

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**

New Rochelle City School District

April 2006

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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**School Report Card Coordinator
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Albany, NY 12234
E-mail: RPTCARD@mail.nysed.gov**

The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: April 2006*, available on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

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

District Profile

Superintendent: Linda E. Kelly		Phone: (914)576-4200
Organization 2004–05	Grade Range	Student Enrollment
	NA	10307

2003–04 District-wide Total Expenditure per Pupil	\$15,976
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
1,913	98%

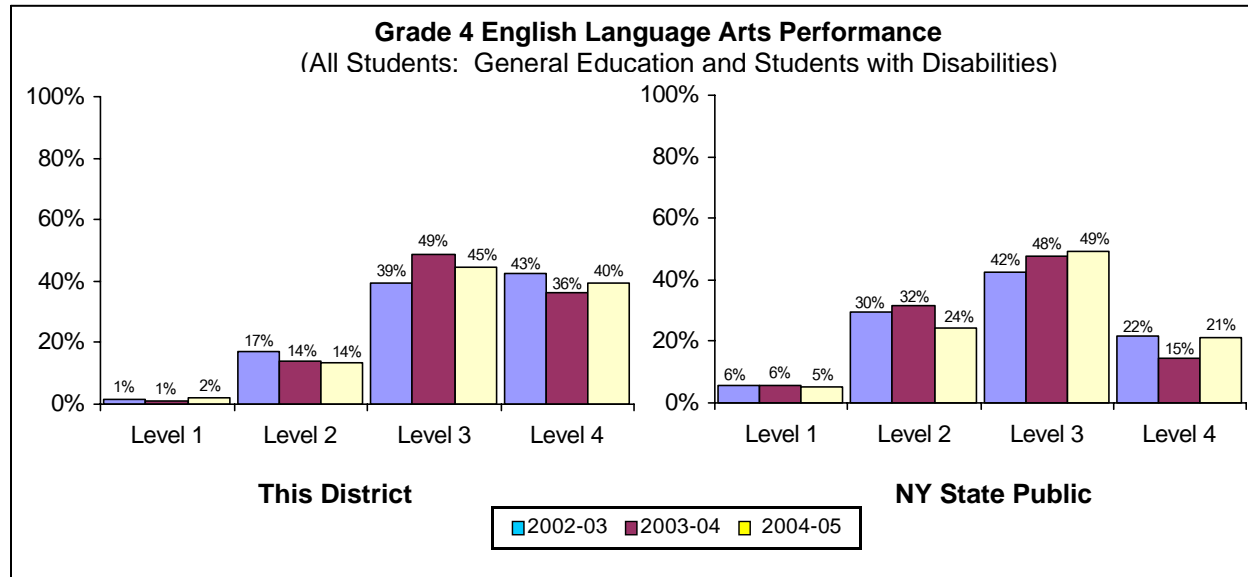
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004–05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
734	1%

*Includes teachers with a modified temporary license.

Elementary Level English Language Arts



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

Performance at This District	Counts of Students					Mean Score
	Level 1 455-602	Level 2 603-644	Level 3 645-691	Level 4 692-800	Total Tested	
Feb 2003	10	125	291	315	741	686
Feb 2004	5	89	311	232	637	681
Feb 2005	14	91	299	265	669	688

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 .

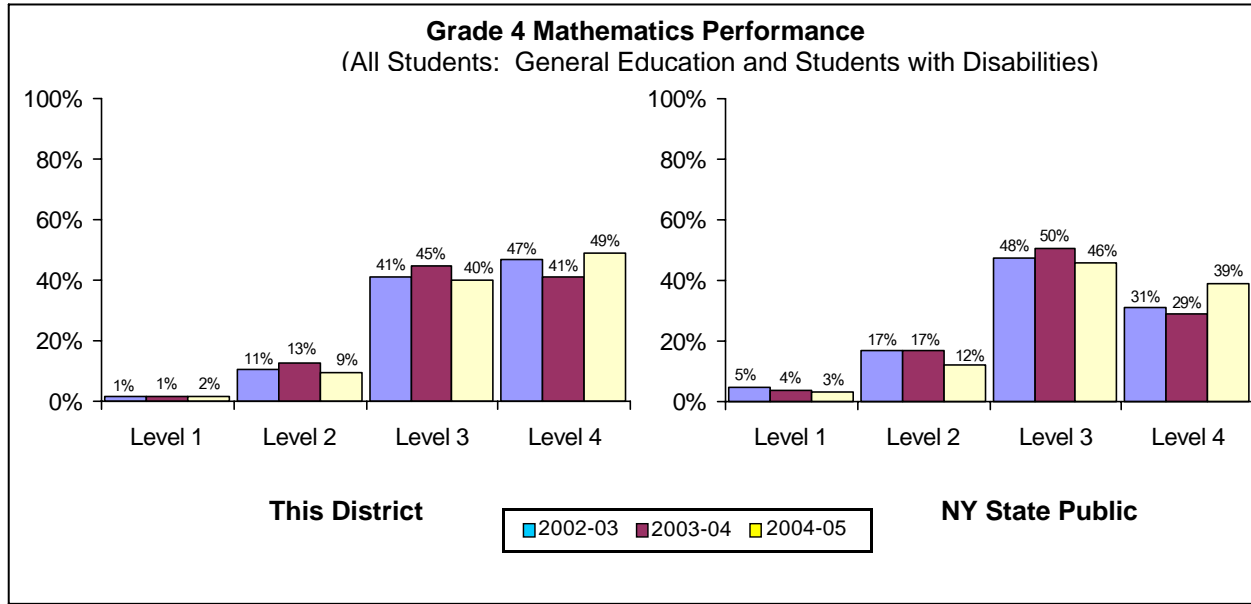
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	23	9	46	78

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	7	7

Elementary Level Mathematics



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

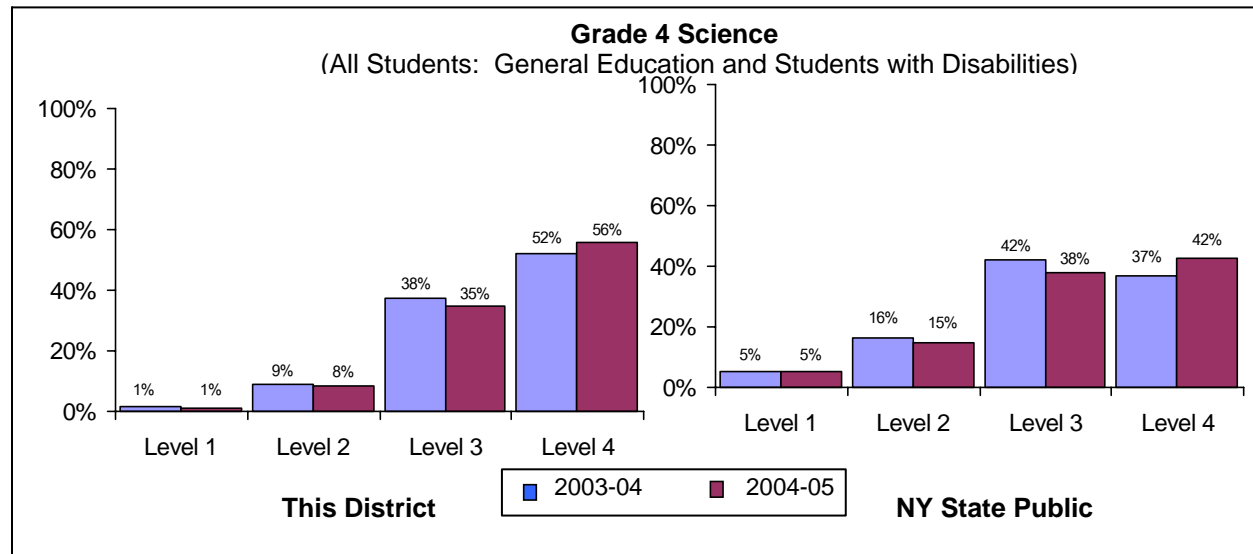
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	11	87	337	384	819	678
May 2004	10	89	316	292	707	674
May 2005	12	70	299	368	749	680

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	0	0	7	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	10	64	263	364	701	82
May 2005	8	62	254	407	731	83

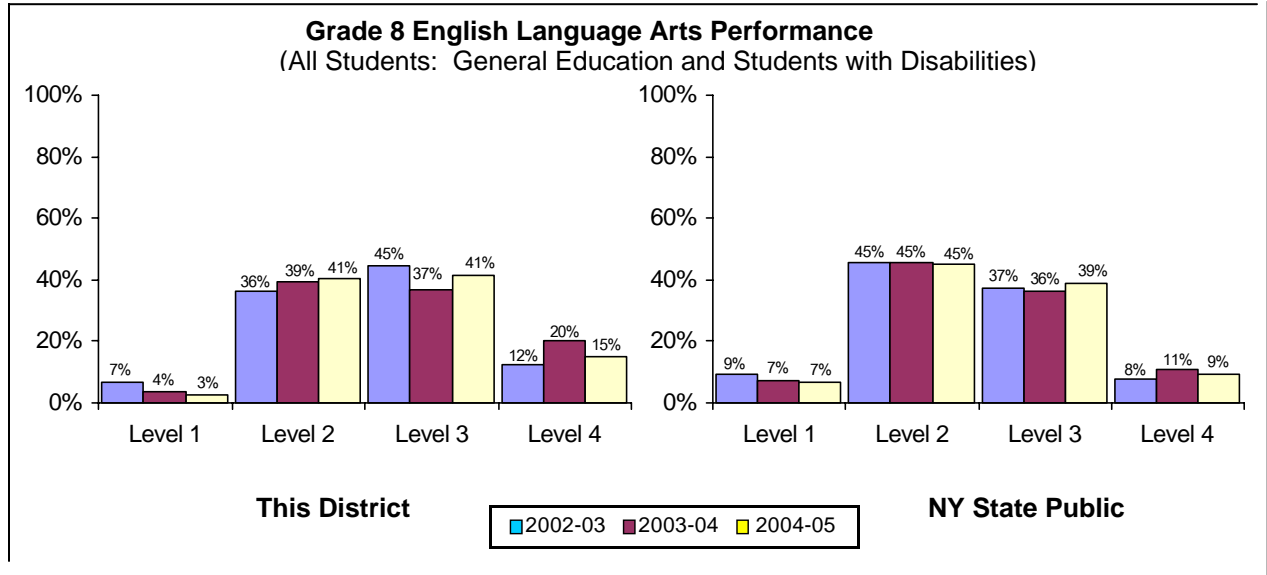
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	0	0	6	6

*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	50	258	319	89	716	702
January 2004	27	281	264	143	715	708
January 2005	20	299	305	112	736	705

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 .

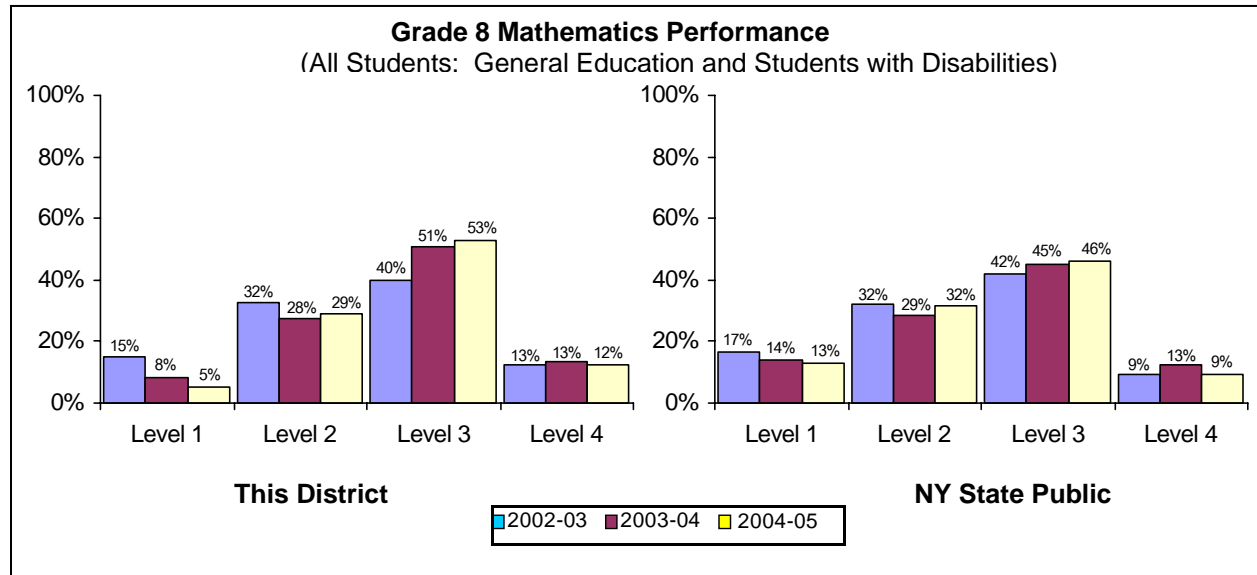
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	7	5	40	52

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2004-05	0	0	1	6	7

Middle Level Mathematics



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

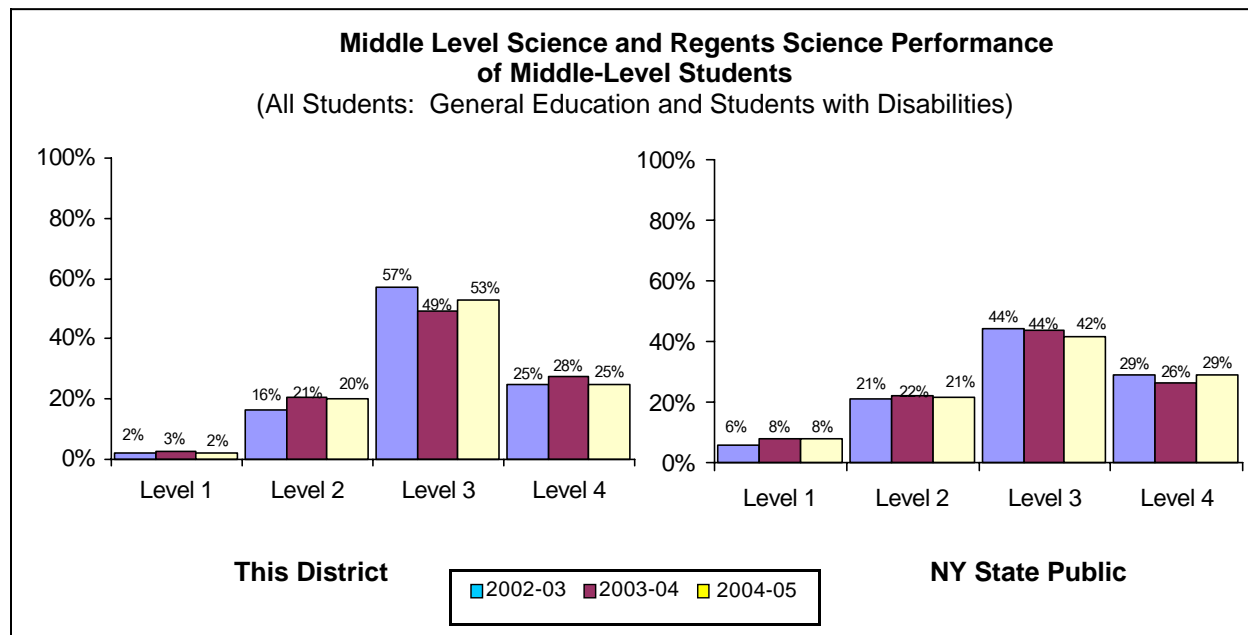
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	120	259	319	101	799	716
May 2004	64	214	391	103	772	725
May 2005	42	227	412	96	777	727

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	0	0	1	6	7

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	12	100	349	151	612	75
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	19	154	305	103	581	72
June 2004	Regents Science	0	0	57	100	157	87
January/	Middle-Level Science	16	151	324	84	575	71
June 2005	Regents Science	0	1	76	105	182	85

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.

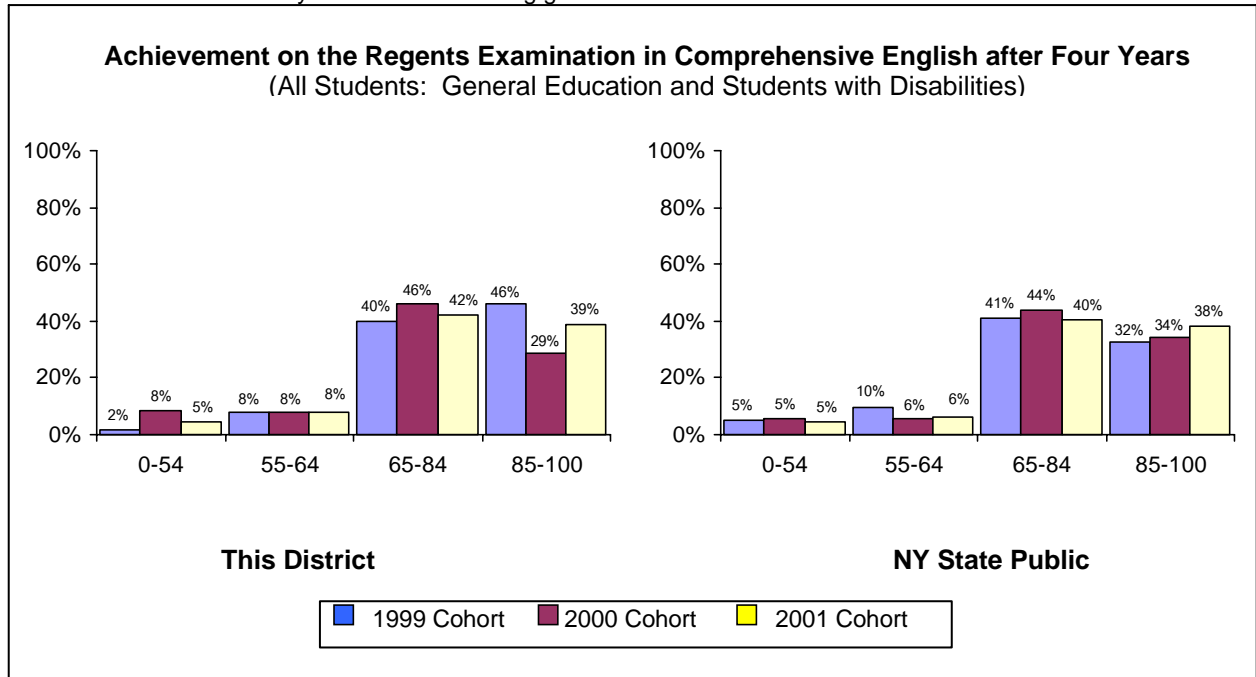
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	0	0	0	7	7

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.



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	526	10	41	211	243	0
2000 Cohort	636	53	49	292	183	0
2001 Cohort	634	29	50	266	247	0

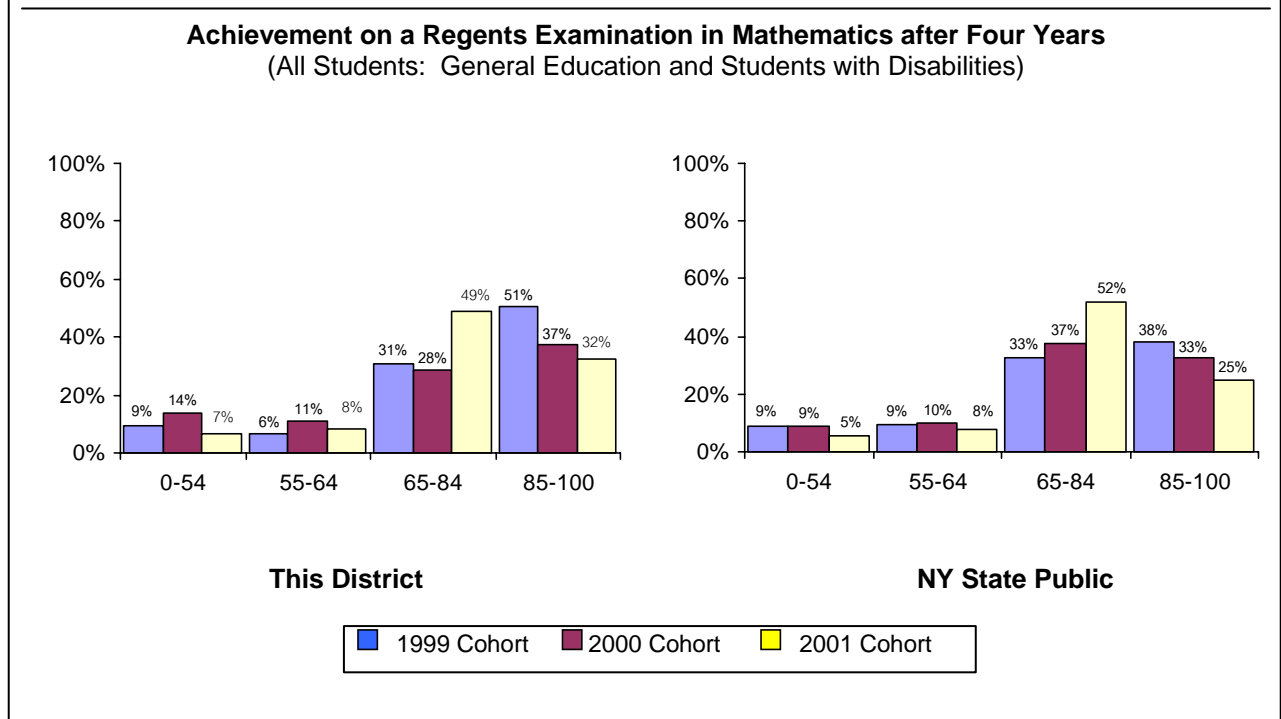
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	9	1
2000 Cohort	17	11
2001 Cohort	11	16

*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	526	48	34	160	267	1
2000 Cohort	636	89	69	181	238	0
2001 Cohort	634	43	51	309	206	0

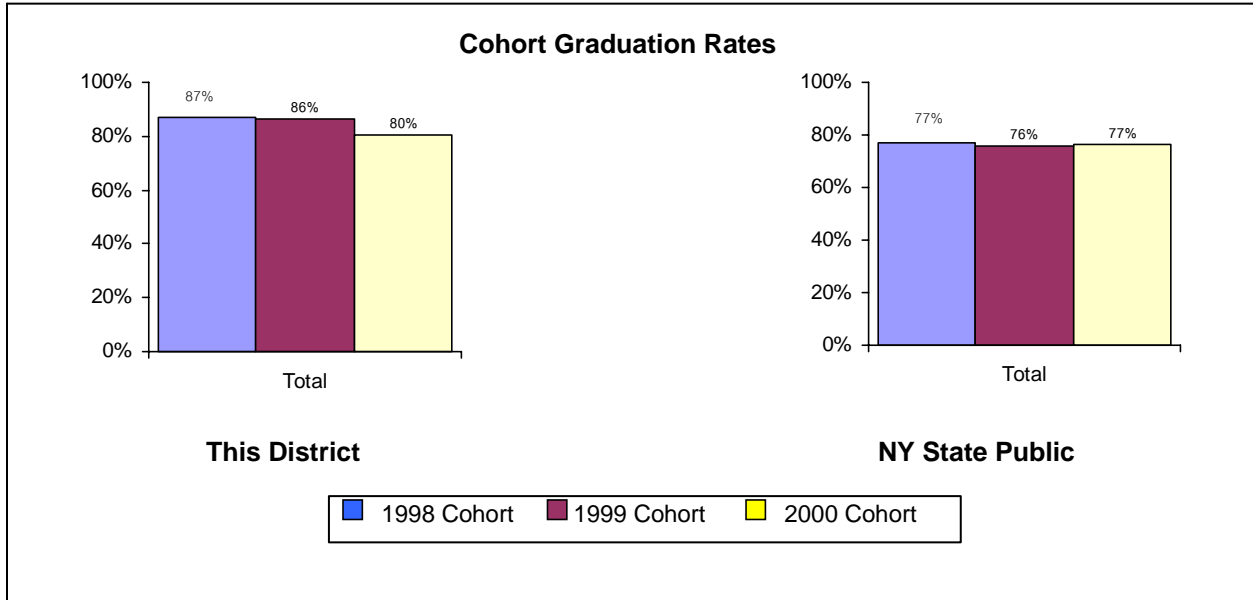
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	14	2
2000 Cohort	23	10
2001 Cohort	21	0

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 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	540	1	541	472
1999 Cohort	560	10	570	493
2000 Cohort	629	9	638	513

*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	0	0%	0%	0%	3	s	s	s
Black	186	99%	76%	28%	172	97%	78%	28%
Hispanic	192	99%	82%	21%	189	96%	78%	25%
Asian or Pacific Islander	32	100%	100%	72%	36	s	s	s
White	227	100%	93%	52%	269	99%	92%	54%
Total	637	99%	85%	36%	669	98%	84%	40%
Small Group Totals (s)	0	0%	0%	0%	39	100%	87%	64%
Results by Disability Status								
General-education students	577	100%	88%	38%	578	99%	88%	44%
Students with disabilities	60	95%	58%	25%	91	88%	63%	9%
Total	637	99%	85%	36%	669	98%	84%	40%
Results by Gender								
Female	311	99%	86%	41%	336	97%	85%	46%
Male	326	99%	84%	32%	333	99%	83%	33%
Total	637	99%	85%	36%	669	98%	84%	40%
Results by English Proficiency Status								
English proficient	623	99%	85%	37%	649	98%	85%	41%
Limited English proficient	14	100%	93%	21%	20	90%	70%	10%
Total	637	99%	85%	36%	669	98%	84%	40%
Results by Income Level								
Economically disadvantaged	239	98%	76%	20%	203	96%	75%	22%
Not disadvantaged	398	100%	91%	46%	466	99%	88%	47%
Total	637	99%	85%	36%	669	98%	84%	40%
Results by Migrant Status								
Migrant family	1	s	s	s	0	0%	0%	0%
Not migrant family	636	s	s	s	669	98%	84%	40%
Total	637	99%	85%	36%	669	98%	84%	40%

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	0	0%	0%	0%	3	s	s	s
Black	185	97%	78%	32%	175	98%	87%	30%
Hispanic	259	98%	82%	25%	262	98%	84%	40%
Asian or Pacific Islander	34	100%	97%	65%	37	s	s	s
White	229	100%	95%	63%	272	100%	94%	65%
Total	707	99%	86%	41%	749	98%	89%	49%
Small Group Totals (s)	0	0%	0%	0%	40	98%	98%	80%
Results by Disability Status								
General-education students	643	99%	87%	42%	652	99%	92%	53%
Students with disabilities	64	95%	72%	36%	97	94%	69%	21%
Total	707	99%	86%	41%	749	98%	89%	49%
Results by Gender								
Female	342	99%	84%	42%	380	99%	89%	47%
Male	365	98%	88%	41%	369	98%	89%	51%
Total	707	99%	86%	41%	749	98%	89%	49%
Results by English Proficiency Status								
English proficient	621	99%	89%	45%	654	99%	91%	54%
Limited English proficient	86	93%	63%	14%	95	96%	74%	19%
Total	707	99%	86%	41%	749	98%	89%	49%
Results by Income Level								
Economically disadvantaged	293	97%	81%	25%	257	97%	84%	36%
Not disadvantaged	414	100%	89%	53%	492	99%	92%	56%
Total	707	99%	86%	41%	749	98%	89%	49%
Results by Migrant Status								
Migrant family	2	s	s	s	0	0%	0%	0%
Not migrant family	705	s	s	s	749	98%	89%	49%
Total	707	99%	86%	41%	749	98%	89%	49%

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	0	0%	0%	0%	3	s	s	s
Black	183	99%	86%	48%	172	98%	88%	44%
Hispanic	256	97%	83%	33%	256	98%	84%	41%
Asian or Pacific Islander	34	100%	97%	76%	36	s	s	s
White	228	100%	98%	73%	264	100%	96%	75%
Total	701	99%	89%	52%	731	99%	90%	56%
Small Group Totals (s)	0	0%	0%	0%	39	100%	100%	79%
Results by Disability Status								
General-education students	638	99%	90%	53%	638	99%	92%	59%
Students with disabilities	63	95%	81%	44%	93	96%	80%	31%
Total	701	99%	89%	52%	731	99%	90%	56%
Results by Gender								
Female	339	98%	87%	51%	372	99%	90%	55%
Male	362	99%	91%	53%	359	99%	91%	57%
Total	701	99%	89%	52%	731	99%	90%	56%
Results by English Proficiency Status								
English proficient	616	99%	93%	57%	638	99%	93%	61%
Limited English proficient	85	93%	67%	16%	93	98%	72%	16%
Total	701	99%	89%	52%	731	99%	90%	56%
Results by Income Level								
Economically disadvantaged	290	97%	84%	35%	249	97%	85%	41%
Not disadvantaged	411	100%	93%	64%	482	100%	93%	63%
Total	701	99%	89%	52%	731	99%	90%	56%
Results by Migrant Status								
Migrant family	2	s	s	s	0	0%	0%	0%
Not migrant family	699	s	s	s	731	99%	90%	56%
Total	701	99%	89%	52%	731	99%	90%	56%

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	2	s	s	s	0	0%	0%	0%
Black	219	94%	47%	12%	198	96%	48%	8%
Hispanic	187	94%	35%	11%	228	96%	42%	5%
Asian or Pacific Islander	28	s	s	s	26	100%	81%	27%
White	279	99%	76%	31%	284	99%	72%	28%
Total	715	96%	57%	20%	736	97%	57%	15%
Small Group Totals (s)	30	100%	83%	37%	0	0%	0%	0%
Results by Disability Status								
General-education students	629	98%	62%	22%	621	99%	63%	18%
Students with disabilities	86	83%	16%	2%	115	90%	24%	2%
Total	715	96%	57%	20%	736	97%	57%	15%
Results by Gender								
Female	336	99%	61%	24%	373	98%	58%	17%
Male	379	94%	53%	16%	363	97%	55%	13%
Total	715	96%	57%	20%	736	97%	57%	15%
Results by English Proficiency Status								
English proficient	714	s	s	s	732	s	s	s
Limited English proficient	1	s	s	s	4	s	s	s
Total	715	96%	57%	20%	736	97%	57%	15%
Results by Income Level								
Economically disadvantaged	247	94%	36%	7%	83	88%	24%	1%
Not disadvantaged	468	98%	68%	27%	653	98%	61%	17%
Total	715	96%	57%	20%	736	97%	57%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	715	96%	57%	20%	735	s	s	s
Total	715	96%	57%	20%	736	97%	57%	15%

**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	0	0%	0%	0%
Black	221	89%	56%	6%	200	94%	55%	4%
Hispanic	244	86%	46%	5%	268	90%	56%	4%
Asian or Pacific Islander	30	s	s	s	27	100%	96%	33%
White	275	98%	84%	25%	282	99%	79%	25%
Total	772	92%	64%	13%	777	95%	65%	12%
Small Group Totals (s)	32	100%	88%	28%	0	0%	0%	0%
Results by Disability Status								
General-education students	688	94%	68%	15%	664	95%	70%	14%
Students with disabilities	84	76%	35%	2%	113	92%	36%	2%
Total	772	92%	64%	13%	777	95%	65%	12%
Results by Gender								
Female	368	92%	64%	13%	382	95%	64%	11%
Male	404	91%	64%	14%	395	94%	67%	14%
Total	772	92%	64%	13%	777	95%	65%	12%
Results by English Proficiency Status								
English proficient	707	93%	67%	14%	721	97%	67%	13%
Limited English proficient	65	75%	26%	3%	56	68%	39%	4%
Total	772	92%	64%	13%	777	95%	65%	12%
Results by Income Level								
Economically disadvantaged	284	86%	46%	4%	79	95%	41%	0%
Not disadvantaged	488	95%	74%	19%	698	95%	68%	14%
Total	772	92%	64%	13%	777	95%	65%	12%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	772	92%	64%	13%	776	s	s	s
Total	772	92%	64%	13%	777	95%	65%	12%

**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	1	s	s	s	0	0%	0%	0%
Black	185	98%	72%	16%	161	95%	73%	12%
Hispanic	211	94%	54%	9%	231	97%	58%	7%
Asian or Pacific Islander	16	s	s	s	11	100%	100%	27%
White	168	99%	87%	30%	172	100%	84%	26%
Total	581	97%	70%	18%	575	97%	71%	15%
Small Group Totals (s)	17	100%	94%	24%	0	0%	0%	0%
Results by Disability Status								
General-education students	506	97%	73%	20%	468	97%	72%	15%
Students with disabilities	75	97%	53%	5%	107	98%	64%	11%
Total	581	97%	70%	18%	575	97%	71%	15%
Results by Gender								
Female	267	98%	67%	13%	290	96%	67%	8%
Male	314	96%	73%	22%	285	99%	75%	21%
Total	581	97%	70%	18%	575	97%	71%	15%
Results by English Proficiency Status								
English proficient	526	98%	74%	19%	524	98%	75%	15%
Limited English proficient	55	85%	36%	5%	51	86%	31%	8%
Total	581	97%	70%	18%	575	97%	71%	15%
Results by Income Level								
Economically disadvantaged	257	94%	59%	10%	74	96%	70%	9%
Not disadvantaged	324	99%	79%	24%	501	97%	71%	15%
Total	581	97%	70%	18%	575	97%	71%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	581	97%	70%	18%	574	s	s	s
Total	581	97%	70%	18%	575	97%	71%	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 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		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	1	s	s	s	s
Black	164	17	111	7	82%	172	18	122	4	84%
Hispanic	164	21	101	2	76%	151	28	99	3	86%
Asian or Pacific Islander	22	1	19	1	95%	18	s	s	s	s
White	286	10	244	7	91%	292	5	274	4	97%
Total	636	49	475	17	85%	634	51	513	11	91%
Small Group Totals (s)	0	0	0	0	0%	19	0	18	0	95%
Results by Disability Status										
General-education students	539	46	447	0	91%	536	38	467	0	94%
Students with disabilities	97	3	28	17	49%	98	13	46	11	71%
Total	636	49	475	17	85%	634	51	513	11	91%
Results by Gender										
Female	291	24	239	5	92%	314	25	268	2	94%
Male	345	25	236	12	79%	320	26	245	9	88%
Total	636	49	475	17	85%	634	51	513	11	91%
Results by English Proficiency Status										
English proficient	582	37	450	17	87%	594	39	494	11	92%
Limited English proficient	54	12	25	0	69%	40	12	19	0	78%
Total	636	49	475	17	85%	634	51	513	11	91%
Results by Income Level										
Economically disadvantaged	15	2	9	0	73%	0	0	0	0	0%
Not disadvantaged	621	47	466	17	85%	634	51	513	11	91%
Total	636	49	475	17	85%	634	51	513	11	91%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	636	49	475	17	85%	634	51	513	11	91%
Total	636	49	475	17	85%	634	51	513	11	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%	1	s	s	s	s
Black	164	24	78	12	70%	172	21	117	12	87%
Hispanic	164	20	95	2	71%	151	20	116	4	93%
Asian or Pacific Islander	22	2	18	1	95%	18	s	s	s	s
White	286	23	228	8	91%	292	10	264	5	96%
Total	636	69	419	23	80%	634	51	515	21	93%
Small Group Totals (s)	0	0	0	0	0%	19	0	18	0	95%
Results by Disability Status										
General-education students	539	58	393	0	84%	536	36	472	0	95%
Students with disabilities	97	11	26	23	62%	98	15	43	21	81%
Total	636	69	419	23	80%	634	51	515	21	93%
Results by Gender										
Female	291	34	208	4	85%	314	30	258	10	95%
Male	345	35	211	19	77%	320	21	257	11	90%
Total	636	69	419	23	80%	634	51	515	21	93%
Results by English Proficiency Status										
English proficient	582	63	388	23	81%	594	46	484	21	93%
Limited English proficient	54	6	31	0	69%	40	5	31	0	90%
Total	636	69	419	23	80%	634	51	515	21	93%
Results by Income Level										
Economically disadvantaged	15	1	9	1	73%	0	0	0	0	0%
Not disadvantaged	621	68	410	22	81%	634	51	515	21	93%
Total	636	69	419	23	80%	634	51	515	21	93%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	636	69	419	23	80%	634	51	515	21	93%
Total	636	69	419	23	80%	634	51	515	21	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	0	0%	0	0%
Black	158	79%	179	76%
Hispanic	101	73%	155	66%
Asian or Pacific Islander	27	96%	23	91%
White	284	94%	281	90%
Total	570	86%	638	80%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	500	89%	538	85%
Students with disabilities	70	69%	100	56%
Total	570	86%	638	80%
Results by Gender				
Female	317	88%	283	88%
Male	253	85%	355	75%
Total	570	86%	638	80%
Results by English Proficiency Status				
English proficient	550	87%	591	82%
Limited English proficient	20	70%	47	55%
Total	570	86%	638	80%
Results by Income Level				
Economically disadvantaged	88	98%	11	64%
Not disadvantaged	482	84%	627	81%
Total	570	86%	638	80%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	570	86%	638	80%
Total	570	86%	638	80%

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.