

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**

**Deer Park Union Free 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: Richard E. Organisciak		Phone: (631)274-4010
<b>Organization</b> <b>2004–05</b>	Grade Range	Student Enrollment
	NA	4311

<b>2003–04 District-wide Total Expenditure per Pupil</b>	\$15,636
<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
943	99%

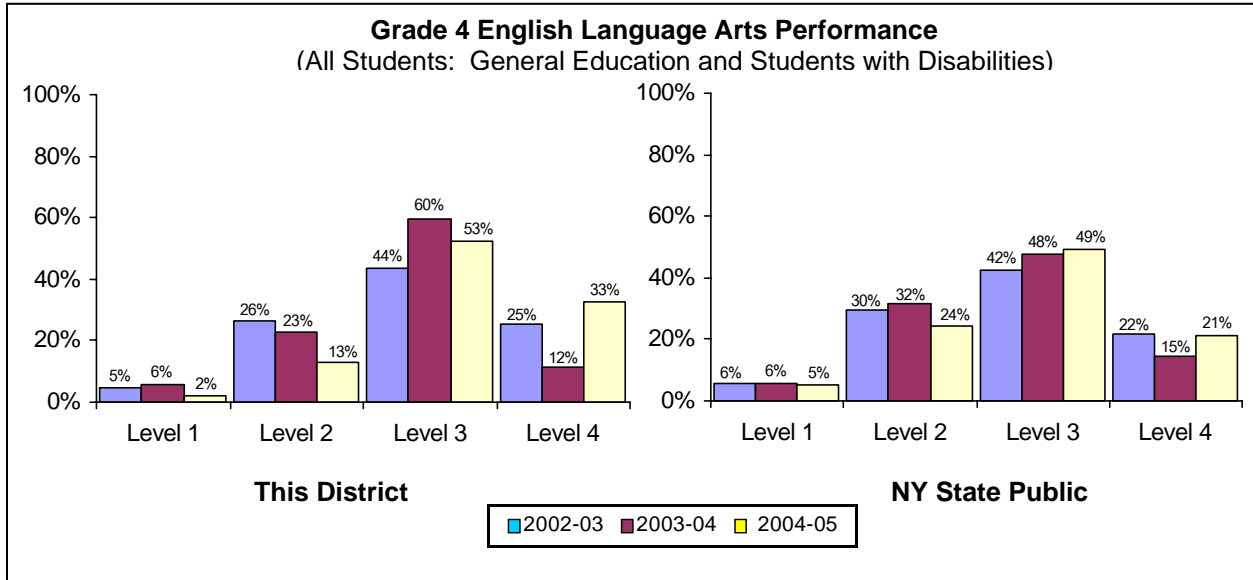
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
408	0%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Feb 2003	15	86	142	83	326	665
Feb 2004	19	77	201	39	336	657
Feb 2005	6	42	173	108	329	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> .

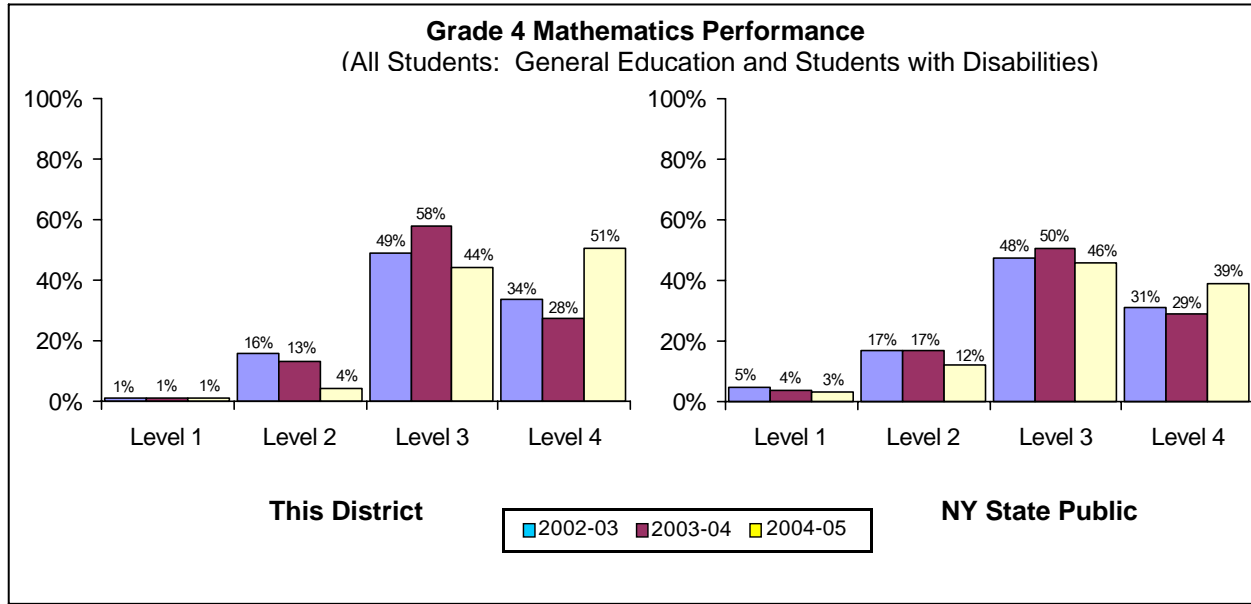
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	1	0	4	5

### 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.

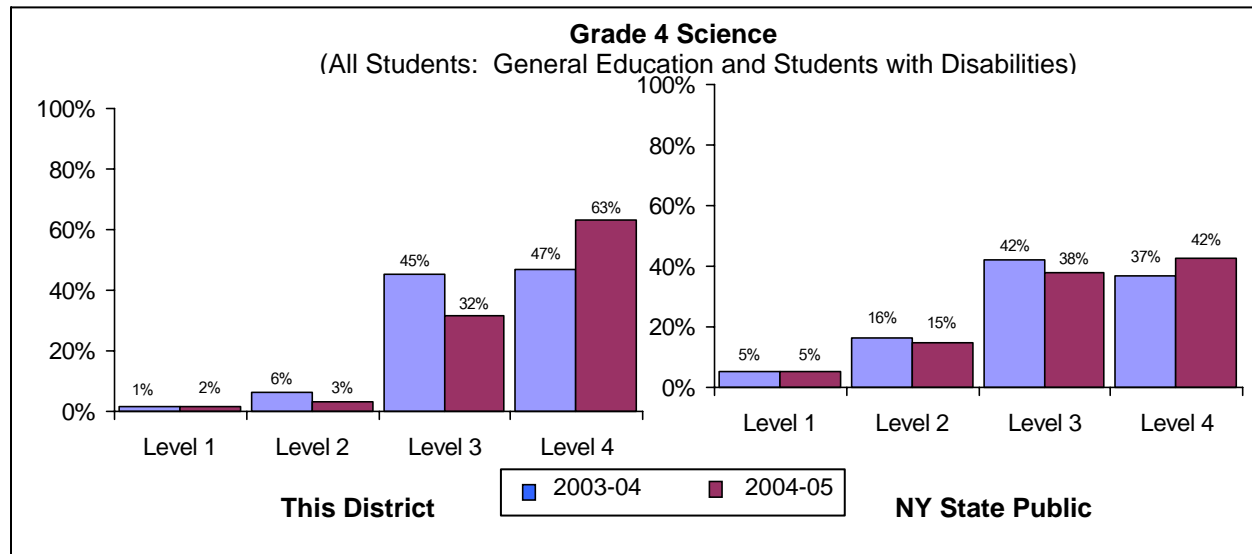
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	4	53	162	112	331	664
May 2004	4	45	198	94	341	661
May 2005	3	14	148	169	334	681

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>	#	#	#	#	2

## 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	
<b>May 2004</b>	5	22	154	159	340	81
<b>May 2005</b>	5	11	106	211	333	85

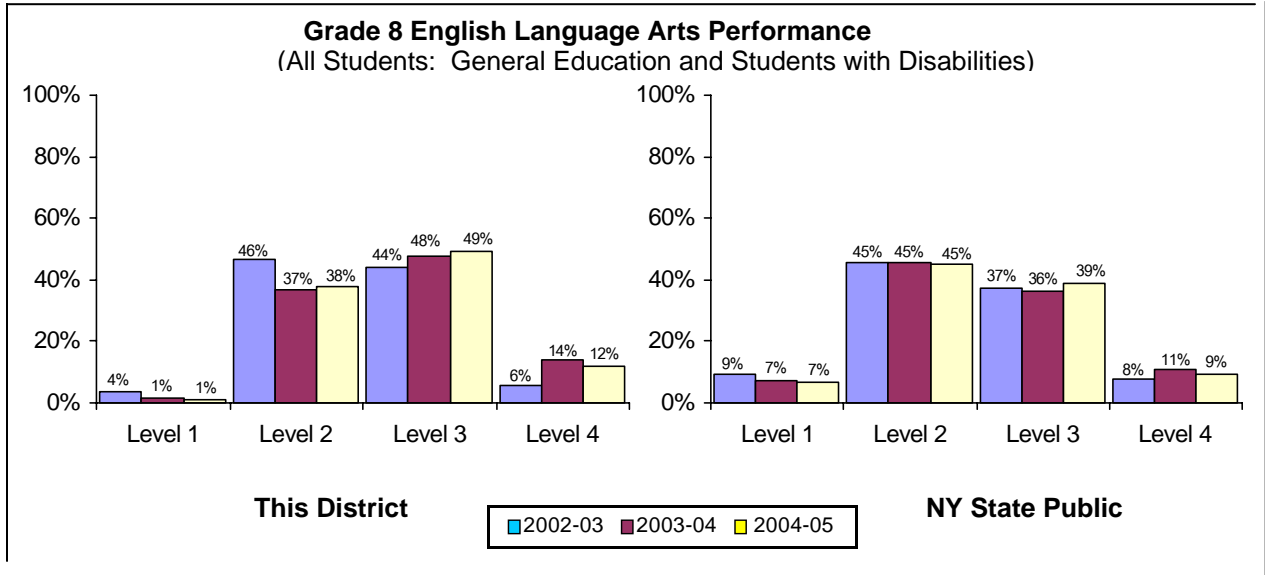
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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



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	13	166	157	21	357	698
January 2004	5	131	171	51	358	709
January 2005	4	138	180	44	366	707

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

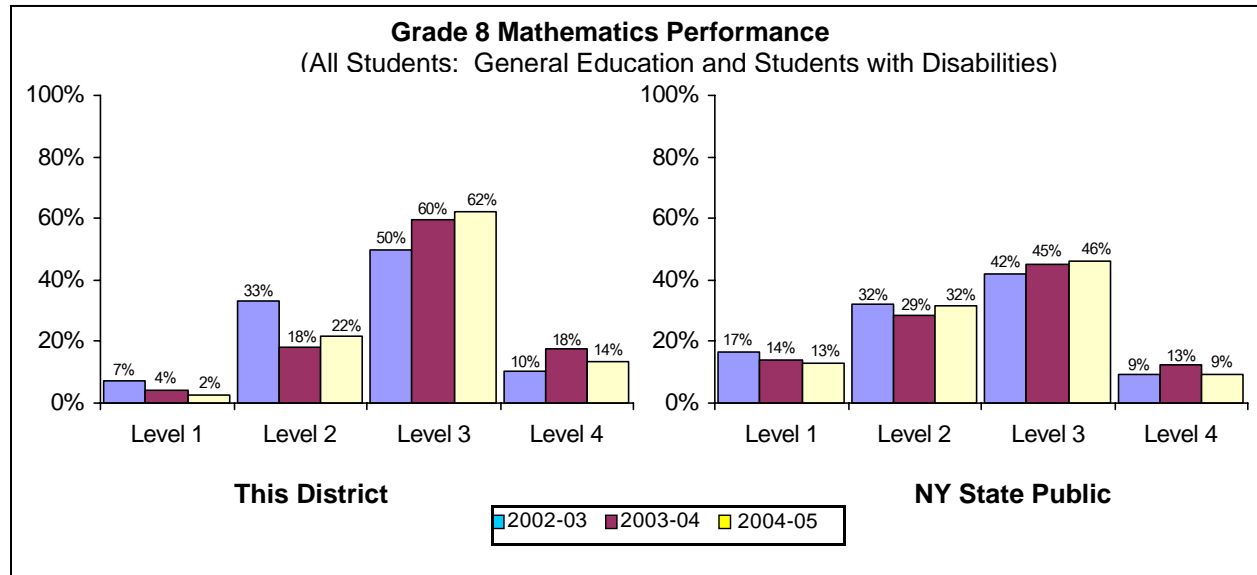
Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	#	#	#	2

### 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	#	#	#	#	3



## Middle Level Mathematics



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

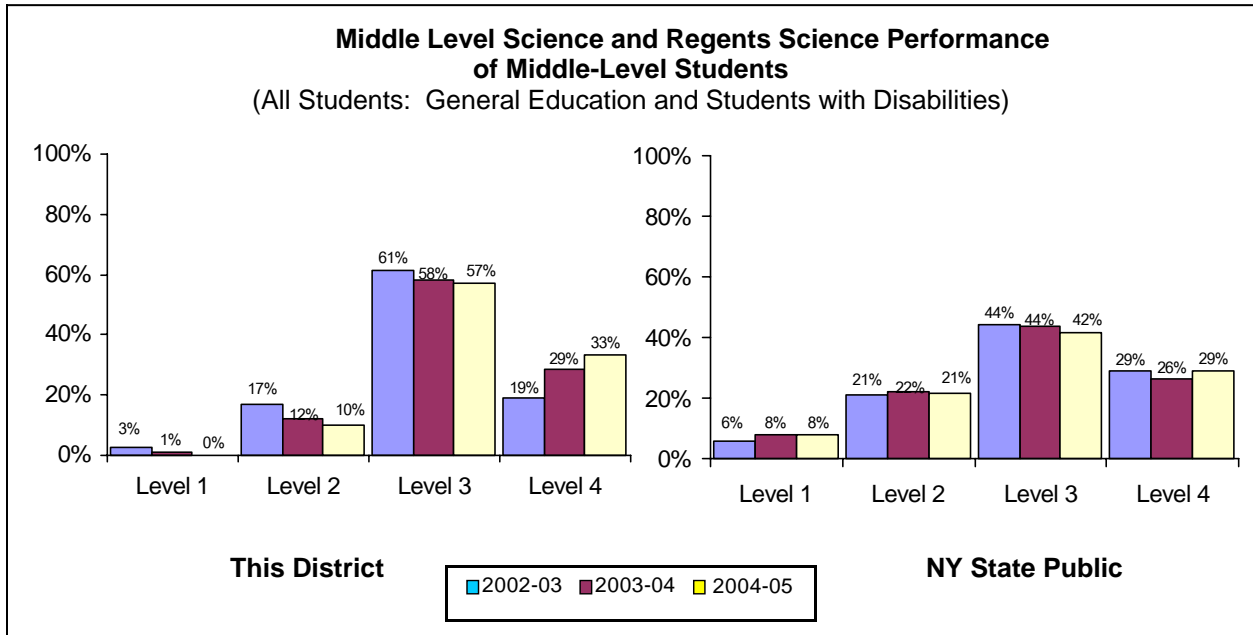
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	25	116	174	36	351	723
May 2004	15	65	212	63	355	735
May 2005	9	80	228	50	367	731

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>	#	#	#	#	3

## 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	8	50	183	57	298	75
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	4	42	174	58	278	74
June 2004	Regents Science	0	0	30	42	72	86
January/	Middle-Level Science	0	36	187	75	298	76
June 2005	Regents Science	0	0	19	45	64	87

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

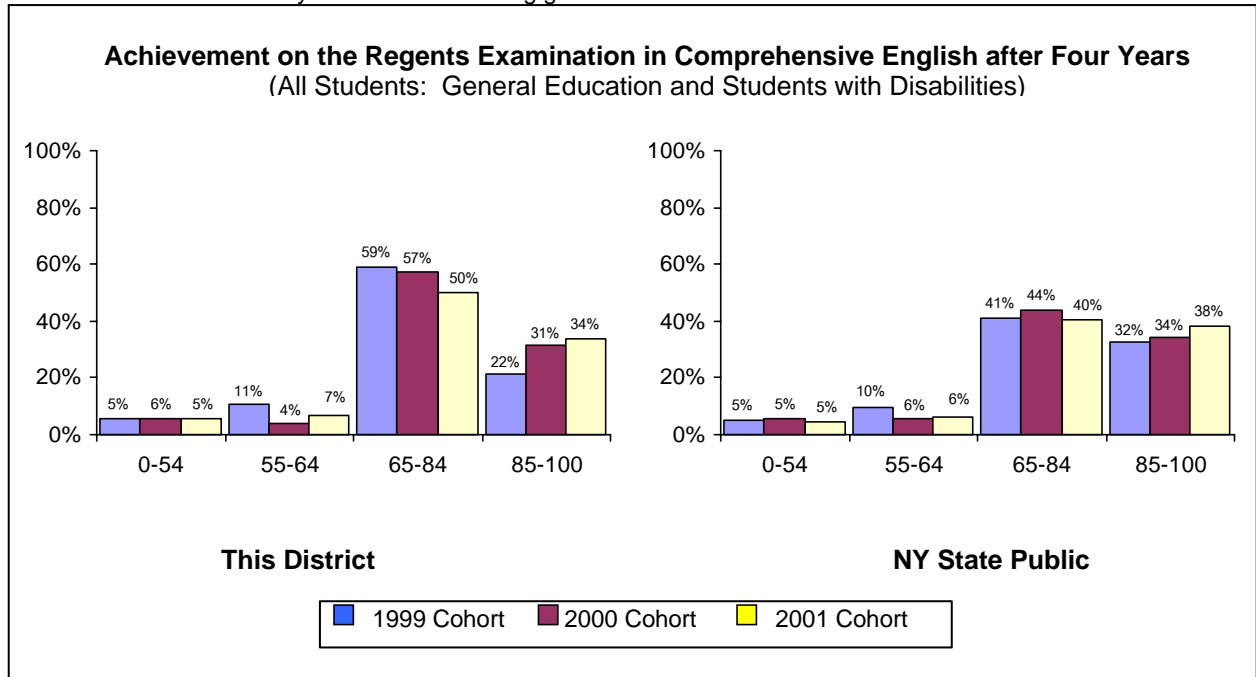
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
<b>2004–05</b>	#	#	#	#	3

# 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>	274	15	30	161	59	0
<b>2000 Cohort</b>	242	14	9	138	76	0
<b>2001 Cohort</b>	259	14	17	130	88	0

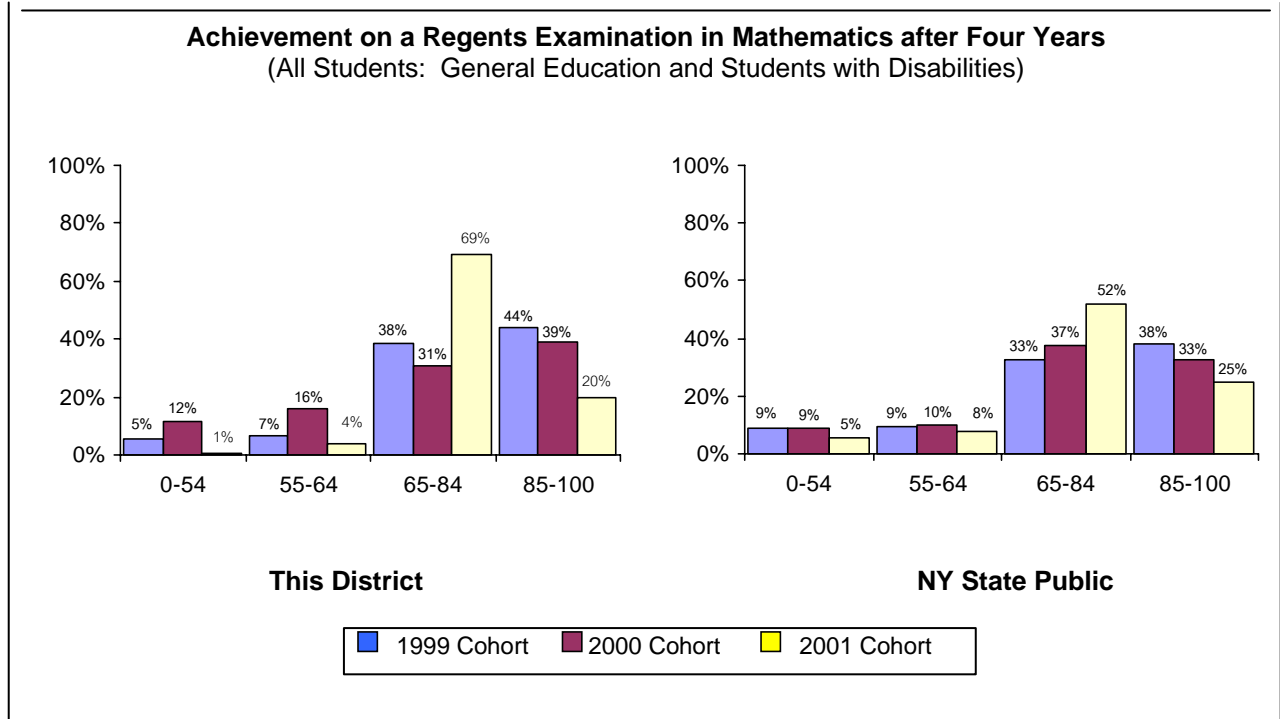
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	5	2
<b>2000 Cohort</b>	4	1
<b>2001 Cohort</b>	9	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>	274	15	18	105	120	0
<b>2000 Cohort</b>	242	28	38	74	94	0
<b>2001 Cohort</b>	259	2	10	180	51	0

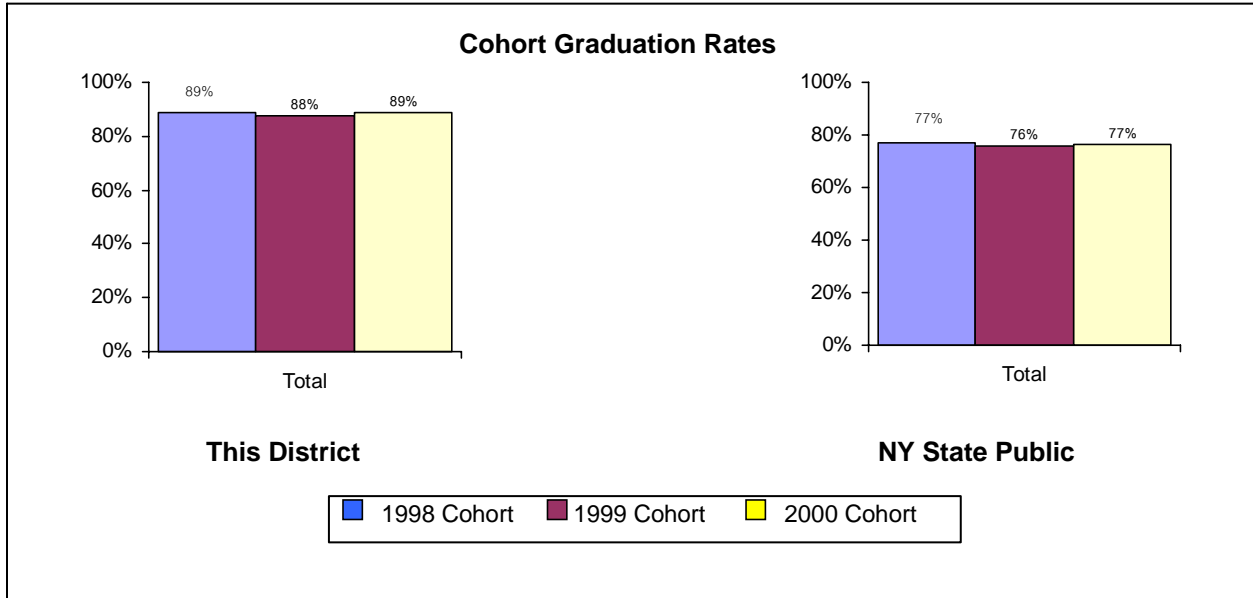
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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>	2	0
<b>2000 Cohort</b>	7	0
<b>2001 Cohort</b>	5	1

\*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	217	9	226	201
1999 Cohort	268	17	285	250
2000 Cohort	247	8	255	226

\*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%	0	0%	0%	0%
Black	47	87%	53%	4%	53	98%	66%	25%
Hispanic	39	90%	54%	3%	31	94%	87%	35%
Asian or Pacific Islander	22	100%	82%	9%	19	100%	95%	47%
White	228	96%	77%	15%	226	99%	89%	33%
Total	336	94%	71%	12%	329	98%	85%	33%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	304	98%	78%	13%	294	100%	89%	35%
Students with disabilities	32	56%	13%	0%	35	83%	51%	14%
Total	336	94%	71%	12%	329	98%	85%	33%
<b>Results by Gender</b>								
Female	161	98%	77%	16%	160	99%	89%	36%
Male	175	91%	66%	8%	169	98%	82%	30%
Total	336	94%	71%	12%	329	98%	85%	33%
<b>Results by English Proficiency Status</b>								
English proficient	323	95%	74%	12%	324	98%	86%	33%
Limited English proficient	13	85%	15%	0%	5	80%	60%	20%
Total	336	94%	71%	12%	329	98%	85%	33%
<b>Results by Income Level</b>								
Economically disadvantaged	76	91%	62%	4%	66	92%	64%	26%
Not disadvantaged	260	95%	74%	14%	263	100%	91%	35%
Total	336	94%	71%	12%	329	98%	85%	33%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	336	94%	71%	12%	329	98%	85%	33%
Total	336	94%	71%	12%	329	98%	85%	33%

## 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%	0	0%	0%	0%
Black	49	98%	71%	12%	54	96%	85%	31%
Hispanic	40	98%	80%	18%	33	100%	100%	36%
Asian or Pacific Islander	23	100%	87%	35%	20	100%	95%	70%
White	229	99%	90%	32%	227	100%	96%	56%
Total	341	99%	86%	28%	334	99%	95%	51%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	309	100%	91%	30%	299	100%	98%	54%
Students with disabilities	32	88%	38%	3%	35	91%	69%	20%
Total	341	99%	86%	28%	334	99%	95%	51%
<b>Results by Gender</b>								
Female	163	99%	91%	28%	162	100%	96%	48%
Male	178	99%	81%	27%	172	98%	94%	53%
Total	341	99%	86%	28%	334	99%	95%	51%
<b>Results by English Proficiency Status</b>								
English proficient	325	99%	88%	29%	324	99%	95%	51%
Limited English proficient	16	100%	44%	0%	10	100%	80%	40%
Total	341	99%	86%	28%	334	99%	95%	51%
<b>Results by Income Level</b>								
Economically disadvantaged	79	96%	77%	22%	66	97%	83%	38%
Not disadvantaged	262	100%	88%	29%	268	100%	98%	54%
Total	341	99%	86%	28%	334	99%	95%	51%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	341	99%	86%	28%	334	99%	95%	51%
Total	341	99%	86%	28%	334	99%	95%	51%



## 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%	0	0%	0%	0%
Black	49	98%	84%	29%	52	94%	87%	46%
Hispanic	39	95%	92%	33%	34	100%	97%	65%
Asian or Pacific Islander	23	100%	96%	43%	20	100%	95%	75%
White	229	99%	93%	53%	227	99%	97%	66%
Total	340	99%	92%	47%	333	98%	95%	63%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	308	100%	94%	51%	299	100%	97%	66%
Students with disabilities	32	88%	72%	6%	34	88%	79%	38%
Total	340	99%	92%	47%	333	98%	95%	63%
<b>Results by Gender</b>								
Female	162	99%	94%	46%	162	99%	96%	59%
Male	178	98%	90%	48%	171	98%	94%	67%
Total	340	99%	92%	47%	333	98%	95%	63%
<b>Results by English Proficiency Status</b>								
English proficient	324	98%	93%	49%	323	99%	96%	64%
Limited English proficient	16	100%	75%	0%	10	90%	80%	30%
Total	340	99%	92%	47%	333	98%	95%	63%
<b>Results by Income Level</b>								
Economically disadvantaged	78	96%	90%	35%	65	92%	85%	45%
Not disadvantaged	262	99%	93%	50%	268	100%	98%	68%
Total	340	99%	92%	47%	333	98%	95%	63%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	340	99%	92%	47%	333	98%	95%	63%
Total	340	99%	92%	47%	333	98%	95%	63%

**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	45	93%	51%	4%	63	97%	43%	14%
Hispanic	32	100%	59%	19%	33	97%	36%	3%
Asian or Pacific Islander	16	100%	88%	31%	24	96%	79%	21%
White	265	99%	63%	14%	246	100%	67%	12%
Total	358	99%	62%	14%	366	99%	61%	12%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	324	99%	67%	16%	329	100%	65%	13%
Students with disabilities	34	91%	18%	0%	37	92%	24%	0%
Total	358	99%	62%	14%	366	99%	61%	12%
<b>Results by Gender</b>								
Female	170	98%	71%	15%	182	99%	65%	14%
Male	188	99%	54%	13%	184	98%	58%	10%
Total	358	99%	62%	14%	366	99%	61%	12%
<b>Results by English Proficiency Status</b>								
English proficient	358	99%	62%	14%	366	99%	61%	12%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	358	99%	62%	14%	366	99%	61%	12%
<b>Results by Income Level</b>								
Economically disadvantaged	69	96%	45%	9%	72	97%	40%	3%
Not disadvantaged	289	99%	66%	16%	294	99%	66%	14%
Total	358	99%	62%	14%	366	99%	61%	12%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	358	99%	62%	14%	366	99%	61%	12%
Total	358	99%	62%	14%	366	99%	61%	12%

**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	45	84%	51%	9%	63	95%	65%	10%
Hispanic	33	100%	64%	9%	34	91%	59%	6%
Asian or Pacific Islander	16	94%	88%	31%	25	100%	88%	28%
White	261	97%	83%	20%	245	99%	80%	14%
Total	355	96%	77%	18%	367	98%	76%	14%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	322	98%	82%	20%	331	99%	80%	15%
Students with disabilities	33	73%	30%	0%	36	83%	36%	0%
Total	355	96%	77%	18%	367	98%	76%	14%
<b>Results by Gender</b>								
Female	169	98%	82%	19%	182	98%	76%	13%
Male	186	94%	74%	17%	185	97%	75%	14%
Total	355	96%	77%	18%	367	98%	76%	14%
<b>Results by English Proficiency Status</b>								
English proficient	352	s	s	s	365	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	355	96%	77%	18%	367	98%	76%	14%
<b>Results by Income Level</b>								
Economically disadvantaged	68	91%	63%	9%	76	96%	62%	3%
Not disadvantaged	287	97%	81%	20%	291	98%	79%	16%
Total	355	96%	77%	18%	367	98%	76%	14%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	355	96%	77%	18%	367	98%	76%	14%
Total	355	96%	77%	18%	367	98%	76%	14%

## 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	43	98%	67%	12%	58	100%	71%	12%
Hispanic	29	97%	76%	14%	32	100%	78%	9%
Asian or Pacific Islander	9	89%	78%	11%	18	100%	89%	39%
White	197	99%	88%	24%	190	100%	95%	31%
Total	278	99%	83%	21%	298	100%	88%	25%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	246	99%	88%	23%	265	100%	90%	28%
Students with disabilities	32	94%	50%	6%	33	100%	70%	6%
Total	278	99%	83%	21%	298	100%	88%	25%
<b>Results by Gender</b>								
Female	121	99%	84%	21%	145	100%	87%	23%
Male	157	98%	83%	21%	153	100%	89%	27%
Total	278	99%	83%	21%	298	100%	88%	25%
<b>Results by English Proficiency Status</b>								
English proficient	275	s	s	s	296	s	s	s
Limited English proficient	3	s	s	s	2	s	s	s
Total	278	99%	83%	21%	298	100%	88%	25%
<b>Results by Income Level</b>								
Economically disadvantaged	61	100%	69%	10%	70	100%	81%	13%
Not disadvantaged	217	98%	88%	24%	228	100%	90%	29%
Total	278	99%	83%	21%	298	100%	88%	25%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	278	99%	83%	21%	298	100%	88%	25%
Total	278	99%	83%	21%	298	100%	88%	25%

## 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	26	4	17	1	85%	41	9	26	0	85%
Hispanic	15	1	12	0	87%	22	2	15	1	82%
Asian or Pacific Islander	10	0	10	0	100%	14	1	12	0	93%
White	191	4	175	3	95%	182	5	165	8	98%
Total	242	9	214	4	94%	259	17	218	9	94%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	224	7	206	0	95%	230	9	210	0	95%
Students with disabilities	18	2	8	4	78%	29	8	8	9	86%
Total	242	9	214	4	94%	259	17	218	9	94%
<b>Results by Gender</b>										
Female	126	7	107	3	93%	128	7	112	3	95%
Male	116	2	107	1	95%	131	10	106	6	93%
Total	242	9	214	4	94%	259	17	218	9	94%
<b>Results by English Proficiency Status</b>										
English proficient	240	s	s	s	s	256	s	s	s	s
Limited English proficient	2	s	s	s	s	3	s	s	s	s
Total	242	9	214	4	94%	259	17	218	9	94%
<b>Results by Income Level</b>										
Economically disadvantaged	0	0	0	0	0%	12	1	8	2	92%
Not disadvantaged	242	9	214	4	94%	247	16	210	7	94%
Total	242	9	214	4	94%	259	17	218	9	94%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	242	9	214	4	94%	259	17	218	9	94%
Total	242	9	214	4	94%	259	17	218	9	94%

**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		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	26	6	13	1	77%	41	4	33	0	90%
Hispanic	15	4	6	0	67%	22	0	18	0	82%
Asian or Pacific Islander	10	2	8	0	100%	14	0	13	0	93%
White	191	26	141	6	91%	182	6	167	5	98%
Total	242	38	168	7	88%	259	10	231	5	95%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	224	35	164	0	89%	230	7	215	0	97%
Students with disabilities	18	3	4	7	78%	29	3	16	5	83%
Total	242	38	168	7	88%	259	10	231	5	95%
<b>Results by Gender</b>										
Female	126	26	76	4	84%	128	5	116	1	95%
Male	116	12	92	3	92%	131	5	115	4	95%
Total	242	38	168	7	88%	259	10	231	5	95%
<b>Results by English Proficiency Status</b>										
English proficient	240	s	s	s	s	256	s	s	s	s
Limited English proficient	2	s	s	s	s	3	s	s	s	s
Total	242	38	168	7	88%	259	10	231	5	95%
<b>Results by Income Level</b>										
Economically disadvantaged	0	0	0	0	0%	12	0	9	2	92%
Not disadvantaged	242	38	168	7	88%	247	10	222	3	95%
Total	242	38	168	7	88%	259	10	231	5	95%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	242	38	168	7	88%	259	10	231	5	95%
Total	242	38	168	7	88%	259	10	231	5	95%

## 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	45	84%	26	81%
Hispanic	23	91%	15	87%
Asian or Pacific Islander	16	100%	10	100%
White	201	87%	204	89%
Total	285	88%	255	89%
Small Group Totals (s)	0	0%	0	0%
<b>Results by Disability Status</b>				
General-education students	258	90%	234	91%
Students with disabilities	27	70%	21	57%
Total	285	88%	255	89%
<b>Results by Gender</b>				
Female	144	89%	131	87%
Male	141	87%	124	90%
Total	285	88%	255	89%
<b>Results by English Proficiency Status</b>				
English proficient	285	88%	253	s
Limited English proficient	0	0%	2	s
Total	285	88%	255	89%
<b>Results by Income Level</b>				
Economically disadvantaged	30	83%	3	s
Not disadvantaged	255	88%	252	s
Total	285	88%	255	89%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	285	88%	255	89%
Total	285	88%	255	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.