

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**

**Rochester City School District**

**March 2003**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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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 2003*, available at your district or on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

## District Profile

Superintendent: Manuel J. Rivera		Phone: (585)262-8378	
<b>Organization 2001-02</b>		School District Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
NA	35,158	3583	506

<b>2000-01 School District Total Expenditure per Pupil</b>	\$12,617
<b>2000-01 NYS Public Schools Total Expenditure per Pupil</b>	\$11,871

Student Demographics	1999-2000		2000-2001		2001-2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3,062	8.1%	2,341	6.4%	2,389	6.6%
Eligible for Free Lunch	26,101	75.3%	22,989	67.6%	24,191	68.8%

### 2001-02 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
5,457	78%

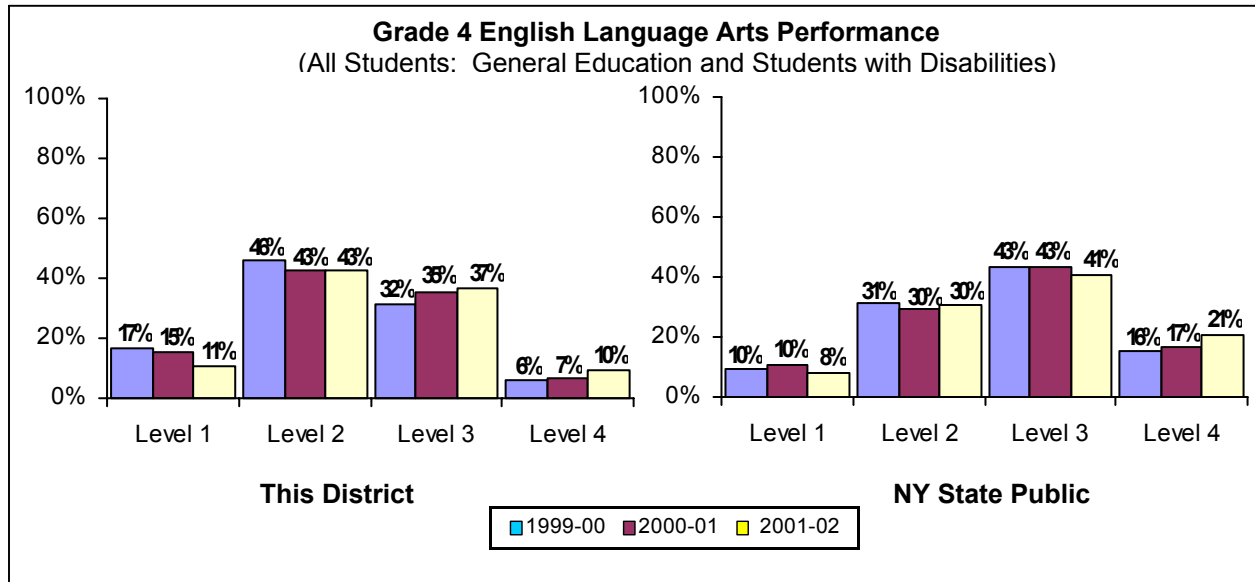
\*For the 2001-02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

### 2001-02 Percentage of Teachers with No Valid Teaching Certificate\*

Number of Teachers	Percent No Valid Teaching Certificate
3,352	11%

\*This count includes teachers with temporary licenses who do not have a valid permanent or provisional 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 2000	536	1464	1012	190	3202	635
Jan–Feb 2001	451	1272	1052	199	2974	638
Jan–Feb 2002	323	1299	1117	292	3031	645

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> .

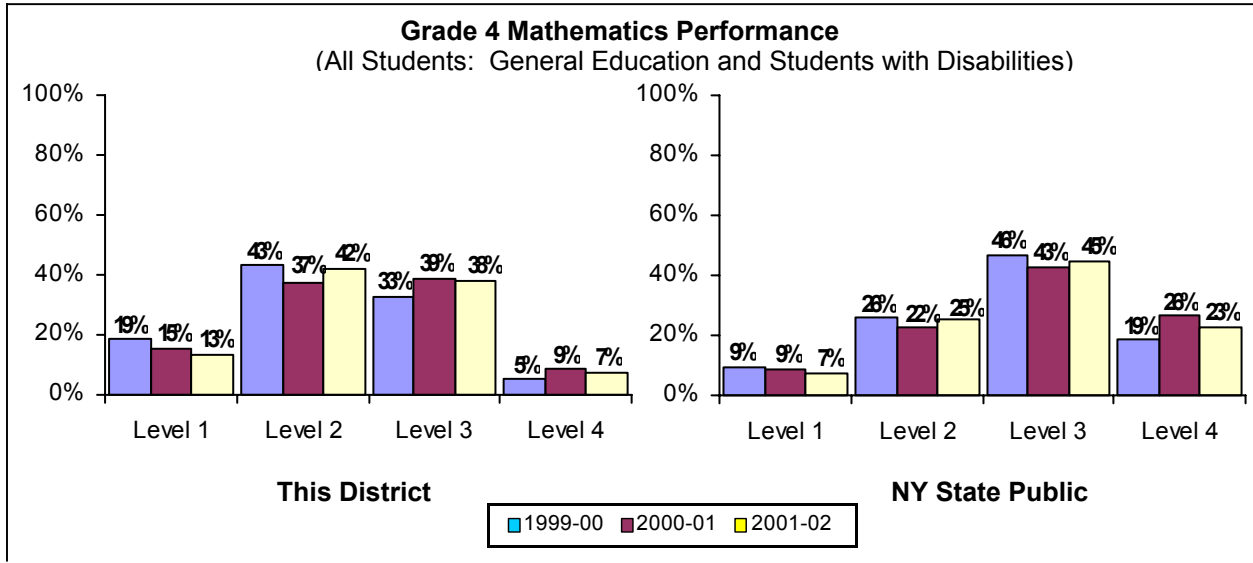
### Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	108	0

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

	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
<b>2001–02</b>	32	1	4	27	0

## Elementary Level Mathematics



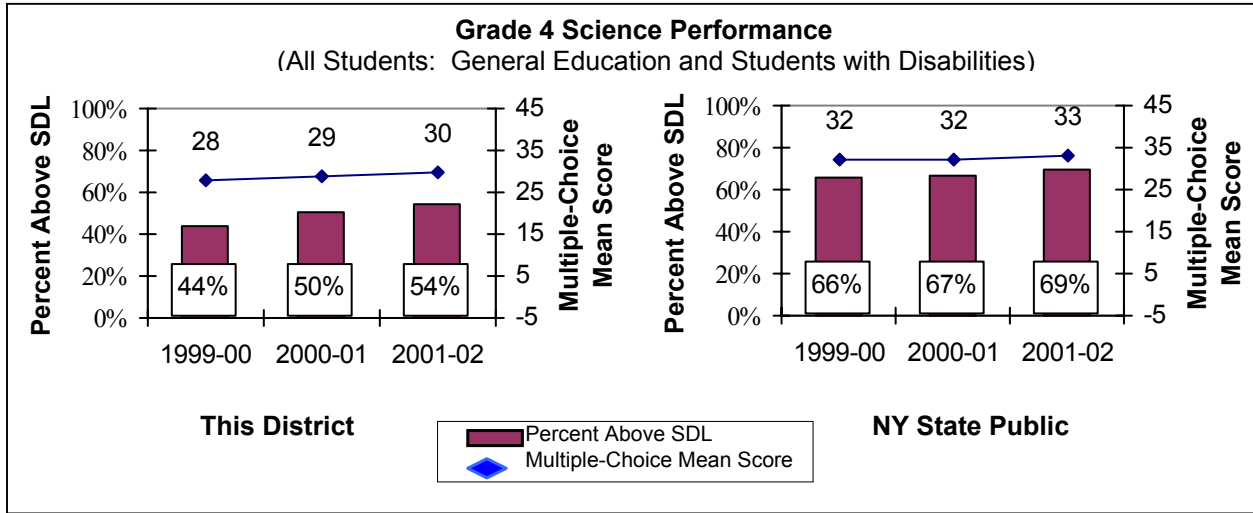
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	625	1450	1094	169	3338	627
May 2001	458	1135	1182	269	3044	635
May 2002	407	1268	1148	216	3039	633

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 Elementary-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
<b>2001-02</b>	33	1	9	23	0

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	3360	1488	28
May 2001	3120	1572	29
May 2002	2987	1622	30

<b>Grade 4 Science – Knowledge, Reasoning, and Problem-Solving Standards</b>	
<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.

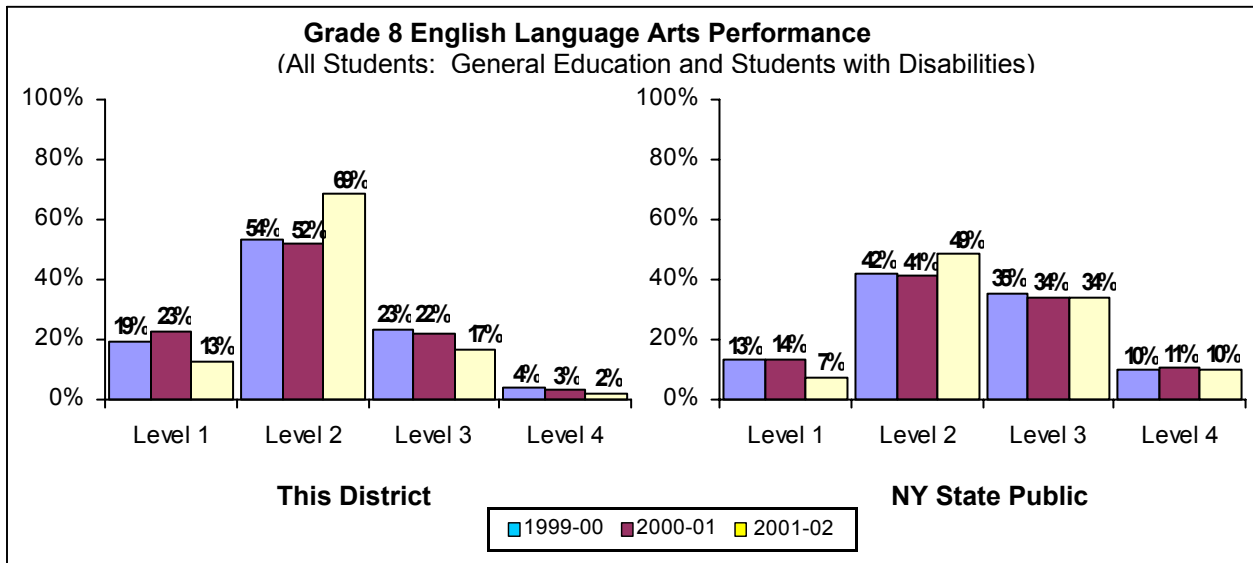
## Elementary Level Science Performance Test

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
May 2000	3247	28
May 2001	2904	31
May 2002	2815	32

## 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 2000	397	1114	484	81	2076	698
May 2001	492	1135	480	72	2179	683
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total	
March 2002	284	1546	372	43	2245	681

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 (LEP) Students

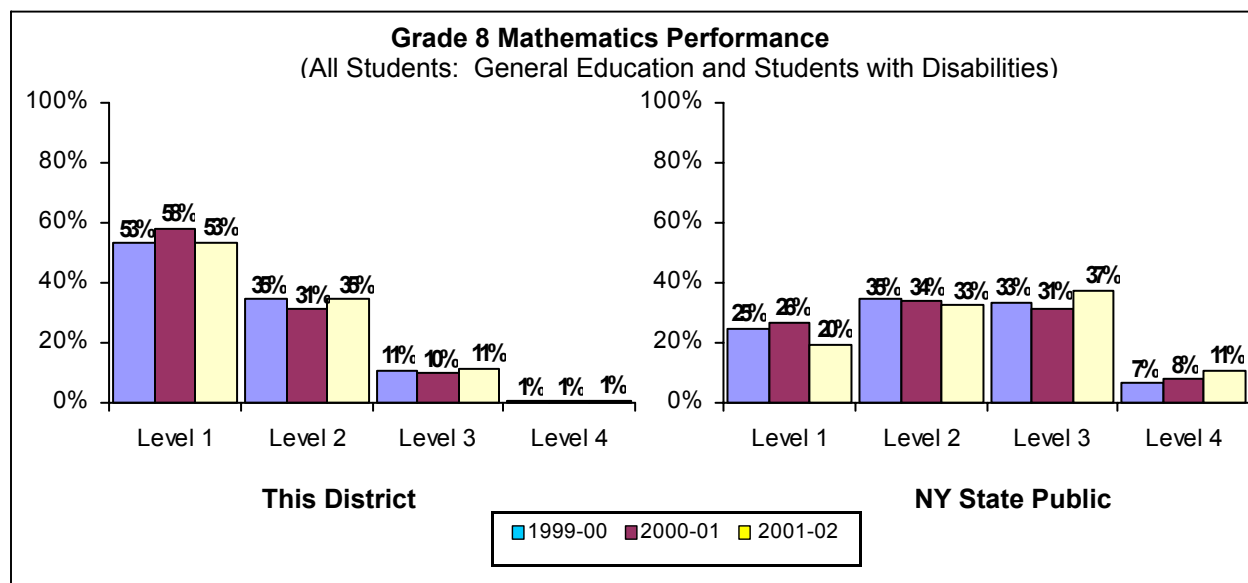
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	92	0

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

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
<b>2001-02</b>	39	2	11	25	1



## Middle Level Mathematics



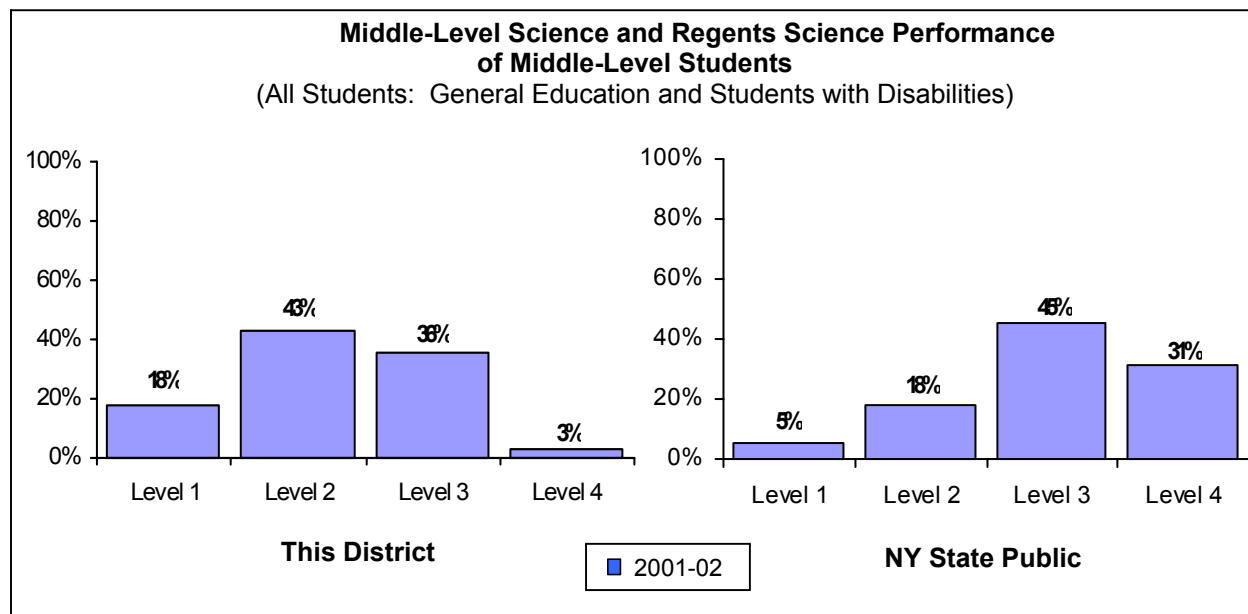
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	1178	773	243	19	2213	678
May 2001	1304	705	222	17	2248	673
May 2002	1303	847	279	15	2444	675

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 Middle-Level Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics, Science, and Technology

	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
<b>2001-02</b>	39	1	11	26	1

## Middle Level Science



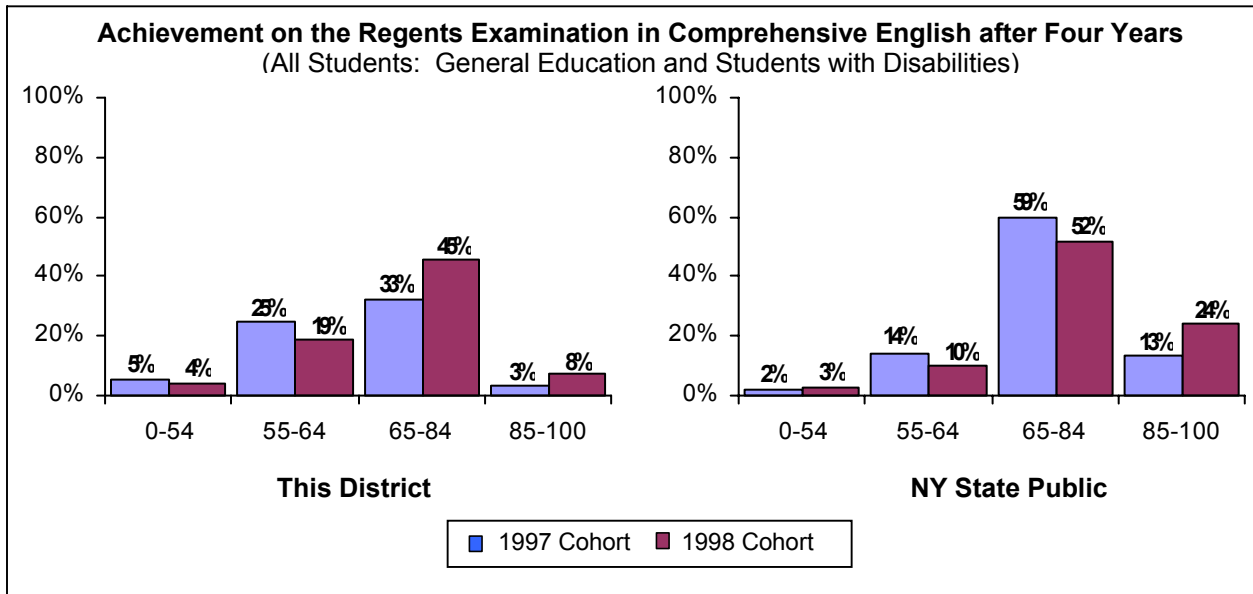
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	339	833	691	62	1925	57
	Regents Science	0	0	0	0	0	0

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.

## High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members on the Regents English examination four years after entering grade 9. A score of 65 or above on this examination 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. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency tests (RCTs) in reading and writing are listed separately. (RCT results are not included in the graph.) 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.

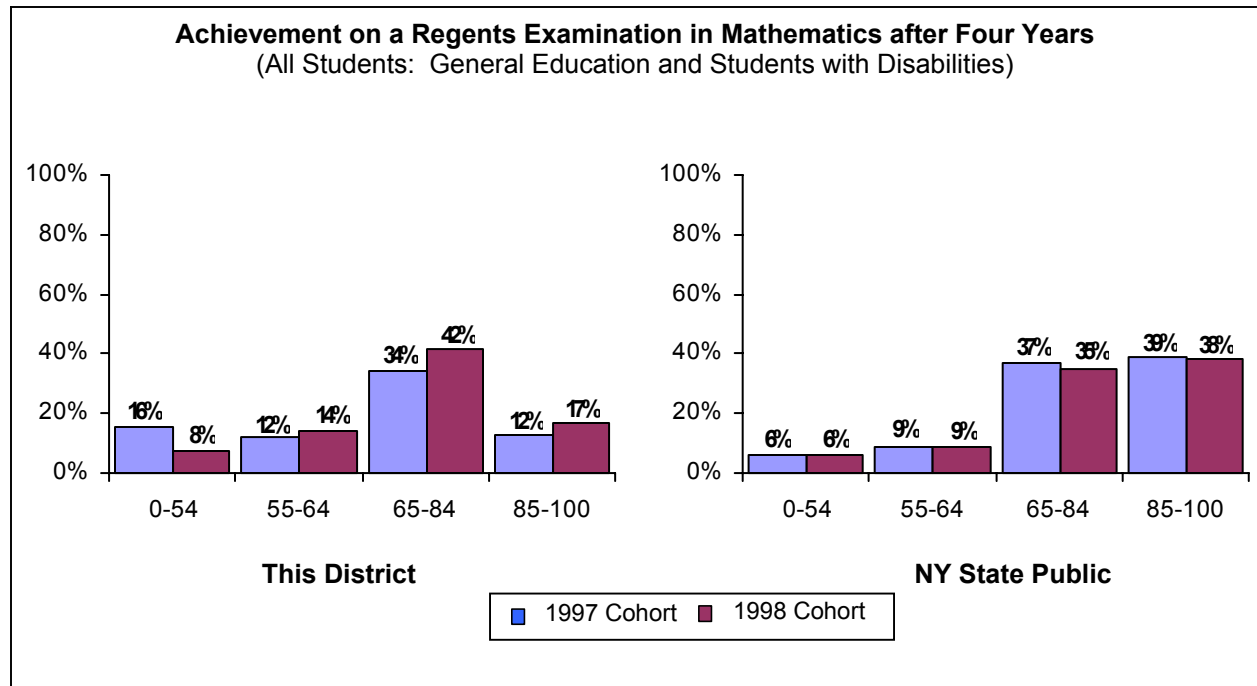


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
<b>1997 Cohort</b>	General Education	1202	316	431	47	0	0
	Students w/ Disabilities	167	24	14	0	0	17
	<b>All Students</b>	<b>1369</b>	<b>340</b>	<b>445</b>	<b>47</b>	<b>0</b>	<b>17</b>
<b>1998 Cohort</b>	General Education	1117	220	541	93	0	5
	Students w/ Disabilities	102	11	13	1	0	7
	<b>All Students</b>	<b>1219</b>	<b>231</b>	<b>554</b>	<b>94</b>	<b>0</b>	<b>12</b>

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

## High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 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. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency test (RCT) in mathematics are listed separately. (RCT results are not included in the graph.) 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.

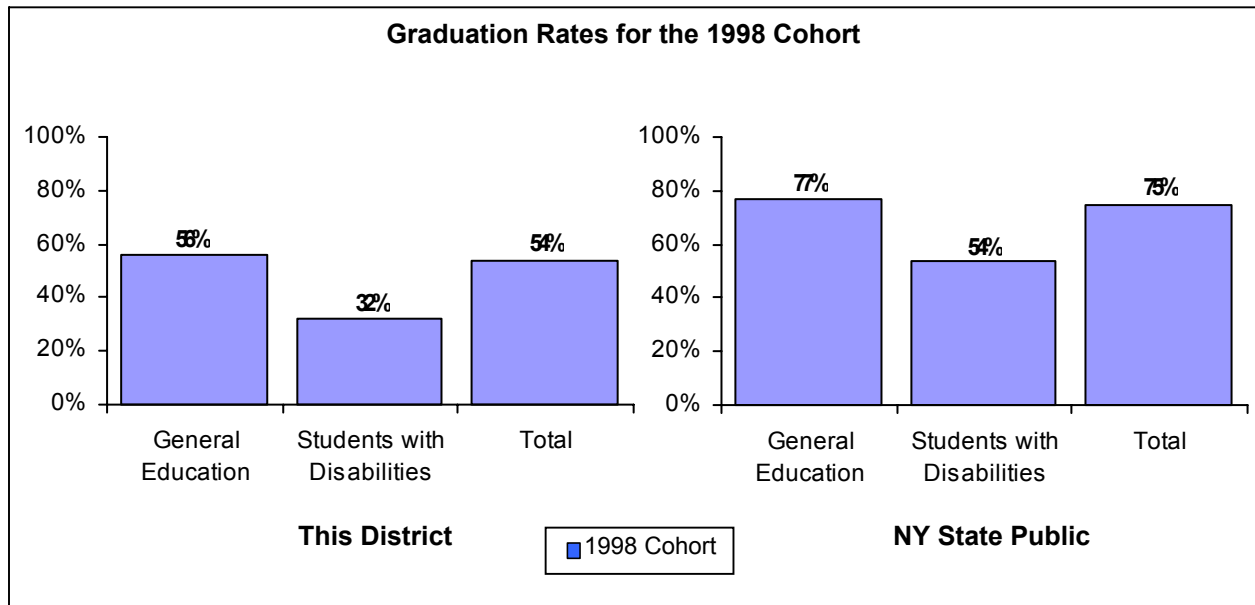


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	1202	155	456	168	0	0
	Students w/ Disabilities	167	8	16	3	0	46
	<b>All Students</b>	<b>1369</b>	<b>163</b>	<b>472</b>	<b>171</b>	<b>0</b>	<b>46</b>
1998 Cohort	General Education	1117	159	494	202	0	7
	Students w/ Disabilities	102	9	17	4	0	8
	<b>All Students</b>	<b>1219</b>	<b>168</b>	<b>511</b>	<b>206</b>	<b>0</b>	<b>15</b>

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

## Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.



Graduation Rates for the 1998 Cohort		
Student Category	Graduation Rate Cohort	Number of Graduates
General-education students	1202	671
Students with disabilities	109	35
Total	1311	706

## **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 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 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.

## Elementary Level English Language Arts

Student Subgroup	2000-01				2001-02			
	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	11	91%	36%	18%	12	92%	67%	25%
Black	1958	83%	37%	4%	2021	88%	43%	8%
Hispanic	475	87%	42%	5%	514	92%	46%	7%
Asian or Pacific Islander	48	92%	69%	19%	40	95%	68%	18%
White	482	91%	61%	17%	444	93%	62%	20%
Total	2974	85%	42%	7%	3031	89%	46%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2528	90%	46%	8%	2537	91%	49%	10%
Students with disabilities	446	58%	21%	2%	494	79%	33%	5%
Total	2974	85%	42%	7%	3031	89%	46%	10%
<b>Results by Gender</b>								
Female	1516	88%	44%	8%	1481	90%	46%	11%
Male	1458	81%	40%	5%	1550	88%	47%	9%
Total	2974	85%	42%	7%	3031	89%	46%	10%
<b>Results by English Proficiency Status</b>								
English proficient	2905	85%	42%	7%	2996	89%	47%	10%
Limited English proficient	69	78%	29%	1%	35	97%	34%	0%
Total	2974	85%	42%	7%	3031	89%	46%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	2558	83%	38%	4%	2617	88%	43%	7%
Not disadvantaged	415	95%	68%	20%	414	96%	67%	26%
Total	2974	85%	42%	7%	3031	89%	46%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	9	100%	56%	0%
Not migrant family	2974	85%	42%	7%	3022	89%	46%	10%
Total	2974	85%	42%	7%	3031	89%	46%	10%

## Elementary Level Mathematics

Student Subgroup	2000-01				2001-02			
	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	10	80%	60%	20%	12	92%	67%	17%
Black	1939	83%	42%	5%	1990	85%	40%	5%
Hispanic	573	85%	45%	6%	557	86%	44%	5%
Asian or Pacific Islander	47	98%	74%	28%	40	100%	73%	20%
White	475	92%	71%	26%	440	94%	66%	20%
Total	3044	85%	48%	9%	3039	87%	45%	7%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	2562	89%	51%	10%	2537	89%	47%	8%
Students with disabilities	482	65%	29%	3%	502	76%	35%	5%
Total	3044	85%	48%	9%	3039	87%	45%	7%
<b>Results by Gender</b>								
Female	1564	85%	48%	8%	1487	86%	41%	6%
Male	1480	85%	48%	10%	1552	87%	48%	8%
Total	3044	85%	48%	9%	3039	87%	45%	7%
<b>Results by English Proficiency Status</b>								
English proficient	2868	86%	49%	9%	2960	87%	45%	7%
Limited English proficient	176	71%	32%	3%	79	75%	33%	1%
Total	3044	85%	48%	9%	3039	87%	45%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	2628	84%	44%	7%	2622	86%	42%	5%
Not disadvantaged	415	94%	69%	22%	417	91%	64%	20%
Total	3044	85%	48%	9%	3039	87%	45%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	14	79%	36%	0%
Not migrant family	3044	85%	48%	9%	3025	87%	45%	7%
Total	3044	85%	48%	9%	3039	87%	45%	7%



## Elementary Level Science Multiple-Choice

Student Subgroup	2000-01		2001-02	
	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			11	91%
Black			1938	51%
Hispanic			580	50%
Asian or Pacific Islander			39	74%
White			419	75%
Total			2987	54%
Small Group Totals (s)			0	0%
<b>Results by Disability Status</b>				
General-education students	2616	54%	2486	58%
Students with disabilities	504	32%	501	38%
Total	3120	50%	2987	54%
<b>Results by Gender</b>				
Female			1467	52%
Male			1520	56%
Total			2987	54%
<b>Results by English Proficiency Status</b>				
English proficient			2871	55%
Limited English proficient			116	34%
Total			2987	54%
<b>Results by Income Level</b>				
Economically disadvantaged			2584	51%
Not disadvantaged			403	73%
Total			2987	54%
<b>Results by Migrant Status</b>				
Migrant family			15	53%
Not migrant family			2972	54%
Total			2987	54%

**Middle Level**  
**English Language Arts**

Student Subgroup	2000-01				2001-02			
	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	2	s	s	s	9	89%	11%	11%
Black	1421	74%	20%	2%	1519	86%	13%	1%
Hispanic	371	80%	27%	1%	382	88%	19%	1%
Asian or Pacific Islander	40	s	s	s	32	94%	38%	6%
White	345	85%	46%	12%	303	92%	42%	8%
Total	2179	77%	25%	3%	2245	87%	18%	2%
Small Group Totals (s)	42	90%	38%	5%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	1812	85%	29%	4%	1795	92%	22%	2%
Students with disabilities	367	39%	6%	1%	450	70%	5%	0%
Total	2179	77%	25%	3%	2245	87%	18%	2%
<b>Results by Gender</b>								
Female	1109	82%	29%	4%	1135	91%	21%	2%
Male	1070	73%	21%	3%	1110	84%	16%	2%
Total	2179	77%	25%	3%	2245	87%	18%	2%
<b>Results by English Proficiency Status</b>								
English proficient	2154	78%	25%	3%	2238	87%	19%	2%
Limited English proficient	25	68%	12%	0%	7	100%	0%	0%
Total	2179	77%	25%	3%	2245	87%	18%	2%
<b>Results by Income Level</b>								
Economically disadvantaged	1712	75%	22%	2%	1771	86%	15%	1%
Not disadvantaged	466	85%	39%	9%	474	94%	31%	6%
Total	2179	77%	25%	3%	2245	87%	18%	2%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	4	s	s	s
Not migrant family	2179	77%	25%	3%	2241	s	s	s
Total	2179	77%	25%	3%	2245	87%	18%	2%

## Middle Level Mathematics

Student Subgroup	2000-01				2001-02			
	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	2	s	s	s	9	44%	11%	0%
Black	1426	34%	6%	0%	1630	40%	9%	0%
Hispanic	440	45%	9%	0%	433	48%	9%	0%
Asian or Pacific Islander	40	s	s	s	39	77%	28%	3%
White	340	69%	30%	3%	333	73%	32%	3%
Total	2248	42%	11%	1%	2444	47%	12%	1%
Small Group Totals (s)	42	55%	21%	0%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	1862	47%	12%	1%	1970	52%	14%	1%
Students with disabilities	386	19%	3%	0%	474	27%	4%	0%
Total	2248	42%	11%	1%	2444	47%	12%	1%
<b>Results by Gender</b>								
Female	1130	42%	10%	1%	1202	45%	11%	0%
Male	1118	42%	11%	1%	1242	48%	13%	1%
Total	2248	42%	11%	1%	2444	47%	12%	1%
<b>Results by English Proficiency Status</b>								
English proficient	2158	43%	11%	1%	2409	47%	12%	1%
Limited English proficient	90	26%	1%	0%	35	34%	3%	0%
Total	2248	42%	11%	1%	2444	47%	12%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	1763	39%	8%	0%	1929	42%	9%	0%
Not disadvantaged	484	51%	21%	3%	515	63%	23%	2%
Total	2248	42%	11%	1%	2444	47%	12%	1%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	5	40%	0%	0%
Not migrant family	2248	42%	11%	1%	2439	47%	12%	1%
Total	2248	42%	11%	1%	2444	47%	12%	1%

## Middle Level

### Science

Student Subgroup	2001-02			
	Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	5	60%	40%	0%
Black	1309	82%	36%	2%
Hispanic	379	80%	37%	2%
Asian or Pacific Islander	15	100%	40%	0%
White	217	89%	59%	14%
Total	1925	82%	39%	3%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	1498	87%	44%	3%
Students with disabilities	427	66%	21%	3%
Total	1925	82%	39%	3%
<b>Results by Gender</b>				
Female	960	85%	38%	2%
Male	965	80%	40%	5%
Total	1925	82%	39%	3%
<b>Results by English Proficiency Status</b>				
English proficient	1883	83%	39%	3%
Limited English proficient	42	64%	24%	0%
Total	1925	82%	39%	3%
<b>Results by Income Level</b>				
Economically disadvantaged	1575	81%	38%	3%
Not disadvantaged	350	89%	45%	4%
Total	1925	82%	39%	3%
<b>Results by Migrant Status</b>				
Migrant family	7	86%	57%	0%
Not migrant family	1918	82%	39%	3%
Total	1925	82%	39%	3%

## 1997 and 1998 High School Cohorts

General-education students who first entered ninth grade in 1997 or 1998 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 Department did not collect data for the 1997 cohort aggregated by race/ethnicity, gender, income level, or migrant status. It did not collect mathematics data aggregated by English proficiency status.

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

Student Subgroup	1997 Cohort					1998 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						5	0	3	0	60%
Black						739	168	355	6	72%
Hispanic						179	36	80	4	67%
Asian or Pacific Islander						40	5	28	0	82%
White						256	22	182	2	80%
Total						1219	231	648	12	73%
Small Group Totals (s)						0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	1202	316	478	0	66%	1117	220	634	5	77%
Students with disabilities	167	24	14	17	33%	102	11	14	7	31%
Total	1369	340	492	17	62%	1219	231	648	12	73%
<b>Results by Gender</b>										
Female						679	117	403	5	77%
Male						540	114	245	7	68%
Total						1219	231	648	12	73%
<b>Results by English Proficiency Status</b>										
English proficient	1351	334	488	17	62%	1190	225	634	10	73%
Limited English proficient	18	6	4	0	56%	29	6	14	2	76%
Total	1369	340	492	17	62%	1219	231	648	12	73%
<b>Results by Income Level</b>										
Economically disadvantaged						449	107	208	9	72%
Not disadvantaged						770	124	440	3	74%
Total						1219	231	648	12	73%
<b>Results by Migrant Status</b>										
Migrant family						1	s	s	s	s
Not migrant family						1218	s	s	s	s
Total						1219	231	648	12	73%

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

Student Subgroup	1997 Cohort					1998 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						5	0	4	0	80%
Black						739	124	376	12	69%
Hispanic						179	24	104	2	73%
Asian or Pacific Islander						40	2	35	0	93%
White						256	18	198	1	85%
Total						1219	168	717	15	74%
Small Group Totals (s)						0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	1202	155	624	0	65%	1117	159	696	7	77%
Students with disabilities	167	8	19	46	44%	102	9	21	8	37%
Total	1369	163	643	46	62%	1219	168	717	15	74%
<b>Results by Gender</b>										
Female						679	104	406	7	76%
Male						540	64	311	8	71%
Total						1219	168	717	15	74%
<b>Results by English Proficiency Status</b>										
English proficient						1190	163	700	14	74%
Limited English proficient						29	5	17	1	79%
Total						1219	168	717	15	74%
<b>Results by Income Level</b>										
Economically disadvantaged						449	63	261	11	75%
Not disadvantaged						770	105	456	4	73%
Total						1219	168	717	15	74%
<b>Results by Migrant Status</b>										
Migrant family						1	s	s	s	s
Not migrant family						1218	s	s	s	s
Total						1219	168	717	15	74%

## Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.

Student Subgroup	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>		
American Indian/Alaskan Native	5	60%
Black	802	51%
Hispanic	194	48%
Asian or Pacific Islander	42	60%
White	268	67%
Total	1311	54%
Small Group Totals (s)	0	0%
<b>Results by Disability Status</b>		
General-education students	1202	56%
Students with disabilities	109	32%
Total	1311	54%
<b>Results by Gender</b>		
Female	726	59%
Male	585	47%
Total	1311	54%
<b>Results by English Proficiency Status</b>		
English proficient	1281	53%
Limited English proficient	30	80%
Total	1311	54%
<b>Results by Income Level</b>		
Economically disadvantaged	450	54%
Not disadvantaged	861	54%
Total	1311	54%
<b>Results by Migrant Status</b>		
Migrant family	1	s
Not migrant family	1310	s
Total	1311	54%

## Glossary

**Cohort Data:** A student 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 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, 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 cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

**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.

**Limited English Proficient (LEP) Students:** Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. 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 at or below the 40<sup>th</sup> percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates severely disabled students 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 were 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 40 students in a group are neither valid nor reliable. If a school does not have 40 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.