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

Newfield Central School District

March 2003

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance,* the *Comprehensive Information Report,* and the *District Accountability Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *District Accountability Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts and mathematics and on the middle-level science test is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card 2003*, available at your district or on the Information and Reporting Services Web site at www.emsc.nysed.gov/irts.

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

District Profile

Superintendent: Mr. William Hurley			Phone: (607)564-9955
Organization 2001–02		School District Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
NA	936	82	14

2000–01 School District Total Expenditure per Pupil	$15,297
2000–01 NYS Public Schools Total Expenditure per Pupil	$11,871

Student Demographics	1999–2000		2000–2001		2001–2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.6%	3	0.3%	0	0.0%
Eligible for Free Lunch	257	26.3%	324	33.5%	279	29.8%

2001–02 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
185	90%

*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.

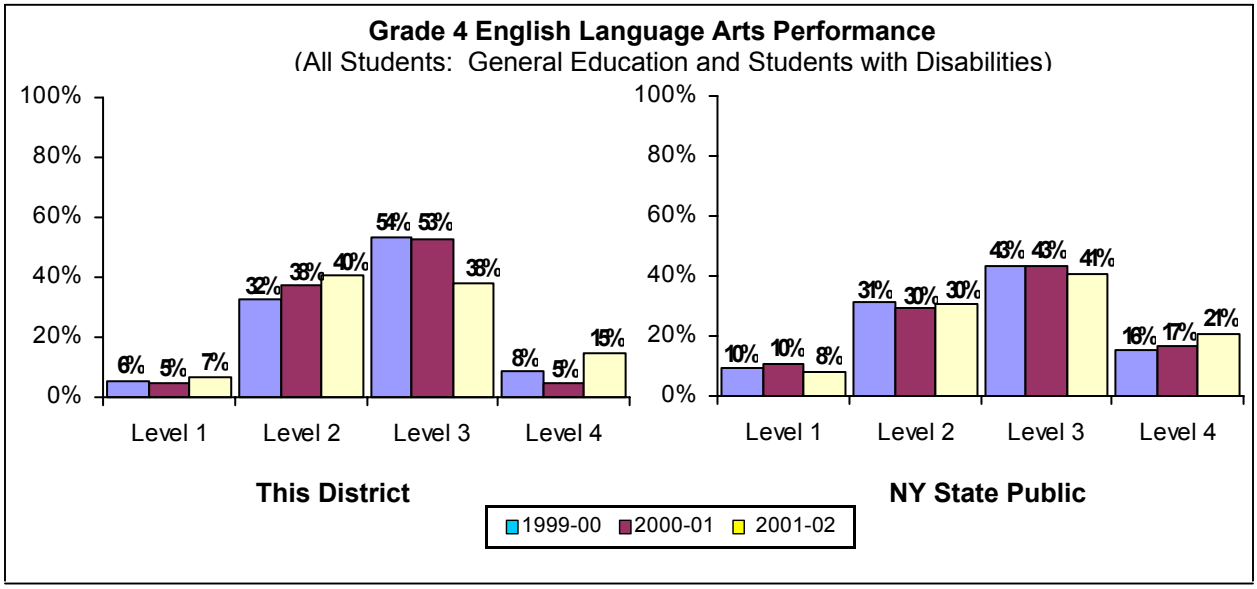
2001–02 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent No Valid Teaching Certificate
82	2%

*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	4	23	38	6	71	653
Jan–Feb 2001	4	30	42	4	80	650
Jan–Feb 2002	6	36	34	13	89	651

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

Performance of Limited English Proficient (LEP) Students

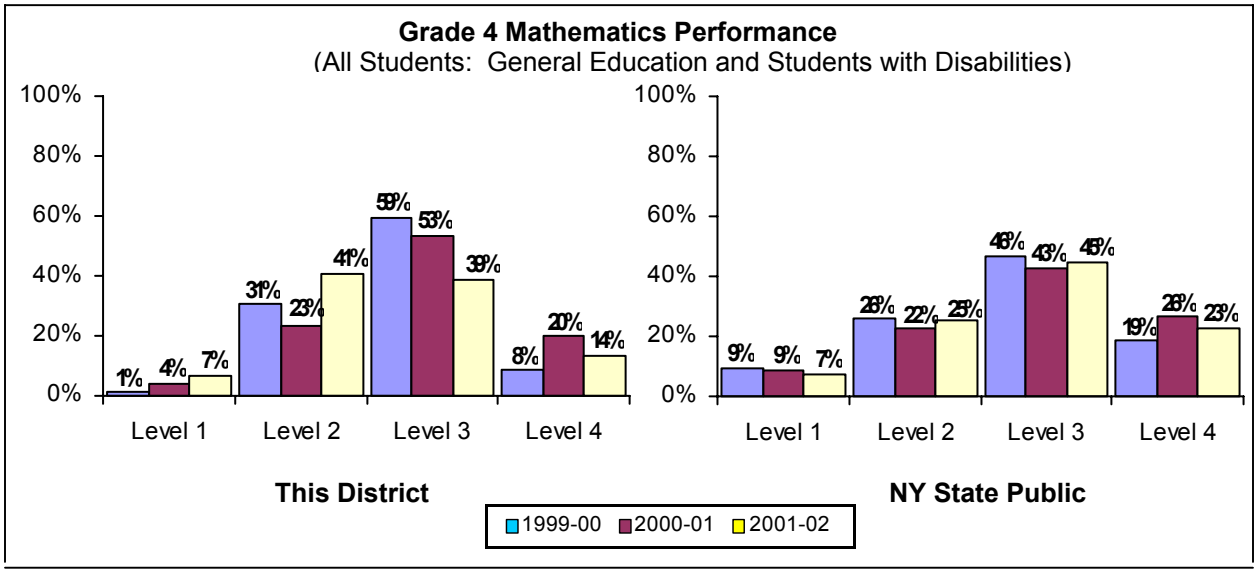
Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

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
2001–02	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	1	22	42	6	71	648
May 2001	3	19	43	16	81	653
May 2002	6	36	34	12	88	642

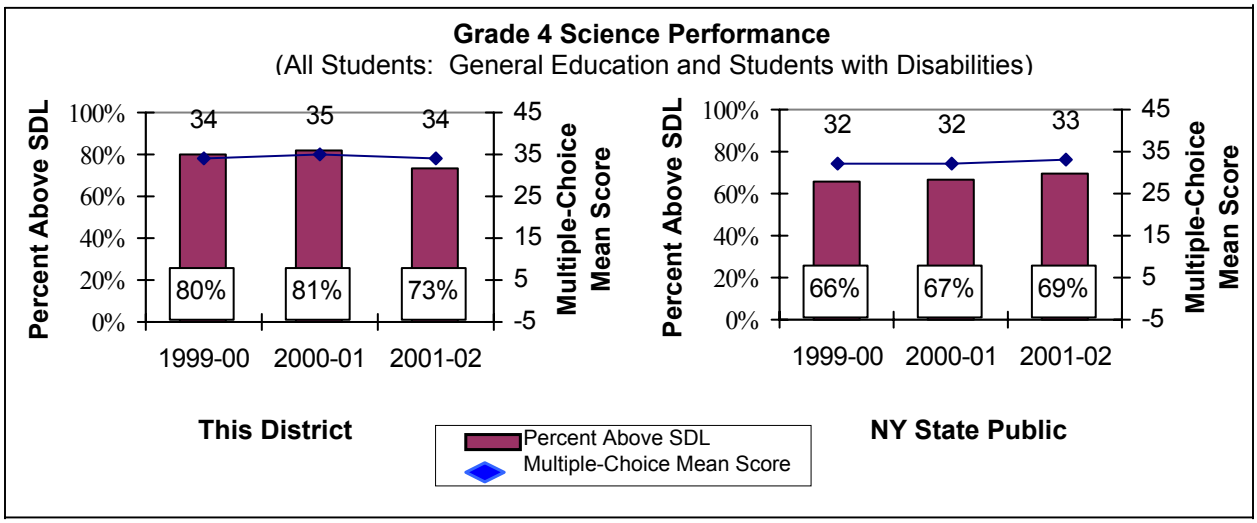
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the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

Performance of 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
2001–02	1	#	#	#	#

Elementary Level

Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	70	56	34
May 2001	81	66	35
May 2002	89	65	34

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

Elementary Level

Science Performance Test

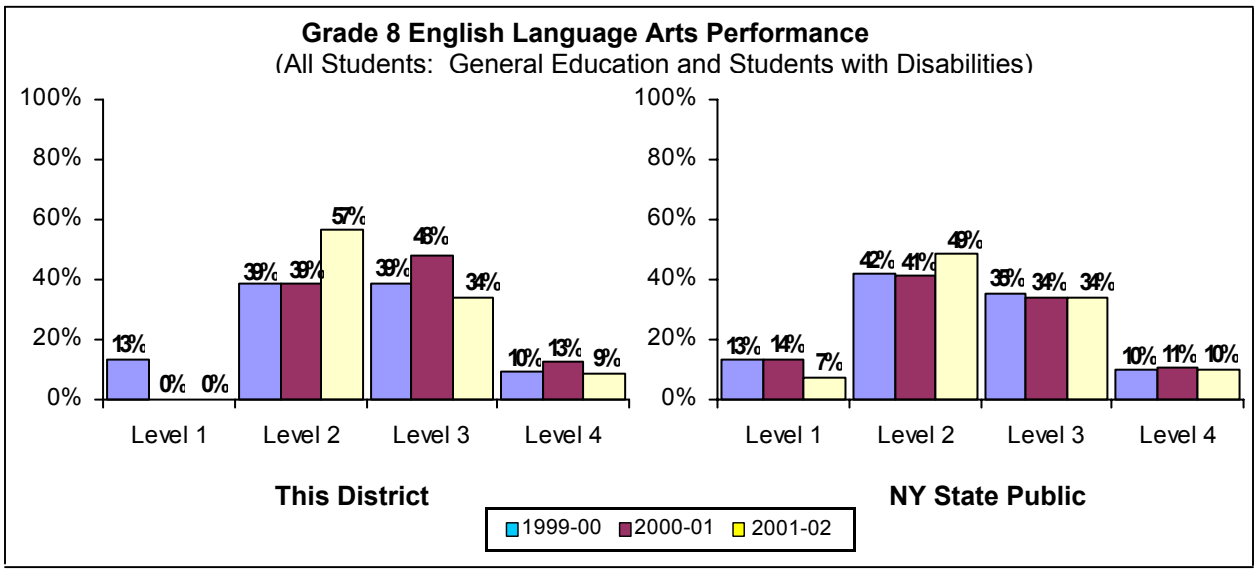
The elementary-level science test is composed of two sections, the multiple-choice section (described above) and the performance test. The performance test is not used to determine the need for academic intervention services or for accountability purposes because not all students are administered the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

All Students

	Number Tested	Mean Score
May 2000	70	33
May 2001	79	34
May 2002	89	38

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	11	32	32	8	83	699
May 2001	0	21	26	7	54	708
	Level 1 527–659	Level 2 660–698	Level 3 699–737	Level 4 738–830	Total	
March 2002	0	38	23	6	67	700

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

Performance of Limited English Proficient (LEP) Students

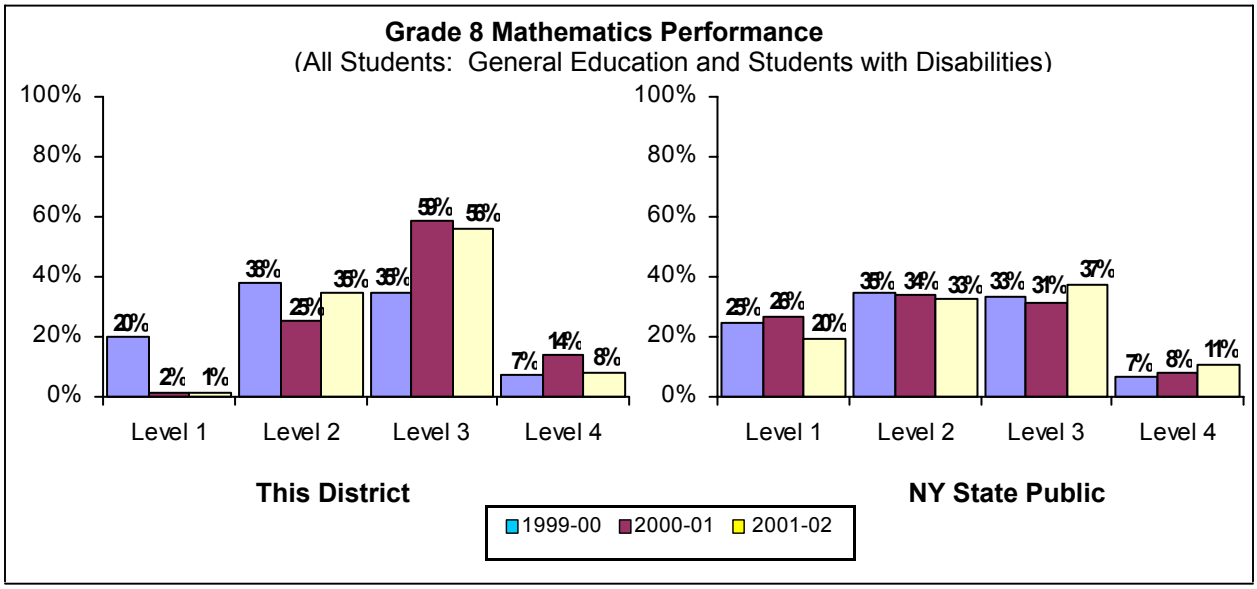
Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	0	0

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
2001–02	0	0	0	0	0

Middle Level

Mathematics



Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517–680	Level 2 681–715	Level 3 716–759	Level 4 760–882	Total	
May 2000	16	31	28	6	81	710
May 2001	1	16	37	9	63	732
May 2002	1	26	42	6	75	725

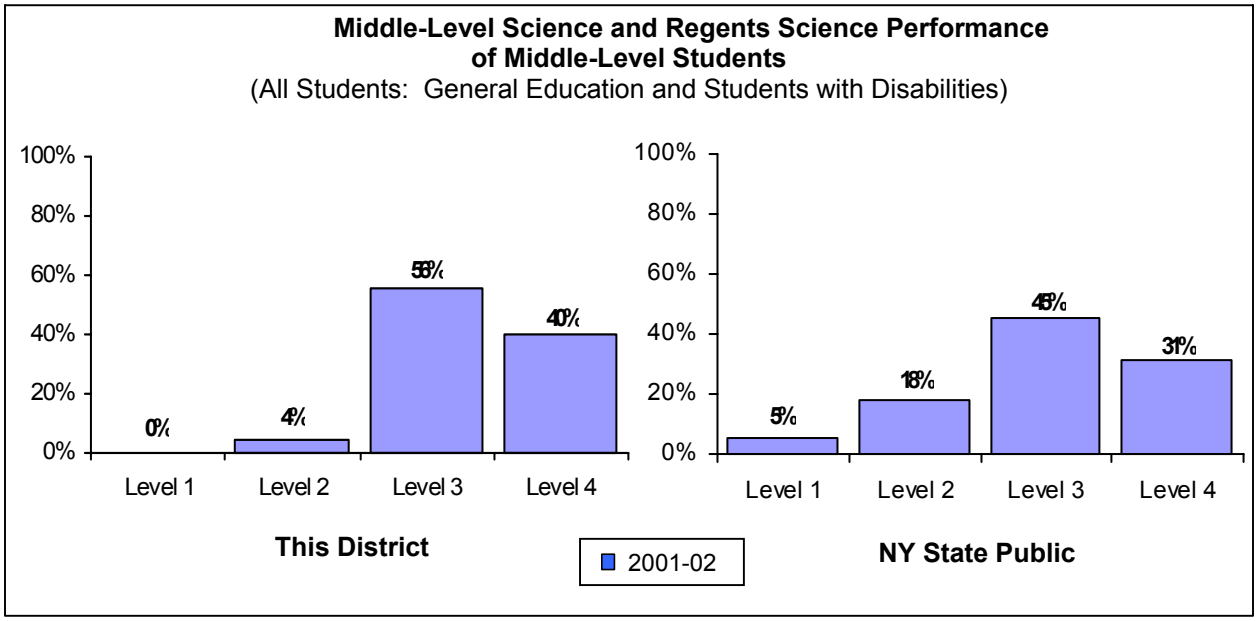
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents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

Performance of 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
2001–02	0	0	0	0	0

Middle Level

Science



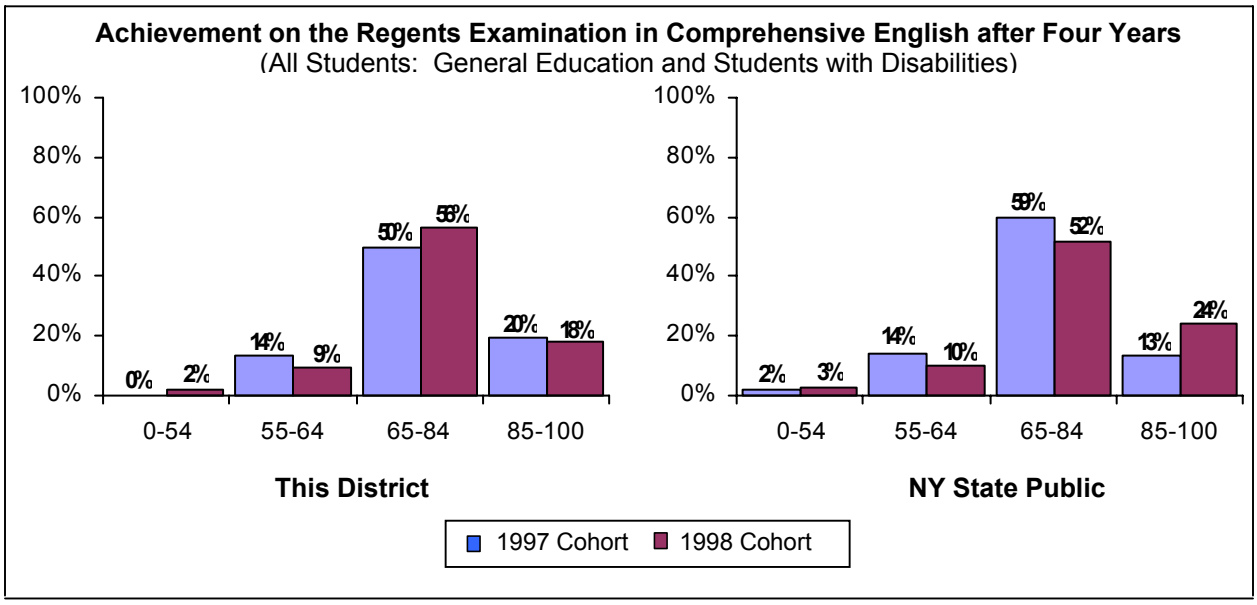
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	0	3	38	27	68	80
	Regents Science	0	0	0	0	0	0

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

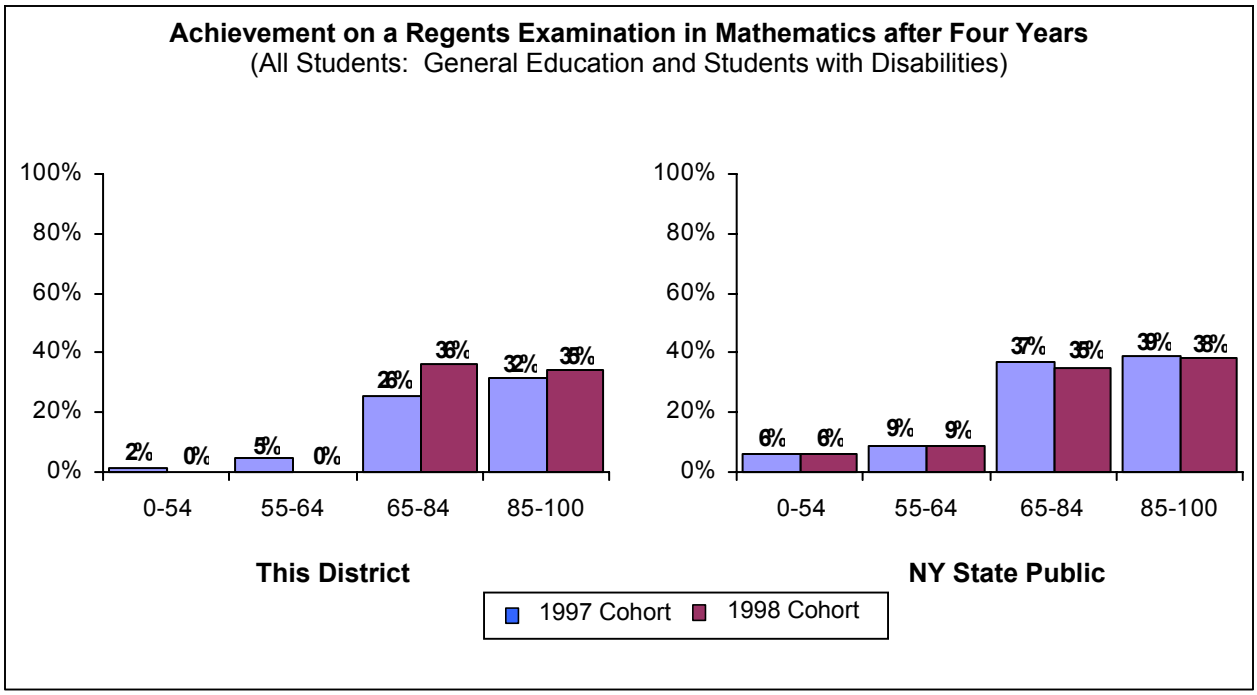


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	**Cohort Members**	**Highest Score Between 55 and 64**	**Highest Score Between 65 and 84**	**Highest Score Between 85 and 100**	**Approved Alternative Credit**	**Passed RCT**
1997 Cohort	General Education	57	7	31	13	0	0
	Students w/ Disabilities	9	2	2	0	0	0
	All Students	**66**	**9**	**33**	**13**	**0**	**0**
1998 Cohort	General Education	50	4	30	10	0	0
	Students w/ Disabilities	5	1	1	0	0	1
	All Students	**55**	**5**	**31**	**10**	**0**	**1**

*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.

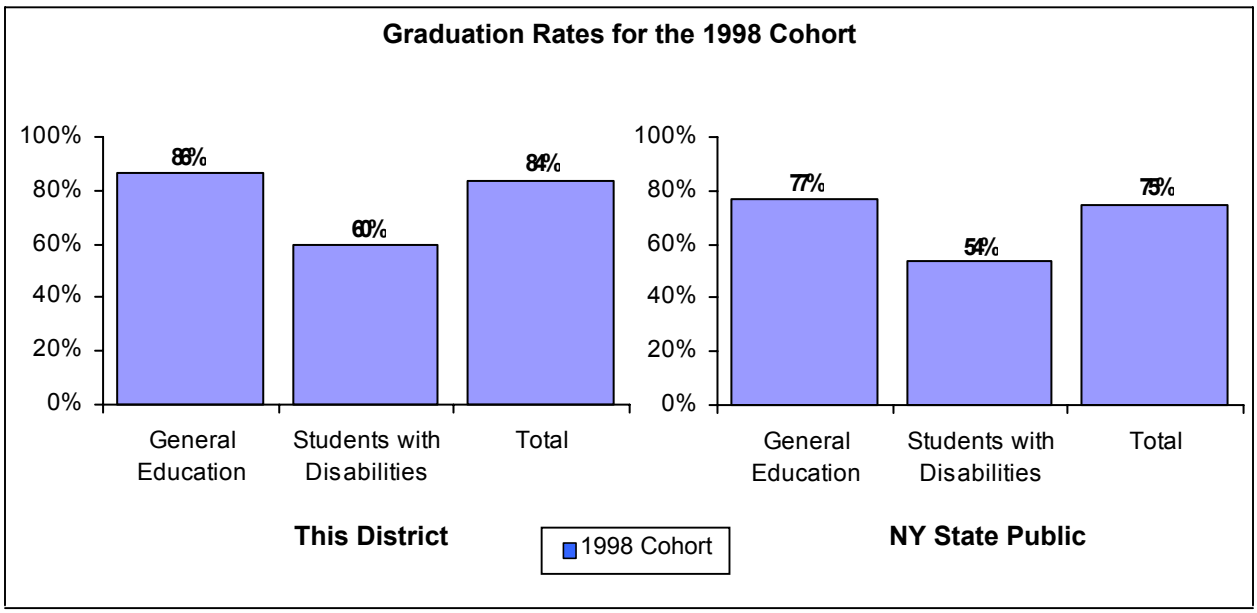


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	**Cohort Members**	**Highest Score Between 55 and 64**	**Highest Score Between 65 and 84**	**Highest Score Between 85 and 100**	**Approved Alternative Credit**	**Passed RCT**
1997 Cohort	General Education	57	3	16	21	0	0
	Students w/ Disabilities	9	0	1	0	0	1
	All Students	**66**	**3**	**17**	**21**	**0**	**1**
1998 Cohort	General Education	50	0	19	19	0	0
	Students w/ Disabilities	5	0	1	0	0	0
	All Students	**55**	**0**	**20**	**19**	**0**	**0**

*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	51	44
Students with disabilities	5	3
Total	56	47

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	1	s	s	s
Black	4	s	s	s	3	s	s	s
Hispanic	1	s	s	s	1	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	75	95%	57%	5%	83	94%	54%	16%
Total	80	95%	57%	5%	89	93%	53%	15%
Small Group Totals **(s)**	5	100%	60%	0%	6	83%	33%	0%
Results by Disability Status								
General-education students	71	96%	61%	4%	76	93%	58%	17%
Students with disabilities	9	89%	33%	11%	13	92%	23%	0%
Total	80	95%	57%	5%	89	93%	53%	15%
Results by Gender								
Female	39	97%	64%	8%	44	89%	48%	14%
Male	41	93%	51%	2%	45	98%	58%	16%
Total	80	95%	57%	5%	89	93%	53%	15%
Results by English Proficiency Status								
English proficient	80	95%	57%	5%	89	93%	53%	15%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	80	95%	57%	5%	89	93%	53%	15%
Results by Income Level								
Economically disadvantaged	32	97%	53%	6%	39	90%	33%	10%
Not disadvantaged	48	94%	60%	4%	50	96%	68%	18%
Total	80	95%	57%	5%	89	93%	53%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	80	95%	57%	5%	89	93%	53%	15%
Total	80	95%	57%	5%	89	93%	53%	15%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	0	0%	0%	0%	1	s	s	s
Black	4	s	s	s	3	s	s	s
Hispanic	1	s	s	s	1	s	s	s
Asian or Pacific Islander	0	0%	0%	0%	1	s	s	s
White	76	97%	72%	18%	82	94%	55%	13%
Total	81	96%	73%	20%	88	93%	52%	14%
Small Group Totals **(s)**	5	80%	80%	40%	6	83%	17%	17%
Results by Disability Status								
General-education students	72	96%	75%	19%	75	96%	57%	16%
Students with disabilities	9	100%	56%	22%	13	77%	23%	0%
Total	81	96%	73%	20%	88	93%	52%	14%
Results by Gender								
Female	39	95%	69%	21%	44	89%	50%	9%
Male	42	98%	76%	19%	44	98%	55%	18%
Total	81	96%	73%	20%	88	93%	52%	14%
Results by English Proficiency Status								
English proficient	81	96%	73%	20%	88	93%	52%	14%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	81	96%	73%	20%	88	93%	52%	14%
Results by Income Level								
Economically disadvantaged	32	97%	69%	13%	38	84%	37%	5%
Not disadvantaged	49	96%	76%	24%	50	100%	64%	20%
Total	81	96%	73%	20%	88	93%	52%	14%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	81	96%	73%	20%	88	93%	52%	14%
Total	81	96%	73%	20%	88	93%	52%	14%

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
Results by Race/Ethnicity				
American Indian/Alaskan Native			1	s
Black			3	s
Hispanic			1	s
Asian or Pacific Islander			1	s
White			83	75%
Total			89	73%
Small Group Totals **(s)**			6	50%
Results by Disability Status				
General-education students	72	79%	76	78%
Students with disabilities	9	100%	13	46%
Total	81	81%	89	73%
Results by Gender				
Female			44	64%
Male			45	82%
Total			89	73%
Results by English Proficiency Status				
English proficient			89	73%
Limited English proficient			0	0%
Total			89	73%
Results by Income Level				
Economically disadvantaged			38	61%
Not disadvantaged			51	82%
Total			89	73%
Results by Migrant Status				
Migrant family			0	0%
Not migrant family			89	73%
Total			89	73%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	0	0%	0%	0%	1	s	s	s
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%	0	0%	0%	0%
White	53	s	s	s	66	s	s	s
Total	54	100%	61%	13%	67	100%	43%	9%
Small Group Totals **(s)**	54	100%	61%	13%	67	100%	43%	9%
Results by Disability Status								
General-education students	48	100%	65%	15%	58	100%	48%	10%
Students with disabilities	6	100%	33%	0%	9	100%	11%	0%
Total	54	100%	61%	13%	67	100%	43%	9%
Results by Gender								
Female	28	100%	64%	11%	27	100%	48%	4%
Male	26	100%	58%	15%	40	100%	40%	13%
Total	54	100%	61%	13%	67	100%	43%	9%
Results by English Proficiency Status								
English proficient	54	100%	61%	13%	67	100%	43%	9%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	54	100%	61%	13%	67	100%	43%	9%
Results by Income Level								
Economically disadvantaged	18	100%	61%	11%	20	100%	20%	10%
Not disadvantaged	36	100%	61%	14%	47	100%	53%	9%
Total	54	100%	61%	13%	67	100%	43%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	54	100%	61%	13%	67	100%	43%	9%
Total	54	100%	61%	13%	67	100%	43%	9%

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
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	0	0%	0%	0%	1	s	s	s
Hispanic	0	0%	0%	0%	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	s	0	0%	0%	0%
White	62	s	s	s	74	s	s	s
Total	63	98%	73%	14%	75	99%	64%	8%
Small Group Totals **(s)**	63	98%	73%	14%	75	99%	64%	8%
Results by Disability Status								
General-education students	57	98%	77%	14%	66	100%	73%	9%
Students with disabilities	6	100%	33%	17%	9	89%	0%	0%
Total	63	98%	73%	14%	75	99%	64%	8%
Results by Gender								
Female	30	97%	63%	13%	33	100%	67%	9%
Male	33	100%	82%	15%	42	98%	62%	7%
Total	63	98%	73%	14%	75	99%	64%	8%
Results by English Proficiency Status								
English proficient	63	98%	73%	14%	75	99%	64%	8%
Limited English proficient	0	0%	0%	0%	0	0%	0%	0%
Total	63	98%	73%	14%	75	99%	64%	8%
Results by Income Level								
Economically disadvantaged	18	100%	67%	11%	20	95%	45%	0%
Not disadvantaged	45	98%	76%	16%	55	100%	71%	11%
Total	63	98%	73%	14%	75	99%	64%	8%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	63	98%	73%	14%	75	99%	64%	8%
Total	63	98%	73%	14%	75	99%	64%	8%

Middle Level

Science

Student Subgroup	2001–02			
	Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	0%	0%
Black	1	s	s	s
Hispanic	0	0%	0%	0%
Asian or Pacific Islander	0	0%	0%	0%
White	67	s	s	s
Total	68	100%	96%	40%
Small Group Totals **(s)**	68	100%	96%	40%
Results by Disability Status				
General-education students	59	100%	98%	44%
Students with disabilities	9	100%	78%	11%
Total	68	100%	96%	40%
Results by Gender				
Female	29	100%	93%	38%
Male	39	100%	97%	41%
Total	68	100%	96%	40%
Results by English Proficiency Status				
English proficient	68	100%	96%	40%
Limited English proficient	0	0%	0%	0%
Total	68	100%	96%	40%
Results by Income Level				
Economically disadvantaged	19	100%	89%	16%
Not disadvantaged	49	100%	98%	49%
Total	68	100%	96%	40%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	68	100%	96%	40%
Total	68	100%	96%	40%

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 Accomodation 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		
Results by Race/Ethnicity										
American Indian/Alaskan Native						1	s	s	s	s
Black						1	s	s	s	s
Hispanic						1	s	s	s	s
Asian or Pacific Islander						0	0	0	0	0%
White						52	s	s	s	s
Total						55	5	41	1	85%
Small Group Totals **(s)**						55	5	41	1	85%
Results by Disability Status										
General-education students	57	7	44	0	89%	50	4	40	0	88%
Students with disabilities	9	2	2	0	44%	5	1	1	1	60%
Total	66	9	46	0	83%	55	5	41	1	85%
Results by Gender										
Female						36	3	28	0	86%
Male						19	2	13	1	84%
Total						55	5	41	1	85%
Results by English Proficiency Status										
English proficient	66	9	46	0	83%	55	5	41	1	85%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	66	9	46	0	83%	55	5	41	1	85%
Results by Income Level										
Economically disadvantaged						14	2	10	1	93%
Not disadvantaged						41	3	31	0	83%
Total						55	5	41	1	85%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						55	5	41	1	85%
Total						55	5	41	1	85%

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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						1	s	s	s	s
Black						1	s	s	s	s
Hispanic						1	s	s	s	s
Asian or Pacific Islander						0	0	0	0	0%
White						52	s	s	s	s
Total						55	0	39	0	71%
Small Group Totals **(s)**						55	0	39	0	71%
Results by Disability Status										
General-education students	57	3	37	0	70%	50	0	38	0	76%
Students with disabilities	9	0	1	1	22%	5	0	1	0	20%
Total	66	3	38	1	64%	55	0	39	0	71%
Results by Gender										
Female						36	0	26	0	72%
Male						19	0	13	0	68%
Total						55	0	39	0	71%
Results by English Proficiency Status										
English proficient						55	0	39	0	71%
Limited English proficient						0	0	0	0	0%
Total						55	0	39	0	71%
Results by Income Level										
Economically disadvantaged						14	0	10	0	71%
Not disadvantaged						41	0	29	0	71%
Total						55	0	39	0	71%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						55	0	39	0	71%
Total						55	0	39	0	71%

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
Results by Race/Ethnicity		
American Indian/Alaskan Native	1	s
Black	1	s
Hispanic	1	s
Asian or Pacific Islander	0	0%
White	53	s
Total	56	84%
Small Group Totals **(s)**	56	84%
Results by Disability Status		
General-education students	51	86%
Students with disabilities	5	60%
Total	56	84%
Results by Gender		
Female	36	86%
Male	20	80%
Total	56	84%
Results by English Proficiency Status		
English proficient	56	84%
Limited English proficient	0	0%
Total	56	84%
Results by Income Level		
Economically disadvantaged	14	86%
Not disadvantaged	42	83%
Total	56	84%
Results by Migrant Status		
Migrant family	0	0%
Not migrant family	56	84%
Total	56	84%

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 40th 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.