

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**

**Central Islip Union Free 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: Jerry L. Jackson		Phone: (631)348-5001	
<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	6,406	541	84

<b>2000-01 School District Total Expenditure per Pupil</b>	\$15,935
<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	421	6.7%	1,015	15.5%	700	10.7%
Eligible for Free Lunch	2,746	44.8%	2,389	37.3%	2,467	38.5%

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

Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,153	95%

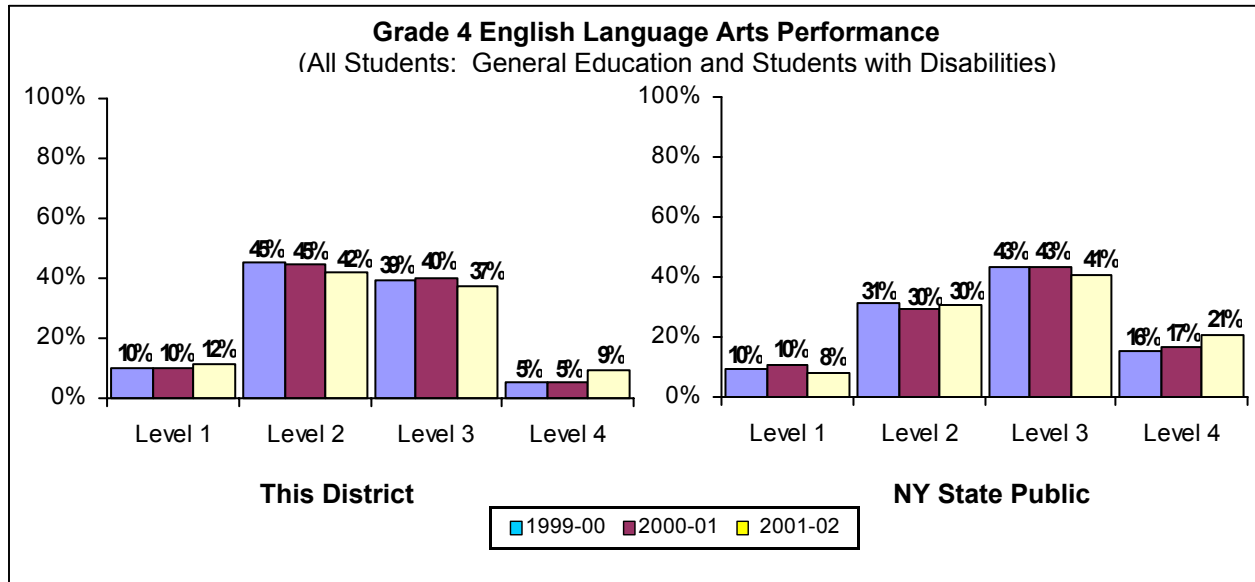
\*For the 2001-02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

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

Number of Teachers	Percent No Valid Teaching Certificate
539	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	47	211	181	25	464	640
Jan–Feb 2001	43	194	174	22	433	641
Jan–Feb 2002	56	202	181	44	483	643

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> .

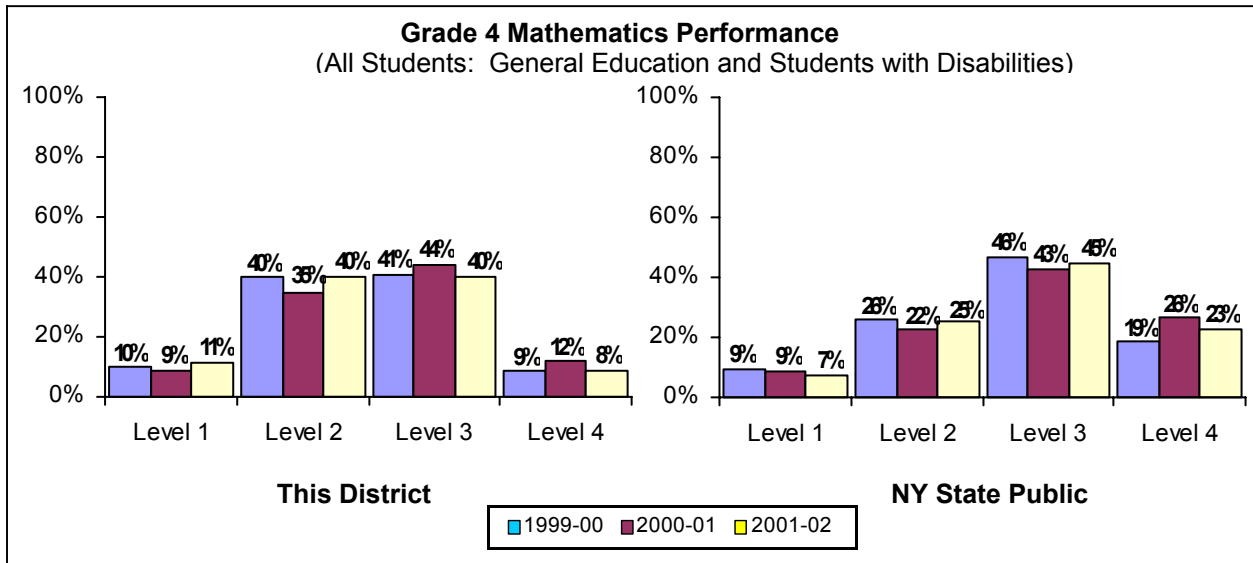
### Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	60	49

### 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>	8	3	1	4	0

## Elementary Level Mathematics



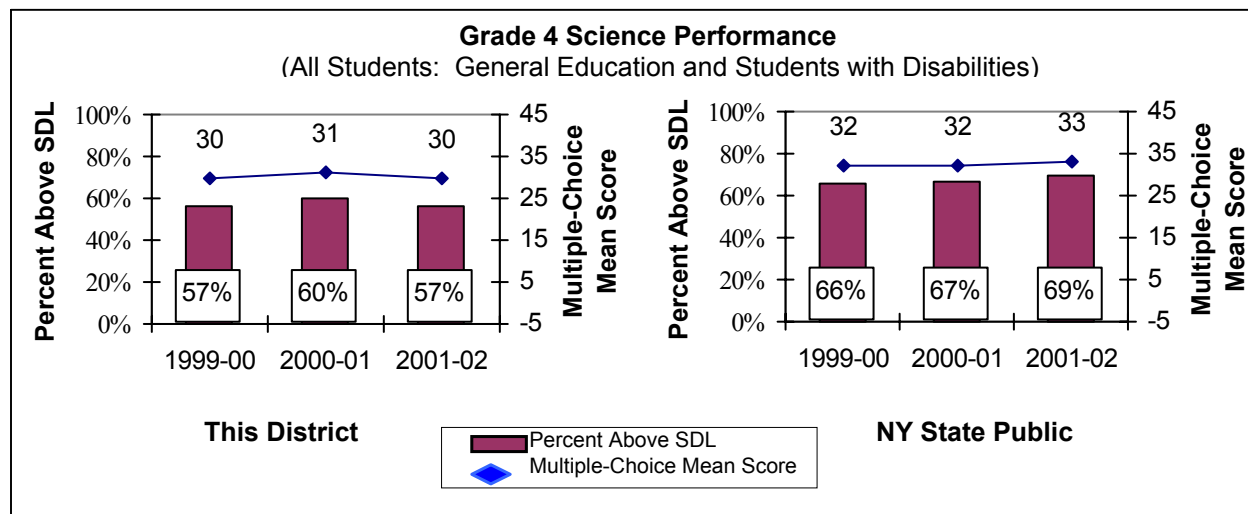
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	52	203	207	43	505	638
May 2001	44	171	216	58	489	642
May 2002	62	219	220	46	547	635

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>	8	4	1	3	0

## Elementary Level Science Multiple-Choice



### All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	482	273	30
May 2001	470	284	31
May 2002	537	304	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.

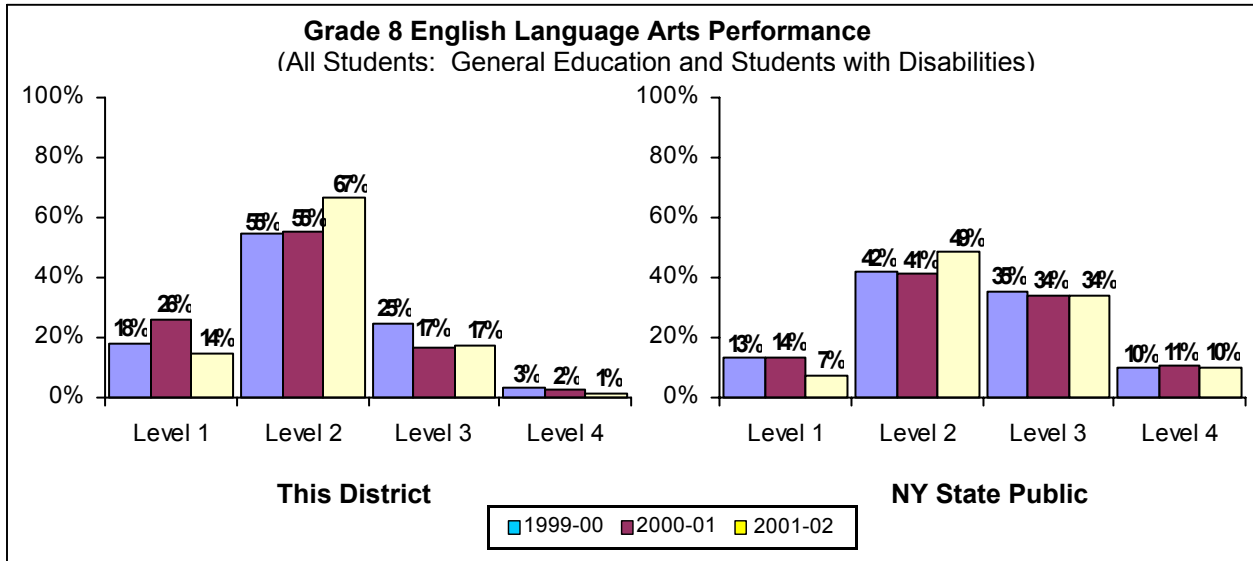
## Elementary Level Science Performance Test

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	481	31
May 2001	471	33
May 2002	538	33

## 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	65	198	89	11	363	686
May 2001	109	235	70	10	424	680
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total	
March 2002	61	283	73	6	423	679

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

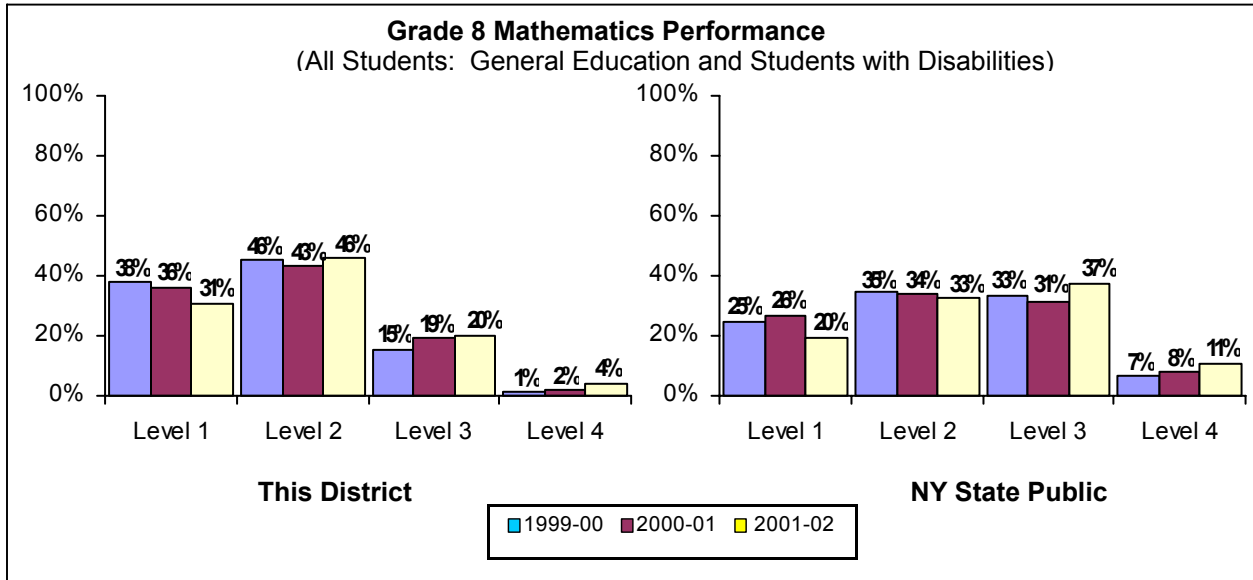
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	32	30

### 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	0	5	5	0



## Middle Level Mathematics



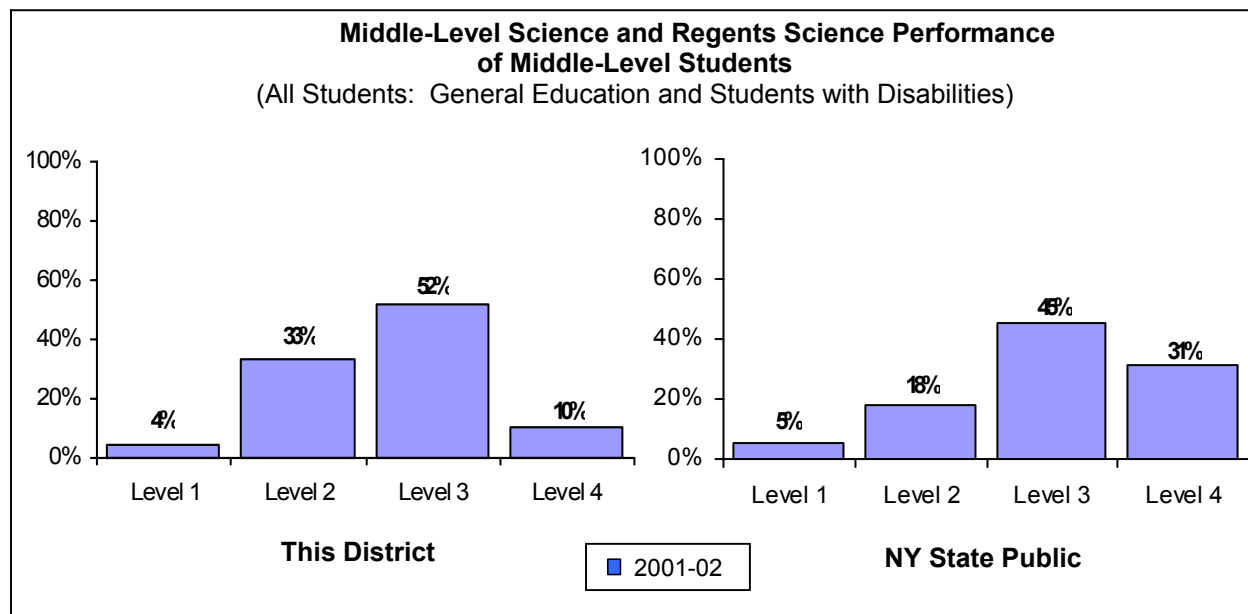
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	147	177	60	5	389	689
May 2001	163	197	87	9	456	688
May 2002	139	206	89	17	451	694

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>	10	1	5	4	0

## Middle Level Science



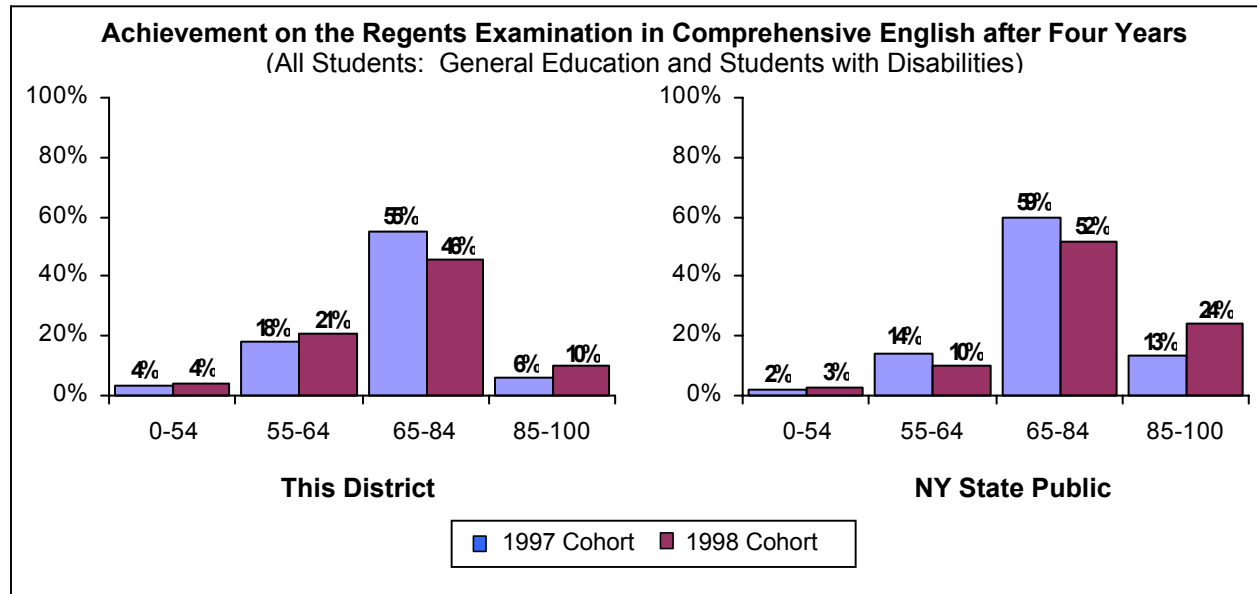
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	19	145	229	46	439	68
	Regents Science	0	0	0	0	0	0

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.

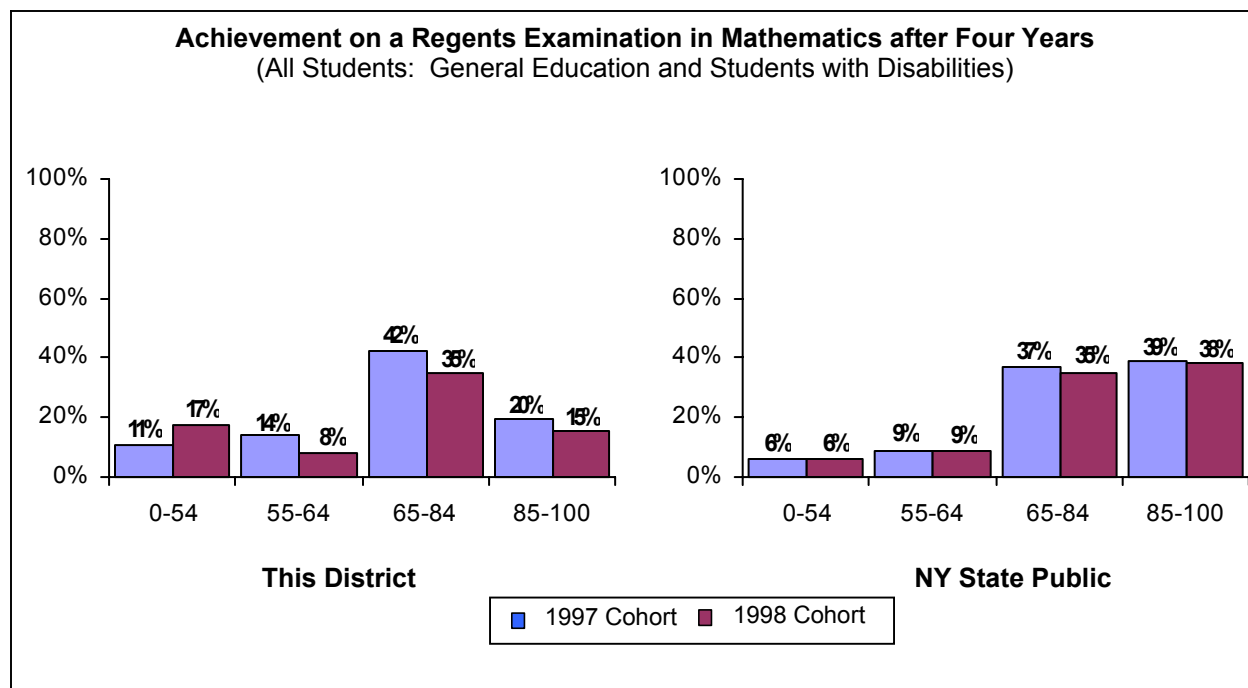


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	233	42	136	16	0	0
	Students w/ Disabilities	22	4	4	0	0	2
	<b>All Students</b>	<b>255</b>	<b>46</b>	<b>140</b>	<b>16</b>	<b>0</b>	<b>2</b>
1998 Cohort	General Education	296	61	145	32	0	0
	Students w/ Disabilities	79	16	27	5	0	5
	<b>All Students</b>	<b>375</b>	<b>77</b>	<b>172</b>	<b>37</b>	<b>0</b>	<b>5</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.

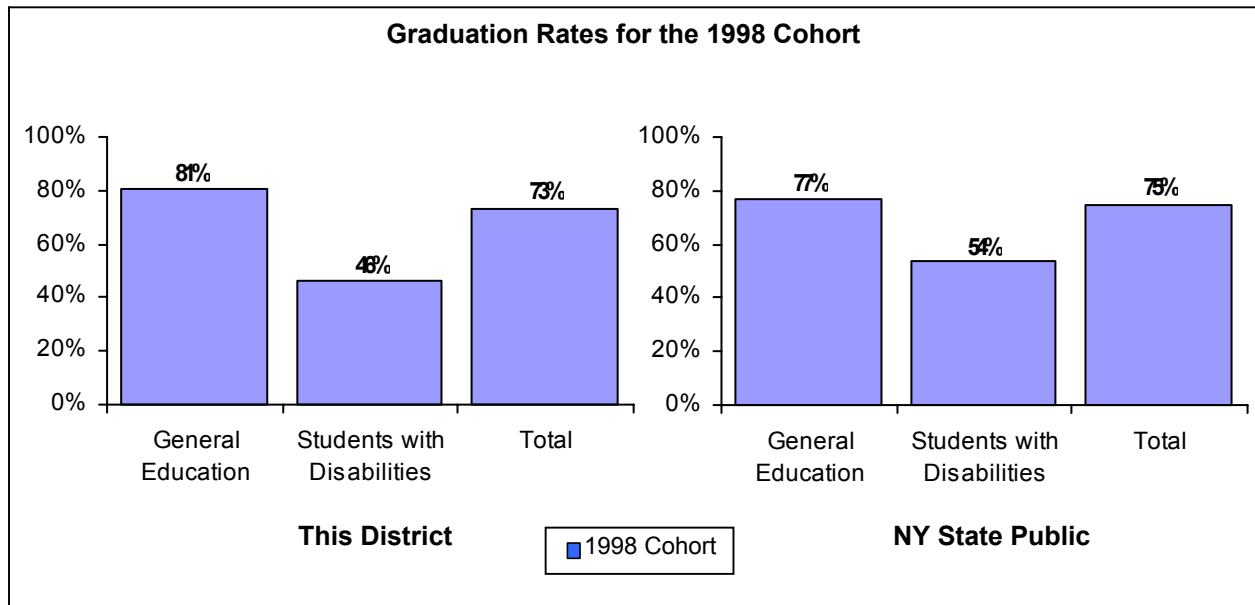


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	233	35	106	49	0	0
	Students w/ Disabilities	22	1	2	1	0	2
	<b>All Students</b>	<b>255</b>	<b>36</b>	<b>108</b>	<b>50</b>	<b>0</b>	<b>2</b>
1998 Cohort	General Education	296	27	112	54	0	0
	Students w/ Disabilities	79	4	20	4	0	10
	<b>All Students</b>	<b>375</b>	<b>31</b>	<b>132</b>	<b>58</b>	<b>0</b>	<b>10</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	297	240
Students with disabilities	80	37
Total	377	277

## **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	1	s	s	s	3	s	s	s
Black	162	87%	38%	5%	192	84%	41%	8%
Hispanic	170	92%	46%	6%	184	91%	46%	7%
Asian or Pacific Islander	16	s	s	s	19	s	s	s
White	84	92%	57%	4%	85	92%	55%	13%
Total	433	90%	45%	5%	483	88%	47%	9%
Small Group Totals (s)	17	94%	47%	0%	22	91%	68%	23%
<b>Results by Disability Status</b>								
General-education students	362	95%	51%	6%	396	93%	53%	11%
Students with disabilities	71	65%	18%	1%	87	66%	16%	1%
Total	433	90%	45%	5%	483	88%	47%	9%
<b>Results by Gender</b>								
Female	222	93%	46%	8%	233	91%	52%	12%
Male	211	87%	45%	2%	250	86%	41%	6%
Total	433	90%	45%	5%	483	88%	47%	9%
<b>Results by English Proficiency Status</b>								
English proficient	425	90%	46%	5%	463	89%	48%	9%
Limited English proficient	8	100%	25%	0%	20	70%	25%	10%
Total	433	90%	45%	5%	483	88%	47%	9%
<b>Results by Income Level</b>								
Economically disadvantaged	278	89%	36%	3%	352	88%	44%	8%
Not disadvantaged	155	92%	62%	8%	131	90%	53%	11%
Total	433	90%	45%	5%	483	88%	47%	9%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	433	90%	45%	5%	483	88%	47%	9%
Total	433	90%	45%	5%	483	88%	47%	9%

## 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	1	s	s	s	3	s	s	s
Black	167	92%	51%	13%	196	85%	45%	5%
Hispanic	221	86%	52%	9%	245	89%	44%	7%
Asian or Pacific Islander	18	s	s	s	19	s	s	s
White	82	99%	74%	18%	84	95%	63%	17%
Total	489	91%	56%	12%	547	89%	49%	8%
Small Group Totals (s)	19	100%	63%	11%	22	91%	73%	27%
<b>Results by Disability Status</b>								
General-education students	408	94%	60%	13%	452	93%	53%	10%
Students with disabilities	81	78%	36%	4%	95	68%	27%	1%
Total	489	91%	56%	12%	547	89%	49%	8%
<b>Results by Gender</b>								
Female	247	93%	55%	13%	259	91%	49%	8%
Male	242	89%	57%	11%	288	87%	48%	8%
Total	489	91%	56%	12%	547	89%	49%	8%
<b>Results by English Proficiency Status</b>								
English proficient	419	95%	62%	14%	466	91%	53%	9%
Limited English proficient	70	70%	20%	1%	81	74%	21%	5%
Total	489	91%	56%	12%	547	89%	49%	8%
<b>Results by Income Level</b>								
Economically disadvantaged	324	90%	51%	8%	412	88%	48%	7%
Not disadvantaged	165	93%	67%	19%	135	90%	52%	12%
Total	489	91%	56%	12%	547	89%	49%	8%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	489	91%	56%	12%	547	89%	49%	8%
Total	489	91%	56%	12%	547	89%	49%	8%



## 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			3	s
Black			191	59%
Hispanic			241	47%
Asian or Pacific Islander			19	s
White			83	76%
Total			537	57%
Small Group Totals (s)			22	73%
<b>Results by Disability Status</b>				
General-education students	396	63%	443	61%
Students with disabilities	74	45%	94	36%
Total	470	60%	537	57%
<b>Results by Gender</b>				
Female			254	59%
Male			283	55%
Total			537	57%
<b>Results by English Proficiency Status</b>				
English proficient			458	63%
Limited English proficient			79	22%
Total			537	57%
<b>Results by Income Level</b>				
Economically disadvantaged			404	53%
Not disadvantaged			133	67%
Total			537	57%
<b>Results by Migrant Status</b>				
Migrant family			0	0%
Not migrant family			537	57%
Total			537	57%

**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	0	0%	0%	0%	2	s	s	s
Black	177	69%	15%	2%	184	82%	13%	1%
Hispanic	148	76%	16%	3%	149	85%	19%	1%
Asian or Pacific Islander	16	88%	50%	6%	13	s	s	s
White	83	78%	25%	2%	75	95%	29%	4%
Total	424	74%	19%	2%	423	86%	19%	1%
Small Group Totals (s)	0	0%	0%	0%	15	93%	33%	0%
<b>Results by Disability Status</b>								
General-education students	340	85%	24%	3%	326	95%	24%	2%
Students with disabilities	84	32%	0%	0%	97	54%	0%	0%
Total	424	74%	19%	2%	423	86%	19%	1%
<b>Results by Gender</b>								
Female	221	77%	27%	4%	217	88%	22%	2%
Male	203	71%	10%	0%	206	83%	16%	0%
Total	424	74%	19%	2%	423	86%	19%	1%
<b>Results by English Proficiency Status</b>								
English proficient	424	74%	19%	2%	412	86%	19%	1%
Limited English proficient	0	0%	0%	0%	11	55%	9%	0%
Total	424	74%	19%	2%	423	86%	19%	1%
<b>Results by Income Level</b>								
Economically disadvantaged	305	71%	15%	2%	376	84%	18%	1%
Not disadvantaged	119	82%	29%	3%	47	98%	23%	4%
Total	424	74%	19%	2%	423	86%	19%	1%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	424	74%	19%	2%	423	86%	19%	1%
Total	424	74%	19%	2%	423	86%	19%	1%

## 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	0	0%	0%	0%	2	s	s	s
Black	172	60%	17%	1%	181	64%	14%	3%
Hispanic	185	62%	16%	2%	179	71%	25%	4%
Asian or Pacific Islander	17	94%	71%	12%	15	s	s	s
White	82	72%	30%	1%	74	76%	36%	5%
Total	456	64%	21%	2%	451	69%	24%	4%
Small Group Totals (s)	0	0%	0%	0%	17	76%	47%	6%
<b>Results by Disability Status</b>								
General-education students	370	72%	25%	2%	361	80%	29%	5%
Students with disabilities	86	30%	3%	0%	90	24%	2%	0%
Total	456	64%	21%	2%	451	69%	24%	4%
<b>Results by Gender</b>								
Female	233	65%	20%	2%	233	70%	22%	3%
Male	223	64%	22%	2%	218	69%	25%	4%
Total	456	64%	21%	2%	451	69%	24%	4%
<b>Results by English Proficiency Status</b>								
English proficient	420	67%	23%	2%	408	69%	23%	4%
Limited English proficient	36	33%	3%	0%	43	74%	26%	2%
Total	456	64%	21%	2%	451	69%	24%	4%
<b>Results by Income Level</b>								
Economically disadvantaged	341	59%	16%	1%	400	68%	22%	4%
Not disadvantaged	115	79%	37%	4%	51	80%	33%	4%
Total	456	64%	21%	2%	451	69%	24%	4%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	456	64%	21%	2%	451	69%	24%	4%
Total	456	64%	21%	2%	451	69%	24%	4%

**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	2	s	s	s
Black	175	95%	56%	5%
Hispanic	176	95%	62%	10%
Asian or Pacific Islander	13	s	s	s
White	73	99%	77%	22%
Total	439	96%	63%	10%
Small Group Totals (s)	15	100%	80%	20%
<b>Results by Disability Status</b>				
General-education students	352	98%	71%	13%
Students with disabilities	87	86%	29%	0%
Total	439	96%	63%	10%
<b>Results by Gender</b>				
Female	227	96%	61%	9%
Male	212	95%	65%	12%
Total	439	96%	63%	10%
<b>Results by English Proficiency Status</b>				
English proficient	398	96%	65%	11%
Limited English proficient	41	93%	37%	2%
Total	439	96%	63%	10%
<b>Results by Income Level</b>				
Economically disadvantaged	389	96%	62%	9%
Not disadvantaged	50	96%	70%	20%
Total	439	96%	63%	10%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	439	96%	63%	10%
Total	439	96%	63%	10%

## 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						2	s	s	s	s
Black						162	39	88	1	79%
Hispanic						133	28	70	3	76%
Asian or Pacific Islander						12	s	s	s	s
White						66	7	45	1	80%
Total						375	77	209	5	78%
Small Group Totals (s)						14	3	6	0	64%
<b>Results by Disability Status</b>										
General-education students	233	42	152	0	83%	296	61	177	0	80%
Students with disabilities	22	4	4	2	45%	79	16	32	5	67%
Total	255	46	156	2	80%	375	77	209	5	78%
<b>Results by Gender</b>										
Female						196	37	115	3	79%
Male						179	40	94	2	76%
Total						375	77	209	5	78%
<b>Results by English Proficiency Status</b>										
English proficient	255	46	156	2	80%	374	s	s	s	s
Limited English proficient	0	0	0	0	0%	1	s	s	s	s
Total	255	46	156	2	80%	375	77	209	5	78%
<b>Results by Income Level</b>										
Economically disadvantaged						0	0	0	0	0%
Not disadvantaged						375	77	209	5	78%
Total						375	77	209	5	78%
<b>Results by Migrant Status</b>										
Migrant family						0	0	0	0	0%
Not migrant family						375	77	209	5	78%
Total						375	77	209	5	78%

**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						2	s	s	s	s
Black						162	9	81	3	57%
Hispanic						133	14	60	6	60%
Asian or Pacific Islander						12	s	s	s	s
White						66	7	42	1	76%
Total						375	31	190	10	62%
Small Group Totals (s)						14	1	7	0	57%
<b>Results by Disability Status</b>										
General-education students	233	35	155	0	82%	296	27	166	0	65%
Students with disabilities	22	1	3	2	27%	79	4	24	10	48%
Total	255	36	158	2	77%	375	31	190	10	62%
<b>Results by Gender</b>										
Female						196	17	100	5	62%
Male						179	14	90	5	61%
Total						375	31	190	10	62%
<b>Results by English Proficiency Status</b>										
English proficient						374	s	s	s	s
Limited English proficient						1	s	s	s	s
Total						375	31	190	10	62%
<b>Results by Income Level</b>										
Economically disadvantaged						0	0	0	0	0%
Not disadvantaged						375	31	190	10	62%
Total						375	31	190	10	62%
<b>Results by Migrant Status</b>										
Migrant family						0	0	0	0	0%
Not migrant family						375	31	190	10	62%
Total						375	31	190	10	62%

## 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	2	s
Black	163	73%
Hispanic	134	68%
Asian or Pacific Islander	12	s
White	66	88%
Total	377	73%
Small Group Totals (s)	14	64%
<b>Results by Disability Status</b>		
General-education students	297	81%
Students with disabilities	80	46%
Total	377	73%
<b>Results by Gender</b>		
Female	196	75%
Male	181	72%
Total	377	73%
<b>Results by English Proficiency Status</b>		
English proficient	376	s
Limited English proficient	1	s
Total	377	73%
<b>Results by Income Level</b>		
Economically disadvantaged	0	0%
Not disadvantaged	377	73%
Total	377	73%
<b>Results by Migrant Status</b>		
Migrant family	0	0%
Not migrant family	377	73%
Total	377	73%

## 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.