

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**

**Schenectady City 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: Eric Ely		Phone: (518)370-8100
<b>Organization</b> <b>2004-05</b>	Grade Range	Student Enrollment
	NA	9077

<b>2003-04 District-wide Total Expenditure per Pupil</b>	\$12,532
<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
1,885	96%

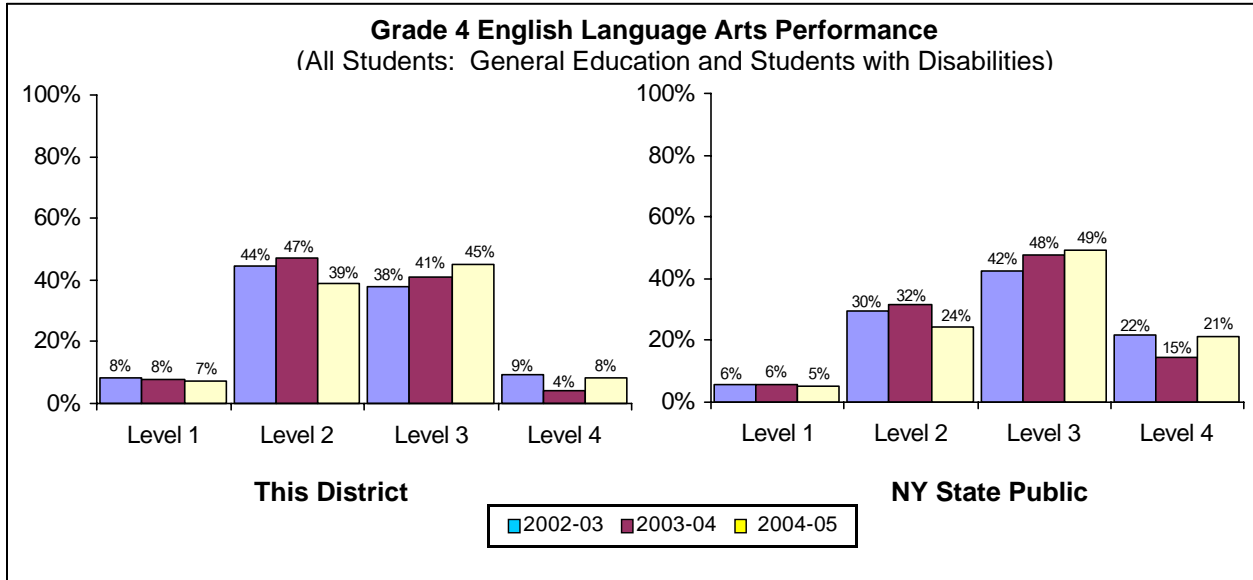
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
706	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	56	300	255	64	675	645
Feb 2004	50	314	273	26	663	641
Feb 2005	46	241	279	51	617	649

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> .

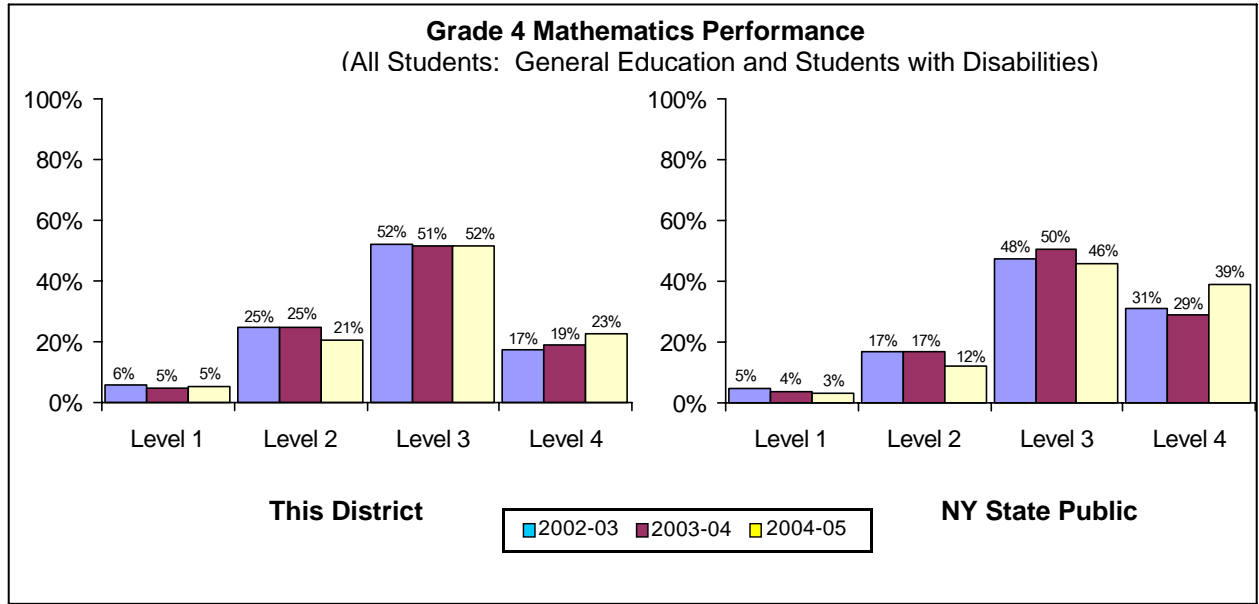
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	9	6	10	25

### 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	#	#	#	#	3

## Elementary Level Mathematics



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

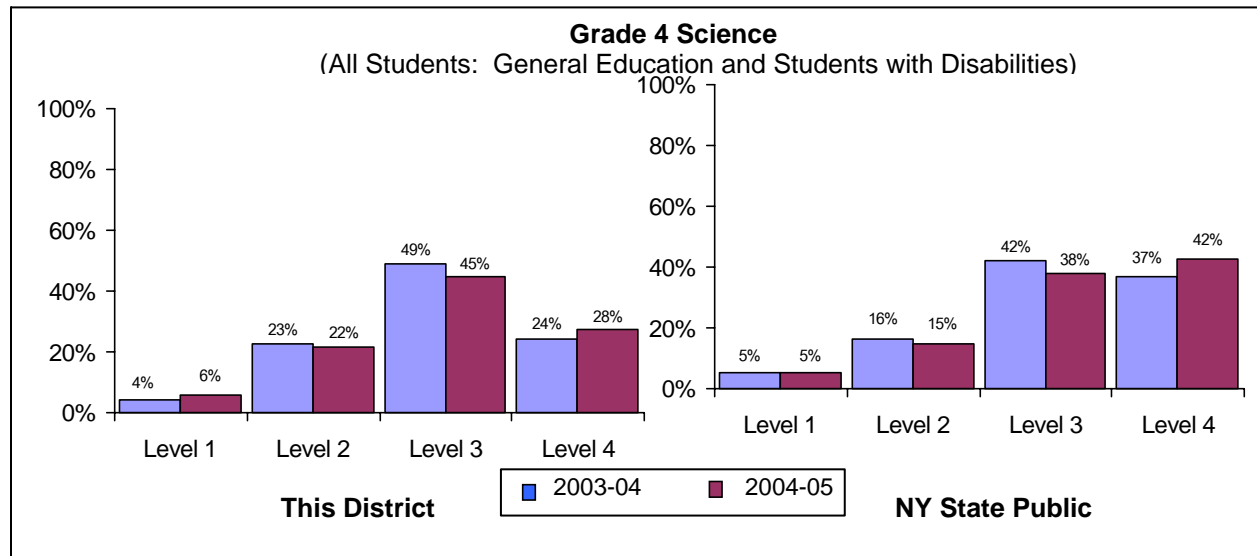
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	41	175	364	122	702	650
May 2004	33	174	359	133	699	652
May 2005	34	136	342	150	662	655

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
2004-05	#	#	#	#	3

## 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	28	154	333	163	678	73
May 2005	38	142	294	180	654	73

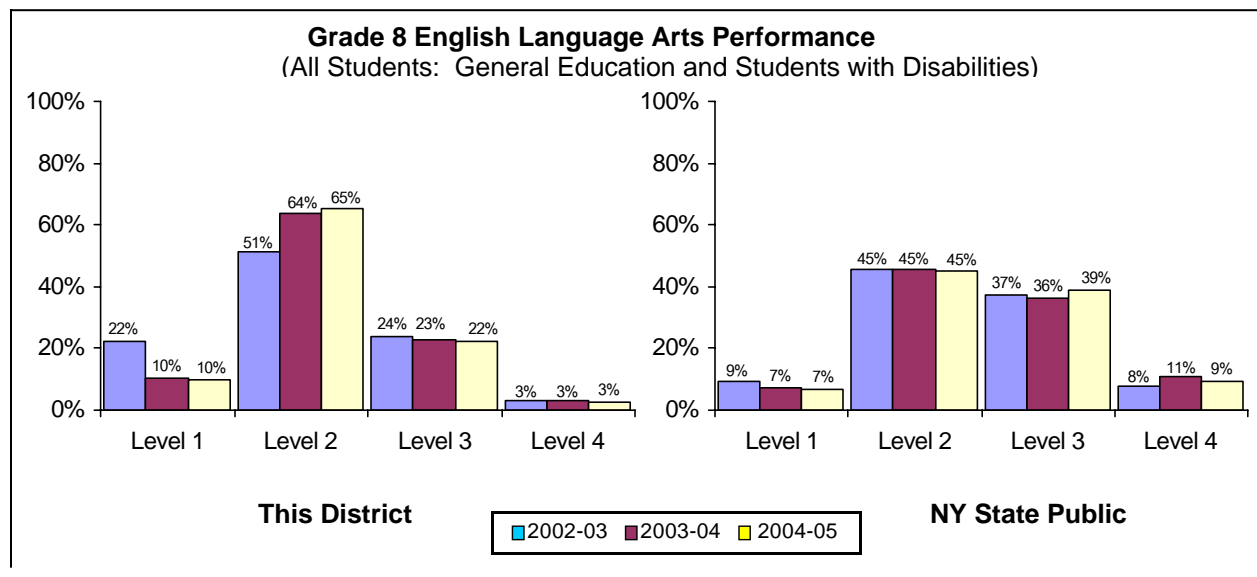
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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>	#	#	#	#	2

\*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	159	369	172	21	721	680
January 2004	71	447	161	22	701	686
January 2005	79	521	178	20	798	684

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

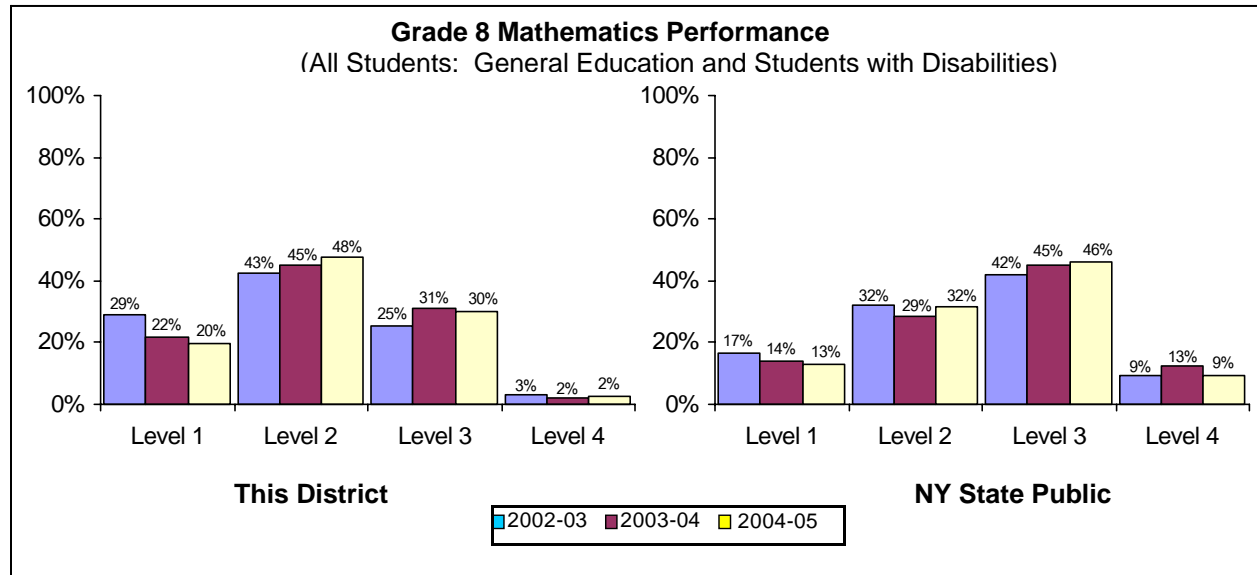
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	4	2	12	18

### 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	#	#	#	#	1



## Middle Level Mathematics



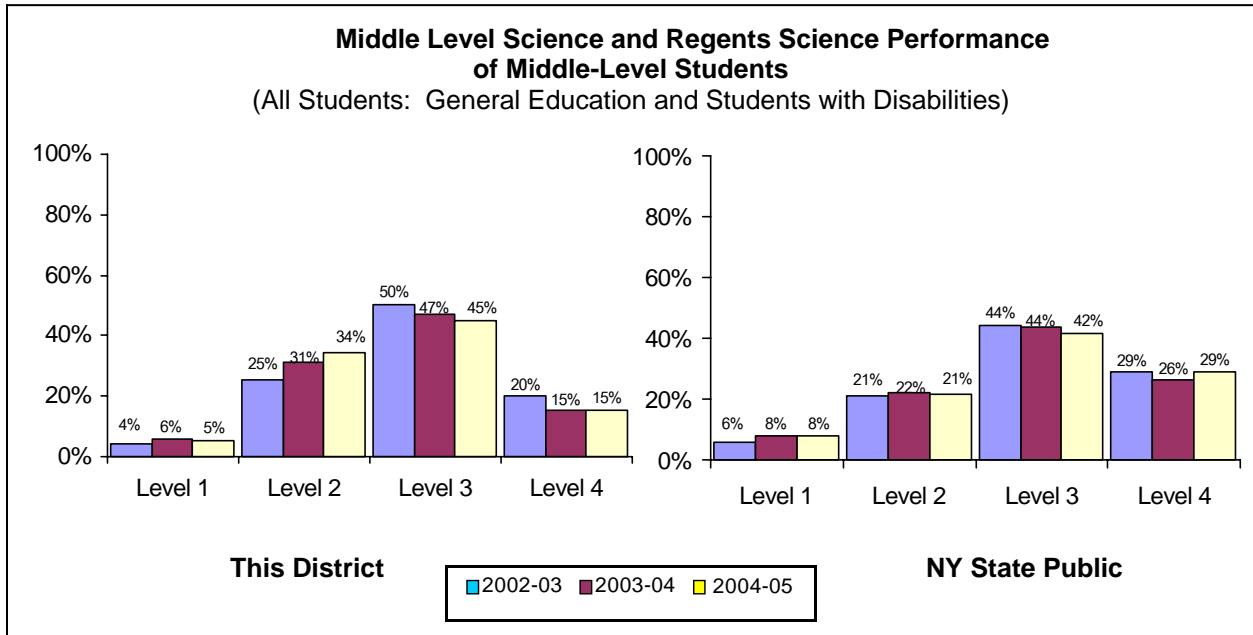
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	206	301	178	23	708	696
May 2004	151	316	217	16	700	701
May 2005	158	380	240	19	797	703

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>	#	#	#	#	1

## 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	29	168	333	133	663	72
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	40	213	320	105	678	69
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	40	252	333	112	737	69
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.

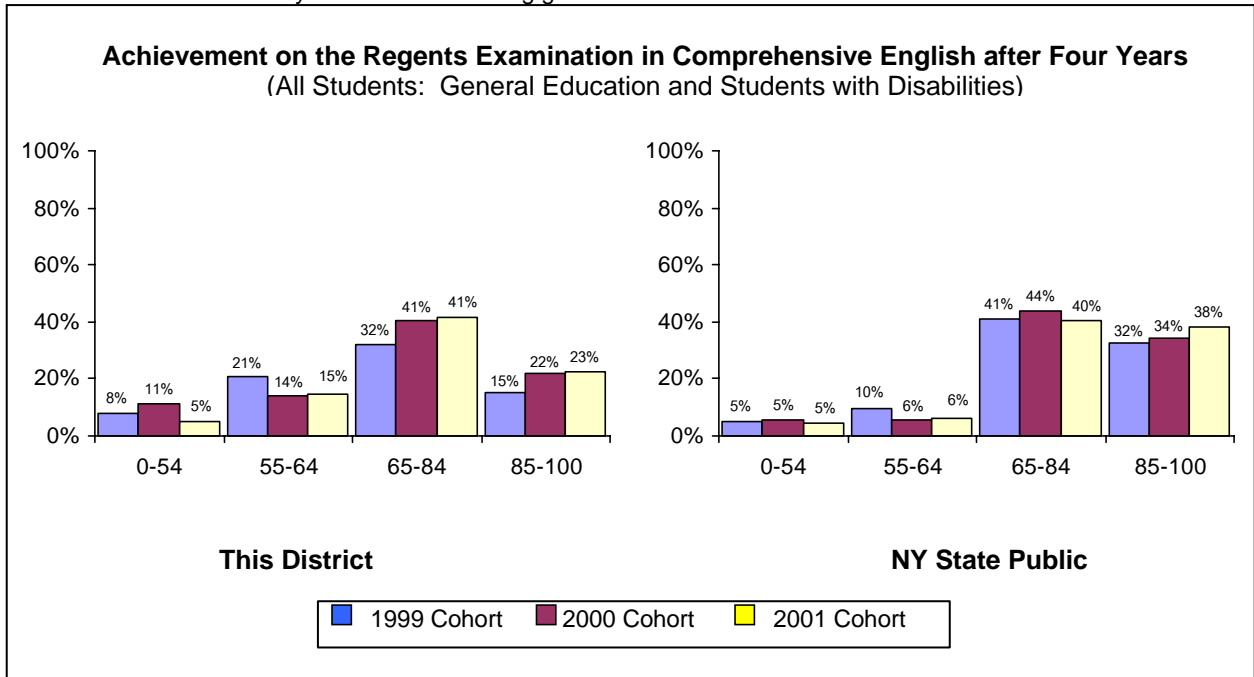
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
2004–05	#	#	#	#	1

# 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>	496	39	102	160	75	0
<b>2000 Cohort</b>	406	45	57	165	88	0
<b>2001 Cohort</b>	430	21	63	178	97	0

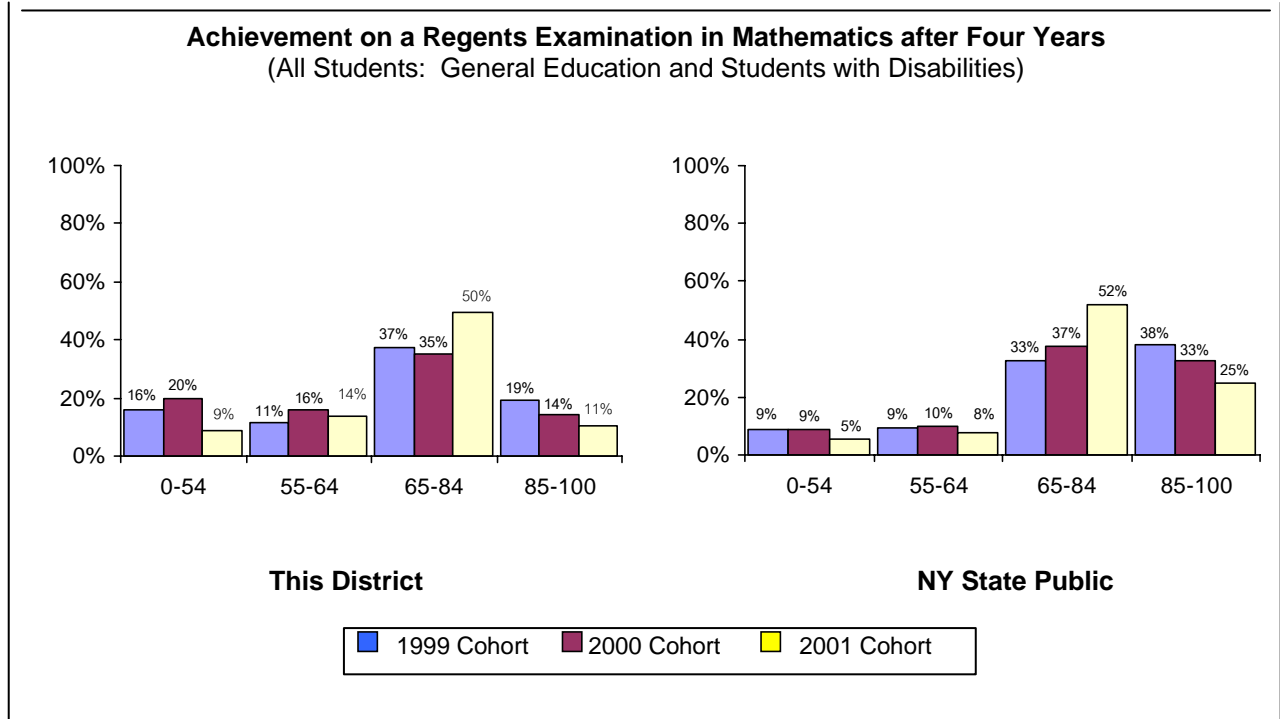
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	0	0
<b>2000 Cohort</b>	13	6
<b>2001 Cohort</b>	12	4

\*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>	496	78	56	184	95	0
<b>2000 Cohort</b>	406	80	65	143	58	0
<b>2001 Cohort</b>	430	38	60	213	46	0

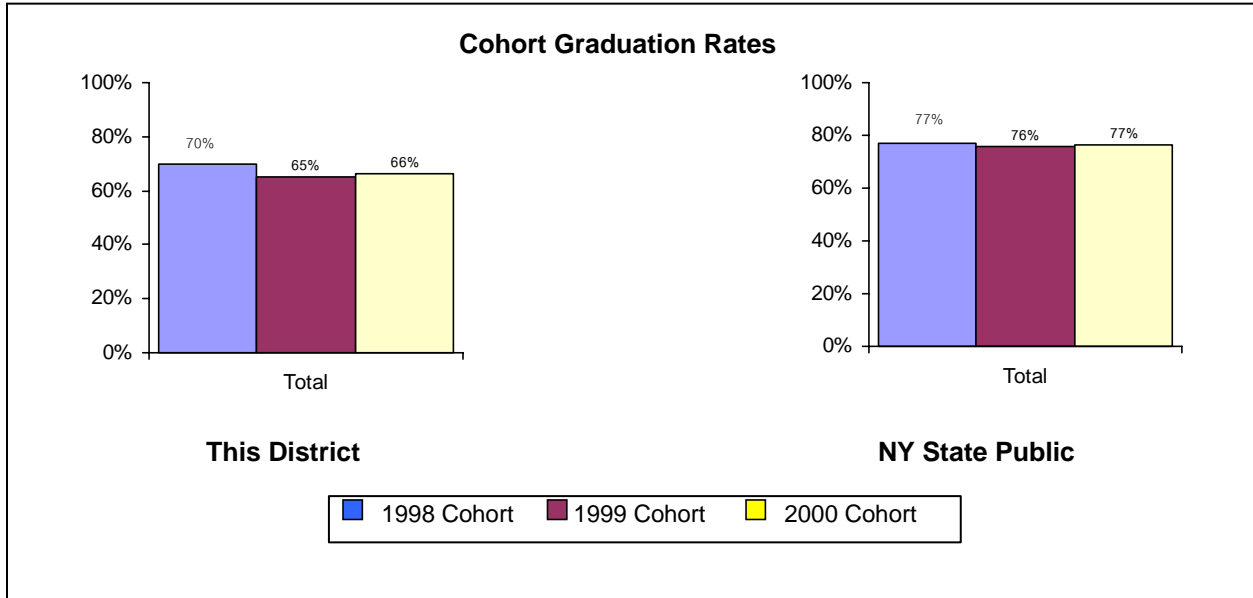
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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>	0	0
<b>2000 Cohort</b>	26	4
<b>2001 Cohort</b>	20	8

\*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	419	12	431	302
1999 Cohort	435	65	500	324
2000 Cohort	418	41	459	304

\*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%	2	s	s	s
Black	222	91%	41%	1%	199	92%	46%	8%
Hispanic	68	94%	40%	0%	66	s	s	s
Asian or Pacific Islander	61	95%	48%	7%	73	95%	55%	8%
White	312	93%	49%	6%	277	94%	61%	10%
Total	663	92%	45%	4%	617	93%	53%	8%
Small Group Totals (s)	0	0%	0%	0%	68	85%	46%	3%
<b>Results by Disability Status</b>								
General-education students	586	95%	48%	4%	544	96%	59%	9%
Students with disabilities	77	70%	19%	0%	73	68%	15%	1%
Total	663	92%	45%	4%	617	93%	53%	8%
<b>Results by Gender</b>								
Female	333	93%	46%	5%	303	93%	59%	12%
Male	330	92%	44%	3%	314	92%	48%	5%
Total	663	92%	45%	4%	617	93%	53%	8%
<b>Results by English Proficiency Status</b>								
English proficient	662	s	s	s	615	s	s	s
Limited English proficient	1	s	s	s	2	s	s	s
Total	663	92%	45%	4%	617	93%	53%	8%
<b>Results by Income Level</b>								
Economically disadvantaged	448	90%	36%	1%	433	91%	47%	6%
Not disadvantaged	215	98%	63%	9%	184	96%	68%	14%
Total	663	92%	45%	4%	617	93%	53%	8%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	663	92%	45%	4%	617	93%	53%	8%
Total	663	92%	45%	4%	617	93%	53%	8%

## 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	230	94%	64%	12%	205	94%	70%	17%
Hispanic	91	93%	58%	8%	81	s	s	s
Asian or Pacific Islander	65	100%	78%	17%	86	97%	78%	22%
White	313	96%	77%	28%	289	96%	80%	30%
Total	699	95%	70%	19%	662	95%	74%	23%
Small Group Totals (s)	0	0%	0%	0%	82	91%	63%	10%
<b>Results by Disability Status</b>								
General-education students	604	97%	74%	22%	579	97%	78%	25%
Students with disabilities	95	84%	47%	1%	83	81%	51%	8%
Total	699	95%	70%	19%	662	95%	74%	23%
<b>Results by Gender</b>								
Female	352	97%	70%	17%	324	97%	76%	24%
Male	347	94%	71%	21%	338	93%	73%	21%
Total	699	95%	70%	19%	662	95%	74%	23%
<b>Results by English Proficiency Status</b>								
English proficient	671	96%	72%	20%	634	95%	76%	24%
Limited English proficient	28	86%	36%	4%	28	86%	43%	4%
Total	699	95%	70%	19%	662	95%	74%	23%
<b>Results by Income Level</b>								
Economically disadvantaged	485	94%	64%	11%	471	94%	71%	17%
Not disadvantaged	214	98%	84%	38%	191	96%	82%	36%
Total	699	95%	70%	19%	662	95%	74%	23%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	699	95%	70%	19%	662	95%	74%	23%
Total	699	95%	70%	19%	662	95%	74%	23%



## 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	217	95%	66%	17%	202	93%	67%	24%
Hispanic	90	93%	58%	13%	79	s	s	s
Asian or Pacific Islander	63	97%	79%	24%	85	94%	71%	16%
White	308	97%	81%	32%	287	98%	82%	35%
Total	678	96%	73%	24%	654	94%	72%	28%
Small Group Totals (s)	0	0%	0%	0%	80	86%	54%	20%
<b>Results by Disability Status</b>								
General-education students	589	97%	75%	26%	572	94%	75%	29%
Students with disabilities	89	90%	58%	12%	82	93%	55%	17%
Total	678	96%	73%	24%	654	94%	72%	28%
<b>Results by Gender</b>								
Female	341	96%	70%	22%	323	94%	72%	28%
Male	337	96%	76%	26%	331	94%	73%	27%
Total	678	96%	73%	24%	654	94%	72%	28%
<b>Results by English Proficiency Status</b>								
English proficient	651	96%	75%	25%	626	95%	74%	29%
Limited English proficient	27	81%	41%	4%	28	71%	32%	4%
Total	678	96%	73%	24%	654	94%	72%	28%
<b>Results by Income Level</b>								
Economically disadvantaged	469	95%	68%	17%	465	93%	67%	21%
Not disadvantaged	209	98%	86%	40%	189	97%	85%	44%
Total	678	96%	73%	24%	654	94%	72%	28%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	678	96%	73%	24%	654	94%	72%	28%
Total	678	96%	73%	24%	654	94%	72%	28%

**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	3	s	s	s	1	s	s	s
Black	252	90%	15%	1%	239	87%	14%	1%
Hispanic	91	85%	19%	2%	128	88%	14%	2%
Asian or Pacific Islander	38	s	s	s	47	s	s	s
White	317	91%	36%	5%	383	92%	35%	4%
Total	701	90%	26%	3%	798	90%	25%	3%
Small Group Totals (s)	41	95%	32%	5%	48	94%	29%	2%
<b>Results by Disability Status</b>								
General-education students	610	94%	30%	4%	693	94%	28%	3%
Students with disabilities	91	65%	3%	0%	105	66%	3%	0%
Total	701	90%	26%	3%	798	90%	25%	3%
<b>Results by Gender</b>								
Female	360	93%	30%	5%	412	92%	28%	3%
Male	341	87%	22%	1%	386	89%	22%	2%
Total	701	90%	26%	3%	798	90%	25%	3%
<b>Results by English Proficiency Status</b>								
English proficient	701	90%	26%	3%	794	s	s	s
Limited English proficient	0	0%	0%	0%	4	s	s	s
Total	701	90%	26%	3%	798	90%	25%	3%
<b>Results by Income Level</b>								
Economically disadvantaged	379	88%	18%	1%	487	89%	17%	1%
Not disadvantaged	322	92%	36%	6%	311	93%	37%	5%
Total	701	90%	26%	3%	798	90%	25%	3%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	701	90%	26%	3%	798	90%	25%	3%
Total	701	90%	26%	3%	798	90%	25%	3%

## 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	3	s	s	s	1	s	s	s
Black	252	73%	22%	0%	234	70%	21%	1%
Hispanic	87	72%	24%	1%	127	76%	20%	1%
Asian or Pacific Islander	45	s	s	s	55	s	s	s
White	313	83%	44%	4%	380	85%	42%	3%
Total	700	78%	33%	2%	797	80%	32%	2%
Small Group Totals (s)	48	85%	42%	2%	56	96%	48%	7%
<b>Results by Disability Status</b>								
General-education students	614	83%	37%	3%	697	85%	36%	3%
Students with disabilities	86	47%	7%	0%	100	48%	9%	0%
Total	700	78%	33%	2%	797	80%	32%	2%
<b>Results by Gender</b>								
Female	358	80%	36%	3%	417	79%	33%	2%
Male	342	77%	30%	1%	380	81%	32%	3%
Total	700	78%	33%	2%	797	80%	32%	2%
<b>Results by English Proficiency Status</b>								
English proficient	692	78%	33%	2%	775	80%	32%	2%
Limited English proficient	8	88%	25%	0%	22	86%	41%	9%
Total	700	78%	33%	2%	797	80%	32%	2%
<b>Results by Income Level</b>								
Economically disadvantaged	383	76%	26%	1%	484	77%	26%	1%
Not disadvantaged	317	81%	42%	4%	313	86%	42%	4%
Total	700	78%	33%	2%	797	80%	32%	2%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	700	78%	33%	2%	797	80%	32%	2%
Total	700	78%	33%	2%	797	80%	32%	2%

**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	2	s	s	s	1	s	s	s
Black	243	91%	51%	7%	204	93%	50%	8%
Hispanic	85	91%	60%	7%	124	93%	48%	8%
Asian or Pacific Islander	50	s	s	s	50	s	s	s
White	298	98%	73%	25%	358	97%	71%	23%
Total	678	94%	63%	15%	737	95%	60%	15%
Small Group Totals (s)	52	92%	62%	17%	51	92%	59%	8%
<b>Results by Disability Status</b>								
General-education students	596	96%	66%	17%	646	96%	64%	17%
Students with disabilities	82	83%	37%	5%	91	84%	33%	1%
Total	678	94%	63%	15%	737	95%	60%	15%
<b>Results by Gender</b>								
Female	352	96%	62%	16%	388	95%	58%	13%
Male	326	92%	64%	15%	349	94%	63%	18%
Total	678	94%	63%	15%	737	95%	60%	15%
<b>Results by English Proficiency Status</b>								
English proficient	670	94%	63%	16%	717	95%	61%	15%
Limited English proficient	8	100%	75%	0%	20	80%	30%	10%
Total	678	94%	63%	15%	737	95%	60%	15%
<b>Results by Income Level</b>								
Economically disadvantaged	370	93%	54%	8%	447	93%	52%	8%
Not disadvantaged	308	96%	73%	25%	290	97%	73%	26%
Total	678	94%	63%	15%	737	95%	60%	15%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	678	94%	63%	15%	737	95%	60%	15%
Total	678	94%	63%	15%	737	95%	60%	15%

## 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%	2	s	s	s	s
Black	106	21	60	3	79%	112	22	64	6	82%
Hispanic	21	1	14	0	71%	44	9	17	3	66%
Asian or Pacific Islander	42	8	23	1	76%	40	s	s	s	s
White	237	27	156	9	81%	232	26	166	2	84%
Total	406	57	253	13	80%	430	63	275	12	81%
Small Group Totals (s)	0	0	0	0	0%	42	6	28	1	83%
<b>Results by Disability Status</b>										
General-education students	346	53	239	0	84%	354	54	258	0	88%
Students with disabilities	60	4	14	13	52%	76	9	17	12	50%
Total	406	57	253	13	80%	430	63	275	12	81%
<b>Results by Gender</b>										
Female	205	28	147	4	87%	221	34	150	5	86%
Male	201	29	106	9	72%	209	29	125	7	77%
Total	406	57	253	13	80%	430	63	275	12	81%
<b>Results by English Proficiency Status</b>										
English proficient	393	55	248	13	80%	421	60	270	12	81%
Limited English proficient	13	2	5	0	54%	9	3	5	0	89%
Total	406	57	253	13	80%	430	63	275	12	81%
<b>Results by Income Level</b>										
Economically disadvantaged	14	1	1	2	29%	154	35	94	7	88%
Not disadvantaged	392	56	252	11	81%	276	28	181	5	78%
Total	406	57	253	13	80%	430	63	275	12	81%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	406	57	253	13	80%	430	63	275	12	81%
Total	406	57	253	13	80%	430	63	275	12	81%

**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%	2	s	s	s	s
Black	106	22	44	6	68%	112	22	56	10	79%
Hispanic	21	3	7	1	52%	44	8	15	2	57%
Asian or Pacific Islander	42	9	16	1	62%	40	s	s	s	s
White	237	31	134	18	77%	232	22	164	6	83%
Total	406	65	201	26	72%	430	60	259	20	79%
Small Group Totals (s)	0	0	0	0	0%	42	8	24	2	81%
<b>Results by Disability Status</b>										
General-education students	346	58	197	0	74%	354	52	244	0	84%
Students with disabilities	60	7	4	26	62%	76	8	15	20	57%
Total	406	65	201	26	72%	430	60	259	20	79%
<b>Results by Gender</b>										
Female	205	40	104	6	73%	221	38	135	8	82%
Male	201	25	97	20	71%	209	22	124	12	76%
Total	406	65	201	26	72%	430	60	259	20	79%
<b>Results by English Proficiency Status</b>										
English proficient	393	60	201	25	73%	421	59	254	20	79%
Limited English proficient	13	5	0	1	46%	9	1	5	0	67%
Total	406	65	201	26	72%	430	60	259	20	79%
<b>Results by Income Level</b>										
Economically disadvantaged	14	0	2	0	14%	154	34	83	9	82%
Not disadvantaged	392	65	199	26	74%	276	26	176	11	77%
Total	406	65	201	26	72%	430	60	259	20	79%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	406	65	201	26	72%	430	60	259	20	79%
Total	406	65	201	26	72%	430	60	259	20	79%

## 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	124	52%	124	64%
Hispanic	38	53%	27	44%
Asian or Pacific Islander	27	78%	45	71%
White	311	70%	263	69%
Total	500	65%	459	66%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	427	68%	401	70%
Students with disabilities	73	48%	58	41%
Total	500	65%	459	66%
<b>Results by Gender</b>				
Female	252	67%	232	71%
Male	248	63%	227	61%
Total	500	65%	459	66%
<b>Results by English Proficiency Status</b>				
English proficient	489	65%	447	66%
Limited English proficient	11	73%	12	58%
Total	500	65%	459	66%
<b>Results by Income Level</b>				
Economically disadvantaged	139	76%	163	63%
Not disadvantaged	361	61%	296	68%
Total	500	65%	459	66%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	500	65%	459	66%
Total	500	65%	459	66%

## 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.