

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**

Yonkers City 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: Angelo Petrone			Phone: (914)376-8100
Organization 2001–02		School District Staff (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
NA	24,916	1945	414

2000–01 School District Total Expenditure per Pupil	\$14,740
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	4,201	16.2%	4,349	16.6%	3,795	14.3%
Eligible for Free Lunch	15,106	62.1%	15,110	61.2%	14,980	60.1%

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

Number of Core Classes	Percent Taught by Highly Qualified Teachers
4,249	89%

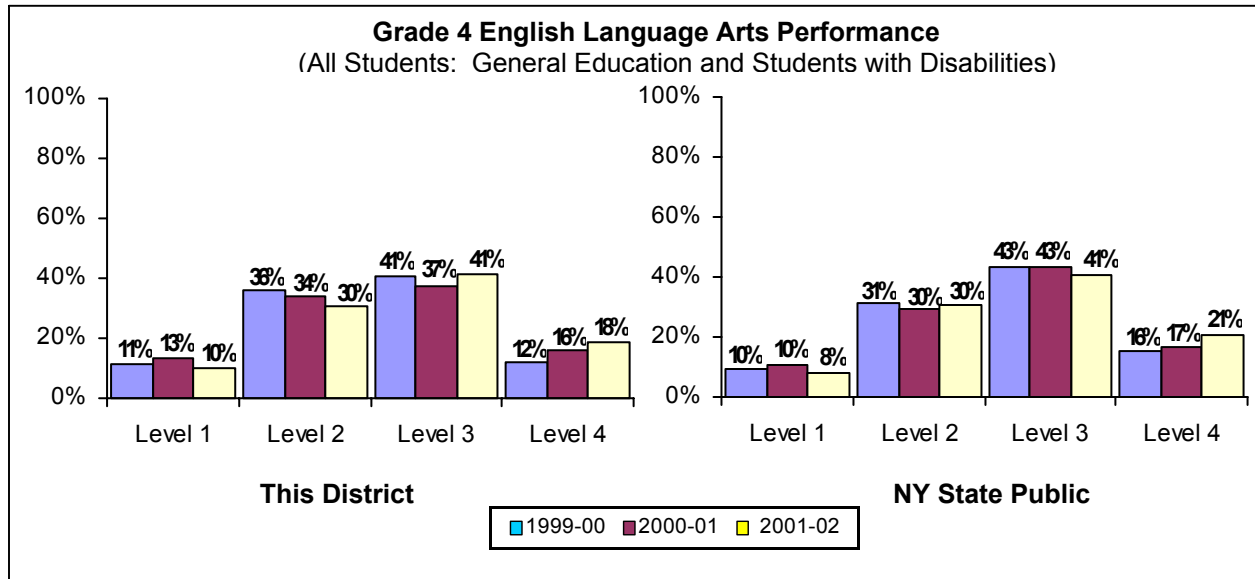
*For the 2001–02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

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

Number of Teachers	Percent No Valid Teaching Certificate
1,944	5%

*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	180	580	651	193	1604	647
Jan–Feb 2001	226	571	629	266	1692	649
Jan–Feb 2002	168	511	690	309	1678	656

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 .

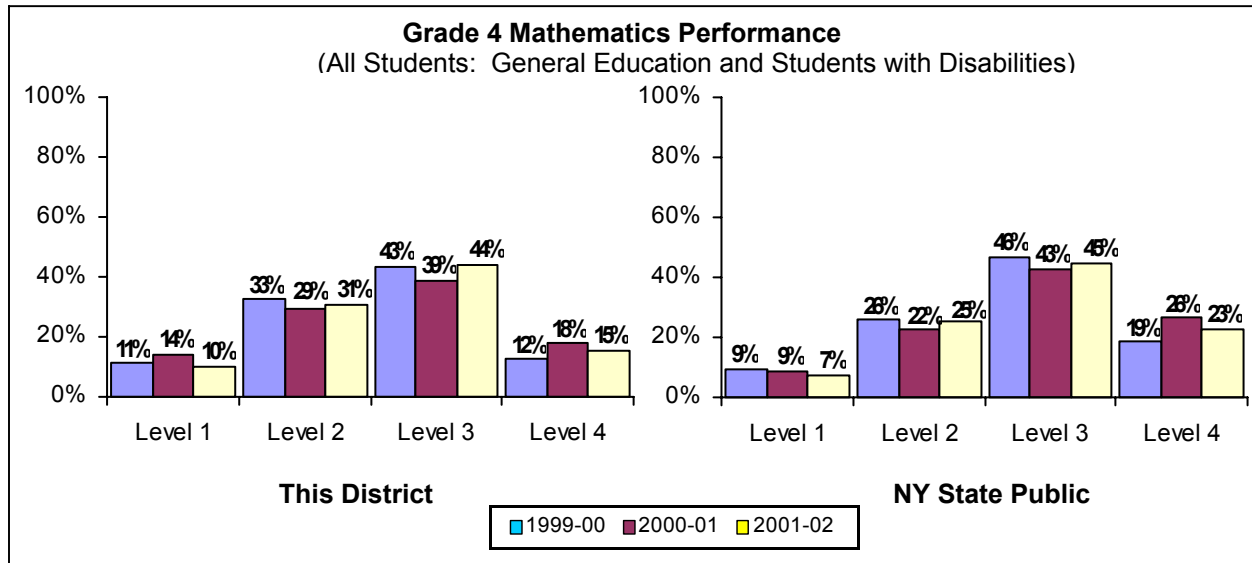
Performance of Limited English Proficient (LEP) Students

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	90	35

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	20	2	12	6	0

Elementary Level Mathematics



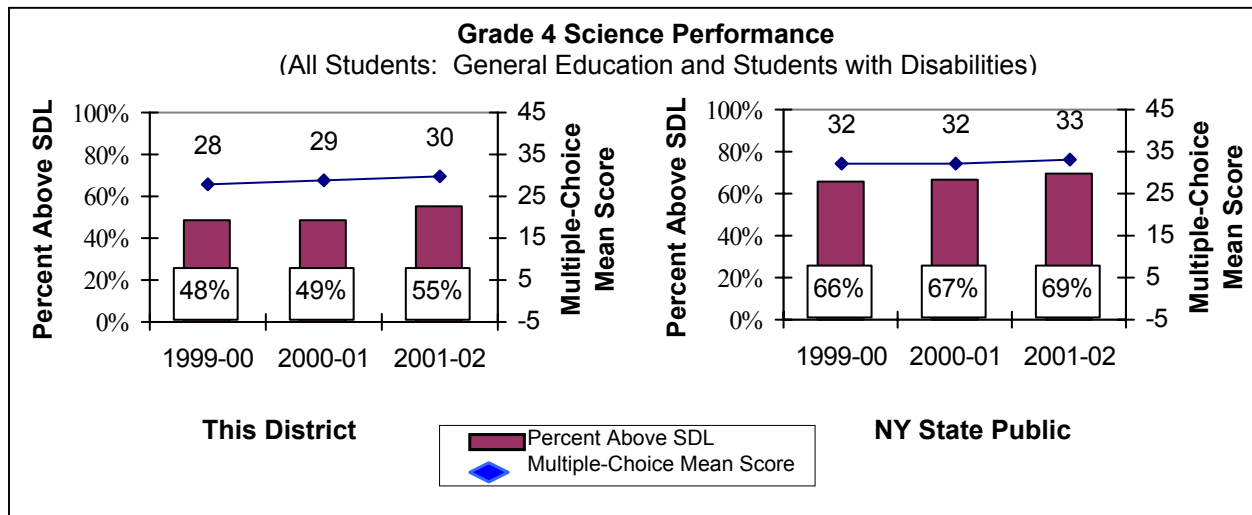
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total	
May 2000	209	612	806	231	1858	641
May 2001	278	581	770	359	1988	644
May 2002	181	573	816	281	1851	644

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	21	1	18	2	0

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2000	1839	885	28
May 2001	1988	967	29
May 2002	1884	1042	30

Grade 4 Science — Knowledge, Reasoning, and Problem-Solving Standards

Multiple-Choice Test Component	This component contains 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level).
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the multiple-choice test component must receive academic intervention services in the following term of instruction.
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.

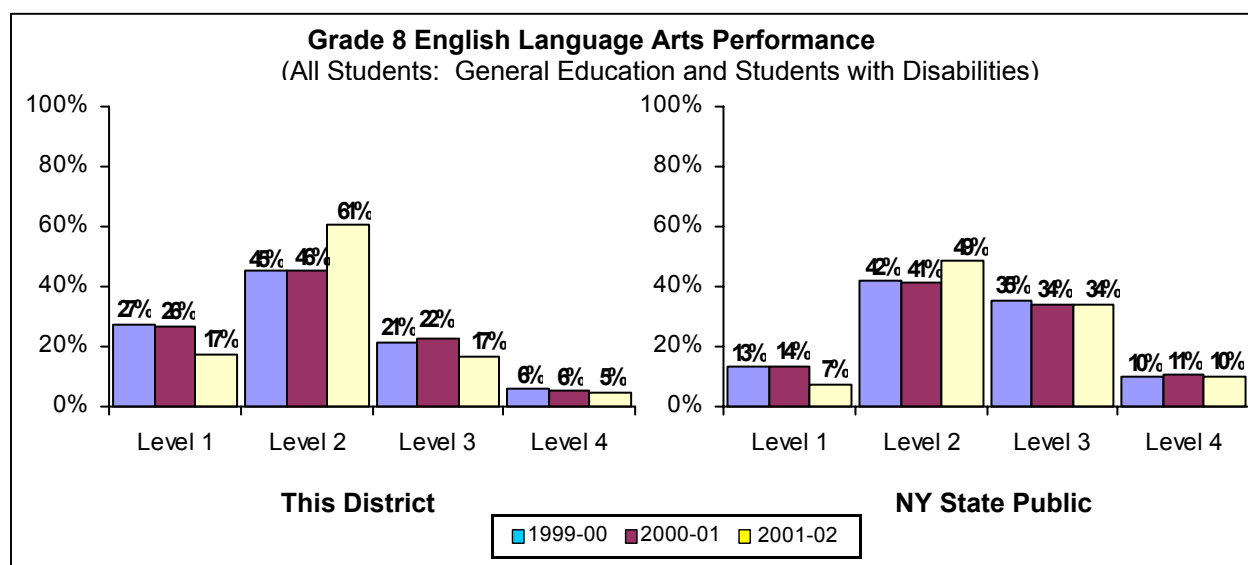
Elementary Level Science Performance Test

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	1815	31
May 2001	1966	31
May 2002	1775	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	388	649	306	87	1430	682
May 2001	361	623	306	77	1367	683
	Level 1 527–659	Level 2 660–698	Level 3 699–737	Level 4 738–830	Total	
March 2002	281	988	275	76	1620	682

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 .

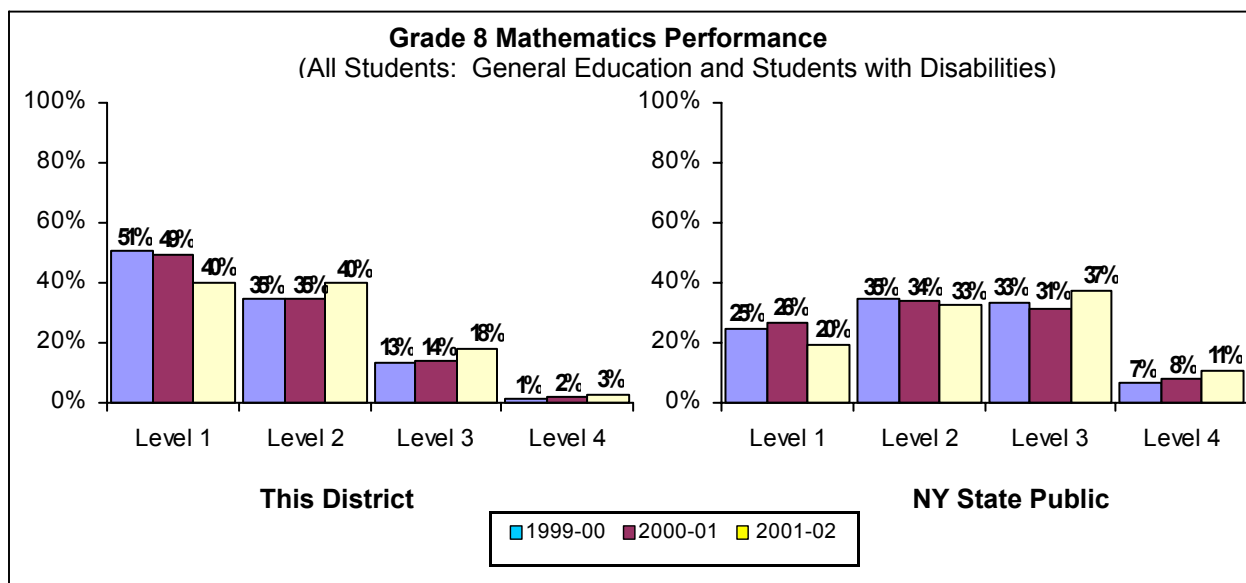
Performance of Limited English Proficient (LEP) Students

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
2002	55	16

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	11	0	8	3	0

Middle Level Mathematics



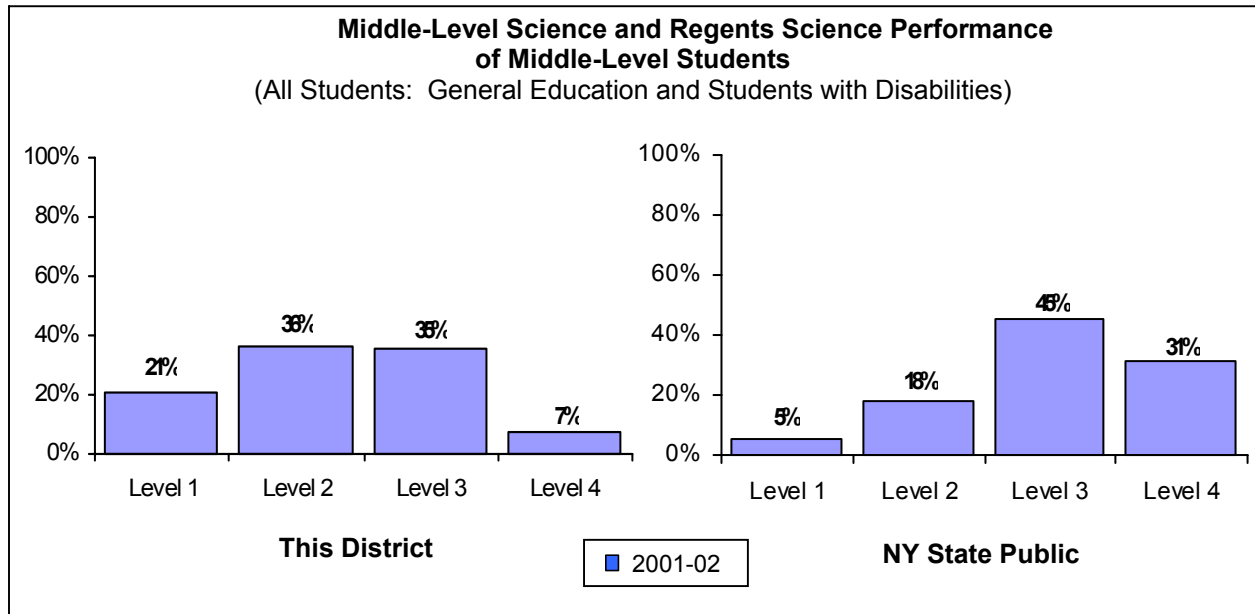
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2000	768	522	200	20	1510	678
May 2001	713	500	202	26	1441	679
May 2002	661	662	294	42	1659	688

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	11	0	8	3	0

Middle Level Science



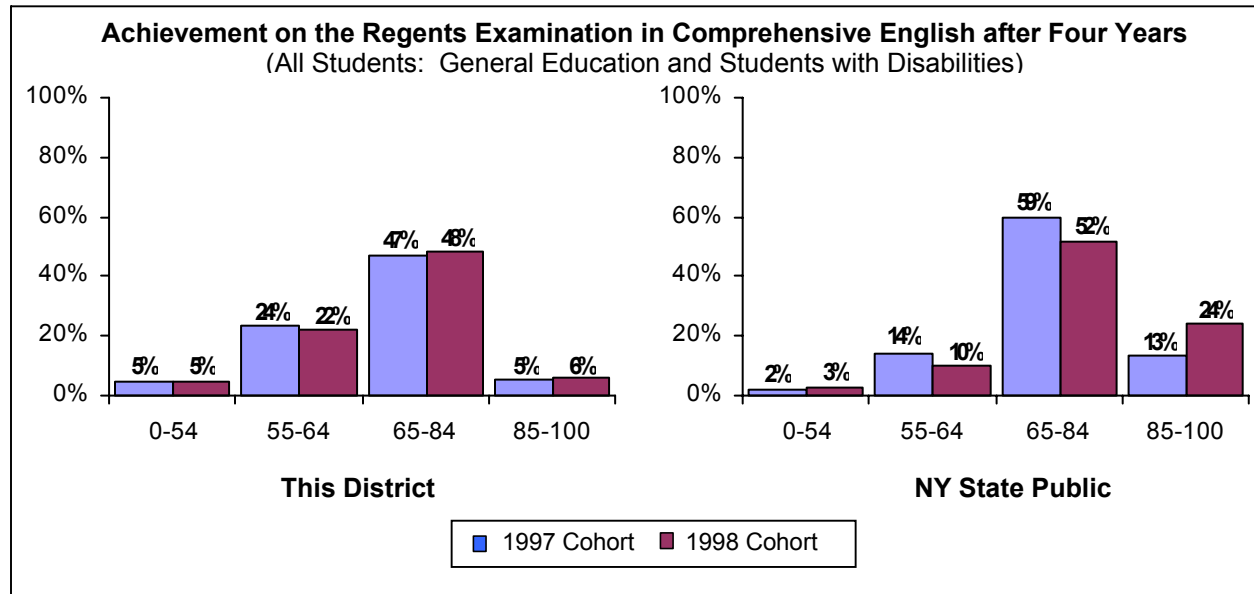
Performance at This District		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total	
June 2002	Middle-Level Science	313	547	534	111	1505	59
	Regents Science	0	0	0	0	0	0

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

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

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.

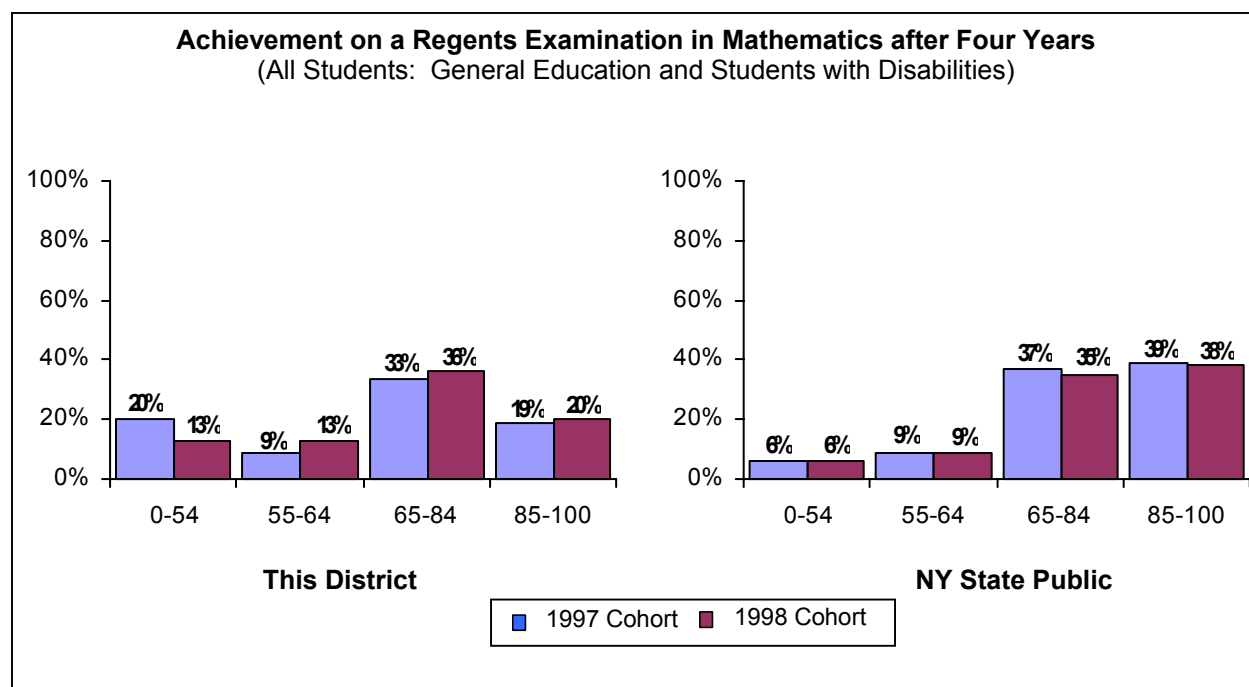


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	988	239	487	55	0	0
	Students w/ Disabilities	62	9	4	0	0	4
	All Students	1050	248	491	55	0	4
1998 Cohort	General Education	830	198	446	58	0	1
	Students w/ Disabilities	127	13	16	0	0	27
	All Students	957	211	462	58	0	28

*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.

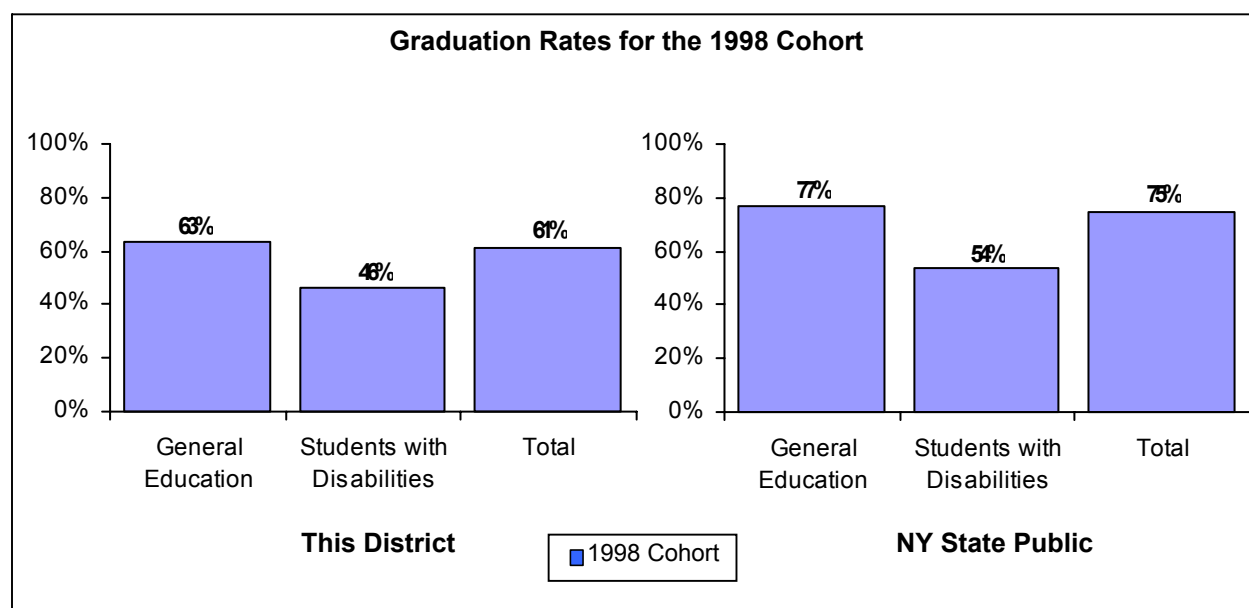


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	988	90	345	196	0	0
	Students w/ Disabilities	62	2	4	0	0	16
	All Students	1050	92	349	196	0	16
1998 Cohort	General Education	830	120	335	194	0	0
	Students w/ Disabilities	127	2	10	1	0	58
	All Students	957	122	345	195	0	58

*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	882	557
Students with disabilities	136	63
Total	1018	620

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	2	s	s	s	1	s	s	s
Black	604	79%	41%	9%	607	85%	49%	12%
Hispanic	649	88%	53%	12%	678	92%	60%	14%
Asian or Pacific Islander	98	s	s	s	81	s	s	s
White	339	94%	70%	30%	311	94%	74%	34%
Total	1692	87%	53%	16%	1678	90%	60%	18%
Small Group Totals (s)	100	98%	71%	31%	82	99%	82%	35%
Results by Disability Status								
General-education students	1523	89%	55%	17%	1501	93%	63%	20%
Students with disabilities	169	65%	30%	6%	177	64%	30%	6%
Total	1692	87%	53%	16%	1678	90%	60%	18%
Results by Gender								
Female	828	88%	53%	17%	859	91%	63%	21%
Male	864	86%	53%	15%	819	89%	56%	16%
Total	1692	87%	53%	16%	1678	90%	60%	18%
Results by English Proficiency Status								
English proficient	1581	86%	53%	16%	1622	90%	60%	19%
Limited English proficient	111	95%	50%	9%	56	93%	46%	0%
Total	1692	87%	53%	16%	1678	90%	60%	18%
Results by Income Level								
Economically disadvantaged	1169	84%	48%	10%	1048	88%	54%	12%
Not disadvantaged	523	93%	64%	28%	630	93%	69%	29%
Total	1692	87%	53%	16%	1678	90%	60%	18%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1692	87%	53%	16%	1678	90%	60%	18%
Total	1692	87%	53%	16%	1678	90%	60%	18%

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	4	s	s	s	2	s	s	s
Black	608	80%	45%	11%	601	87%	50%	10%
Hispanic	917	86%	55%	14%	849	90%	56%	11%
Asian or Pacific Islander	108	s	s	s	82	s	s	s
White	351	93%	77%	32%	317	95%	79%	31%
Total	1988	86%	57%	18%	1851	90%	59%	15%
Small Group Totals (s)	112	96%	78%	40%	84	96%	80%	38%
Results by Disability Status								
General-education students	1772	89%	60%	20%	1692	92%	62%	16%
Students with disabilities	216	63%	34%	5%	159	74%	35%	6%
Total	1988	86%	57%	18%	1851	90%	59%	15%
Results by Gender								
Female	953	87%	58%	18%	940	91%	59%	14%
Male	1035	85%	56%	19%	911	90%	60%	16%
Total	1988	86%	57%	18%	1851	90%	59%	15%
Results by English Proficiency Status								
English proficient	1585	88%	61%	21%	1608	92%	63%	17%
Limited English proficient	403	80%	41%	8%	243	77%	32%	4%
Total	1988	86%	57%	18%	1851	90%	59%	15%
Results by Income Level								
Economically disadvantaged	1427	84%	52%	14%	1177	88%	54%	11%
Not disadvantaged	561	91%	70%	29%	674	94%	69%	23%
Total	1988	86%	57%	18%	1851	90%	59%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1988	86%	57%	18%	1851	90%	59%	15%
Total	1988	86%	57%	18%	1851	90%	59%	15%

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			2	s
Black			610	48%
Hispanic			869	53%
Asian or Pacific Islander			82	s
White			321	71%
Total			1884	55%
Small Group Totals (s)			84	76%
Results by Disability Status				
General-education students	1769	51%	1722	57%
Students with disabilities	219	31%	162	41%
Total	1988	49%	1884	55%
Results by Gender				
Female			951	54%
Male			933	57%
Total			1884	55%
Results by English Proficiency Status				
English proficient			1617	60%
Limited English proficient			267	28%
Total			1884	55%
Results by Income Level				
Economically disadvantaged			1204	48%
Not disadvantaged			680	68%
Total			1884	55%
Results by Migrant Status				
Migrant family			0	0%
Not migrant family			1884	55%
Total			1884	55%

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	2	s	s	s	4	s	s	s
Black	423	68%	19%	3%	558	77%	14%	2%
Hispanic	573	69%	22%	4%	672	83%	18%	2%
Asian or Pacific Islander	73	s	s	s	76	s	s	s
White	296	86%	45%	11%	310	91%	40%	13%
Total	1367	74%	28%	6%	1620	83%	22%	5%
Small Group Totals (s)	75	87%	55%	11%	80	89%	36%	14%
Results by Disability Status								
General-education students	1191	79%	32%	6%	1392	88%	25%	5%
Students with disabilities	176	35%	2%	0%	228	47%	4%	0%
Total	1367	74%	28%	6%	1620	83%	22%	5%
Results by Gender								
Female	674	78%	33%	7%	773	88%	25%	6%
Male	693	70%	23%	4%	847	78%	18%	3%
Total	1367	74%	28%	6%	1620	83%	22%	5%
Results by English Proficiency Status								
English proficient	1304	75%	29%	6%	1568	83%	22%	5%
Limited English proficient	63	46%	6%	0%	52	62%	2%	0%
Total	1367	74%	28%	6%	1620	83%	22%	5%
Results by Income Level								
Economically disadvantaged	202	67%	21%	1%	532	82%	16%	2%
Not disadvantaged	1165	75%	29%	6%	1088	83%	24%	6%
Total	1367	74%	28%	6%	1620	83%	22%	5%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1367	74%	28%	6%	1620	83%	22%	5%
Total	1367	74%	28%	6%	1620	83%	22%	5%

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	2	s	s	s	5	80%	0%	0%
Black	415	40%	9%	1%	537	52%	12%	1%
Hispanic	655	46%	11%	1%	727	55%	15%	2%
Asian or Pacific Islander	78	s	s	s	79	81%	37%	9%
White	291	70%	30%	5%	311	80%	43%	6%
Total	1441	51%	16%	2%	1659	60%	20%	3%
Small Group Totals (s)	80	74%	41%	5%	0	0%	0%	0%
Results by Disability Status								
General-education students	1268	54%	18%	2%	1441	63%	22%	3%
Students with disabilities	173	27%	3%	0%	218	44%	12%	0%
Total	1441	51%	16%	2%	1659	60%	20%	3%
Results by Gender								
Female	697	49%	15%	2%	787	61%	20%	3%
Male	744	51%	17%	2%	872	59%	20%	2%
Total	1441	51%	16%	2%	1659	60%	20%	3%
Results by English Proficiency Status								
English proficient	1292	53%	17%	2%	1534	62%	21%	3%
Limited English proficient	149	32%	5%	0%	125	34%	6%	0%
Total	1441	51%	16%	2%	1659	60%	20%	3%
Results by Income Level								
Economically disadvantaged	241	39%	7%	1%	555	55%	16%	1%
Not disadvantaged	1200	53%	18%	2%	1104	63%	22%	3%
Total	1441	51%	16%	2%	1659	60%	20%	3%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1441	51%	16%	2%	1659	60%	20%	3%
Total	1441	51%	16%	2%	1659	60%	20%	3%

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	3	s	s	s
Black	508	74%	36%	5%
Hispanic	685	80%	42%	5%
Asian or Pacific Islander	59	s	s	s
White	250	87%	58%	16%
Total	1505	79%	43%	7%
Small Group Totals (s)	62	84%	53%	18%
Results by Disability Status				
General-education students	1320	82%	44%	8%
Students with disabilities	185	62%	32%	4%
Total	1505	79%	43%	7%
Results by Gender				
Female	711	82%	43%	5%
Male	794	77%	43%	9%
Total	1505	79%	43%	7%
Results by English Proficiency Status				
English proficient	1342	81%	46%	8%
Limited English proficient	163	64%	20%	1%
Total	1505	79%	43%	7%
Results by Income Level				
Economically disadvantaged	538	79%	42%	7%
Not disadvantaged	967	79%	43%	8%
Total	1505	79%	43%	7%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	1505	79%	43%	7%
Total	1505	79%	43%	7%

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		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						1	s	s	s	s
Black						249	65	115	8	76%
Hispanic						363	74	182	12	74%
Asian or Pacific Islander						79	s	s	s	s
White						265	61	163	7	87%
Total						957	211	520	28	79%
Small Group Totals (s)						80	11	60	1	90%
Results by Disability Status										
General-education students	988	239	542	0	79%	830	198	504	1	85%
Students with disabilities	62	9	4	4	27%	127	13	16	27	44%
Total	1050	248	546	4	76%	957	211	520	28	79%
Results by Gender										
Female						464	107	276	10	85%
Male						493	104	244	18	74%
Total						957	211	520	28	79%
Results by English Proficiency Status										
English proficient	992	224	529	4	76%	908	199	504	28	81%
Limited English proficient	58	24	17	0	71%	49	12	16	0	57%
Total	1050	248	546	4	76%	957	211	520	28	79%
Results by Income Level										
Economically disadvantaged						658	148	353	25	80%
Not disadvantaged						299	63	167	3	78%
Total						957	211	520	28	79%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						957	211	520	28	79%
Total						957	211	520	28	79%

**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		Pass- ed RCTs	Percent Meeting Gradu- ation Require- ment	Students in Cohort	Count of Students by Score		Pass- ed RCTs	Percent Meeting Gradua- tion Require- ment
		Regents	Regents				Regents	Regents		
		55- 64	65- 100				55- 64	65- 100		
Results by Race/Ethnicity										
American Indian/Alaskan Native						1	s	s	s	s
Black						249	39	107	18	66%
Hispanic						363	53	187	22	72%
Asian or Pacific Islander						79	s	s	s	s
White						265	24	179	16	83%
Total						957	122	540	58	75%
Small Group Totals (s)						80	6	67	2	94%
Results by Disability Status										
General-education students	988	90	541	0	64%	830	120	529	0	78%
Students with disabilities	62	2	4	16	35%	127	2	11	58	56%
Total	1050	92	545	16	62%	957	122	540	58	75%
Results by Gender										
Female						464	64	290	21	81%
Male						493	58	250	37	70%
Total						957	122	540	58	75%
Results by English Proficiency Status										
English proficient						908	115	518	57	76%
Limited English proficient						49	7	22	1	61%
Total						957	122	540	58	75%
Results by Income Level										
Economically disadvantaged						658	98	354	48	76%
Not disadvantaged						299	24	186	10	74%
Total						957	122	540	58	75%
Results by Migrant Status										
Migrant family						0	0	0	0	0%
Not migrant family						957	122	540	58	75%
Total						957	122	540	58	75%

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	273	56%
Hispanic	387	52%
Asian or Pacific Islander	81	s
White	276	72%
Total	1018	61%
Small Group Totals (s)	82	82%
Results by Disability Status		
General-education students	882	63%
Students with disabilities	136	46%
Total	1018	61%
Results by Gender		
Female	485	70%
Male	533	53%
Total	1018	61%
Results by English Proficiency Status		
English proficient	964	62%
Limited English proficient	54	44%
Total	1018	61%
Results by Income Level		
Economically disadvantaged	658	64%
Not disadvantaged	360	55%
Total	1018	61%
Results by Migrant Status		
Migrant family	0	0%
Not migrant family	1018	61%
Total	1018	61%

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.