

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
Yonkers City 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: Bernard P. Pierorazio	Phone: (914)376-8100	
Organization 2004-05	Grade Range	Student Enrollment
	NA	24207

2003-04 District-wide Total Expenditure per Pupil	\$17,008
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
4,334	98%

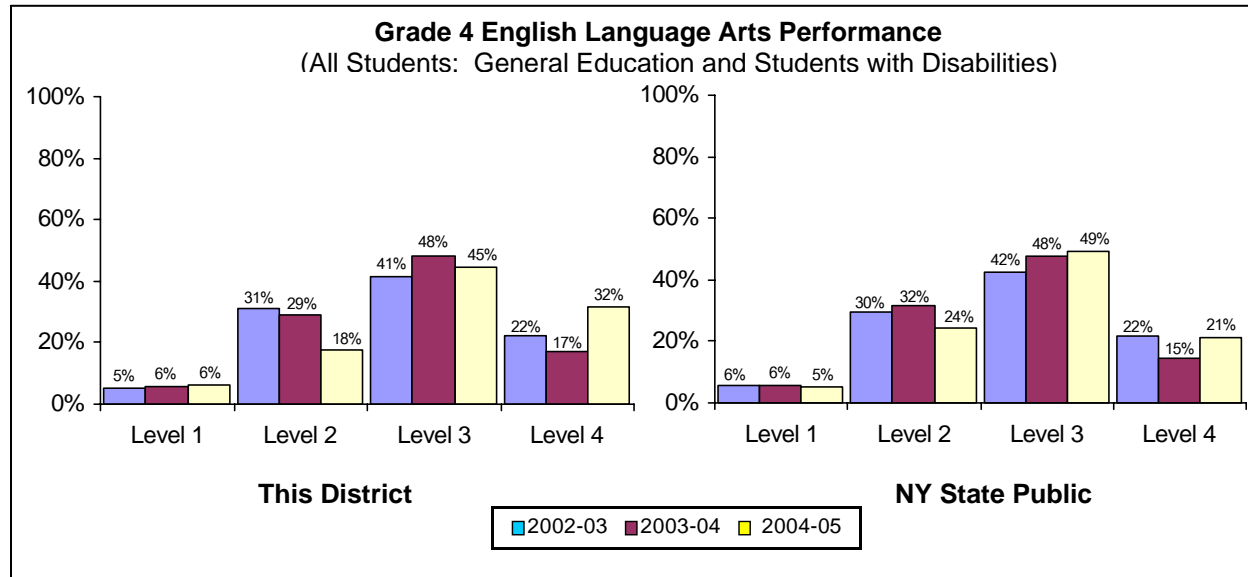
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2004-05 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,721	0%

*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	82	514	678	366	1640	661
Feb 2004	95	479	786	278	1638	659
Feb 2005	92	266	680	480	1518	675

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 .

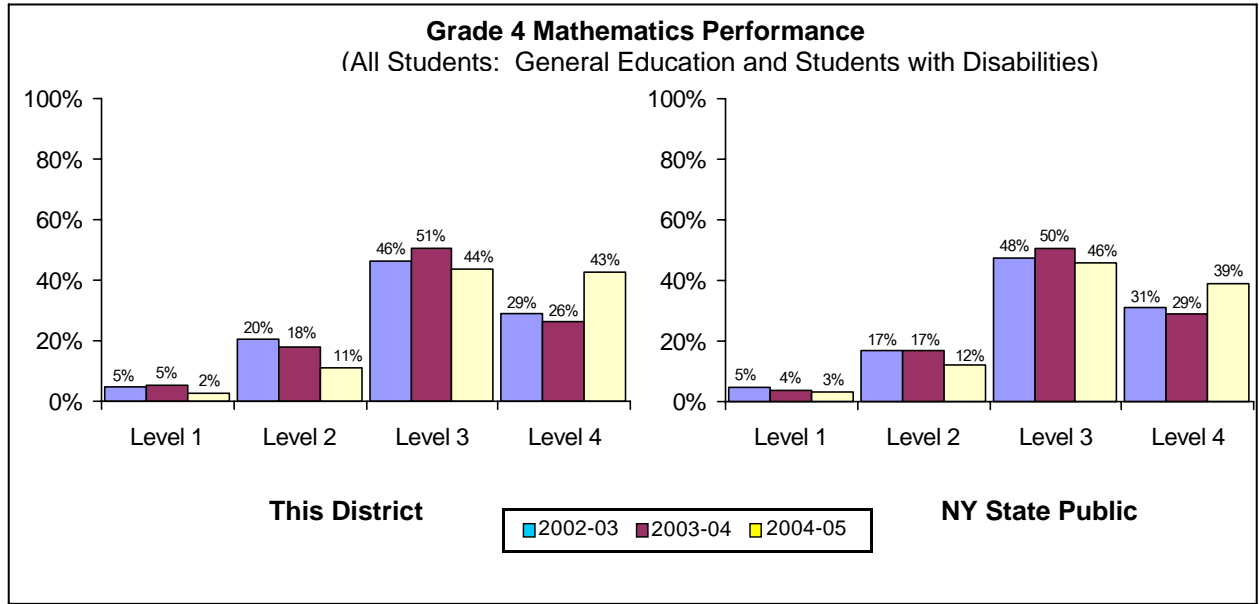
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	105	63	128	296

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	1	2	14	17

Elementary Level Mathematics



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

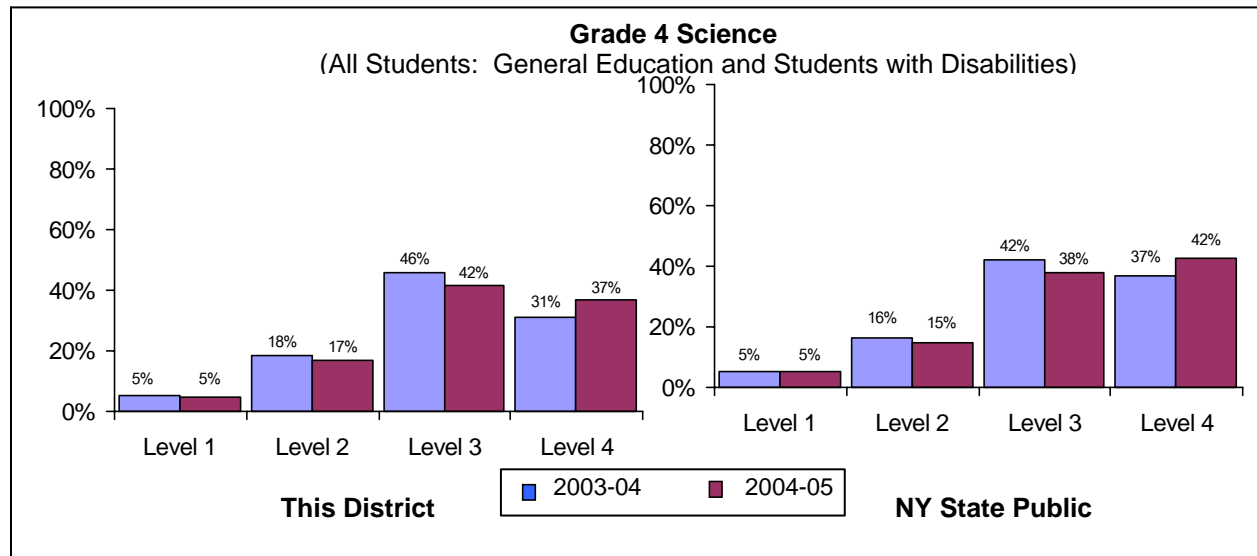
Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2003	88	391	891	554	1924	659
May 2004	95	335	945	495	1870	658
May 2005	44	204	793	770	1811	672

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	2	13	15

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	98	338	845	572	1853	75
May 2005	75	268	673	599	1615	77

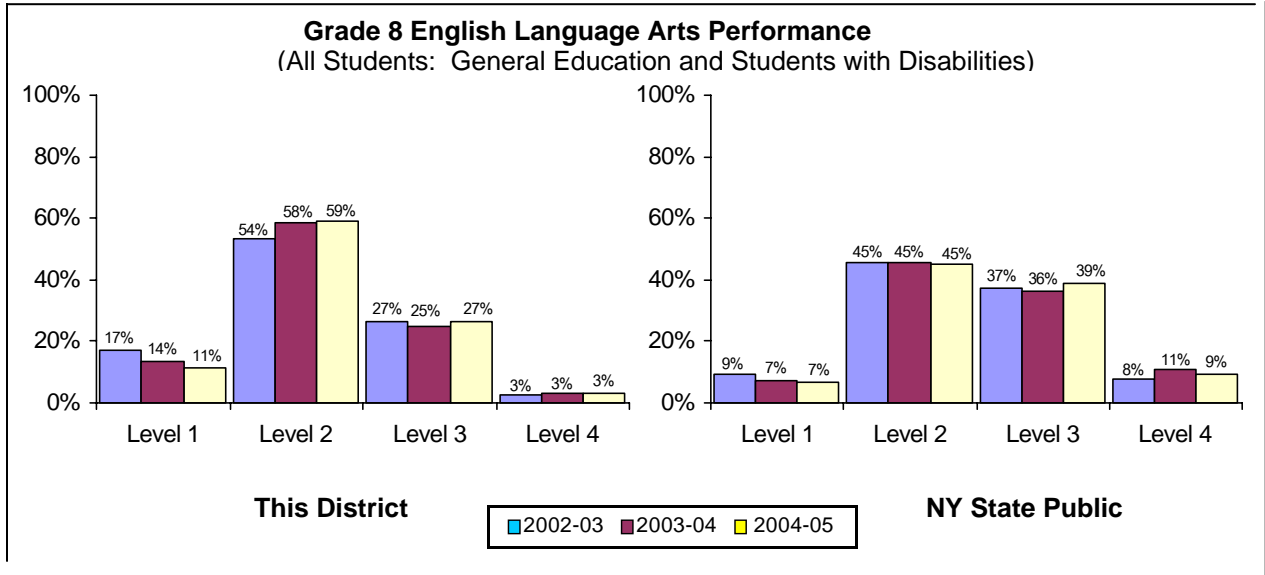
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	3	11	15

*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					Total Tested	Mean Score
	Level 1 527–657	Level 2 658–696	Level 3 697–736	Level 4 737–830			
January 2003	275	865	430	45		1615	682
January 2004	227	967	415	49		1658	684
January 2005	204	1065	480	53		1802	685

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 .

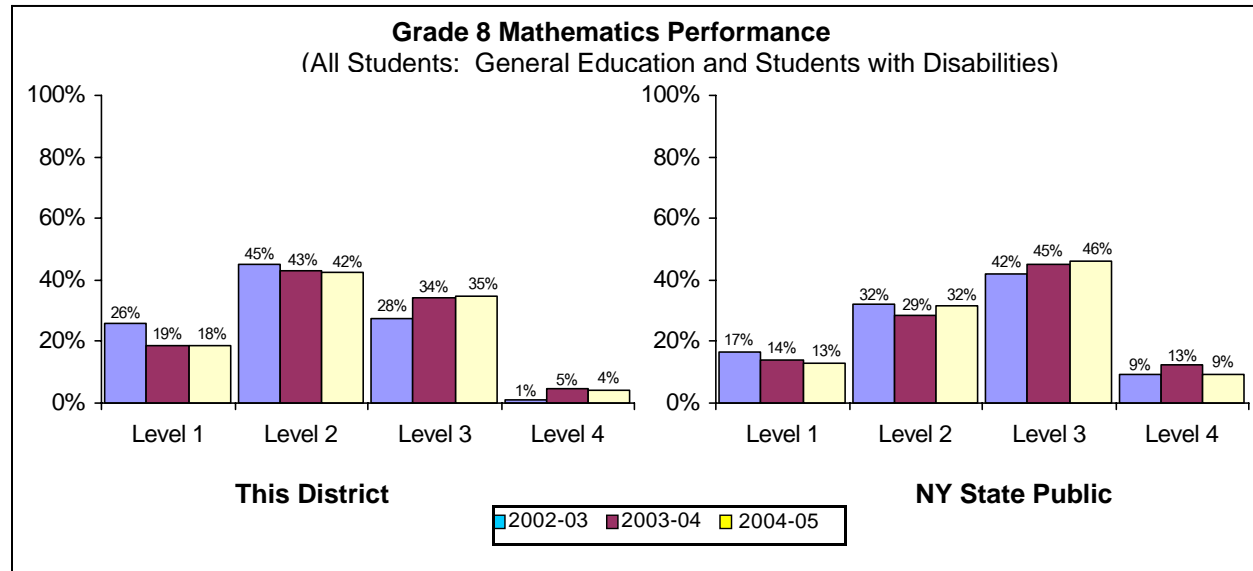
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Levels 3 & 4	Total Tested
2005	19	21	83	123

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	1	7	18	27

Middle Level Mathematics



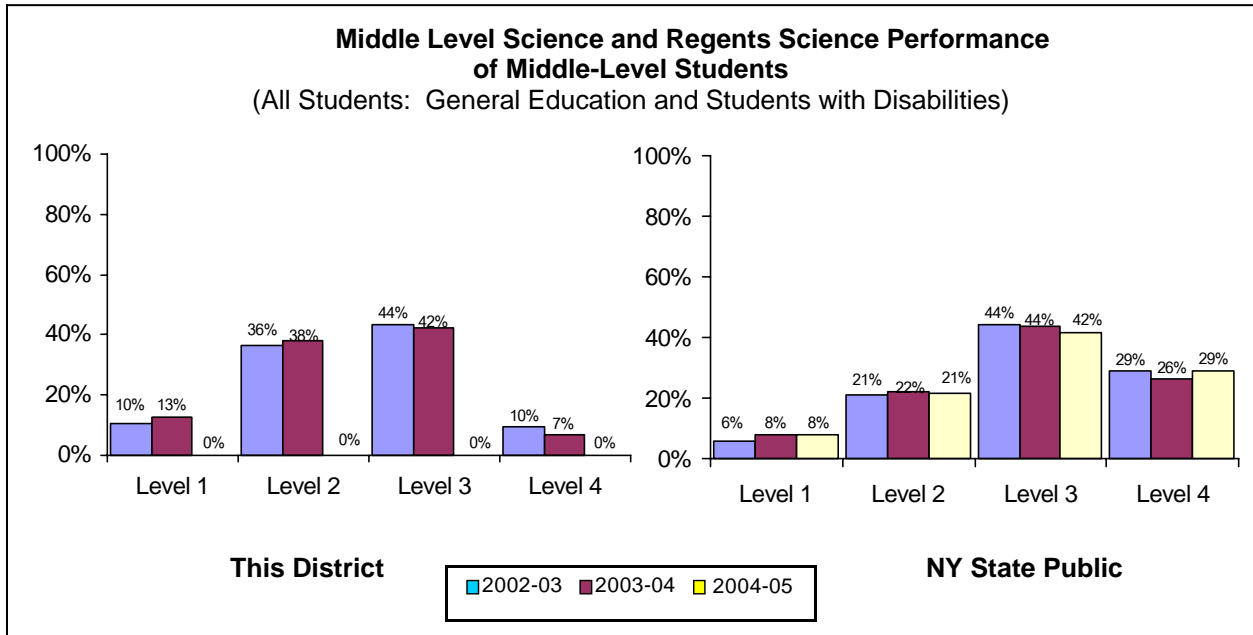
Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	442	767	472	22	1703	696
May 2004	327	755	600	84	1766	705
May 2005	354	813	669	79	1915	707

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	2	6	20	28

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	175	607	729	160	1671	65
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	189	585	569	87	1430	62
June 2004	Regents Science	19	33	115	22	189	71
January/	Middle-Level Science	267	673	676	148	1764	62
June 2005	Regents Science	#	#	#	#	1	#

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 or 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 or 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 or score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test or score 0–54 on a Regents science examination.

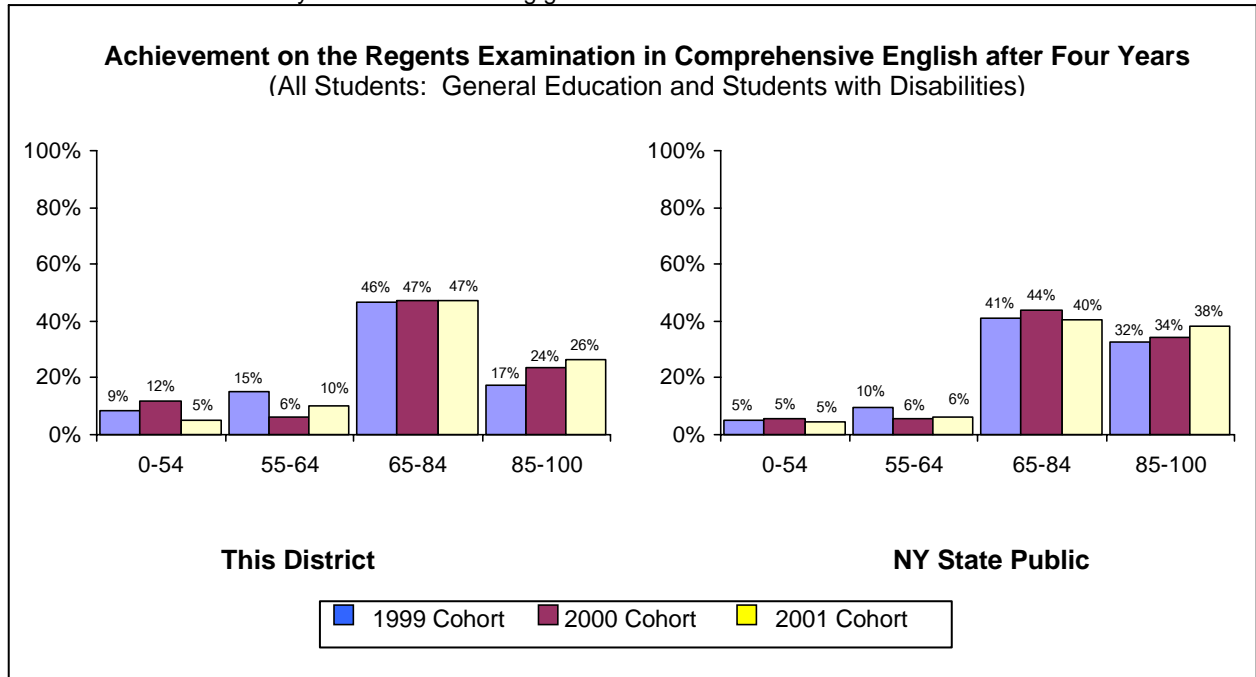
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	4	6	19	29

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	1103	95	165	512	192	0
2000 Cohort	1119	131	67	528	263	0
2001 Cohort	1150	56	119	540	304	0

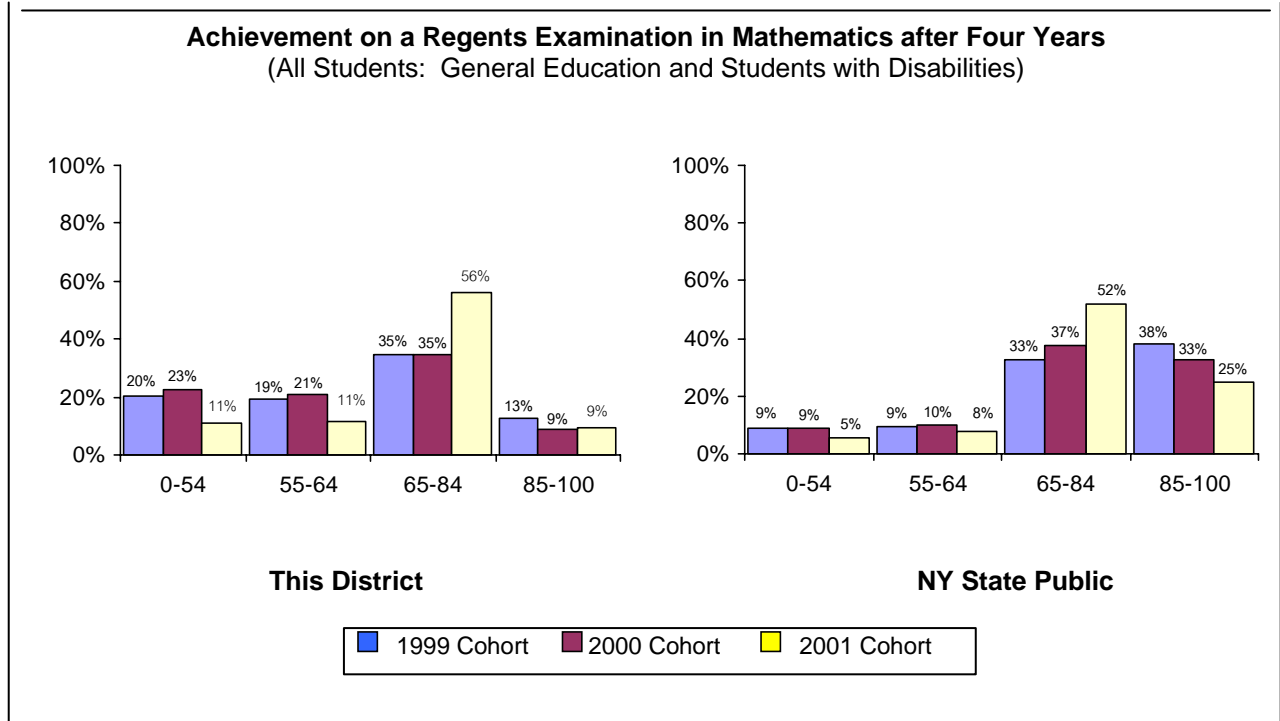
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	17	14
2000 Cohort	14	42
2001 Cohort	14	18

*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	1103	224	212	383	138	0
2000 Cohort	1119	253	232	388	98	0
2001 Cohort	1150	127	132	646	107	0

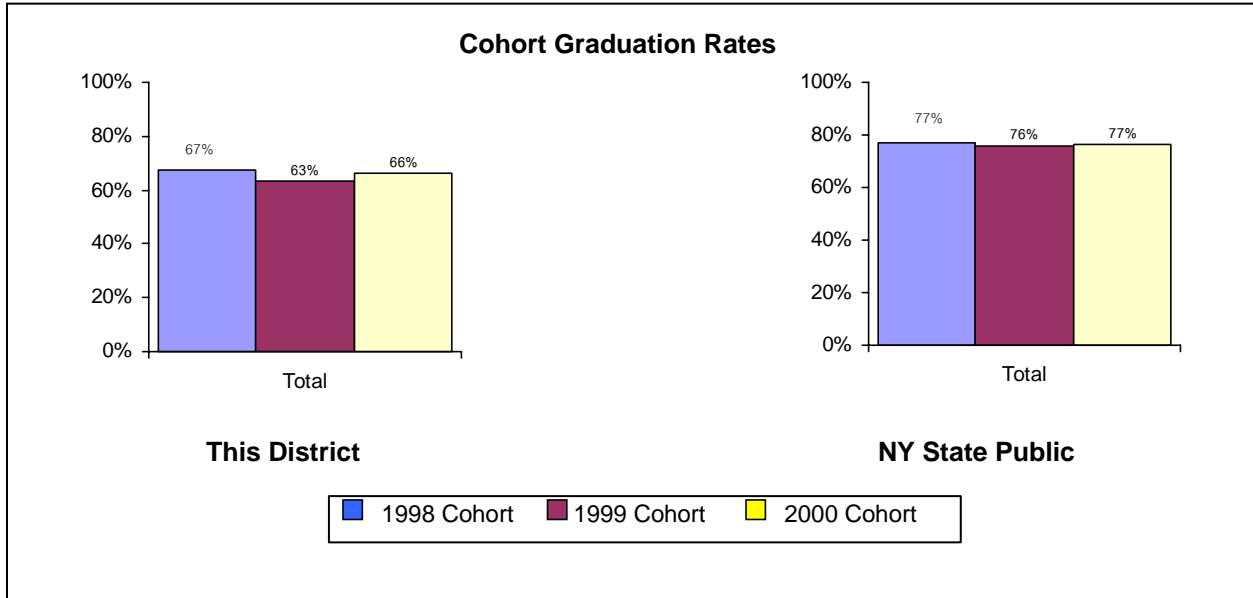
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

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	46	8
2000 Cohort	46	17
2001 Cohort	37	10

*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	921	70	991	666
1999 Cohort	1067	178	1245	788
2000 Cohort	1090	134	1224	811

*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	3	s	s	s	5	100%	80%	40%
Black	571	91%	57%	12%	516	91%	67%	26%
Hispanic	693	95%	62%	15%	621	94%	79%	27%
Asian or Pacific Islander	81	s	s	s	97	98%	90%	46%
White	290	97%	81%	28%	279	98%	85%	47%
Total	1638	94%	65%	17%	1518	94%	76%	32%
Small Group Totals (s)	84	100%	89%	30%	0	0%	0%	0%
Results by Disability Status								
General-education students	1457	98%	70%	19%	1318	97%	82%	35%
Students with disabilities	181	67%	28%	1%	200	71%	39%	8%
Total	1638	94%	65%	17%	1518	94%	76%	32%
Results by Gender								
Female	823	95%	69%	20%	744	96%	81%	35%
Male	815	93%	61%	14%	774	92%	72%	28%
Total	1638	94%	65%	17%	1518	94%	76%	32%
Results by English Proficiency Status								
English proficient	1571	94%	66%	17%	1438	94%	76%	32%
Limited English proficient	67	91%	51%	9%	80	86%	75%	20%
Total	1638	94%	65%	17%	1518	94%	76%	32%
Results by Income Level								
Economically disadvantaged	1114	93%	58%	13%	933	93%	74%	28%
Not disadvantaged	524	97%	79%	25%	585	95%	81%	38%
Total	1638	94%	65%	17%	1518	94%	76%	32%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1638	94%	65%	17%	1518	94%	76%	32%
Total	1638	94%	65%	17%	1518	94%	76%	32%

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	3	s	s	s	5	100%	80%	40%
Black	576	93%	69%	19%	521	96%	83%	37%
Hispanic	881	95%	76%	24%	868	98%	86%	39%
Asian or Pacific Islander	103	s	s	s	114	98%	94%	64%
White	307	97%	90%	43%	303	98%	91%	54%
Total	1870	95%	77%	26%	1811	98%	86%	43%
Small Group Totals (s)	106	98%	91%	38%	0	0%	0%	0%
Results by Disability Status								
General-education students	1641	98%	82%	29%	1579	99%	90%	47%
Students with disabilities	229	71%	40%	9%	232	86%	58%	13%
Total	1870	95%	77%	26%	1811	98%	86%	43%
Results by Gender								
Female	933	96%	79%	28%	874	98%	87%	42%
Male	937	94%	75%	25%	937	97%	86%	43%
Total	1870	95%	77%	26%	1811	98%	86%	43%
Results by English Proficiency Status								
English proficient	1564	95%	80%	29%	1430	98%	88%	47%
Limited English proficient	306	93%	64%	14%	381	97%	81%	26%
Total	1870	95%	77%	26%	1811	98%	86%	43%
Results by Income Level								
Economically disadvantaged	1303	94%	73%	22%	1167	98%	85%	38%
Not disadvantaged	567	97%	86%	36%	644	97%	88%	50%
Total	1870	95%	77%	26%	1811	98%	86%	43%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1870	95%	77%	26%	1811	98%	86%	43%
Total	1870	95%	77%	26%	1811	98%	86%	43%

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	3	s	s	s	5	80%	80%	40%
Black	569	93%	72%	24%	468	93%	72%	30%
Hispanic	874	94%	74%	27%	755	95%	78%	34%
Asian or Pacific Islander	103	s	s	s	103	98%	90%	51%
White	304	98%	88%	50%	284	98%	88%	50%
Total	1853	95%	76%	31%	1615	95%	79%	37%
Small Group Totals (s)	106	99%	89%	42%	0	0%	0%	0%
Results by Disability Status								
General-education students	1628	98%	81%	34%	1393	97%	82%	41%
Students with disabilities	225	73%	46%	11%	222	87%	55%	15%
Total	1853	95%	76%	31%	1615	95%	79%	37%
Results by Gender								
Female	929	95%	75%	29%	784	95%	78%	36%
Male	924	94%	78%	33%	831	96%	80%	38%
Total	1853	95%	76%	31%	1615	95%	79%	37%
Results by English Proficiency Status								
English proficient	1547	95%	80%	35%	1297	96%	81%	41%
Limited English proficient	306	91%	58%	12%	318	92%	69%	20%
Total	1853	95%	76%	31%	1615	95%	79%	37%
Results by Income Level								
Economically disadvantaged	1287	94%	72%	24%	1040	95%	77%	32%
Not disadvantaged	566	97%	87%	46%	575	95%	83%	46%
Total	1853	95%	76%	31%	1615	95%	79%	37%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1853	95%	76%	31%	1615	95%	79%	37%
Total	1853	95%	76%	31%	1615	95%	79%	37%

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	2	s	s	s
Black	529	80%	24%	2%	574	84%	22%	2%
Hispanic	761	87%	21%	1%	814	88%	25%	2%
Asian or Pacific Islander	87	s	s	s	102	s	s	s
White	279	94%	46%	9%	310	94%	45%	7%
Total	1658	86%	28%	3%	1802	89%	30%	3%
Small Group Totals (s)	89	98%	53%	8%	104	100%	56%	7%
Results by Disability Status								
General-education students	1410	92%	32%	3%	1530	93%	33%	3%
Students with disabilities	248	54%	5%	0%	272	64%	9%	0%
Total	1658	86%	28%	3%	1802	89%	30%	3%
Results by Gender								
Female	784	90%	34%	4%	846	91%	33%	4%
Male	874	83%	23%	2%	956	87%	27%	2%
Total	1658	86%	28%	3%	1802	89%	30%	3%
Results by English Proficiency Status								
English proficient	1558	88%	30%	3%	1719	89%	30%	3%
Limited English proficient	100	66%	4%	0%	83	81%	12%	0%
Total	1658	86%	28%	3%	1802	89%	30%	3%
Results by Income Level								
Economically disadvantaged	354	82%	21%	1%	797	86%	26%	2%
Not disadvantaged	1304	87%	30%	3%	1005	91%	33%	4%
Total	1658	86%	28%	3%	1802	89%	30%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1658	86%	28%	3%	1802	89%	30%	3%
Total	1658	86%	28%	3%	1802	89%	30%	3%

Middle Level Mathematics

Student Subgroup	2003-04				2004-05			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	3	s	s	s	4	s	s	s
Black	537	79%	30%	3%	584	75%	32%	2%
Hispanic	829	79%	34%	3%	899	82%	35%	2%
Asian or Pacific Islander	95	s	s	s	115	s	s	s
White	302	89%	56%	11%	313	88%	53%	10%
Total	1766	81%	39%	5%	1915	82%	39%	4%
Small Group Totals (s)	98	90%	72%	13%	119	97%	66%	15%
Results by Disability Status								
General-education students	1519	85%	42%	5%	1646	85%	42%	5%
Students with disabilities	247	60%	20%	2%	269	58%	22%	1%
Total	1766	81%	39%	5%	1915	82%	39%	4%
Results by Gender								
Female	841	81%	42%	5%	896	83%	38%	3%
Male	925	82%	36%	4%	1019	80%	40%	5%
Total	1766	81%	39%	5%	1915	82%	39%	4%
Results by English Proficiency Status								
English proficient	1561	84%	41%	5%	1713	83%	41%	4%
Limited English proficient	205	64%	20%	3%	202	70%	22%	1%
Total	1766	81%	39%	5%	1915	82%	39%	4%
Results by Income Level								
Economically disadvantaged	418	75%	34%	4%	861	82%	40%	3%
Not disadvantaged	1348	84%	40%	5%	1054	81%	38%	5%
Total	1766	81%	39%	5%	1915	82%	39%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1766	81%	39%	5%	1915	82%	39%	4%
Total	1766	81%	39%	5%	1915	82%	39%	4%

**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	3	s	s	s	3	s	s	s
Black	442	82%	38%	3%	537	79%	37%	3%
Hispanic	692	88%	43%	4%	832	85%	43%	6%
Asian or Pacific Islander	62	s	s	s	100	s	s	s
White	231	90%	65%	17%	292	91%	63%	20%
Total	1430	87%	46%	6%	1764	85%	47%	8%
Small Group Totals (s)	65	91%	65%	14%	103	96%	75%	19%
Results by Disability Status								
General-education students	1206	89%	50%	7%	1519	88%	50%	10%
Students with disabilities	224	73%	25%	1%	245	68%	24%	1%
Total	1430	87%	46%	6%	1764	85%	47%	8%
Results by Gender								
Female	664	87%	45%	6%	833	87%	45%	6%
Male	766	86%	47%	6%	931	83%	48%	11%
Total	1430	87%	46%	6%	1764	85%	47%	8%
Results by English Proficiency Status								
English proficient	1247	89%	49%	7%	1577	86%	50%	9%
Limited English proficient	183	74%	24%	3%	187	78%	23%	1%
Total	1430	87%	46%	6%	1764	85%	47%	8%
Results by Income Level								
Economically disadvantaged	343	85%	40%	6%	796	84%	44%	6%
Not disadvantaged	1087	87%	48%	6%	968	85%	49%	11%
Total	1430	87%	46%	6%	1764	85%	47%	8%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1430	87%	46%	6%	1764	85%	47%	8%
Total	1430	87%	46%	6%	1764	85%	47%	8%

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	1	s	s	s	s	2	s	s	s	s
Black	319	22	186	5	67%	308	44	200	6	81%
Hispanic	462	35	317	6	77%	516	51	375	6	84%
Asian or Pacific Islander	68	s	s	s	s	88	s	s	s	s
White	269	7	229	2	88%	236	14	197	2	90%
Total	1119	67	791	14	78%	1150	119	844	14	85%
Small Group Totals (s)	69	3	59	1	91%	90	10	72	0	91%
Results by Disability Status										
General-education students	988	62	771	1	84%	1034	112	821	1	90%
Students with disabilities	131	5	20	13	29%	116	7	23	13	37%
Total	1119	67	791	14	78%	1150	119	844	14	85%
Results by Gender										
Female	585	36	427	11	81%	577	52	447	8	88%
Male	534	31	364	3	75%	573	67	397	6	82%
Total	1119	67	791	14	78%	1150	119	844	14	85%
Results by English Proficiency Status										
English proficient	1026	56	749	13	80%	992	89	749	12	86%
Limited English proficient	93	11	42	1	58%	158	30	95	2	80%
Total	1119	67	791	14	78%	1150	119	844	14	85%
Results by Income Level										
Economically disadvantaged	793	57	576	12	81%	778	93	610	11	92%
Not disadvantaged	326	10	215	2	70%	372	26	234	3	71%
Total	1119	67	791	14	78%	1150	119	844	14	85%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1119	67	791	14	78%	1150	119	844	14	85%
Total	1119	67	791	14	78%	1150	119	844	14	85%

**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	1	s	s	s	s	2	s	s	s	s
Black	319	73	91	23	59%	308	48	171	11	75%
Hispanic	462	98	182	14	64%	516	60	332	17	79%
Asian or Pacific Islander	68	s	s	s	s	88	s	s	s	s
White	269	52	161	8	82%	236	16	176	9	85%
Total	1119	232	486	46	68%	1150	132	753	37	80%
Small Group Totals (s)	69	9	52	1	90%	90	8	74	0	91%
Results by Disability Status										
General-education students	988	223	476	2	71%	1034	123	738	2	83%
Students with disabilities	131	9	10	44	48%	116	9	15	35	51%
Total	1119	232	486	46	68%	1150	132	753	37	80%
Results by Gender										
Female	585	128	250	18	68%	577	70	392	14	82%
Male	534	104	236	28	69%	573	62	361	23	78%
Total	1119	232	486	46	68%	1150	132	753	37	80%
Results by English Proficiency Status										
English proficient	1026	211	454	45	69%	992	110	657	37	81%
Limited English proficient	93	21	32	1	58%	158	22	96	0	75%
Total	1119	232	486	46	68%	1150	132	753	37	80%
Results by Income Level										
Economically disadvantaged	793	172	345	39	70%	778	109	535	26	86%
Not disadvantaged	326	60	141	7	64%	372	23	218	11	68%
Total	1119	232	486	46	68%	1150	132	753	37	80%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	1119	232	486	46	68%	1150	132	753	37	80%
Total	1119	232	486	46	68%	1150	132	753	37	80%

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%	1	s
Black	365	59%	357	59%
Hispanic	503	56%	499	63%
Asian or Pacific Islander	84	85%	75	s
White	293	74%	292	76%
Total	1245	63%	1224	66%
Small Group Totals (s)	0	0%	76	83%
Results by Disability Status				
General-education students	1132	66%	1110	69%
Students with disabilities	113	40%	114	41%
Total	1245	63%	1224	66%
Results by Gender				
Female	637	67%	621	72%
Male	608	59%	603	60%
Total	1245	63%	1224	66%
Results by English Proficiency Status				
English proficient	1145	64%	1124	68%
Limited English proficient	100	52%	100	50%
Total	1245	63%	1224	66%
Results by Income Level				
Economically disadvantaged	651	80%	651	84%
Not disadvantaged	594	45%	573	46%
Total	1245	63%	1224	66%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	1245	63%	1224	66%
Total	1245	63%	1224	66%

Glossary

Accountability Cohort: An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 2001 accountability cohort consists of all students who first entered grade 9 in the fall of 2001 who were enrolled on October 8, 2003). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Component Retests: Component retests were offered in Regents English and Mathematics A to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

Counts of Students Tested: "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Limited English Proficient (LEP) Students: Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates students with severe cognitive disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

Student Confidentiality/Suppressed Data (# and s): To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

Validity and Reliability of Small Group Data: It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.