

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**

**Brentwood Union Free School District**

**March 2003**

# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

ROBERT M. BENNETT, <i>Chancellor</i> , B.A., M.S. ....	Tonawanda
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D. ....	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. . . . .	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D. ....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ROBERT M. JOHNSON, B.S., J.D. ....	Huntington
ANTHONY S. BOTTAR, B.A., J.D. ....	North Syracuse
MERRYL H. TISCH, B.A., M.A. ....	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B. ....	Buffalo
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D. ....	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. ....	Bronx
JUDITH O. RUBIN, A.B. ....	New York
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D. ....	Rochester

### President of The University and Commissioner of Education

RICHARD P. MILLS

### Chief Operating Officer

RICHARD H. CATE

### Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JAMES A. KADAMUS

### Coordinator, School Operations and Management Services

CHARLES SZUBERLA

### Coordinator, Information and Reporting Services

MARTHA P. MUSSER

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

Please address all correspondence about this report that is not related to data corrections to:

**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 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: Mr. Les A. Black		Phone: (631)434-2325	
<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	16,020	1038	220

<b>2000-01 School District Total Expenditure per Pupil</b>	\$12,146
<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	2,357	15.7%	2,129	13.7%	2,456	15.2%
Eligible for Free Lunch	7,377	49.1%	7,814	50.2%	8,244	51.5%

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

Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,988	98%

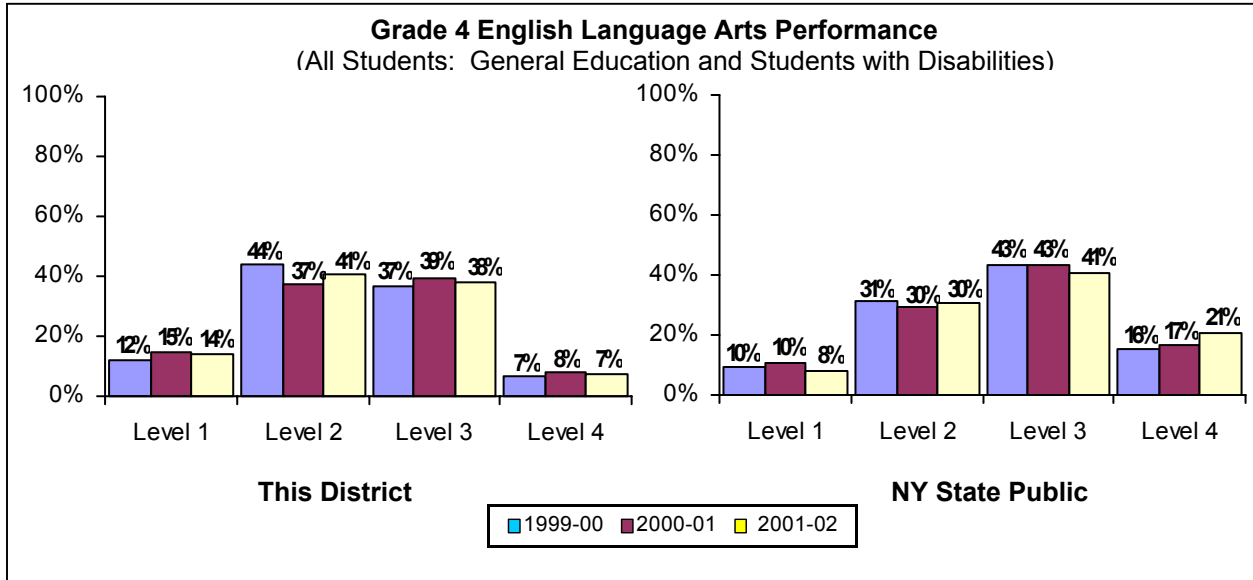
\*For the 2001-02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

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

Number of Teachers	Percent No Valid Teaching Certificate
1,036	1%

\*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	145	528	438	80	1191	640
Jan–Feb 2001	182	455	479	99	1215	640
Jan–Feb 2002	162	462	432	83	1139	639

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> .

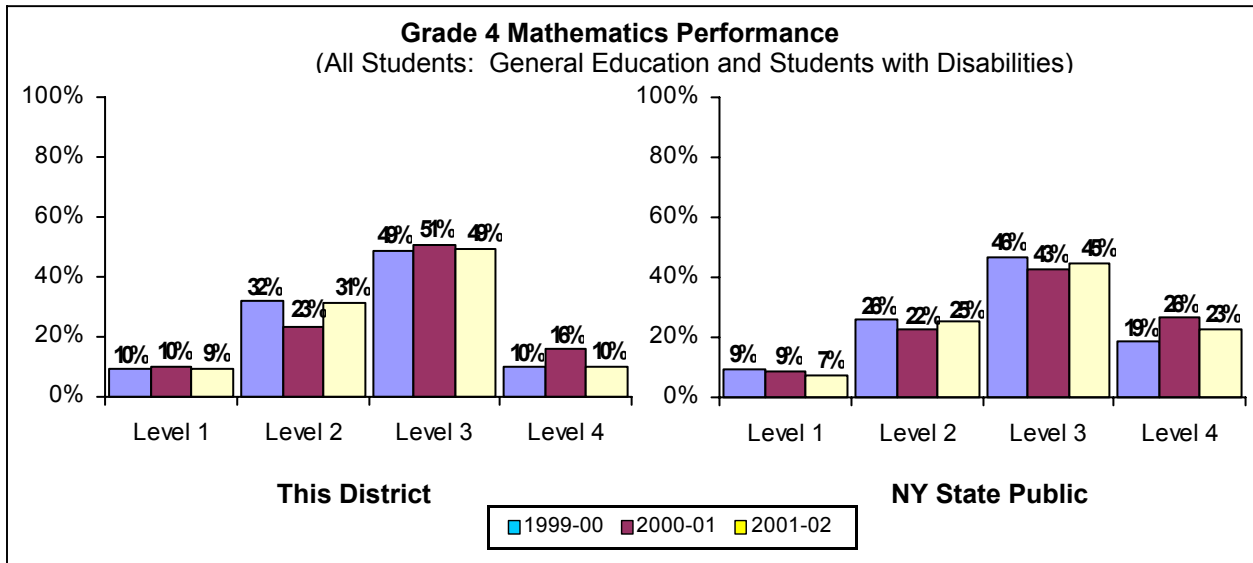
### Performance of Limited English Proficient (LEP) Students

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

### 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>	16	0	8	7	1

## Elementary Level Mathematics



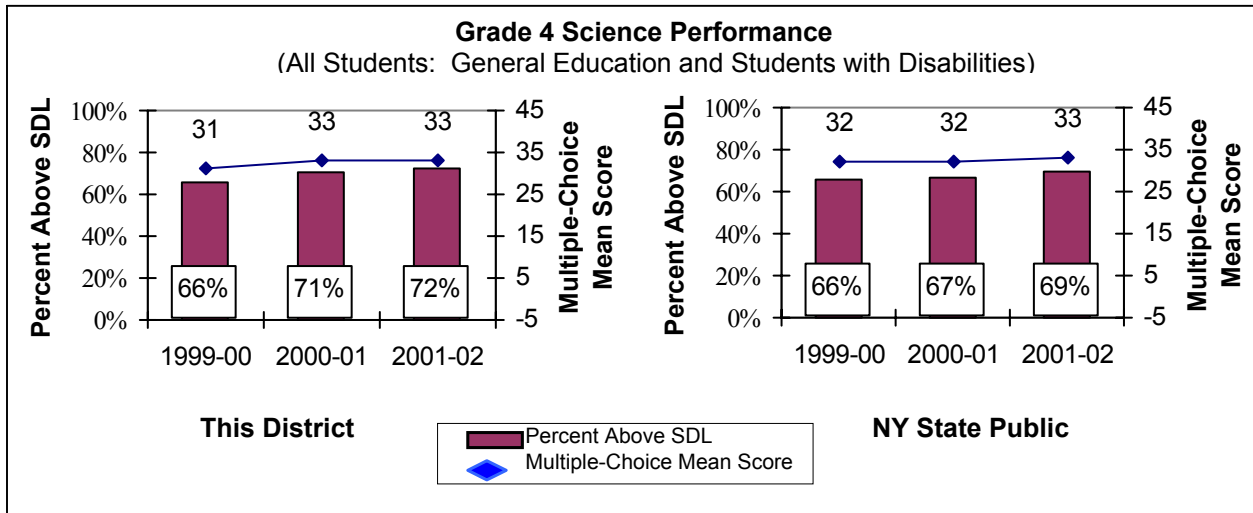
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	122	406	625	128	1281	640
May 2001	129	308	669	206	1312	646
May 2002	120	401	629	125	1275	639

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>	15	0	10	5	0

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	1264	835	31
May 2001	1304	925	33
May 2002	1277	924	33

<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.

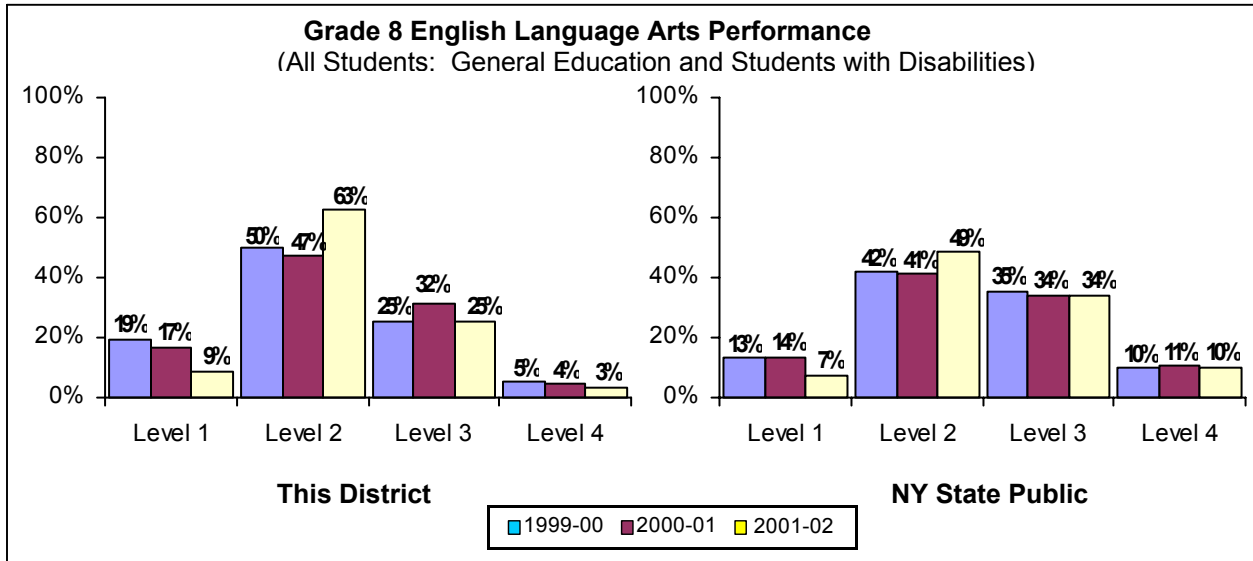
## Elementary Level Science Performance Test

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	1259	30
May 2001	1306	32
May 2002	1272	34

## 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	185	481	241	50	957	687
May 2001	166	466	312	43	987	689
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total	
March 2002	95	674	274	34	1077	688

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

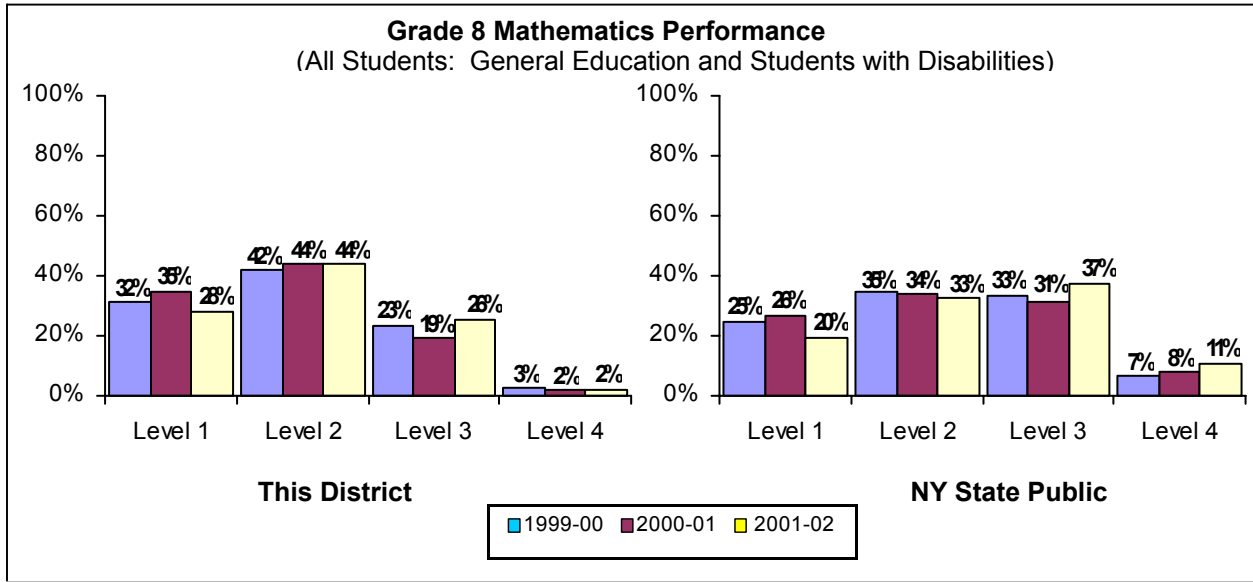
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

### 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>	10	2	3	5	0



## Middle Level Mathematics



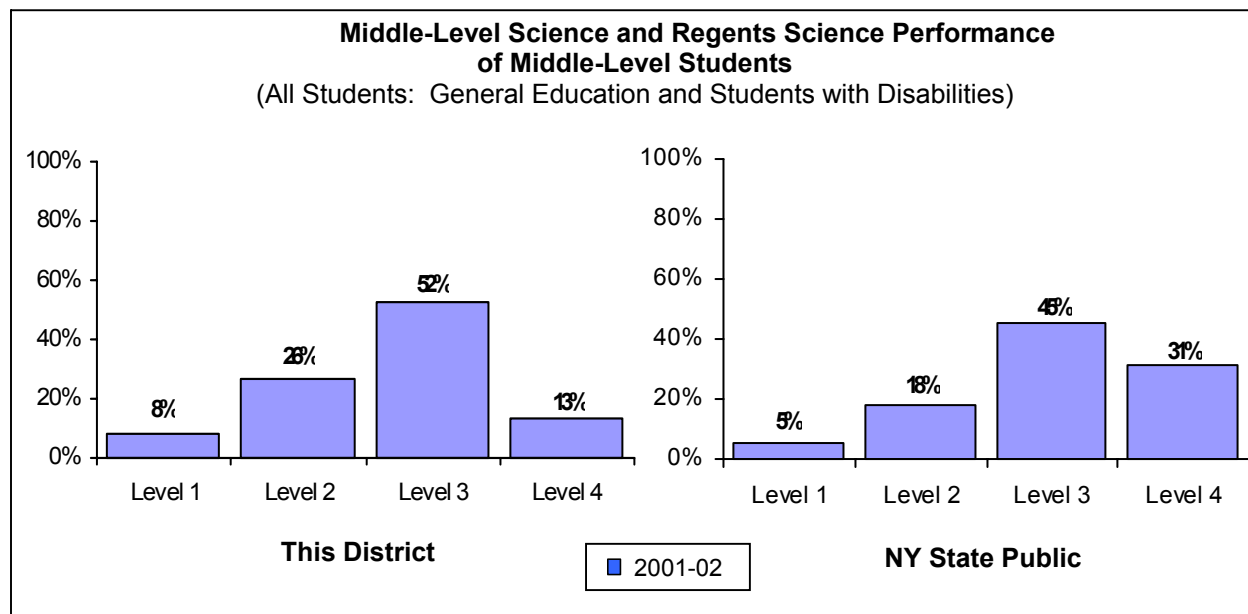
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	324	432	239	29	1024	693
May 2001	381	481	212	19	1093	688
May 2002	336	529	308	28	1201	695

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>	11	1	4	6	0

## Middle Level Science



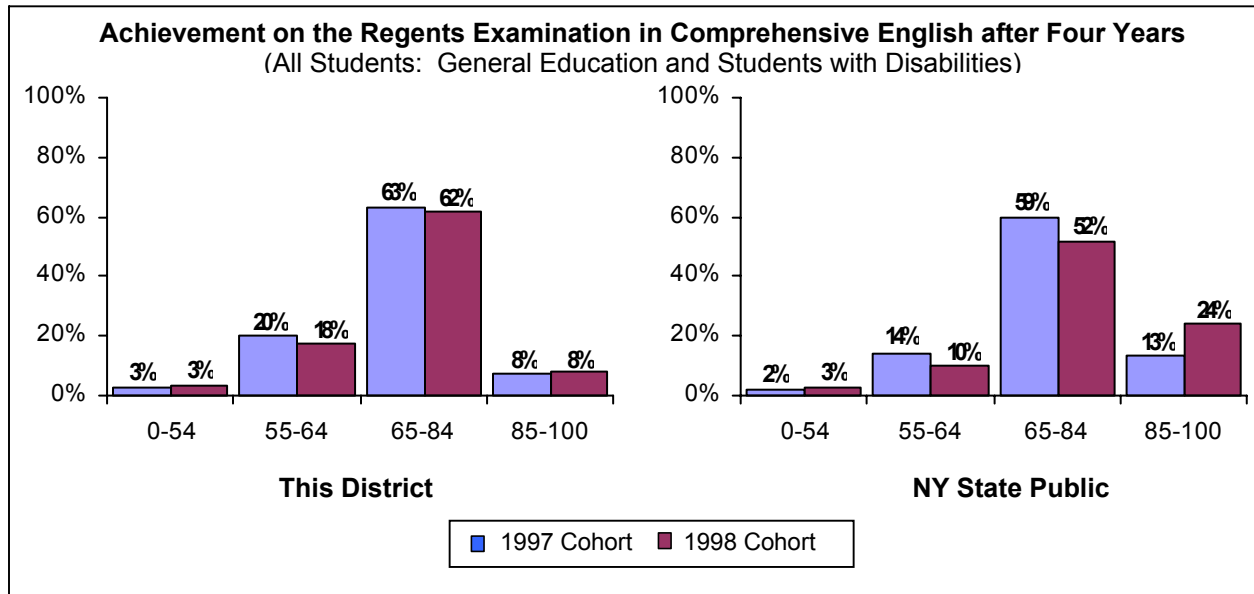
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	85	285	564	144	1078	68
	Regents Science	0	0	0	0	0	0

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.

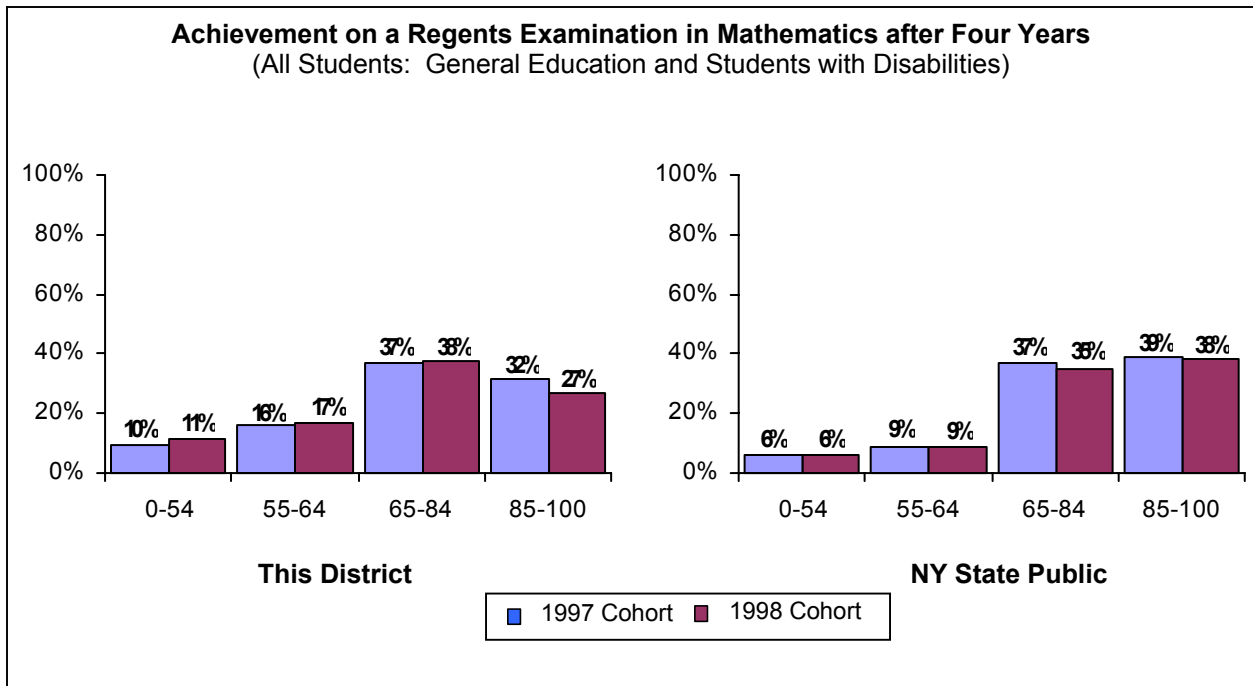


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	526	100	340	40	0	0
	Students w/ Disabilities	19	10	5	1	0	1
	<b>All Students</b>	<b>545</b>	<b>110</b>	<b>345</b>	<b>41</b>	<b>0</b>	<b>1</b>
1998 Cohort	General Education	724	133	463	61	0	2
	Students w/ Disabilities	33	0	5	0	0	1
	<b>All Students</b>	<b>757</b>	<b>133</b>	<b>468</b>	<b>61</b>	<b>0</b>	<b>3</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.

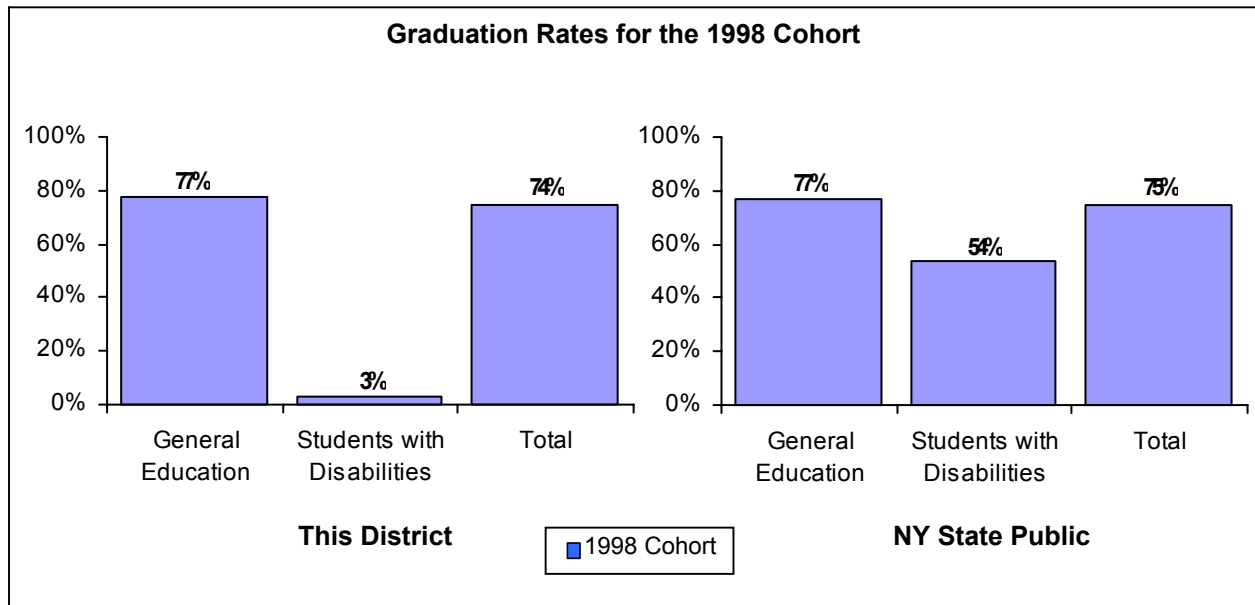


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	526	83	200	169	0	0
	Students w/ Disabilities	19	3	1	3	0	0
	<b>All Students</b>	<b>545</b>	<b>86</b>	<b>201</b>	<b>172</b>	<b>0</b>	<b>0</b>
1998 Cohort	General Education	724	128	283	201	0	2
	Students w/ Disabilities	33	1	3	0	0	11
	<b>All Students</b>	<b>757</b>	<b>129</b>	<b>286</b>	<b>201</b>	<b>0</b>	<b>13</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	742	575
Students with disabilities	33	1
Total	775	576

## **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	0	0%	0%	0%	2	s	s	s
Black	285	82%	46%	7%	255	83%	40%	5%
Hispanic	674	83%	42%	6%	614	85%	43%	5%
Asian or Pacific Islander	20	90%	60%	0%	16	s	s	s
White	236	93%	64%	17%	252	90%	55%	13%
Total	1215	85%	48%	8%	1139	86%	45%	7%
Small Group Totals (s)	0	0%	0%	0%	18	89%	72%	22%
<b>Results by Disability Status</b>								
General-education students	1042	92%	54%	10%	979	94%	51%	8%
Students with disabilities	173	41%	8%	0%	160	38%	9%	1%
Total	1215	85%	48%	8%	1139	86%	45%	7%
<b>Results by Gender</b>								
Female	572	88%	54%	11%	519	89%	49%	9%
Male	643	83%	42%	5%	620	83%	42%	6%
Total	1215	85%	48%	8%	1139	86%	45%	7%
<b>Results by English Proficiency Status</b>								
English proficient	1201	85%	48%	8%	1134	86%	45%	7%
Limited English proficient	14	86%	21%	7%	5	100%	20%	0%
Total	1215	85%	48%	8%	1139	86%	45%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	610	83%	41%	6%	730	83%	41%	6%
Not disadvantaged	605	87%	54%	10%	409	91%	53%	10%
Total	1215	85%	48%	8%	1139	86%	45%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1215	85%	48%	8%	1139	86%	45%	7%
Total	1215	85%	48%	8%	1139	86%	45%	7%

## 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	0	0%	0%	0%	2	s	s	s
Black	290	89%	60%	11%	259	92%	53%	6%
Hispanic	768	89%	64%	12%	742	89%	55%	7%
Asian or Pacific Islander	20	95%	75%	20%	16	s	s	s
White	234	95%	83%	32%	256	93%	75%	19%
Total	1312	90%	67%	16%	1275	91%	59%	10%
Small Group Totals (s)	0	0%	0%	0%	18	94%	83%	44%
<b>Results by Disability Status</b>								
General-education students	1129	97%	74%	18%	1103	97%	65%	11%
Students with disabilities	183	51%	21%	2%	172	49%	20%	3%
Total	1312	90%	67%	16%	1275	91%	59%	10%
<b>Results by Gender</b>								
Female	632	91%	69%	16%	585	92%	58%	9%
Male	680	89%	64%	15%	690	89%	60%	11%
Total	1312	90%	67%	16%	1275	91%	59%	10%
<b>Results by English Proficiency Status</b>								
English proficient	1210	91%	69%	17%	1182	91%	61%	10%
Limited English proficient	102	79%	44%	5%	93	83%	37%	5%
Total	1312	90%	67%	16%	1275	91%	59%	10%
<b>Results by Income Level</b>								
Economically disadvantaged	686	88%	62%	11%	842	89%	55%	8%
Not disadvantaged	626	92%	72%	21%	433	94%	67%	14%
Total	1312	90%	67%	16%	1275	91%	59%	10%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1312	90%	67%	16%	1275	91%	59%	10%
Total	1312	90%	67%	16%	1275	91%	59%	10%



## 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			2	s
Black			259	71%
Hispanic			743	68%
Asian or Pacific Islander			16	s
White			257	85%
Total			1277	72%
Small Group Totals (s)			18	83%
<b>Results by Disability Status</b>				
General-education students	1127	77%	1106	79%
Students with disabilities	177	29%	171	30%
Total	1304	71%	1277	72%
<b>Results by Gender</b>				
Female			587	71%
Male			690	73%
Total			1277	72%
<b>Results by English Proficiency Status</b>				
English proficient			1183	75%
Limited English proficient			94	39%
Total			1277	72%
<b>Results by Income Level</b>				
Economically disadvantaged			843	67%
Not disadvantaged			434	82%
Total			1277	72%
<b>Results by Migrant Status</b>				
Migrant family			0	0%
Not migrant family			1277	72%
Total			1277	72%

**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	1	s	s	s	1	s	s	s
Black	296	81%	34%	4%	285	86%	25%	2%
Hispanic	497	82%	31%	2%	564	91%	26%	2%
Asian or Pacific Islander	14	s	s	s	9	s	s	s
White	179	88%	50%	9%	218	96%	41%	7%
Total	987	83%	36%	4%	1077	91%	29%	3%
Small Group Totals (s)	15	100%	60%	20%	10	100%	40%	0%
<b>Results by Disability Status</b>								
General-education students	810	93%	43%	5%	875	97%	34%	4%
Students with disabilities	177	40%	2%	0%	202	64%	3%	0%
Total	987	83%	36%	4%	1077	91%	29%	3%
<b>Results by Gender</b>								
Female	493	88%	46%	6%	487	95%	35%	5%
Male	494	78%	26%	2%	590	88%	23%	2%
Total	987	83%	36%	4%	1077	91%	29%	3%
<b>Results by English Proficiency Status</b>								
English proficient	971	84%	36%	4%	1072	91%	29%	3%
Limited English proficient	16	63%	13%	0%	5	80%	0%	0%
Total	987	83%	36%	4%	1077	91%	29%	3%
<b>Results by Income Level</b>								
Economically disadvantaged	336	83%	30%	2%	430	91%	24%	2%
Not disadvantaged	651	83%	39%	6%	647	91%	31%	4%
Total	987	83%	36%	4%	1077	91%	29%	3%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	987	83%	36%	4%	1077	91%	29%	3%
Total	987	83%	36%	4%	1077	91%	29%	3%

## 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	1	s	s	s	1	s	s	s
Black	301	65%	19%	1%	290	67%	22%	1%
Hispanic	592	59%	16%	1%	678	70%	25%	2%
Asian or Pacific Islander	14	s	s	s	11	s	s	s
White	185	83%	41%	5%	221	85%	44%	6%
Total	1093	65%	21%	2%	1201	72%	28%	2%
Small Group Totals (s)	15	93%	47%	13%	12	75%	42%	17%
<b>Results by Disability Status</b>								
General-education students	910	74%	25%	2%	1000	80%	33%	3%
Students with disabilities	183	23%	1%	0%	201	35%	4%	0%
Total	1093	65%	21%	2%	1201	72%	28%	2%
<b>Results by Gender</b>								
Female	551	64%	22%	2%	553	74%	28%	2%
Male	542	66%	20%	2%	648	70%	28%	3%
Total	1093	65%	21%	2%	1201	72%	28%	2%
<b>Results by English Proficiency Status</b>								
English proficient	981	69%	23%	2%	1067	76%	31%	3%
Limited English proficient	112	30%	4%	1%	134	44%	7%	0%
Total	1093	65%	21%	2%	1201	72%	28%	2%
<b>Results by Income Level</b>								
Economically disadvantaged	406	64%	18%	1%	537	69%	26%	1%
Not disadvantaged	687	66%	23%	2%	664	74%	30%	3%
Total	1093	65%	21%	2%	1201	72%	28%	2%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1093	65%	21%	2%	1201	72%	28%	2%
Total	1093	65%	21%	2%	1201	72%	28%	2%

**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	1	s	s	s
Black	262	93%	64%	12%
Hispanic	638	90%	63%	11%
Asian or Pacific Islander	8	s	s	s
White	169	96%	76%	22%
Total	1078	92%	66%	13%
Small Group Totals (s)	9	100%	89%	11%
<b>Results by Disability Status</b>				
General-education students	891	95%	73%	16%
Students with disabilities	187	77%	30%	2%
Total	1078	92%	66%	13%
<b>Results by Gender</b>				
Female	495	93%	67%	12%
Male	583	91%	64%	15%
Total	1078	92%	66%	13%
<b>Results by English Proficiency Status</b>				
English proficient	941	94%	72%	15%
Limited English proficient	137	77%	20%	1%
Total	1078	92%	66%	13%
<b>Results by Income Level</b>				
Economically disadvantaged	506	90%	61%	13%
Not disadvantaged	572	94%	70%	14%
Total	1078	92%	66%	13%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	1078	92%	66%	13%
Total	1078	92%	66%	13%

## 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						0	0	0	0	0%
Black						175	31	119	1	86%
Hispanic						403	79	269	1	87%
Asian or Pacific Islander						24	3	17	0	83%
White						155	20	124	1	94%
Total						757	133	529	3	88%
Small Group Totals (s)						0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	526	100	380	0	91%	724	133	524	2	91%
Students with disabilities	19	10	6	1	89%	33	0	5	1	18%
Total	545	110	386	1	91%	757	133	529	3	88%
<b>Results by Gender</b>										
Female						370	61	270	1	90%
Male						387	72	259	2	86%
Total						757	133	529	3	88%
<b>Results by English Proficiency Status</b>										
English proficient	502	92	376	1	93%	727	128	528	3	91%
Limited English proficient	43	18	10	0	65%	30	5	1	0	20%
Total	545	110	386	1	91%	757	133	529	3	88%
<b>Results by Income Level</b>										
Economically disadvantaged						26	7	17	0	92%
Not disadvantaged						731	126	512	3	88%
Total						757	133	529	3	88%
<b>Results by Migrant Status</b>										
Migrant family						0	0	0	0	0%
Not migrant family						757	133	529	3	88%
Total						757	133	529	3	88%

**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						0	0	0	0	0%
Black						175	39	95	7	81%
Hispanic						403	63	255	3	80%
Asian or Pacific Islander						24	2	21	0	96%
White						155	25	116	3	93%
Total						757	129	487	13	83%
Small Group Totals (s)						0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	526	83	369	0	86%	724	128	484	2	85%
Students with disabilities	19	3	4	0	37%	33	1	3	11	45%
Total	545	86	373	0	84%	757	129	487	13	83%
<b>Results by Gender</b>										
Female						370	63	243	7	85%
Male						387	66	244	6	82%
Total						757	129	487	13	83%
<b>Results by English Proficiency Status</b>										
English proficient						727	120	478	13	84%
Limited English proficient						30	9	9	0	60%
Total						757	129	487	13	83%
<b>Results by Income Level</b>										
Economically disadvantaged						26	6	17	0	88%
Not disadvantaged						731	123	470	13	83%
Total						757	129	487	13	83%
<b>Results by Migrant Status</b>										
Migrant family						0	0	0	0	0%
Not migrant family						757	129	487	13	83%
Total						757	129	487	13	83%

## 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	0	0%
Black	178	67%
Hispanic	413	75%
Asian or Pacific Islander	24	75%
White	160	81%
Total	775	74%
Small Group Totals (s)	0	0%
<b>Results by Disability Status</b>		
General-education students	742	77%
Students with disabilities	33	3%
Total	775	74%
<b>Results by Gender</b>		
Female	375	78%
Male	400	70%
Total	775	74%
<b>Results by English Proficiency Status</b>		
English proficient	745	77%
Limited English proficient	30	17%
Total	775	74%
<b>Results by Income Level</b>		
Economically disadvantaged	26	77%
Not disadvantaged	749	74%
Total	775	74%
<b>Results by Migrant Status</b>		
Migrant family	0	0%
Not migrant family	775	74%
Total	775	74%

## 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.