

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**

William Floyd Union Free School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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.

Overview of District Performance in English Language Arts, Mathematics, and Science

District Profile

Superintendent: Richard J. Hawkins		Phone: (631)874-1201
Organization 2004–05	Grade Range	Student Enrollment
	NA	10191

2003–04 District-wide Total Expenditure per Pupil	\$14,456
2003–04 NYS Public Schools Total Expenditure per Pupil	\$13,826

2004–05 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
2,133	96%

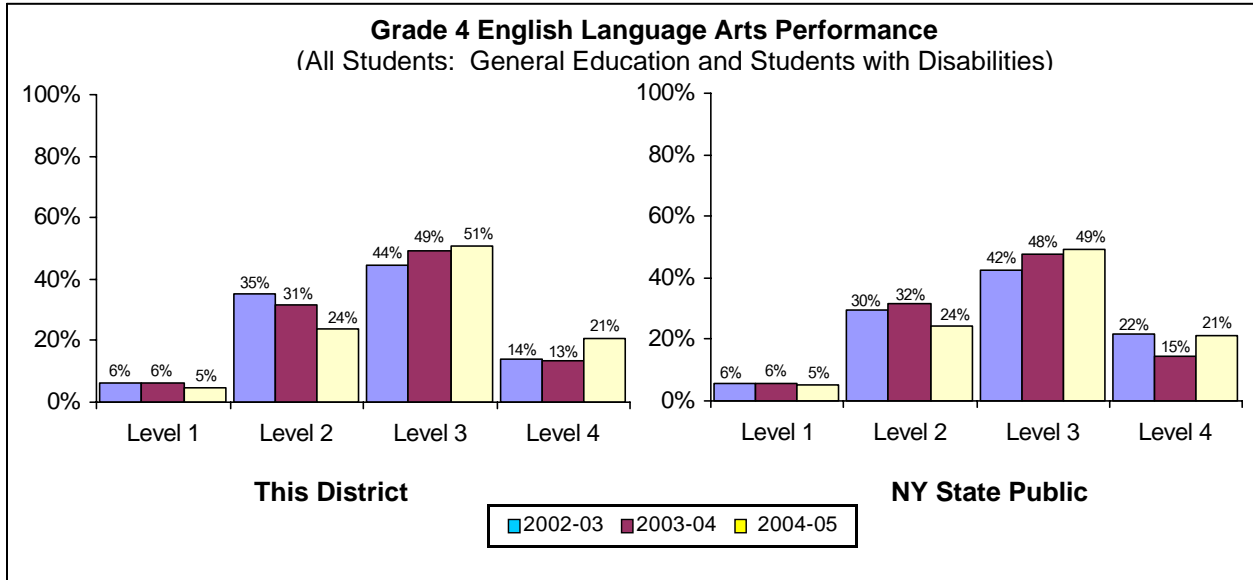
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
663	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	53	290	365	114	822	652
Feb 2004	45	237	370	101	753	656
Feb 2005	35	179	379	156	749	665

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

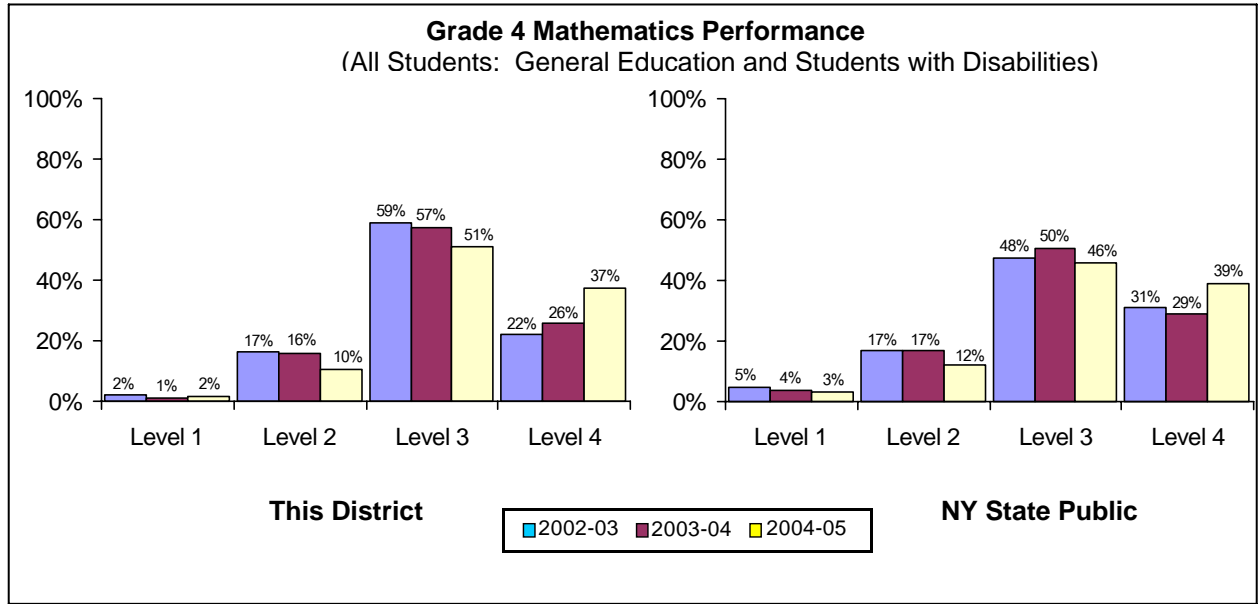
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	4	0	5	9

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2004–05	0	0	0	6	6

Elementary Level Mathematics



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

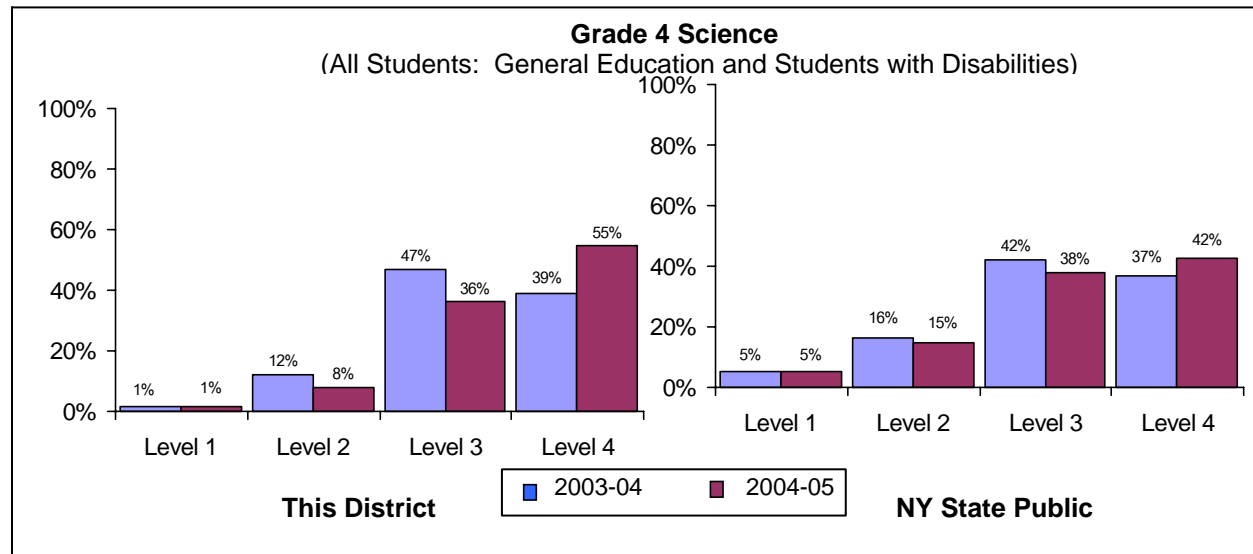
Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2003	19	136	484	182	821	658
May 2004	9	120	432	193	754	661
May 2005	12	78	383	280	753	671

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

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	0	1	1	5	7

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	11	91	348	290	740	79
May 2005	10	60	268	405	743	82

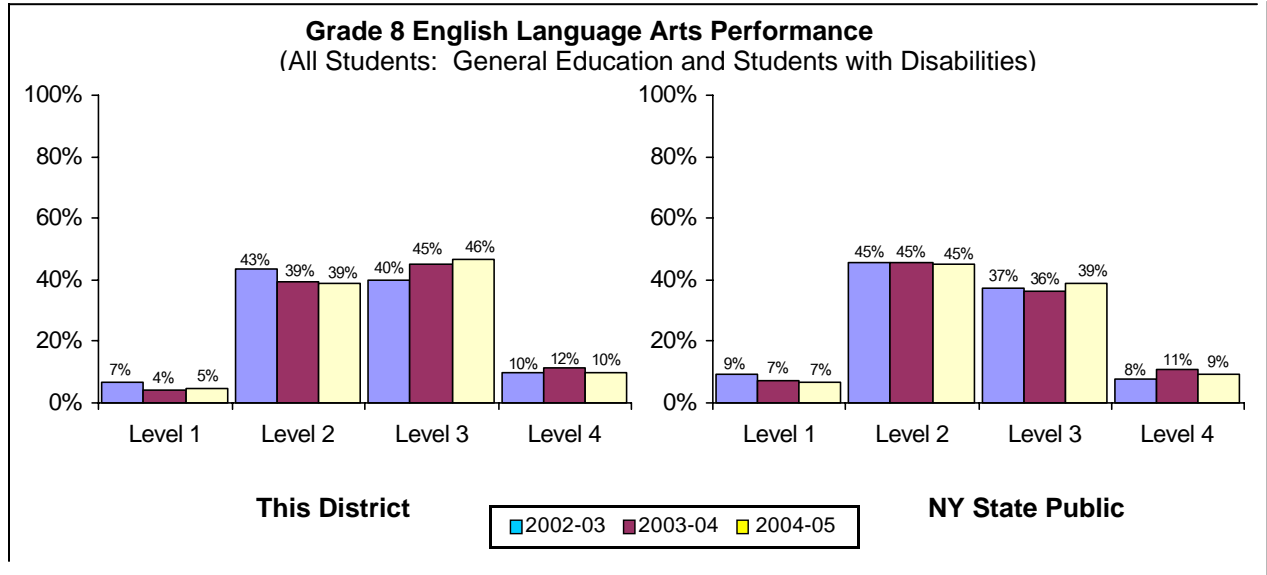
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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	0	1	1	5	7

*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	55	346	320	78	799	698
January 2004	34	340	387	100	861	704
January 2005	40	329	393	85	847	701

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

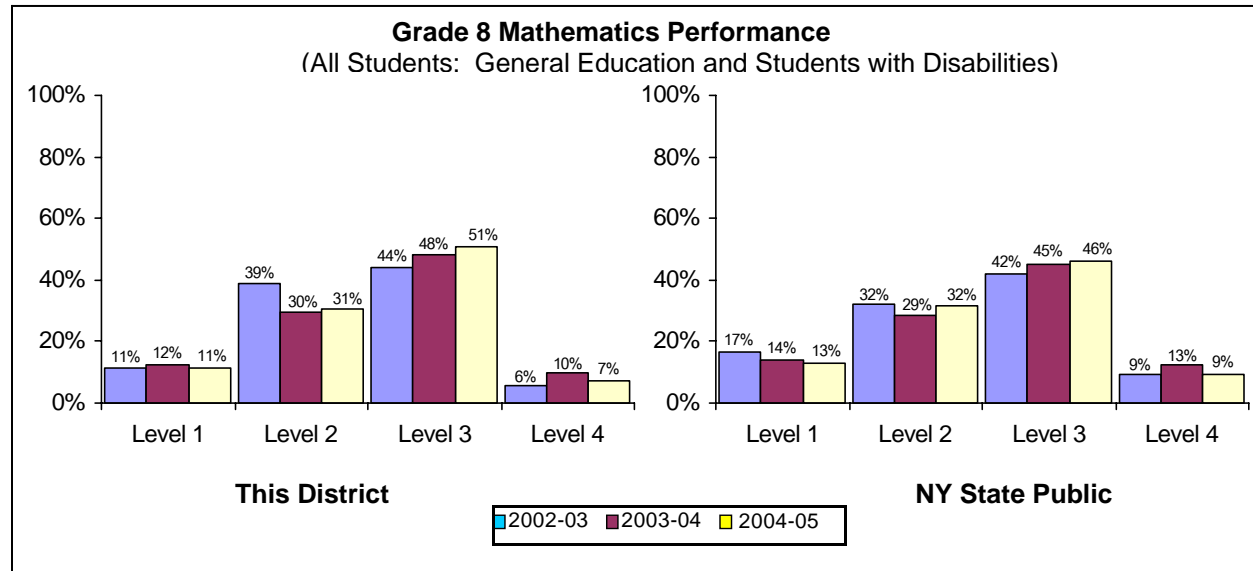
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	2	0	11	13

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	0	0	12	13

Middle Level Mathematics



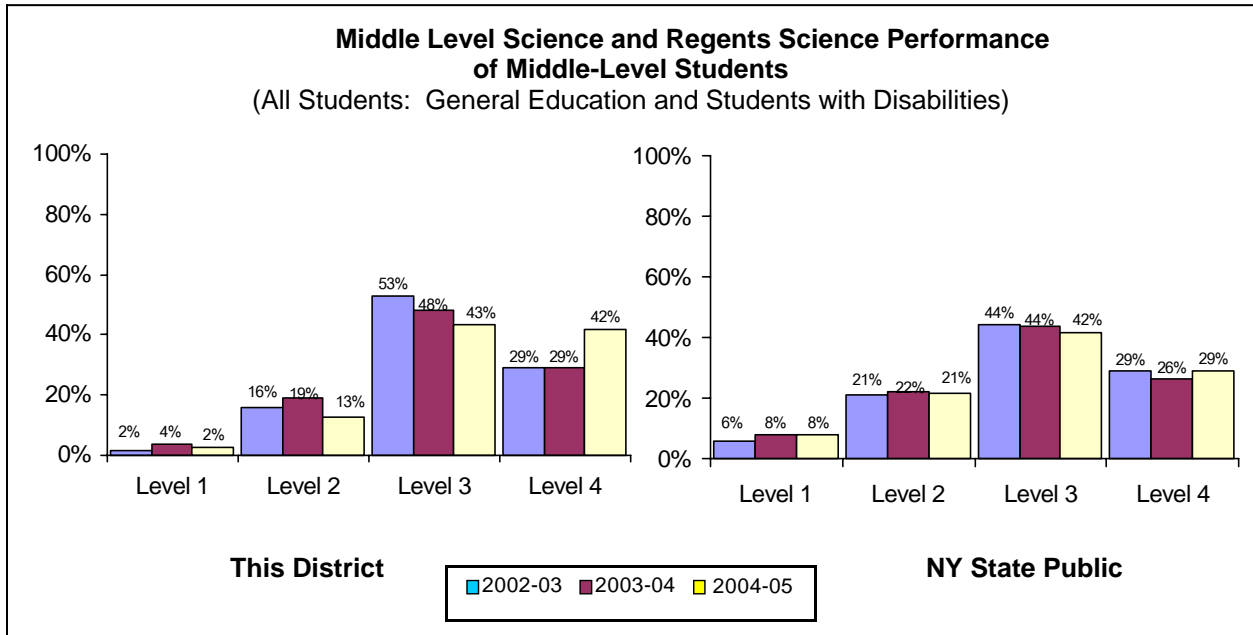
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	91	316	357	45	809	712
May 2004	106	258	418	86	868	717
May 2005	98	265	442	63	868	720

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

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2004-05	1	1	0	10	12

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	13	123	411	227	774	76
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	33	159	402	241	835	74
June 2004	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	20	105	355	341	821	78
June 2005	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students exceed the standards 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.
Level 3	These students meet the standards 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.
Level 2	These students need extra help 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.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

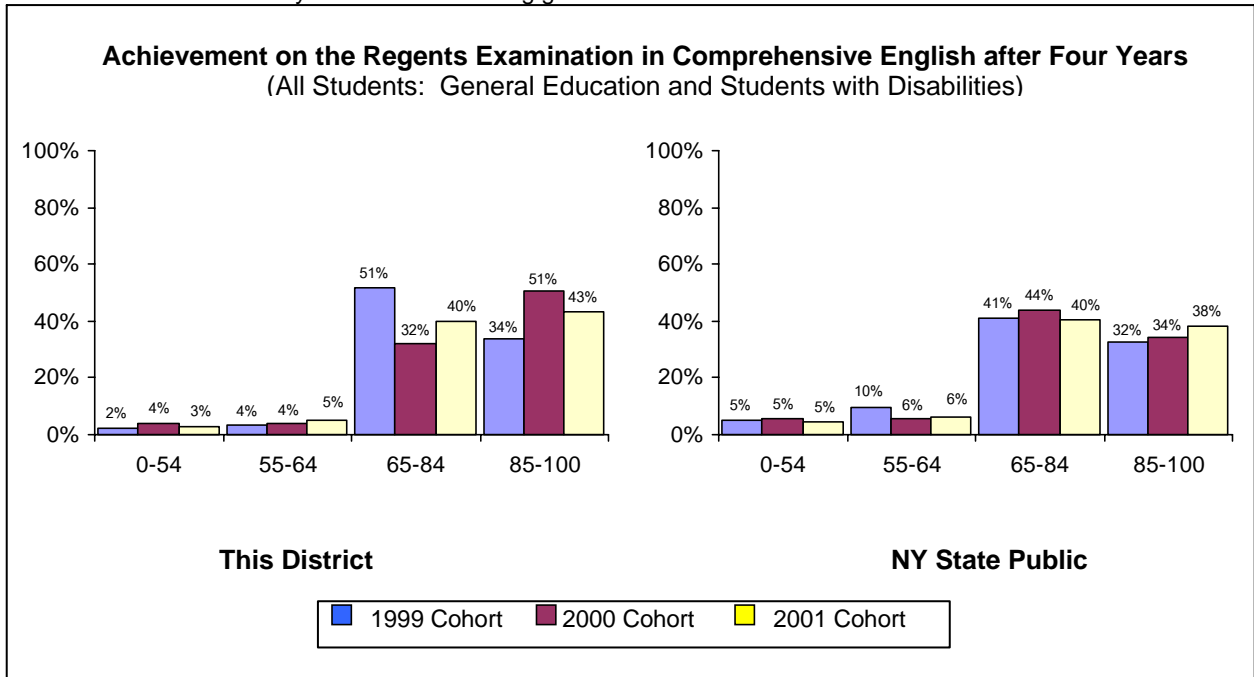
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	1	0	10	12

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 30th 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
1999 Cohort	589	13	21	303	200	0
2000 Cohort	602	23	25	192	306	0
2001 Cohort	628	19	33	250	270	0

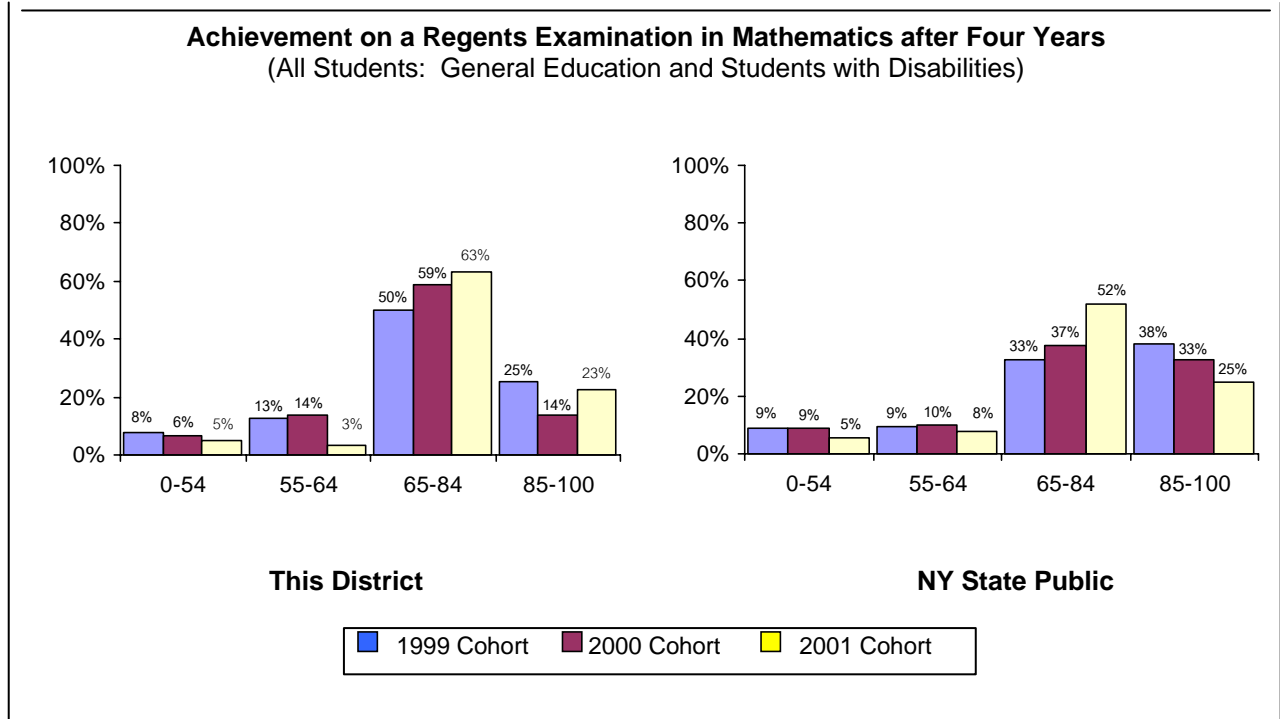
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1999 Cohort	10	3
2000 Cohort	21	3
2001 Cohort	16	13

*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 30th of the fourth year after first entering grade 9.



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

Mathematics Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1999 Cohort	589	45	74	293	149	0
2000 Cohort	602	39	84	353	83	0
2001 Cohort	628	30	20	398	143	0

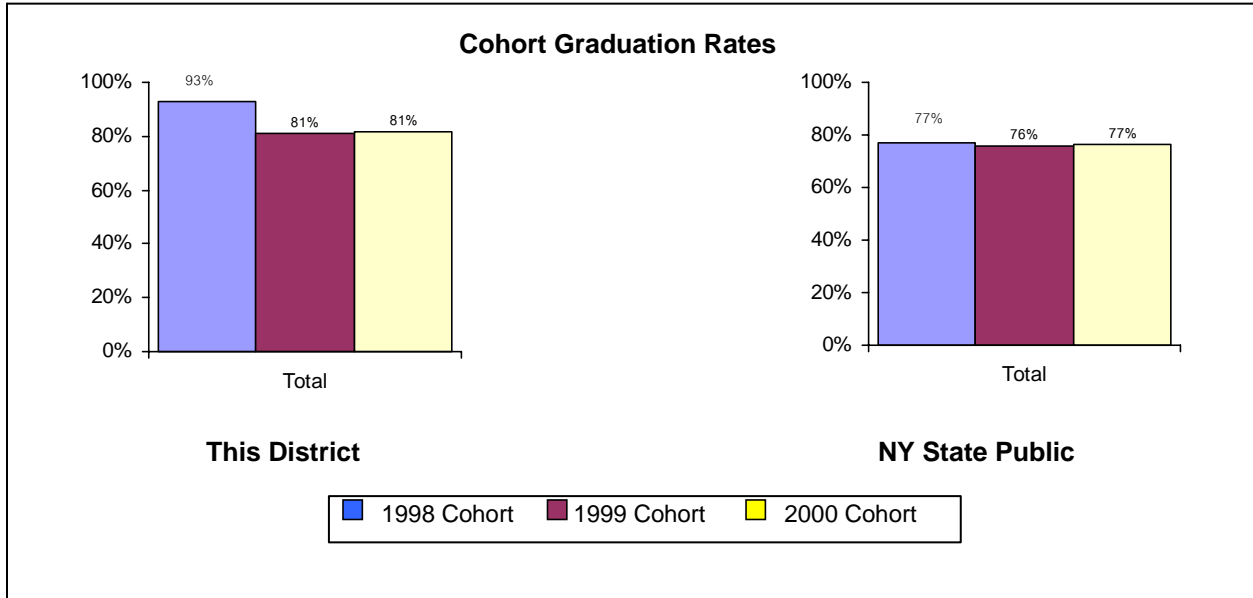
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1999 Cohort	24	4
2000 Cohort	48	1
2001 Cohort	20	5

*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 31st 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	490	4	494	459
1999 Cohort	573	22	595	482
2000 Cohort	592	17	609	496

*Count as of August 31st 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
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	7	86%	57%	14%
Black	71	89%	39%	6%	67	94%	63%	13%
Hispanic	104	94%	57%	4%	114	96%	68%	11%
Asian or Pacific Islander	9	s	s	s	17	100%	82%	41%
White	567	95%	66%	16%	544	95%	73%	23%
Total	753	94%	63%	13%	749	95%	71%	21%
Small Group Totals (s)	11	100%	82%	18%	0	0%	0%	0%
Results by Disability Status								
General-education students	632	99%	72%	16%	642	99%	79%	24%
Students with disabilities	121	69%	16%	2%	107	72%	23%	1%
Total	753	94%	63%	13%	749	95%	71%	21%
Results by Gender								
Female	370	95%	66%	17%	372	97%	76%	26%
Male	383	93%	59%	10%	377	93%	67%	16%
Total	753	94%	63%	13%	749	95%	71%	21%
Results by English Proficiency Status								
English proficient	753	94%	63%	13%	747	s	s	s
Limited English proficient	0	0%	0%	0%	2	s	s	s
Total	753	94%	63%	13%	749	95%	71%	21%
Results by Income Level								
Economically disadvantaged	270	91%	48%	5%	253	94%	65%	12%
Not disadvantaged	483	96%	71%	18%	496	96%	75%	25%
Total	753	94%	63%	13%	749	95%	71%	21%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	753	94%	63%	13%	749	95%	71%	21%
Total	753	94%	63%	13%	749	95%	71%	21%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	8	100%	100%	38%
Black	67	97%	69%	15%	68	97%	71%	21%
Hispanic	110	99%	75%	15%	121	98%	84%	23%
Asian or Pacific Islander	13	s	s	s	18	100%	100%	56%
White	562	99%	86%	29%	538	99%	91%	42%
Total	754	99%	83%	26%	753	98%	88%	37%
Small Group Totals (s)	15	100%	87%	20%	0	0%	0%	0%
Results by Disability Status								
General-education students	638	100%	88%	29%	649	99%	91%	42%
Students with disabilities	116	94%	53%	5%	104	92%	67%	8%
Total	754	99%	83%	26%	753	98%	88%	37%
Results by Gender								
Female	364	98%	84%	26%	377	99%	87%	36%
Male	390	99%	82%	26%	376	98%	89%	39%
Total	754	99%	83%	26%	753	98%	88%	37%
Results by English Proficiency Status								
English proficient	742	99%	83%	26%	742	98%	88%	37%
Limited English proficient	12	92%	50%	17%	11	100%	73%	18%
Total	754	99%	83%	26%	753	98%	88%	37%
Results by Income Level								
Economically disadvantaged	268	98%	74%	15%	259	97%	83%	26%
Not disadvantaged	486	99%	88%	31%	494	99%	91%	43%
Total	754	99%	83%	26%	753	98%	88%	37%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	754	99%	83%	26%	753	98%	88%	37%
Total	754	99%	83%	26%	753	98%	88%	37%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	8	100%	88%	38%
Black	65	98%	69%	17%	67	100%	72%	37%
Hispanic	109	96%	76%	29%	120	98%	88%	48%
Asian or Pacific Islander	13	s	s	s	18	100%	100%	50%
White	551	99%	90%	44%	530	98%	93%	59%
Total	740	99%	86%	39%	743	99%	91%	55%
Small Group Totals (s)	15	100%	93%	27%	0	0%	0%	0%
Results by Disability Status								
General-education students	627	99%	89%	43%	645	99%	92%	59%
Students with disabilities	113	96%	71%	19%	98	95%	84%	23%
Total	740	99%	86%	39%	743	99%	91%	55%
Results by Gender								
Female	360	99%	84%	37%	373	98%	89%	54%
Male	380	98%	88%	42%	370	99%	92%	55%
Total	740	99%	86%	39%	743	99%	91%	55%
Results by English Proficiency Status								
English proficient	727	99%	87%	40%	732	99%	91%	55%
Limited English proficient	13	77%	31%	0%	11	91%	64%	18%
Total	740	99%	86%	39%	743	99%	91%	55%
Results by Income Level								
Economically disadvantaged	258	98%	77%	26%	256	98%	85%	43%
Not disadvantaged	482	99%	91%	46%	487	99%	94%	60%
Total	740	99%	86%	39%	743	99%	91%	55%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	740	99%	86%	39%	743	99%	91%	55%
Total	740	99%	86%	39%	743	99%	91%	55%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	2	s	s	s
Black	81	94%	40%	7%	77	94%	35%	3%
Hispanic	118	92%	49%	4%	107	94%	47%	6%
Asian or Pacific Islander	9	s	s	s	9	s	s	s
White	652	97%	60%	13%	652	96%	61%	12%
Total	861	96%	57%	12%	847	95%	56%	10%
Small Group Totals (s)	10	100%	70%	30%	11	100%	55%	18%
Results by Disability Status								
General-education students	739	99%	64%	13%	741	99%	64%	11%
Students with disabilities	122	80%	11%	1%	106	71%	5%	0%
Total	861	96%	57%	12%	847	95%	56%	10%
Results by Gender								
Female	396	98%	62%	14%	426	97%	63%	13%
Male	465	94%	52%	10%	421	94%	50%	7%
Total	861	96%	57%	12%	847	95%	56%	10%
Results by English Proficiency Status								
English proficient	860	s	s	s	847	95%	56%	10%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	861	96%	57%	12%	847	95%	56%	10%
Results by Income Level								
Economically disadvantaged	212	93%	46%	4%	208	91%	41%	4%
Not disadvantaged	649	97%	60%	14%	639	97%	62%	12%
Total	861	96%	57%	12%	847	95%	56%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	861	96%	57%	12%	847	95%	56%	10%
Total	861	96%	57%	12%	847	95%	56%	10%

**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
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	2	s	s	s
Black	81	80%	36%	5%	79	76%	35%	4%
Hispanic	126	77%	40%	3%	126	87%	55%	3%
Asian or Pacific Islander	10	s	s	s	14	s	s	s
White	649	91%	64%	12%	647	91%	61%	8%
Total	868	88%	58%	10%	868	89%	58%	7%
Small Group Totals (s)	12	100%	58%	25%	16	94%	69%	19%
Results by Disability Status								
General-education students	745	94%	66%	12%	765	94%	65%	8%
Students with disabilities	123	48%	11%	0%	103	52%	9%	0%
Total	868	88%	58%	10%	868	89%	58%	7%
Results by Gender								
Female	403	89%	59%	10%	432	91%	60%	7%
Male	465	87%	57%	10%	436	87%	56%	8%
Total	868	88%	58%	10%	868	89%	58%	7%
Results by English Proficiency Status								
English proficient	850	88%	59%	10%	854	89%	59%	7%
Limited English proficient	18	56%	11%	0%	14	71%	29%	0%
Total	868	88%	58%	10%	868	89%	58%	7%
Results by Income Level								
Economically disadvantaged	212	80%	42%	4%	211	84%	45%	5%
Not disadvantaged	656	90%	63%	12%	657	90%	62%	8%
Total	868	88%	58%	10%	868	89%	58%	7%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	868	88%	58%	10%	868	89%	58%	7%
Total	868	88%	58%	10%	868	89%	58%	7%

**Middle Level
Science**

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	2	s	s	s
Black	76	92%	61%	14%	70	94%	71%	19%
Hispanic	114	95%	70%	16%	111	96%	80%	30%
Asian or Pacific Islander	10	s	s	s	13	s	s	s
White	633	97%	80%	33%	625	98%	88%	46%
Total	835	96%	77%	29%	821	98%	85%	42%
Small Group Totals (s)	12	100%	67%	25%	15	100%	67%	40%
Results by Disability Status								
General-education students	726	99%	83%	32%	729	99%	89%	46%
Students with disabilities	109	79%	34%	6%	92	88%	52%	4%
Total	835	96%	77%	29%	821	98%	85%	42%
Results by Gender								
Female	389	98%	76%	26%	417	99%	84%	41%
Male	446	94%	78%	31%	404	97%	85%	42%
Total	835	96%	77%	29%	821	98%	85%	42%
Results by English Proficiency Status								
English proficient	822	96%	78%	29%	809	98%	86%	42%
Limited English proficient	13	69%	15%	0%	12	75%	33%	8%
Total	835	96%	77%	29%	821	98%	85%	42%
Results by Income Level								
Economically disadvantaged	204	93%	67%	15%	196	97%	78%	30%
Not disadvantaged	631	97%	80%	33%	625	98%	87%	45%
Total	835	96%	77%	29%	821	98%	85%	42%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	835	96%	77%	29%	821	98%	85%	42%
Total	835	96%	77%	29%	821	98%	85%	42%

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 30th of the fourth year after first entering grade 9.

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

Student Subgroup	2000 Cohort					2001 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	45	5	28	4	82%	52	6	38	2	88%
Hispanic	63	4	47	2	84%	66	4	51	1	85%
Asian or Pacific Islander	12	1	11	0	100%	15	1	14	0	100%
White	482	15	412	15	92%	495	22	417	13	91%
Total	602	25	498	21	90%	628	33	520	16	91%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	523	16	467	1	93%	555	24	497	0	94%
Students with disabilities	79	9	31	20	76%	73	9	23	16	66%
Total	602	25	498	21	90%	628	33	520	16	91%
Results by Gender										
Female	311	12	271	7	93%	310	13	269	5	93%
Male	291	13	227	14	87%	318	20	251	11	89%
Total	602	25	498	21	90%	628	33	520	16	91%
Results by English Proficiency Status										
English proficient	599	s	s	s	s	621	33	516	16	91%
Limited English proficient	3	s	s	s	s	7	0	4	0	57%
Total	602	25	498	21	90%	628	33	520	16	91%
Results by Income Level										
Economically disadvantaged	76	6	50	8	84%	85	9	63	4	89%
Not disadvantaged	526	19	448	13	91%	543	24	457	12	91%
Total	602	25	498	21	90%	628	33	520	16	91%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	602	25	498	21	90%	628	33	520	16	91%
Total	602	25	498	21	90%	628	33	520	16	91%

**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		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	45	10	23	7	89%	52	2	41	1	85%
Hispanic	63	13	32	7	83%	66	3	58	2	95%
Asian or Pacific Islander	12	1	9	2	100%	15	1	13	0	93%
White	482	60	372	32	96%	495	14	429	17	93%
Total	602	84	436	48	94%	628	20	541	20	93%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	523	76	420	0	95%	555	10	519	0	95%
Students with disabilities	79	8	16	48	91%	73	10	22	20	71%
Total	602	84	436	48	94%	628	20	541	20	93%
Results by Gender										
Female	311	44	239	16	96%	310	8	271	11	94%
Male	291	40	197	32	92%	318	12	270	9	92%
Total	602	84	436	48	94%	628	20	541	20	93%
Results by English Proficiency Status										
English proficient	599	s	s	s	s	621	19	538	19	93%
Limited English proficient	3	s	s	s	s	7	1	3	1	71%
Total	602	84	436	48	94%	628	20	541	20	93%
Results by Income Level										
Economically disadvantaged	76	14	40	15	91%	85	4	68	5	91%
Not disadvantaged	526	70	396	33	95%	543	16	473	15	93%
Total	602	84	436	48	94%	628	20	541	20	93%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	602	84	436	48	94%	628	20	541	20	93%
Total	602	84	436	48	94%	628	20	541	20	93%

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st 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
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	0	0%
Black	34	74%	46	70%
Hispanic	79	68%	62	69%
Asian or Pacific Islander	7	s	13	77%
White	474	84%	488	84%
Total	595	81%	609	81%
Small Group Totals (s)	8	63%	0	0%
Results by Disability Status				
General-education students	539	85%	528	86%
Students with disabilities	56	46%	81	52%
Total	595	81%	609	81%
Results by Gender				
Female	292	85%	313	86%
Male	303	78%	296	76%
Total	595	81%	609	81%
Results by English Proficiency Status				
English proficient	591	s	606	s
Limited English proficient	4	s	3	s
Total	595	81%	609	81%
Results by Income Level				
Economically disadvantaged	66	68%	69	72%
Not disadvantaged	529	83%	540	83%
Total	595	81%	609	81%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	595	81%	609	81%
Total	595	81%	609	81%

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.