

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF SCHOOL PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE**

**AND**

**ANALYSIS OF STUDENT SUBGROUP PERFORMANCE**

**for**

**Niagara-Wheatfield Central School District**

**in**

**Niagara-Wheatfield Central School District**

**February 2004**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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**School Report Card Coordinator  
Information and Reporting Services Team  
New York State Education Department  
Room 863 EBA  
89 Washington Avenue  
Albany, NY 12234  
E-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)**

The *New York State School 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 school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *School Accountability 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 *School Accountability Report* provides information as to whether a school 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 and mathematics and on the middle-level science test 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. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. 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 school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. 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, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card: February 2004*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of School Performance in English Language Arts, Mathematics, and Science

## School Profile

Principal: Judith H. Howard		Phone: (716)215-3003
<b>Organization</b> 2002-03	Grade Range	Student Enrollment
	NA	3982

<b>2001-02 School District-wide Total Expenditure per Pupil</b>	\$11,737
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<b>Similar Schools Group</b>	This school is in Similar Schools Group NA. NA
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### 2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
761	95%

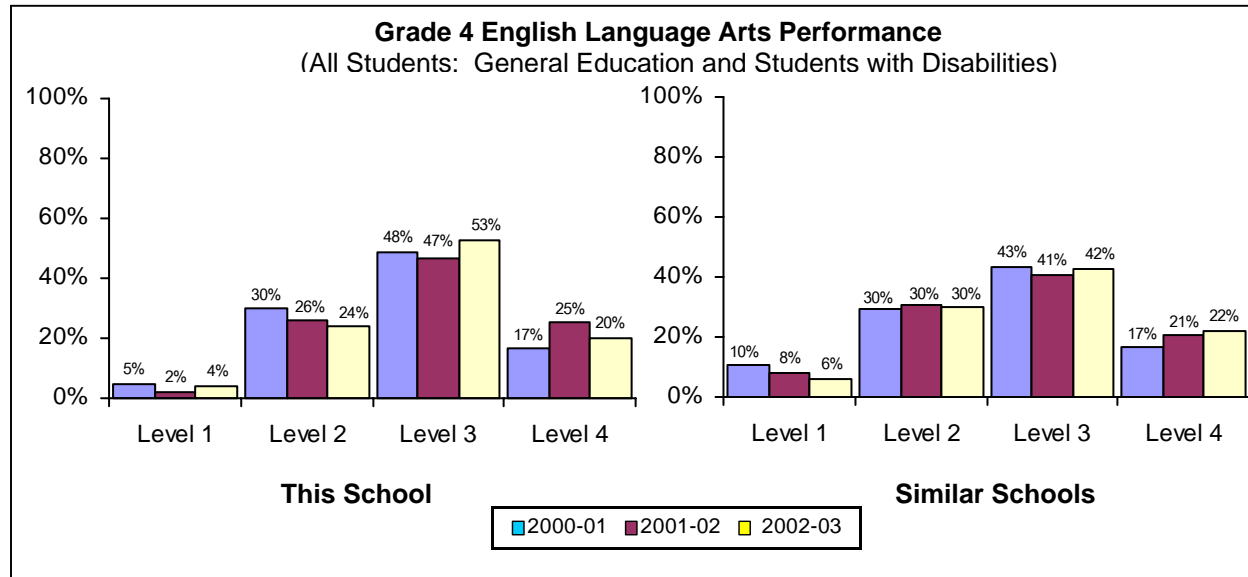
\*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New York State uses the NCLB criteria for reporting, certified teachers must fulfill all NCLB requirements to be counted as highly qualified.

### 2002-03 Percentage of Teachers with No Valid Teaching Certificate\*

Number of Teachers	Percent with No Valid Teaching Certificate
308	1%

\*This count includes teachers with temporary licenses who do not have a valid permanent, provisional, or transitional teaching certificate.

## Elementary Level English Language Arts



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total	
Jan–Feb 2001	14	94	150	52	310	658
Jan–Feb 2002	6	81	145	78	310	668
Feb 2003	11	69	152	57	289	661

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

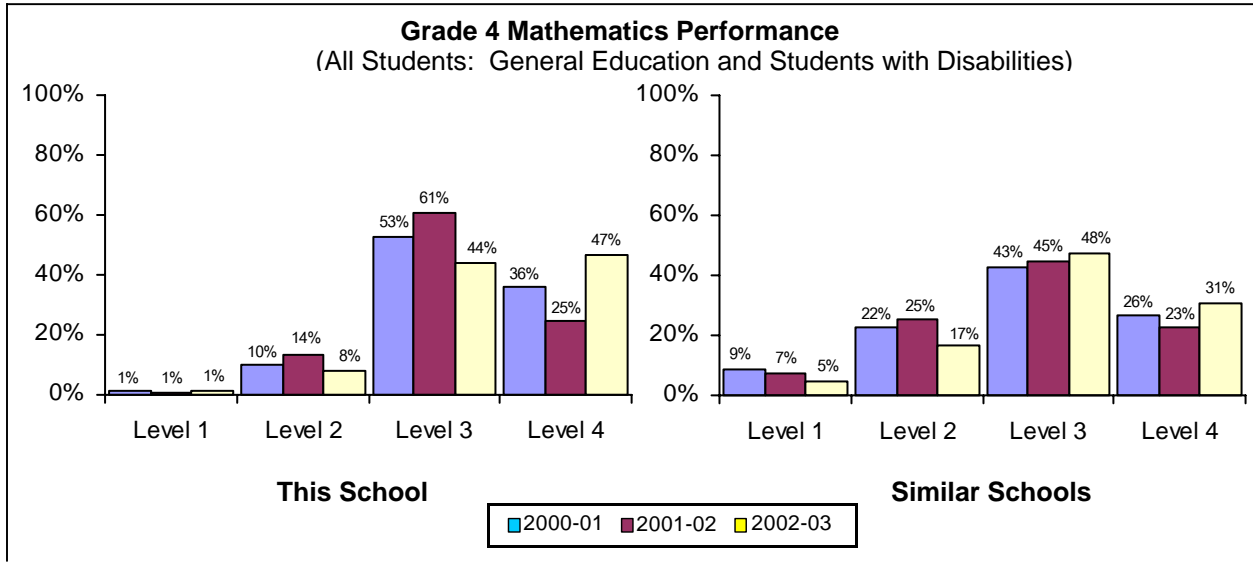
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	1	#	#	#	#

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	1	#	#	#	#

## Elementary Level Mathematics



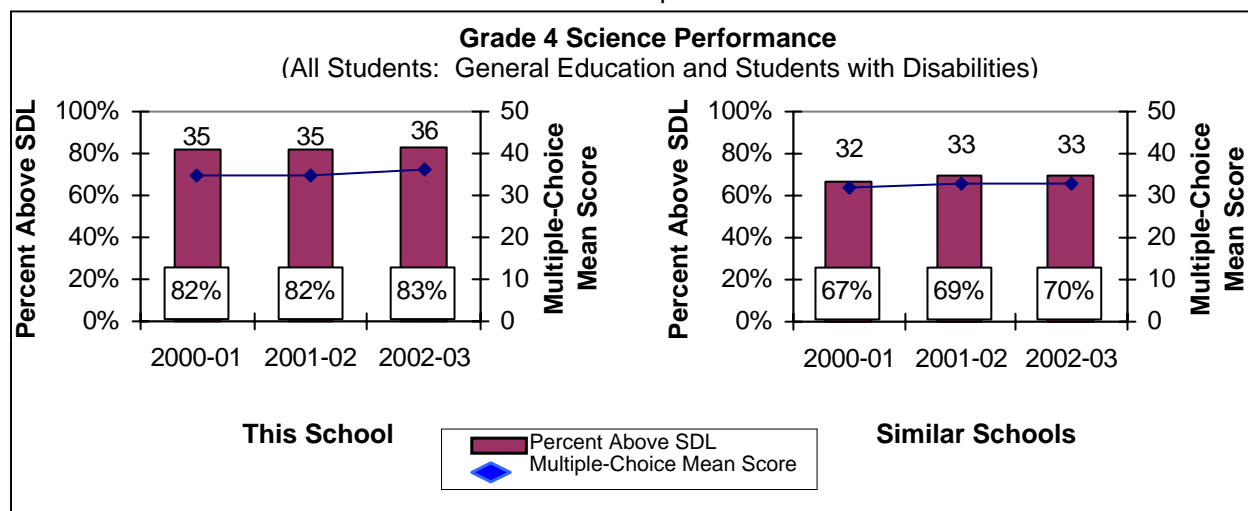
Performance at This School	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2001	4	31	164	111	310	670
May 2002	3	42	189	77	311	661
May 2003	4	23	128	135	290	676

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

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	1	#	#	#	#

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
<b>May 2001</b>	305	250	35
<b>May 2002</b>	310	255	35
<b>May 2003</b>	288	239	36

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Multiple-Choice Test Component</b>	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
<b>State Designated Level (SDL)</b>	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
<b>School Mean Scores</b>	For the multiple-choice test component, the mean score is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.

## Elementary Level Science Performance Test

The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the same three tasks.

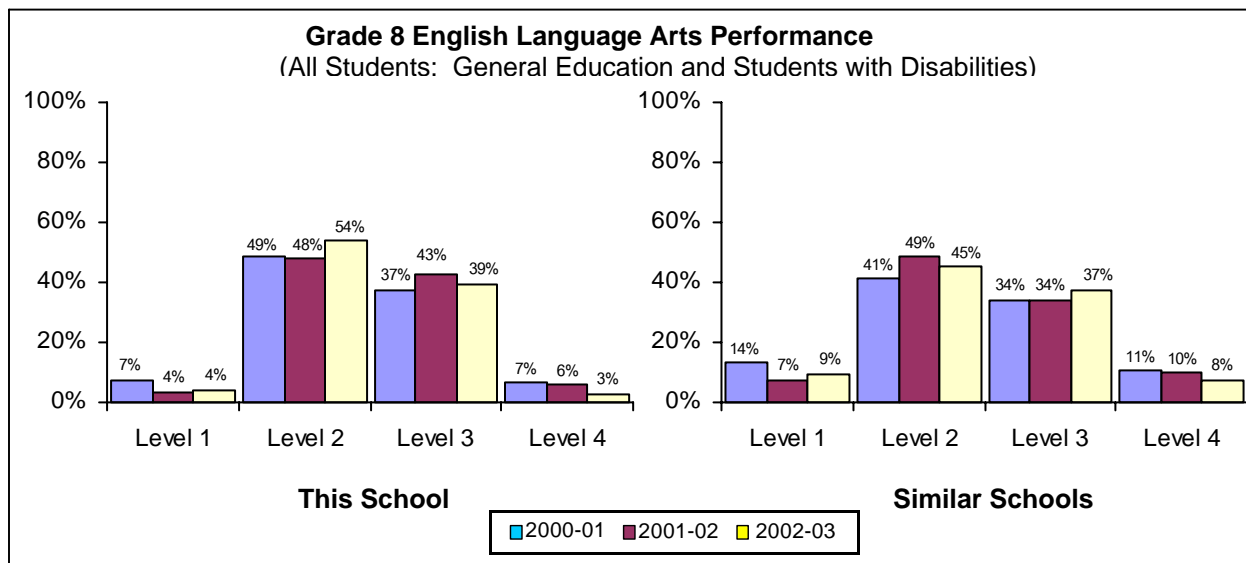
### All Students

	Number Tested	Mean Score
<b>May 2001</b>	307	35
<b>May 2002</b>	308	36
<b>May 2003</b>	288	39

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
<b>2002–03</b>	1	#	#	#	#

## Middle Level English Language Arts



Performance at This School	Counts of Students Tested					Mean Score
	Level 1 527-661	Level 2 662-700	Level 3 701-738	Level 4 739-830	Total	
May 2001	23	155	119	21	318	698
March 2002	11	150	133	18	312	699
January 2003	14	185	135	10	344	693

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

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

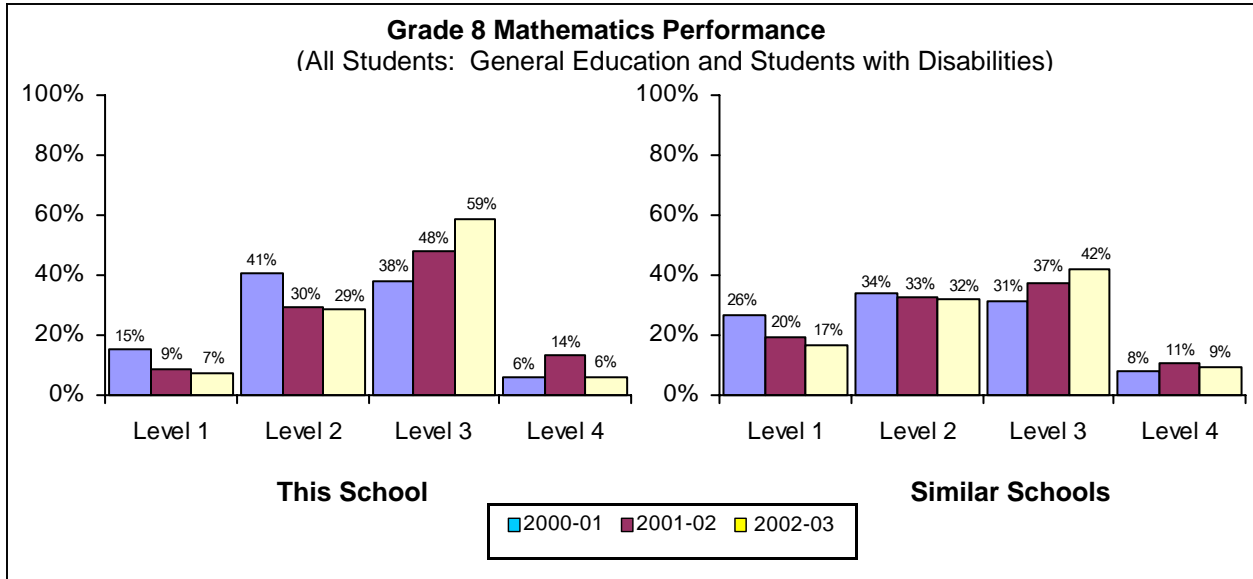
Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	1	#	#	#	#

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

Grade 8	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	1	#	#	#	#



## Middle Level Mathematics



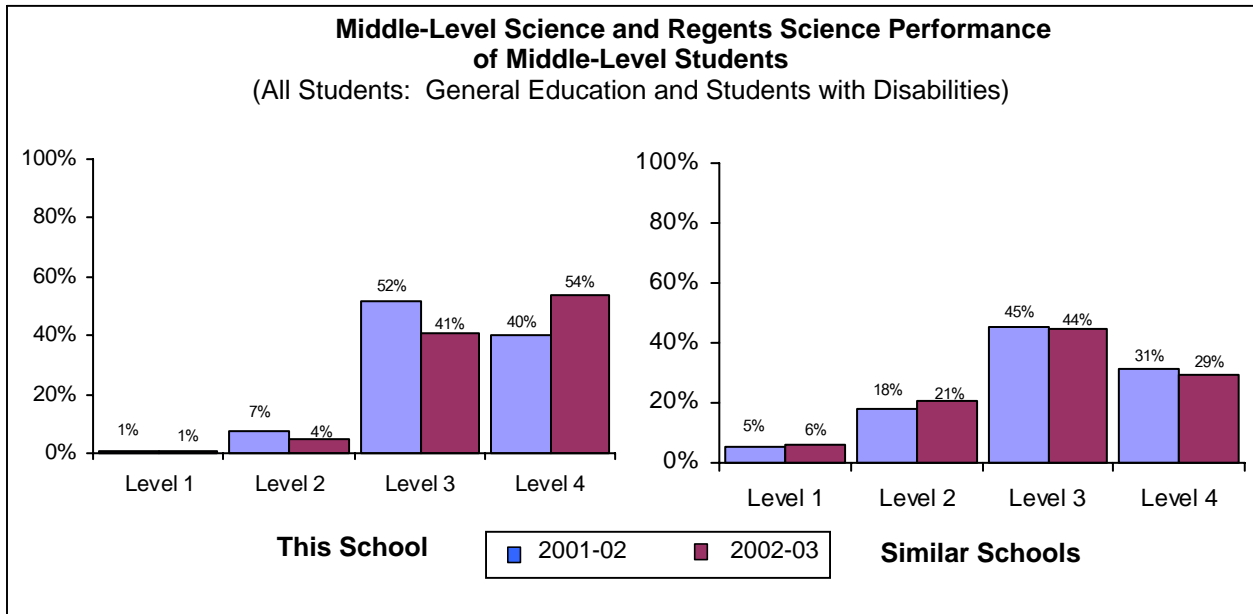
Performance at This School	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2001	49	132	124	19	324	710
May 2002	28	94	153	43	318	722
May 2003	24	97	199	20	340	721

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

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

Middle Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	1	#	#	#	#

## Middle Level Science



Performance at This School		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	2	23	145	64	234	78
	Regents Science	0	0	16	62	78	88
January/ June 2003	Middle-Level Science	3	15	121	117	256	80
	Regents Science	0	0	17	65	82	89

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

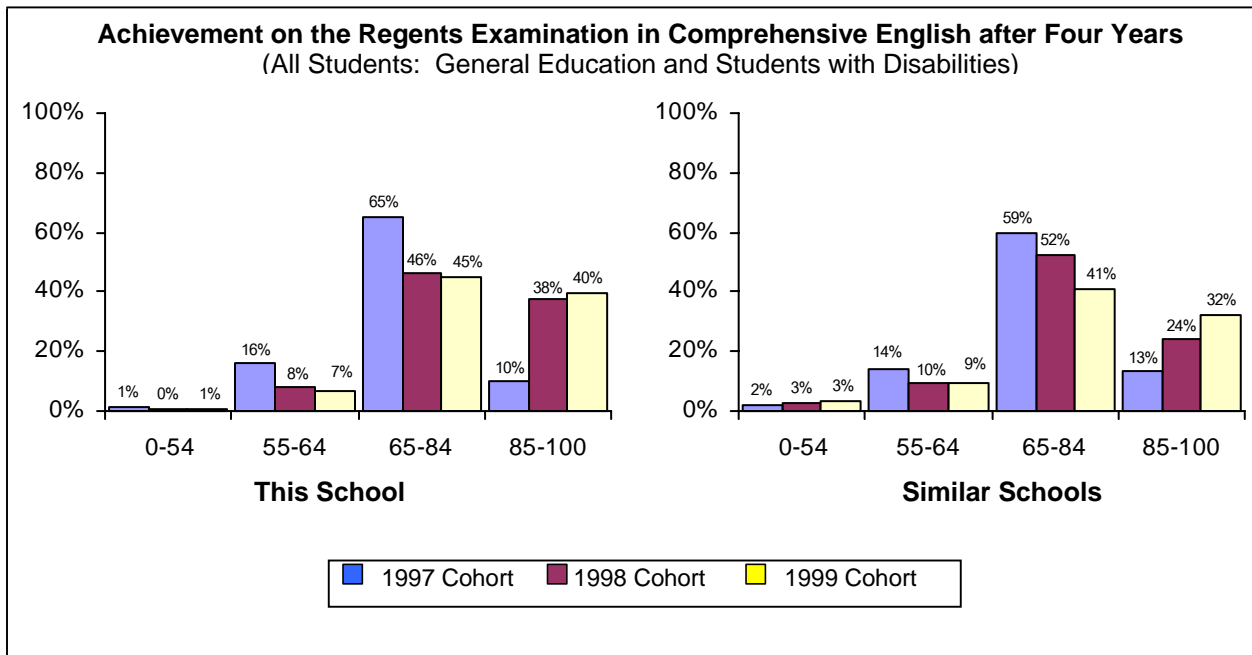
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle-Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
<b>2002–03</b>	1	#	#	#	#

# High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. A score of 65 or above on the Regents comprehensive examination in English is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. 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. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30<sup>th</sup> 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
<b>1997 Cohort</b>	280	3	45	182	29	0
<b>1998 Cohort</b>	282	1	22	130	106	0
<b>1999 Cohort</b>	286	2	20	129	114	0

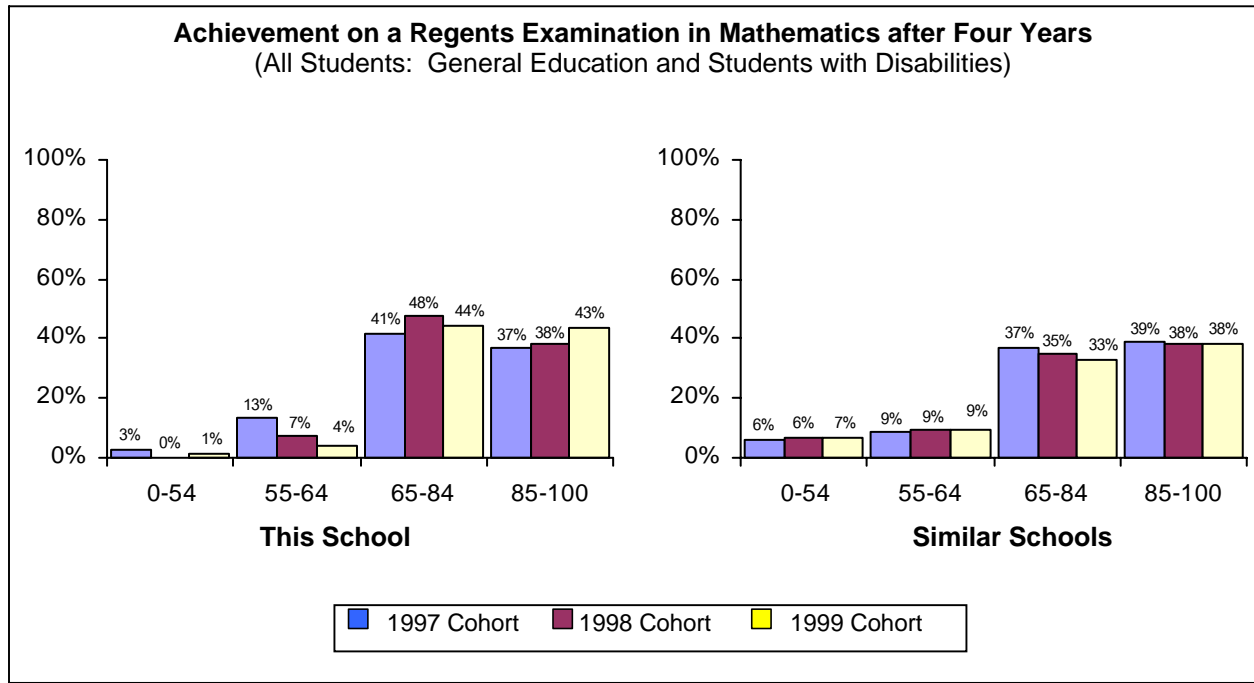
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1997 Cohort</b>	6	2
<b>1998 Cohort</b>	12	2
<b>1999 Cohort</b>	4	0

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

# High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. 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. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education. The data in these tables and chart show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.



<b>Mathematics Graduation Requirement Achievement after Four Years of High School*</b>						
	<b>Cohort Members All Students</b>	<b>Highest Score Between 0 and 54</b>	<b>Highest Score Between 55 and 64</b>	<b>Highest Score Between 65 and 84</b>	<b>Highest Score Between 85 and 100</b>	<b>Approved Alternative Credit</b>
<b>1997 Cohort</b>	280	7	37	116	104	0
<b>1998 Cohort</b>	282	0	20	134	107	0
<b>1999 Cohort</b>	286	4	12	127	124	0

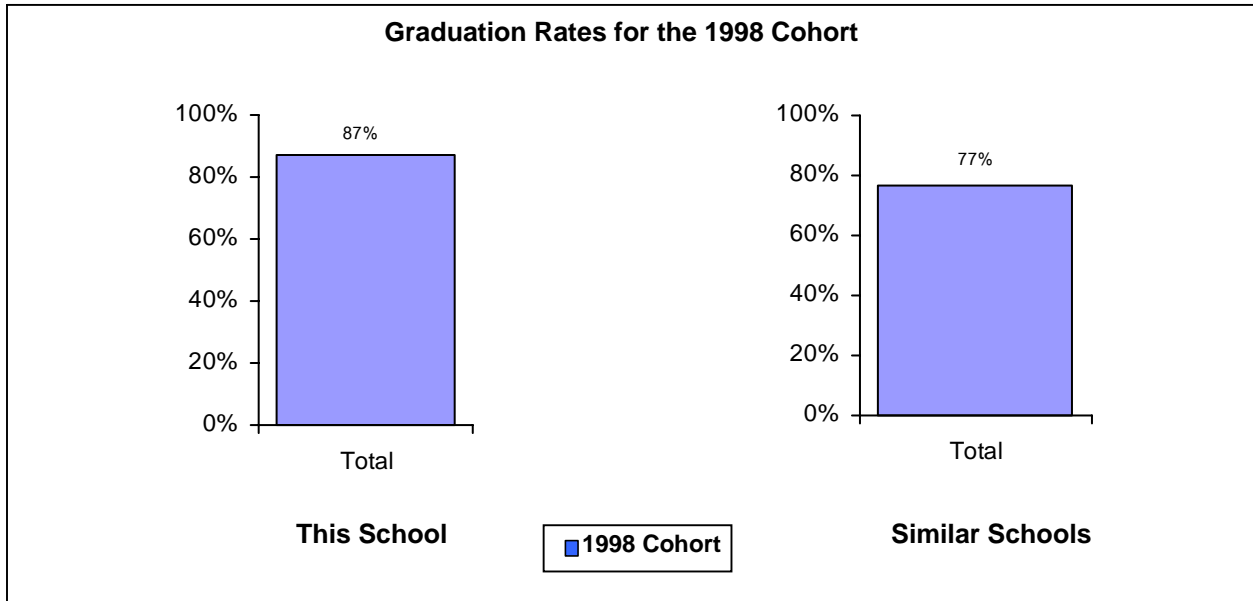
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

<b>Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*</b>		
	<b>Passed the RCT</b>	<b>Failed at Least One RCT</b>
<b>1997 Cohort</b>	12	0
<b>1998 Cohort</b>	18	0
<b>1999 Cohort</b>	10	2

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

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.



<b>Cohort Graduation Rates</b>				
	<b>Cohort Members* (a)</b>	<b>Transfers to GED (b)</b>	<b>Graduation Rate Cohort Members (a+b)</b>	<b>Number Graduated</b>
1998 Cohort	290	1	291	253

\*Count as of August 31<sup>st</sup> of the fourth year after first entering grade 9.

## Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the school 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 school 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 school and community 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 school did not report data for the 2002-03 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	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	16	100%	69%	19%	25	96%	48%	8%
Black	9	89%	78%	33%	2	s	s	s
Hispanic	3	s	s	s	3	s	s	s
Asian or Pacific Islander	4	s	s	s	0	0%	0%	0%
White	278	98%	71%	26%	259	96%	75%	21%
Total	310	98%	72%	25%	289	96%	72%	20%
Small Group Totals (s)	7	100%	100%	14%	5	100%	80%	20%
<b>Results by Disability Status</b>								
General-education students	285	99%	74%	27%	262	99%	78%	22%
Students with disabilities	25	84%	52%	8%	27	70%	15%	0%
Total	310	98%	72%	25%	289	96%	72%	20%
<b>Results by Gender</b>								
Female	138	99%	78%	30%	134	97%	77%	25%
Male	172	97%	67%	21%	155	95%	68%	15%
Total	310	98%	72%	25%	289	96%	72%	20%
<b>Results by English Proficiency Status</b>								
English proficient	307	s	s	s	289	96%	72%	20%
Limited English proficient	3	s	s	s	0	0%	0%	0%
Total	310	98%	72%	25%	289	96%	72%	20%
<b>Results by Income Level</b>								
Economically disadvantaged	75	97%	57%	15%	87	94%	56%	10%
Not disadvantaged	235	98%	77%	29%	202	97%	79%	24%
Total	310	98%	72%	25%	289	96%	72%	20%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	310	98%	72%	25%	289	96%	72%	20%
Total	310	98%	72%	25%	289	96%	72%	20%

## Elementary Level Mathematics

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	16	100%	81%	25%	25	96%	64%	12%
Black	9	100%	89%	0%	2	s	s	s
Hispanic	3	s	s	s	3	s	s	s
Asian or Pacific Islander	4	s	s	s	1	s	s	s
White	279	99%	85%	25%	259	99%	93%	50%
Total	311	99%	86%	25%	290	99%	91%	47%
Small Group Totals (s)	7	100%	100%	43%	6	100%	83%	50%
<b>Results by Disability Status</b>								
General-education students	286	99%	88%	27%	264	100%	94%	51%
Students with disabilities	25	96%	56%	4%	26	88%	54%	4%
Total	311	99%	86%	25%	290	99%	91%	47%
<b>Results by Gender</b>								
Female	140	99%	86%	19%	133	98%	88%	44%
Male	171	99%	85%	29%	157	99%	93%	49%
Total	311	99%	86%	25%	290	99%	91%	47%
<b>Results by English Proficiency Status</b>								
English proficient	308	s	s	s	289	s	s	s
Limited English proficient	3	s	s	s	1	s	s	s
Total	311	99%	86%	25%	290	99%	91%	47%
<b>Results by Income Level</b>								
Economically disadvantaged	74	100%	82%	18%	85	100%	81%	34%
Not disadvantaged	237	99%	86%	27%	205	98%	95%	52%
Total	311	99%	86%	25%	290	99%	91%	47%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	311	99%	86%	25%	290	99%	91%	47%
Total	311	99%	86%	25%	290	99%	91%	47%



**Elementary Level**  
Science Multiple-Choice

Student Subgroup	2001-02		2002-03	
	Tested	Percentages of Tested Students Scoring above the SDL	Tested	Percentages of Tested Students Scoring above the SDL
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	16	88%	26	65%
Black	9	78%	2	s
Hispanic	3	s	3	s
Asian or Pacific Islander	4	s	0	0%
White	278	82%	257	85%
Total	310	82%	288	83%
Small Group Totals (s)	7	86%	5	60%
<b>Results by Disability Status</b>				
General-education students	285	85%	263	87%
Students with disabilities	25	56%	25	40%
Total	310	82%	288	83%
<b>Results by Gender</b>				
Female	140	84%	133	83%
Male	170	81%	155	83%
Total	310	82%	288	83%
<b>Results by English Proficiency Status</b>				
English proficient	308	s	288	83%
Limited English proficient	2	s	0	0%
Total	310	82%	288	83%
<b>Results by Income Level</b>				
Economically disadvantaged	73	77%	84	73%
Not disadvantaged	237	84%	204	87%
Total	310	82%	288	83%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	310	82%	288	83%
Total	310	82%	288	83%

**Middle Level**  
English Language Arts

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	24	96%	38%	4%	27	93%	26%	0%
Black	10	90%	20%	0%	8	100%	25%	0%
Hispanic	5	s	s	s	2	s	s	s
Asian or Pacific Islander	3	s	s	s	5	s	s	s
White	270	97%	51%	6%	302	96%	44%	3%
Total	312	96%	48%	6%	344	96%	42%	3%
Small Group Totals (s)	8	100%	13%	0%	7	100%	43%	0%
<b>Results by Disability Status</b>								
General-education students	271	99%	55%	7%	309	99%	46%	3%
Students with disabilities	41	80%	7%	0%	35	69%	6%	0%
Total	312	96%	48%	6%	344	96%	42%	3%
<b>Results by Gender</b>								
Female	145	97%	55%	7%	169	97%	51%	4%
Male	167	96%	43%	5%	175	95%	33%	2%
Total	312	96%	48%	6%	344	96%	42%	3%
<b>Results by English Proficiency Status</b>								
English proficient	311	s	s	s	344	96%	42%	3%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	312	96%	48%	6%	344	96%	42%	3%
<b>Results by Income Level</b>								
Economically disadvantaged	51	92%	31%	0%	70	90%	20%	0%
Not disadvantaged	261	97%	52%	7%	274	97%	48%	4%
Total	312	96%	48%	6%	344	96%	42%	3%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	312	96%	48%	6%	344	96%	42%	3%
Total	312	96%	48%	6%	344	96%	42%	3%

**Middle Level  
Mathematics**

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	25	92%	64%	16%	28	89%	43%	4%
Black	10	60%	30%	0%	6	100%	83%	0%
Hispanic	5	s	s	s	2	s	s	s
Asian or Pacific Islander	3	s	s	s	5	s	s	s
White	275	92%	63%	14%	299	93%	66%	6%
Total	318	91%	62%	14%	340	93%	64%	6%
Small Group Totals (s)	8	100%	38%	0%	7	100%	71%	0%
<b>Results by Disability Status</b>								
General-education students	274	97%	70%	16%	305	97%	70%	7%
Students with disabilities	44	52%	9%	0%	35	54%	17%	0%
Total	318	91%	62%	14%	340	93%	64%	6%
<b>Results by Gender</b>								
Female	147	93%	61%	14%	169	95%	64%	5%
Male	171	89%	63%	13%	171	91%	65%	6%
Total	318	91%	62%	14%	340	93%	64%	6%
<b>Results by English Proficiency Status</b>								
English proficient	317	s	s	s	340	93%	64%	6%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	318	91%	62%	14%	340	93%	64%	6%
<b>Results by Income Level</b>								
Economically disadvantaged	54	83%	43%	6%	69	83%	41%	3%
Not disadvantaged	264	93%	66%	15%	271	96%	70%	7%
Total	318	91%	62%	14%	340	93%	64%	6%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	318	91%	62%	14%	340	93%	64%	6%
Total	318	91%	62%	14%	340	93%	64%	6%

## Middle Level

### Science

Student Subgroup	2001-02				2002-03			
	Tested	Percentages of Tested Students Scoring at Levels			Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	18	94%	83%	39%	25	96%	96%	40%
Black	10	90%	80%	0%	6	100%	83%	17%
Hispanic	6	100%	67%	0%	2	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	3	s	s	s
White	200	100%	91%	28%	220	99%	93%	48%
Total	234	99%	89%	27%	256	99%	93%	46%
Small Group Totals (s)	0	0%	0%	0%	5	100%	100%	20%
<b>Results by Disability Status</b>								
General-education students	195	100%	95%	32%	223	100%	97%	50%
Students with disabilities	39	95%	59%	5%	33	91%	64%	15%
Total	234	99%	89%	27%	256	99%	93%	46%
<b>Results by Gender</b>								
Female	106	99%	90%	22%	124	98%	94%	44%
Male	128	99%	89%	32%	132	99%	92%	47%
Total	234	99%	89%	27%	256	99%	93%	46%
<b>Results by English Proficiency Status</b>								
English proficient	233	s	s	s	255	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	234	99%	89%	27%	256	99%	93%	46%
<b>Results by Income Level</b>								
Economically disadvantaged	48	98%	81%	21%	66	95%	85%	38%
Not disadvantaged	186	99%	91%	29%	190	100%	96%	48%
Total	234	99%	89%	27%	256	99%	93%	46%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	234	99%	89%	27%	256	99%	93%	46%
Total	234	99%	89%	27%	256	99%	93%	46%

## 1998 and 1999 High School Cohorts

General-education students who first entered ninth grade in 1998 or 1999 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.

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

Student Subgroup	1998 Cohort					1999 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	17	1	12	2	88%	18	0	15	0	83%
Black	7	s	s	s	s	8	1	7	0	100%
Hispanic	0	0	0	0	0%	5	s	s	s	s
Asian or Pacific Islander	1	s	s	s	s	4	s	s	s	s
White	257	20	218	9	96%	251	18	213	4	94%
Total	282	22	236	12	96%	286	20	243	4	93%
Small Group Totals (s)	8	1	6	1	100%	9	1	8	0	100%
<b>Results by Disability Status</b>										
General-education students	257	15	229	4	96%	259	12	235	0	95%
Students with disabilities	25	7	7	8	88%	27	8	8	4	74%
Total	282	22	236	12	96%	286	20	243	4	93%
<b>Results by Gender</b>										
Female	132	3	123	3	98%	139	7	124	1	95%
Male	150	19	113	9	94%	147	13	119	3	92%
Total	282	22	236	12	96%	286	20	243	4	93%
<b>Results by English Proficiency Status</b>										
English proficient	282	22	236	12	96%	285	s	s	s	s
Limited English proficient	0	0	0	0	0%	1	s	s	s	s
Total	282	22	236	12	96%	286	20	243	4	93%
<b>Results by Income Level</b>										
Economically disadvantaged	30	3	22	3	93%	22	1	15	2	82%
Not disadvantaged	252	19	214	9	96%	264	19	228	2	94%
Total	282	22	236	12	96%	286	20	243	4	93%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	282	22	236	12	96%	286	20	243	4	93%
Total	282	22	236	12	96%	286	20	243	4	93%

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

Student Subgroup	1998 Cohort					1999 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	17	0	14	2	94%	18	0	15	0	83%
Black	7	s	s	s	s	8	0	7	1	100%
Hispanic	0	0	0	0	0%	5	s	s	s	s
Asian or Pacific Islander	1	s	s	s	s	4	s	s	s	s
White	257	18	221	16	99%	251	12	220	9	96%
Total	282	20	241	18	99%	286	12	251	10	95%
Small Group Totals (s)	8	2	6	0	100%	9	0	9	0	100%
<b>Results by Disability Status</b>										
General-education students	257	17	232	6	99%	259	9	239	0	96%
Students with disabilities	25	3	9	12	96%	27	3	12	10	93%
Total	282	20	241	18	99%	286	12	251	10	95%
<b>Results by Gender</b>										
Female	132	8	120	4	100%	139	5	123	4	95%
Male	150	12	121	14	98%	147	7	128	6	96%
Total	282	20	241	18	99%	286	12	251	10	95%
<b>Results by English Proficiency Status</b>										
English proficient	282	20	241	18	99%	285	s	s	s	s
Limited English proficient	0	0	0	0	0%	1	s	s	s	s
Total	282	20	241	18	99%	286	12	251	10	95%
<b>Results by Income Level</b>										
Economically disadvantaged	30	2	26	2	100%	22	1	17	1	86%
Not disadvantaged	252	18	215	16	99%	264	11	234	9	96%
Total	282	20	241	18	99%	286	12	251	10	95%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	282	20	241	18	99%	286	12	251	10	95%
Total	282	20	241	18	99%	286	12	251	10	95%

## Cohort Graduation Rates

Students were counted as graduates in the first two columns of this table if they earned a local diploma with or without a Regents endorsement by June 30<sup>th</sup> of the fourth year after first entering grade 9 and in the second two columns if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	17	65%	17	65%
Black	7	s	7	s
Hispanic	0	0%	0	0%
Asian or Pacific Islander	1	s	1	s
White	258	88%	266	88%
Total	283	87%	291	87%
Small Group Totals (s)	8	88%	8	88%
<b>Results by Disability Status</b>				
General-education students	258	88%	258	90%
Students with disabilities	25	80%	33	67%
Total	283	87%	291	87%
<b>Results by Gender</b>				
Female	132	95%	138	92%
Male	151	80%	153	82%
Total	283	87%	291	87%
<b>Results by English Proficiency Status</b>				
English proficient	283	87%	291	87%
Limited English proficient	0	0%	0	0%
Total	283	87%	291	87%
<b>Results by Income Level</b>				
Economically disadvantaged	30	83%	30	83%
Not disadvantaged	253	87%	261	87%
Total	283	87%	291	87%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	283	87%	291	87%
Total	283	87%	291	87%

## 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 entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 accountability cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain students with severe disabilities, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to graduating seniors 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, as determined by the results of the component retest.

**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. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40<sup>th</sup> percentile on an English language assessment instrument. The United States Department of Education has approved the use of the New York State English as a Second Language Achievement Test (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 disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

**Similar Schools:** Similar schools are schools that are grouped by common district and student demographic characteristics, including grade range of students served by the school, school district financial resources, and needs of the school student population. More information about similar school groups may be found on the Web at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

**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.