander	81	100%	99%	54%	103	99%	97%	61%
White	538	99%	93%	44%	568	99%	95%	49%
Total	681	99%	93%	43%	749	99%	95%	50%
Small Group Totals (s)	0	0%	0%	0%	31	100%	87%	26%
<b>Results by Disability Status</b>								
General-education students	591	100%	96%	46%	646	100%	97%	52%
Students with disabilities	90	93%	74%	26%	103	95%	81%	31%
Total	681	99%	93%	43%	749	99%	95%	50%
<b>Results by Gender</b>								
Female	330	99%	93%	38%	344	100%	95%	50%
Male	351	99%	93%	48%	405	99%	95%	49%
Total	681	99%	93%	43%	749	99%	95%	50%
<b>Results by English Proficiency Status</b>								
English proficient	662	99%	93%	44%	721	99%	95%	50%
Limited English proficient	19	100%	89%	21%	28	100%	89%	36%
Total	681	99%	93%	43%	749	99%	95%	50%
<b>Results by Income Level</b>								
Economically disadvantaged	32	100%	88%	13%	43	98%	86%	23%
Not disadvantaged	649	99%	94%	45%	706	99%	95%	51%
Total	681	99%	93%	43%	749	99%	95%	50%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	681	99%	93%	43%	749	99%	95%	50%
Total	681	99%	93%	43%	749	99%	95%	50%



## 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	0	0%	0%	0%	1	s	s	s
Black	22	95%	82%	32%	29	s	s	s
Hispanic	40	100%	95%	50%	47	98%	96%	64%
Asian or Pacific Islander	81	100%	98%	68%	103	99%	93%	66%
White	532	100%	97%	61%	564	99%	97%	60%
Total	675	100%	97%	60%	744	99%	96%	60%
Small Group Totals (s)	0	0%	0%	0%	30	100%	97%	33%
<b>Results by Disability Status</b>								
General-education students	586	100%	98%	62%	643	100%	97%	61%
Students with disabilities	89	97%	88%	46%	101	95%	91%	55%
Total	675	100%	97%	60%	744	99%	96%	60%
<b>Results by Gender</b>								
Female	326	99%	97%	54%	343	100%	97%	58%
Male	349	100%	96%	66%	401	99%	95%	62%
Total	675	100%	97%	60%	744	99%	96%	60%
<b>Results by English Proficiency Status</b>								
English proficient	656	100%	97%	61%	716	99%	97%	61%
Limited English proficient	19	100%	84%	16%	28	100%	89%	46%
Total	675	100%	97%	60%	744	99%	96%	60%
<b>Results by Income Level</b>								
Economically disadvantaged	32	100%	97%	44%	43	95%	93%	37%
Not disadvantaged	643	100%	97%	61%	701	99%	96%	62%
Total	675	100%	97%	60%	744	99%	96%	60%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	675	100%	97%	60%	744	99%	96%	60%
Total	675	100%	97%	60%	744	99%	96%	60%

**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%	1	s	s	s
Black	24	96%	33%	17%	27	s	s	s
Hispanic	34	82%	53%	9%	55	96%	47%	7%
Asian or Pacific Islander	49	96%	80%	18%	85	100%	87%	38%
White	651	99%	69%	16%	514	97%	76%	23%
Total	758	98%	68%	16%	682	98%	74%	23%
Small Group Totals (s)	0	0%	0%	0%	28	96%	54%	4%
<b>Results by Disability Status</b>								
General-education students	631	100%	77%	19%	549	100%	86%	28%
Students with disabilities	127	88%	22%	1%	133	87%	24%	2%
Total	758	98%	68%	16%	682	98%	74%	23%
<b>Results by Gender</b>								
Female	340	99%	73%	22%	332	98%	78%	26%
Male	418	97%	64%	11%	350	97%	70%	19%
Total	758	98%	68%	16%	682	98%	74%	23%
<b>Results by English Proficiency Status</b>								
English proficient	757	s	s	s	682	98%	74%	23%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	758	98%	68%	16%	682	98%	74%	23%
<b>Results by Income Level</b>								
Economically disadvantaged	51	88%	31%	2%	29	93%	48%	0%
Not disadvantaged	707	98%	70%	17%	653	98%	75%	24%
Total	758	98%	68%	16%	682	98%	74%	23%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	758	98%	68%	16%	682	98%	74%	23%
Total	758	98%	68%	16%	682	98%	74%	23%

**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%	1	s	s	s
Black	23	78%	39%	9%	26	s	s	s
Hispanic	35	83%	49%	0%	57	86%	56%	0%
Asian or Pacific Islander	54	96%	80%	28%	89	100%	91%	36%
White	651	95%	75%	18%	518	94%	76%	23%
Total	763	94%	73%	18%	691	94%	75%	22%
Small Group Totals (s)	0	0%	0%	0%	27	93%	44%	7%
<b>Results by Disability Status</b>								
General-education students	634	99%	82%	21%	559	99%	85%	27%
Students with disabilities	129	69%	29%	3%	132	73%	33%	2%
Total	763	94%	73%	18%	691	94%	75%	22%
<b>Results by Gender</b>								
Female	346	94%	74%	19%	339	96%	74%	22%
Male	417	94%	73%	17%	352	93%	77%	22%
Total	763	94%	73%	18%	691	94%	75%	22%
<b>Results by English Proficiency Status</b>								
English proficient	754	94%	74%	18%	682	94%	76%	22%
Limited English proficient	9	89%	33%	0%	9	89%	44%	0%
Total	763	94%	73%	18%	691	94%	75%	22%
<b>Results by Income Level</b>								
Economically disadvantaged	50	86%	48%	4%	30	87%	57%	7%
Not disadvantaged	713	95%	75%	19%	661	95%	76%	23%
Total	763	94%	73%	18%	691	94%	75%	22%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	763	94%	73%	18%	691	94%	75%	22%
Total	763	94%	73%	18%	691	94%	75%	22%

## 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%	1	s	s	s
Black	23	100%	70%	26%	25	s	s	s
Hispanic	33	97%	73%	15%	57	95%	86%	25%
Asian or Pacific Islander	52	98%	94%	54%	88	100%	99%	68%
White	644	100%	94%	52%	514	99%	92%	58%
Total	752	99%	93%	50%	685	99%	93%	55%
Small Group Totals (s)	0	0%	0%	0%	26	100%	92%	27%
<b>Results by Disability Status</b>								
General-education students	628	100%	97%	56%	552	100%	99%	65%
Students with disabilities	124	97%	69%	18%	133	94%	67%	15%
Total	752	99%	93%	50%	685	99%	93%	55%
<b>Results by Gender</b>								
Female	339	99%	91%	48%	333	99%	94%	51%
Male	413	100%	93%	51%	352	99%	91%	59%
Total	752	99%	93%	50%	685	99%	93%	55%
<b>Results by English Proficiency Status</b>								
English proficient	745	99%	93%	50%	676	99%	93%	55%
Limited English proficient	7	100%	71%	0%	9	89%	78%	22%
Total	752	99%	93%	50%	685	99%	93%	55%
<b>Results by Income Level</b>								
Economically disadvantaged	48	98%	73%	21%	30	93%	83%	27%
Not disadvantaged	704	100%	94%	52%	655	99%	93%	56%
Total	752	99%	93%	50%	685	99%	93%	55%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	752	99%	93%	50%	685	99%	93%	55%
Total	752	99%	93%	50%	685	99%	93%	55%

## 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	19	0	16	0	84%	23	2	19	0	91%
Hispanic	44	1	40	0	93%	28	2	22	0	86%
Asian or Pacific Islander	84	0	82	2	100%	75	2	70	0	96%
White	581	10	553	6	98%	531	15	510	1	99%
Total	728	11	691	8	98%	657	21	621	1	98%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	598	2	592	0	99%	542	7	530	0	99%
Students with disabilities	130	9	99	8	89%	115	14	91	1	92%
Total	728	11	691	8	98%	657	21	621	1	98%
<b>Results by Gender</b>										
Female	374	6	360	4	99%	318	4	305	0	97%
Male	354	5	331	4	96%	339	17	316	1	99%
Total	728	11	691	8	98%	657	21	621	1	98%
<b>Results by English Proficiency Status</b>										
English proficient	715	11	682	7	98%	647	21	614	1	98%
Limited English proficient	13	0	9	1	77%	10	0	7	0	70%
Total	728	11	691	8	98%	657	21	621	1	98%
<b>Results by Income Level</b>										
Economically disadvantaged	30	2	21	2	83%	24	0	20	0	83%
Not disadvantaged	698	9	670	6	98%	633	21	601	1	98%
Total	728	11	691	8	98%	657	21	621	1	98%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	728	11	691	8	98%	657	21	621	1	98%
Total	728	11	691	8	98%	657	21	621	1	98%

**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	19	3	14	0	89%	23	1	18	1	87%
Hispanic	44	3	37	1	93%	28	0	24	2	93%
Asian or Pacific Islander	84	0	84	0	100%	75	1	72	0	97%
White	581	12	543	16	98%	531	14	495	18	99%
Total	728	18	678	17	98%	657	16	609	21	98%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	598	7	587	0	99%	542	5	533	1	99%
Students with disabilities	130	11	91	17	92%	115	11	76	20	93%
Total	728	18	678	17	98%	657	16	609	21	98%
<b>Results by Gender</b>										
Female	374	9	356	6	99%	318	4	300	7	98%
Male	354	9	322	11	97%	339	12	309	14	99%
Total	728	18	678	17	98%	657	16	609	21	98%
<b>Results by English Proficiency Status</b>										
English proficient	715	17	670	17	98%	647	16	600	21	98%
Limited English proficient	13	1	8	0	69%	10	0	9	0	90%
Total	728	18	678	17	98%	657	16	609	21	98%
<b>Results by Income Level</b>										
Economically disadvantaged	30	4	21	1	87%	24	1	19	0	83%
Not disadvantaged	698	14	657	16	98%	633	15	590	21	99%
Total	728	18	678	17	98%	657	16	609	21	98%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	728	18	678	17	98%	657	16	609	21	98%
Total	728	18	678	17	98%	657	16	609	21	98%

## 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	19	95%	18	89%
Hispanic	23	83%	44	93%
Asian or Pacific Islander	82	95%	83	100%
White	549	95%	585	95%
Total	673	94%	730	95%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	568	96%	597	97%
Students with disabilities	105	87%	133	87%
Total	673	94%	730	95%
<b>Results by Gender</b>				
Female	318	97%	371	99%
Male	355	92%	359	91%
Total	673	94%	730	95%
<b>Results by English Proficiency Status</b>				
English proficient	663	94%	717	96%
Limited English proficient	10	100%	13	77%
Total	673	94%	730	95%
<b>Results by Income Level</b>				
Economically disadvantaged	14	71%	27	85%
Not disadvantaged	659	95%	703	96%
Total	673	94%	730	95%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	673	94%	730	95%
Total	673	94%	730	95%

## 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.