

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

Haverstraw-Stony Point Central School District (North Rockland)

February 2004

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 *District 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 *District Accountability 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 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 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, LEP 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: February 2004*, 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: Dodge R. Watkins		Phone: (845)942-3000
Organization 2002-03	Grade Range	Student Enrollment
	NA	8093

2001-02 District-wide Total Expenditure per Pupil	\$15,867
2001-02 NYS Public Schools Total Expenditure per Pupil	\$12,265

2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,509	94%

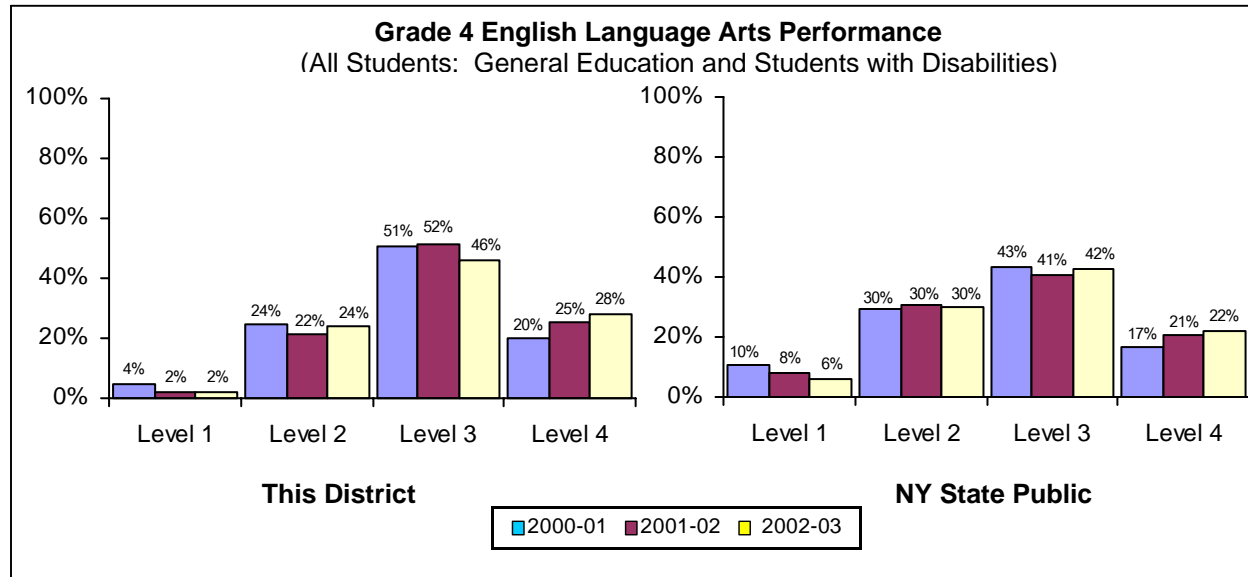
*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New 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
645	2%

*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 District	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	25	136	284	113	558	664
Jan–Feb 2002	10	122	292	142	566	670
Feb 2003	12	139	267	165	583	671

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 .

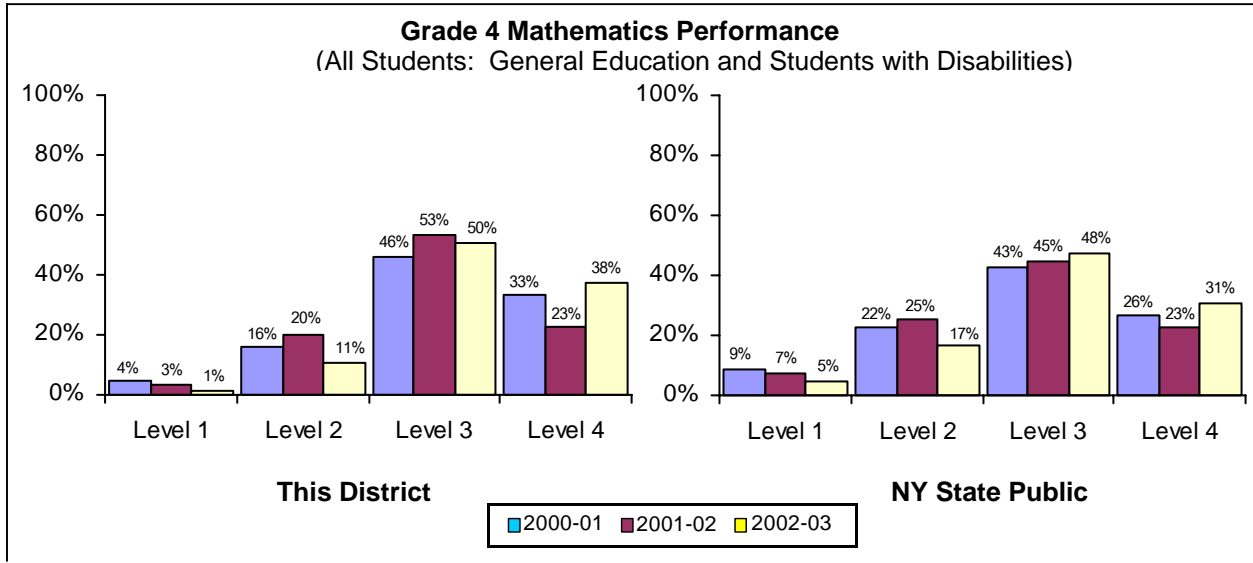
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	58	9	11	10	28

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	2	#	#	#	#

Elementary Level Mathematics



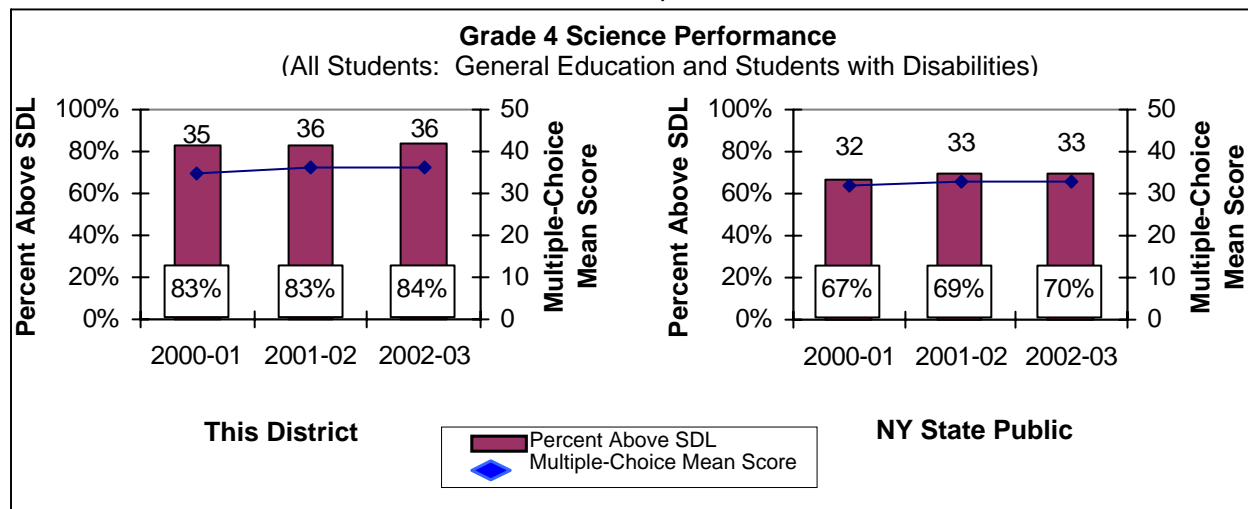
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2001	26	95	270	196	587	663
May 2002	21	123	324	139	607	657
May 2003	8	68	323	241	640	669

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

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2001	590	490	35
May 2002	601	498	36
May 2003	631	530	36

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards	
Multiple-Choice Test Component	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).
State Designated Level (SDL)	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.
Mean Scores	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.

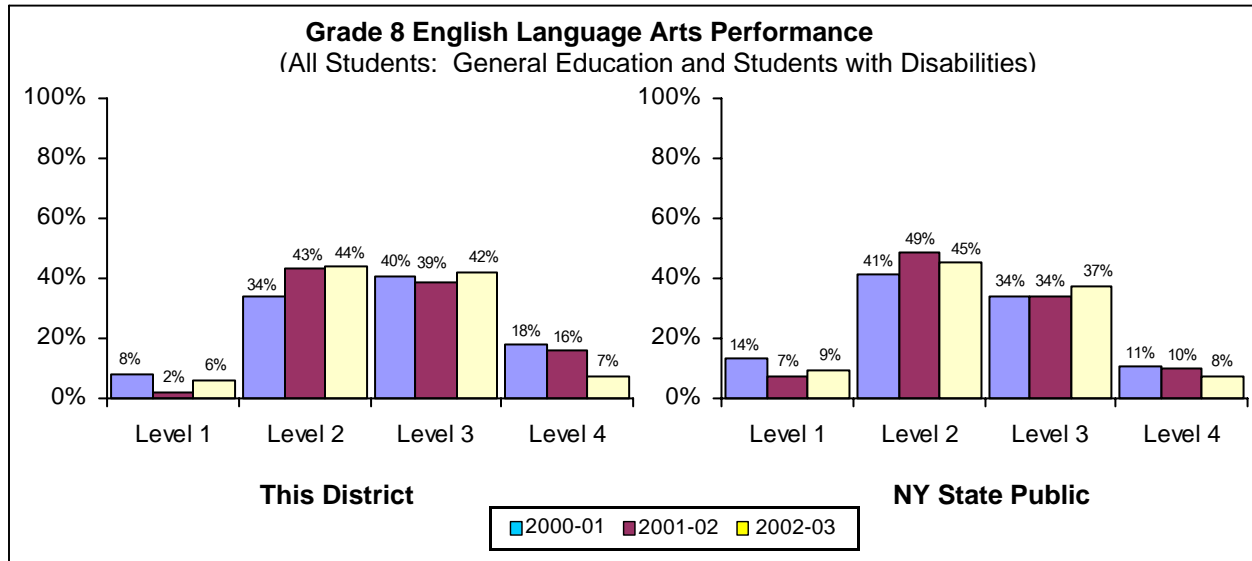
All Students

	Number Tested	Mean Score
May 2001	586	35
May 2002	596	34
May 2003	637	38

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
2002–03	2	#	#	#	#

Middle Level English Language Arts



Performance at This District	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	46	199	239	107	591	709
March 2002	12	261	235	97	605	706
January 2003	41	289	275	48	653	697

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 .

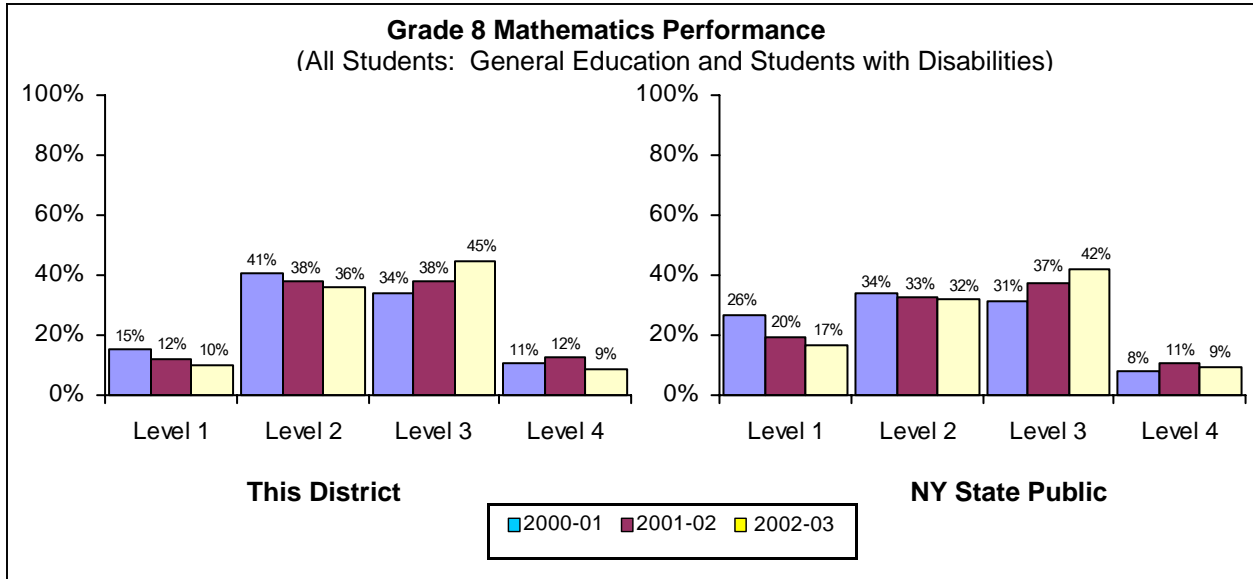
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	34	7	3	3	21

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	0	0	0	0	0

Middle Level Mathematics



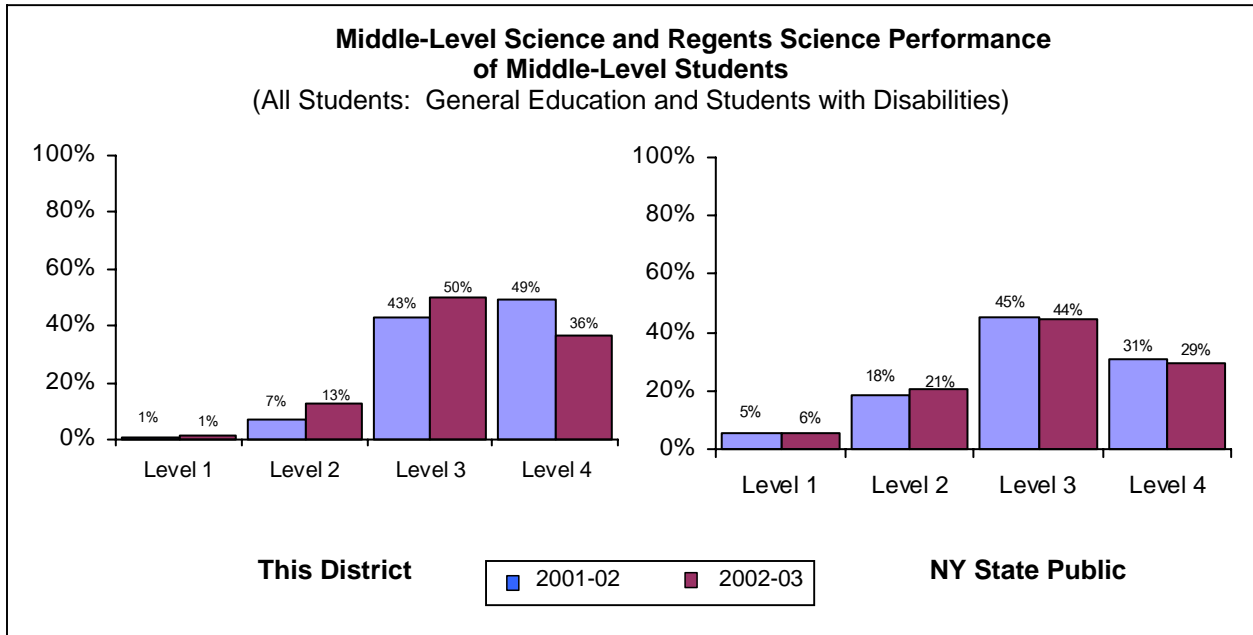
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total	
May 2001	90	243	201	63	597	713
May 2002	75	235	236	77	623	717
May 2003	71	248	308	61	688	718

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	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

Middle Level Science



Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	6	43	260	300	609	82
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	8	84	335	244	671	78
	Regents Science	0	0	0	0	0	0

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

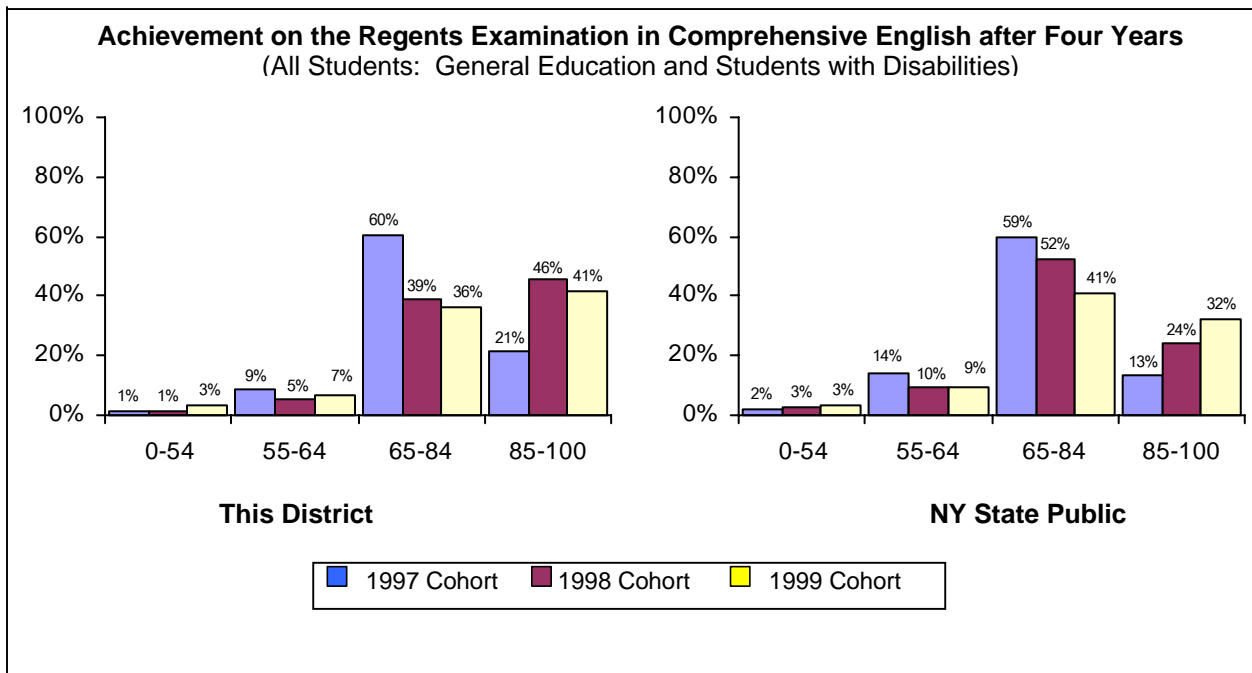
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle-Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0

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 30th of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



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
1997 Cohort	493	5	42	298	105	0
1998 Cohort	478	7	26	186	219	0
1999 Cohort	520	18	34	187	215	0

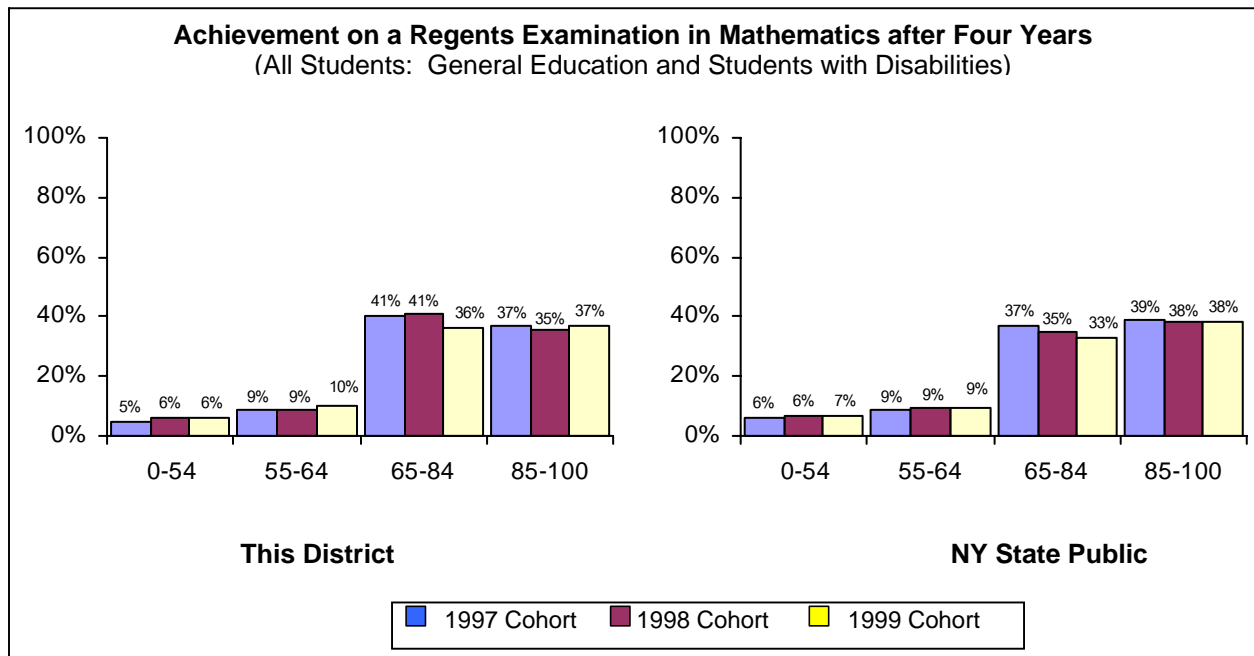
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1997 Cohort	2	0
1998 Cohort	5	1
1999 Cohort	12	3

*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 30th of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



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
1997 Cohort	493	24	43	200	183	0
1998 Cohort	478	29	42	196	169	0
1999 Cohort	520	33	51	187	191	0

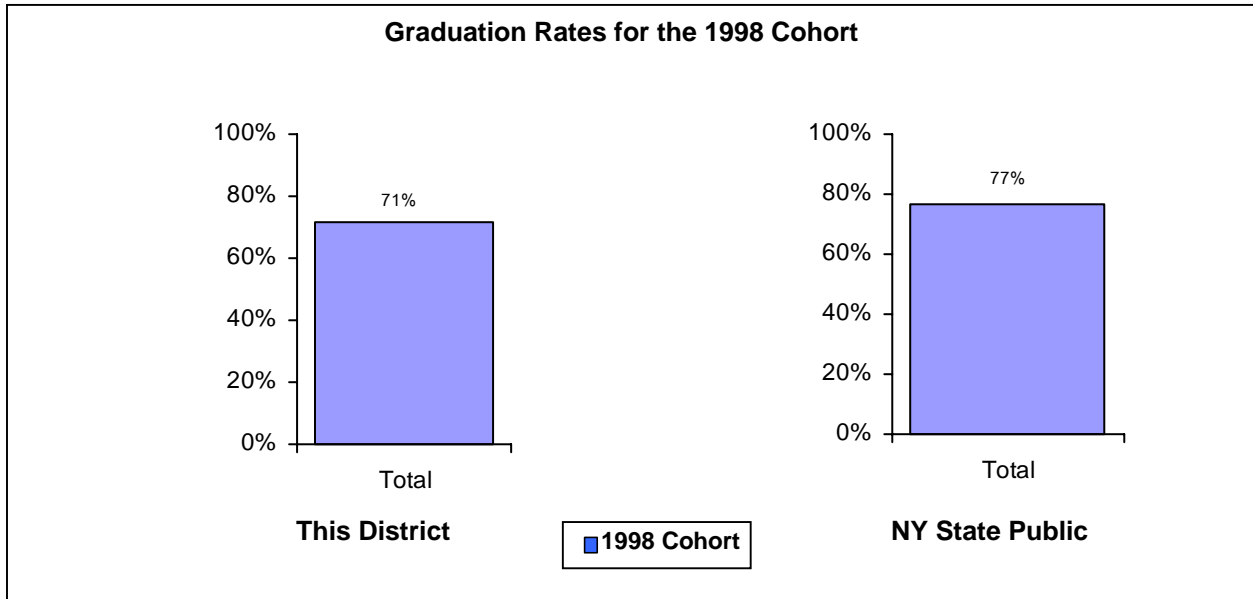
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1997 Cohort	23	3
1998 Cohort	25	0
1999 Cohort	22	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 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 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	484	12	496	354

*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 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 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 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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	7	100%	57%	14%
Black	64	97%	59%	11%	60	100%	62%	17%
Hispanic	147	97%	70%	13%	180	97%	61%	14%
Asian or Pacific Islander	23	s	s	s	20	100%	95%	40%
White	331	99%	83%	33%	316	98%	83%	38%
Total	566	98%	77%	25%	583	98%	74%	28%
Small Group Totals (s)	24	100%	79%	33%	0	0%	0%	0%
Results by Disability Status								
General-education students	488	99%	77%	26%	523	99%	79%	32%
Students with disabilities	78	95%	76%	17%	60	85%	35%	0%
Total	566	98%	77%	25%	583	98%	74%	28%
Results by Gender								
Female	265	99%	75%	25%	300	98%	77%	34%
Male	301	98%	78%	26%	283	98%	71%	22%
Total	566	98%	77%	25%	583	98%	74%	28%
Results by English Proficiency Status								
English proficient	547	99%	78%	26%	573	98%	75%	29%
Limited English proficient	19	89%	53%	5%	10	100%	40%	0%
Total	566	98%	77%	25%	583	98%	74%	28%
Results by Income Level								
Economically disadvantaged	157	96%	66%	9%	157	97%	57%	9%
Not disadvantaged	409	99%	81%	31%	426	98%	81%	35%
Total	566	98%	77%	25%	583	98%	74%	28%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	566	98%	77%	25%	583	98%	74%	28%
Total	566	98%	77%	25%	583	98%	74%	28%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	7	100%	100%	14%
Black	64	94%	59%	14%	61	97%	79%	25%
Hispanic	188	93%	63%	8%	235	98%	81%	26%
Asian or Pacific Islander	24	s	s	s	21	100%	100%	62%
White	330	99%	87%	33%	316	99%	94%	48%
Total	607	97%	76%	23%	640	99%	88%	38%
Small Group Totals (s)	25	100%	80%	28%	0	0%	0%	0%
Results by Disability Status								
General-education students	524	97%	78%	25%	572	99%	90%	40%
Students with disabilities	83	94%	65%	12%	68	96%	72%	15%
Total	607	97%	76%	23%	640	99%	88%	38%
Results by Gender								
Female	280	96%	71%	21%	326	98%	89%	38%
Male	327	97%	81%	24%	314	99%	88%	37%
Total	607	97%	76%	23%	640	99%	88%	38%
Results by English Proficiency Status								
English proficient	544	98%	80%	25%	572	99%	91%	41%
Limited English proficient	63	81%	46%	3%	68	97%	60%	7%
Total	607	97%	76%	23%	640	99%	88%	38%
Results by Income Level								
Economically disadvantaged	188	94%	64%	9%	205	98%	79%	21%
Not disadvantaged	419	98%	82%	29%	435	99%	92%	46%
Total	607	97%	76%	23%	640	99%	88%	38%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	607	97%	76%	23%	640	99%	88%	38%
Total	607	97%	76%	23%	640	99%	88%	38%

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
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	6	67%
Black	64	81%	60	82%
Hispanic	189	66%	230	73%
Asian or Pacific Islander	22	s	21	90%
White	325	92%	314	92%
Total	601	83%	631	84%
Small Group Totals (s)	23	100%	0	0%
Results by Disability Status				
General-education students	518	85%	563	85%
Students with disabilities	83	69%	68	72%
Total	601	83%	631	84%
Results by Gender				
Female	276	83%	322	85%
Male	325	83%	309	83%
Total	601	83%	631	84%
Results by English Proficiency Status				
English proficient	541	88%	563	90%
Limited English proficient	60	37%	68	37%
Total	601	83%	631	84%
Results by Income Level				
Economically disadvantaged	186	67%	199	69%
Not disadvantaged	415	90%	432	91%
Total	601	83%	631	84%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	601	83%	631	84%
Total	601	83%	631	84%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	3	s	s	s
Black	68	96%	35%	12%	74	84%	30%	7%
Hispanic	176	96%	34%	8%	203	92%	36%	3%
Asian or Pacific Islander	23	s	s	s	19	s	s	s
White	337	99%	68%	20%	354	97%	60%	10%
Total	605	98%	55%	16%	653	94%	49%	7%
Small Group Totals (s)	24	100%	79%	25%	22	95%	68%	9%
Results by Disability Status								
General-education students	507	99%	61%	19%	519	99%	60%	9%
Students with disabilities	98	91%	22%	2%	134	74%	10%	1%
Total	605	98%	55%	16%	653	94%	49%	7%
Results by Gender								
Female	292	99%	67%	22%	304	95%	51%	10%
Male	313	97%	43%	11%	349	92%	48%	5%
Total	605	98%	55%	16%	653	94%	49%	7%
Results by English Proficiency Status								
English proficient	598	98%	55%	16%	653	94%	49%	7%
Limited English proficient	7	100%	14%	14%	0	0%	0%	0%
Total	605	98%	55%	16%	653	94%	49%	7%
Results by Income Level								
Economically disadvantaged	140	98%	26%	5%	183	86%	28%	2%
Not disadvantaged	465	98%	63%	19%	470	97%	58%	10%
Total	605	98%	55%	16%	653	94%	49%	7%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	605	98%	55%	16%	653	94%	49%	7%
Total	605	98%	55%	16%	653	94%	49%	7%

**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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	2	s	s	s
Black	67	78%	31%	10%	78	77%	42%	1%
Hispanic	196	79%	29%	3%	232	84%	34%	3%
Asian or Pacific Islander	23	s	s	s	23	s	s	s
White	336	95%	64%	17%	353	95%	67%	13%
Total	623	88%	50%	12%	688	90%	54%	9%
Small Group Totals (s)	24	100%	88%	29%	25	100%	88%	28%
Results by Disability Status								
General-education students	526	91%	55%	14%	555	94%	60%	11%
Students with disabilities	97	69%	23%	1%	133	70%	26%	1%
Total	623	88%	50%	12%	688	90%	54%	9%
Results by Gender								
Female	298	89%	53%	12%	325	90%	51%	6%
Male	325	87%	47%	13%	363	89%	56%	11%
Total	623	88%	50%	12%	688	90%	54%	9%
Results by English Proficiency Status								
English proficient	593	89%	52%	13%	653	91%	55%	9%
Limited English proficient	30	63%	13%	3%	35	69%	20%	0%
Total	623	88%	50%	12%	688	90%	54%	9%
Results by Income Level								
Economically disadvantaged	154	80%	25%	2%	204	81%	30%	1%
Not disadvantaged	469	91%	59%	16%	484	93%	63%	12%
Total	623	88%	50%	12%	688	90%	54%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	623	88%	50%	12%	688	90%	54%	9%
Total	623	88%	50%	12%	688	90%	54%	9%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	3	s	s	s
Black	66	100%	86%	39%	71	97%	75%	17%
Hispanic	190	97%	83%	30%	226	98%	77%	22%
Asian or Pacific Islander	23	s	s	s	21	s	s	s
White	329	100%	98%	60%	350	100%	94%	49%
Total	609	99%	92%	49%	671	99%	86%	36%
Small Group Totals (s)	24	100%	100%	79%	24	96%	96%	50%
Results by Disability Status								
General-education students	525	99%	95%	54%	548	99%	91%	42%
Students with disabilities	84	98%	73%	20%	123	97%	64%	11%
Total	609	99%	92%	49%	671	99%	86%	36%
Results by Gender								
Female	292	100%	95%	48%	318	99%	87%	30%
Male	317	98%	90%	50%	353	99%	86%	42%
Total	609	99%	92%	49%	671	99%	86%	36%
Results by English Proficiency Status								
English proficient	579	99%	94%	51%	638	99%	88%	38%
Limited English proficient	30	90%	60%	7%	33	91%	45%	3%
Total	609	99%	92%	49%	671	99%	86%	36%
Results by Income Level								
Economically disadvantaged	150	98%	85%	25%	200	98%	75%	15%
Not disadvantaged	459	99%	94%	57%	471	99%	91%	46%
Total	609	99%	92%	49%	671	99%	86%	36%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	609	99%	92%	49%	671	99%	86%	36%
Total	609	99%	92%	49%	671	99%	86%	36%

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 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	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		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0%	0	0	0	0	0%
Black	46	6	35	1	91%	50	6	33	2	82%
Hispanic	137	7	103	3	82%	153	15	95	5	75%
Asian or Pacific Islander	13	2	10	0	92%	17	0	15	0	88%
White	282	11	257	1	95%	300	13	259	5	92%
Total	478	26	405	5	91%	520	34	402	12	86%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	407	9	371	0	93%	437	21	369	1	89%
Students with disabilities	71	17	34	5	79%	83	13	33	11	69%
Total	478	26	405	5	91%	520	34	402	12	86%
Results by Gender										
Female	235	11	209	1	94%	253	20	201	4	89%
Male	243	15	196	4	88%	267	14	201	8	84%
Total	478	26	405	5	91%	520	34	402	12	86%
Results by English Proficiency Status										
English proficient	468	24	402	5	92%	504	32	398	11	88%
Limited English proficient	10	2	3	0	50%	16	2	4	1	44%
Total	478	26	405	5	91%	520	34	402	12	86%
Results by Income Level										
Economically disadvantaged	69	5	55	0	87%	74	11	45	3	80%
Not disadvantaged	409	21	350	5	92%	446	23	357	9	87%
Total	478	26	405	5	91%	520	34	402	12	86%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	478	26	405	5	91%	520	34	402	12	86%
Total	478	26	405	5	91%	520	34	402	12	86%

**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		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%	0	0	0	0	0%
Black	46	6	26	6	83%	50	6	29	3	76%
Hispanic	137	16	86	9	81%	153	23	86	5	75%
Asian or Pacific Islander	13	0	12	1	100%	17	0	15	0	88%
White	282	20	241	9	96%	300	22	248	14	95%
Total	478	42	365	25	90%	520	51	378	22	87%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	407	31	346	0	93%	437	35	356	0	89%
Students with disabilities	71	11	19	25	77%	83	16	22	22	72%
Total	478	42	365	25	90%	520	51	378	22	87%
Results by Gender										
Female	235	21	190	9	94%	253	29	181	9	87%
Male	243	21	175	16	87%	267	22	197	13	87%
Total	478	42	365	25	90%	520	51	378	22	87%
Results by English Proficiency Status										
English proficient	468	41	356	25	90%	504	49	368	22	87%
Limited English proficient	10	1	9	0	100%	16	2	10	0	75%
Total	478	42	365	25	90%	520	51	378	22	87%
Results by Income Level										
Economically disadvantaged	69	3	51	2	81%	74	11	42	5	78%
Not disadvantaged	409	39	314	23	92%	446	40	336	17	88%
Total	478	42	365	25	90%	520	51	378	22	87%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	478	42	365	25	90%	520	51	378	22	87%
Total	478	42	365	25	90%	520	51	378	22	87%

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 30th 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 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 district 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
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0	0%
Black	47	60%	47	60%
Hispanic	146	55%	149	55%
Asian or Pacific Islander	13	92%	13	92%
White	284	81%	287	81%
Total	490	72%	496	71%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	419	76%	418	76%
Students with disabilities	71	46%	78	45%
Total	490	72%	496	71%
Results by Gender				
Female	240	75%	242	75%
Male	250	68%	254	68%
Total	490	72%	496	71%
Results by English Proficiency Status				
English proficient	480	72%	486	72%
Limited English proficient	10	40%	10	40%
Total	490	72%	496	71%
Results by Income Level				
Economically disadvantaged	69	62%	61	69%
Not disadvantaged	421	73%	435	72%
Total	490	72%	496	71%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	490	72%	496	71%
Total	490	72%	496	71%

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 40th 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).

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.