

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
Mount Vernon City School District**

February 2004

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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**School Report Card Coordinator
Information and Reporting Services Team
New York State Education Department
Room 863 EBA
89 Washington Avenue
Albany, NY 12234
E-mail: RPTCARD@mail.nysed.gov**

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: February 2004*, available 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: Brenda L. Smith		Phone: (914)665-5201
Organization 2002-03	Grade Range	Student Enrollment
	NA	10088

2001-02 District-wide Total Expenditure per Pupil	\$13,372
2001-02 NYS Public Schools Total Expenditure per Pupil	\$12,265

2002-03 Percentage of Core Classes Taught by Highly Qualified Teachers*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,475	89%

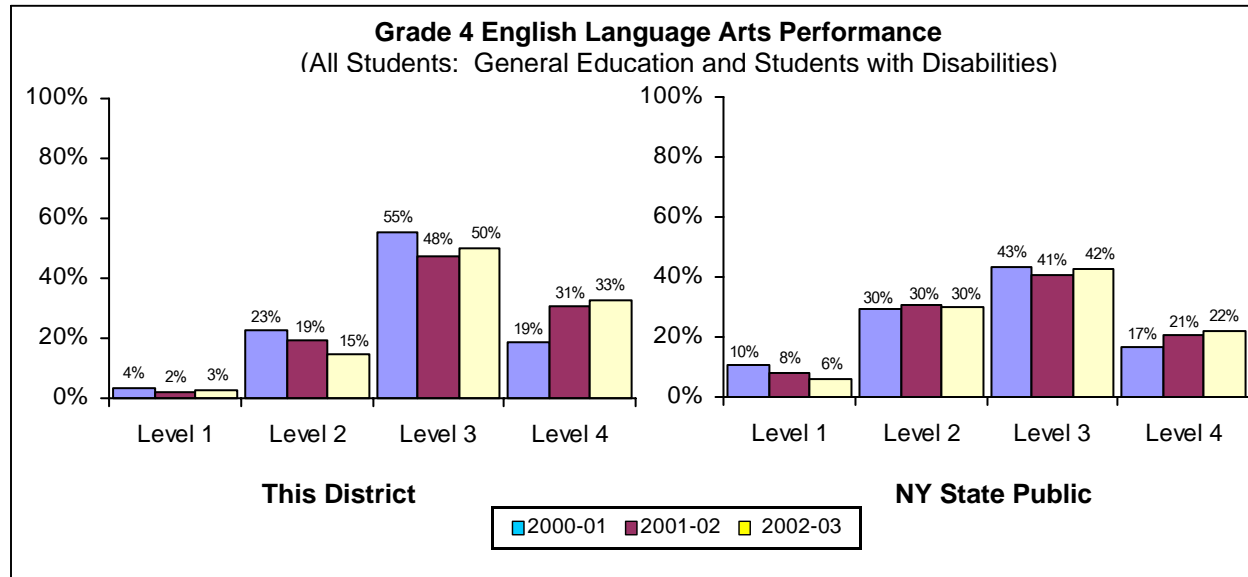
*For the 2002-03 school year, SED is reporting that teachers of core classes are highly qualified if they are certified to teach those classes. However, No Child Left Behind (NCLB) imposes requirements beyond certification for some teachers to be considered highly qualified. In future years, when New York State uses the NCLB criteria for reporting, certified teachers must fulfill all NCLB requirements to be counted as highly qualified.

2002-03 Percentage of Teachers with No Valid Teaching Certificate*

Number of Teachers	Percent with No Valid Teaching Certificate
696	5%

*This count includes teachers with temporary licenses who do not have a valid permanent, provisional, or transitional 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 2001	27	170	416	142	755	664
Jan–Feb 2002	16	144	354	230	744	678
Feb 2003	20	106	364	241	731	675

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 .

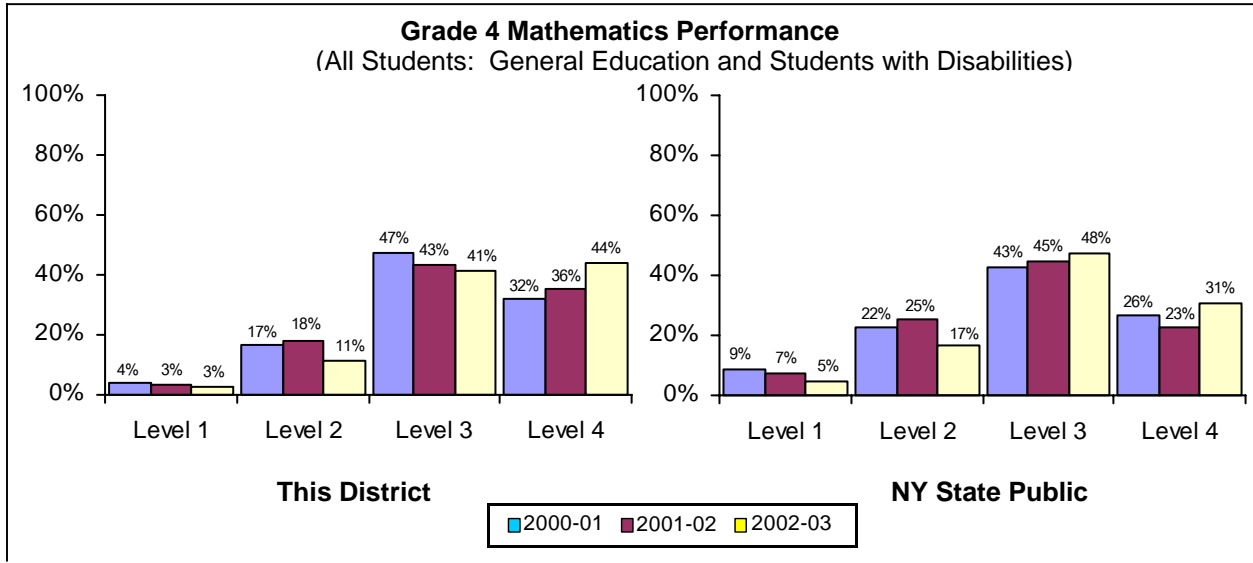
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	41	1	2	3	35

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

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

Elementary Level Mathematics



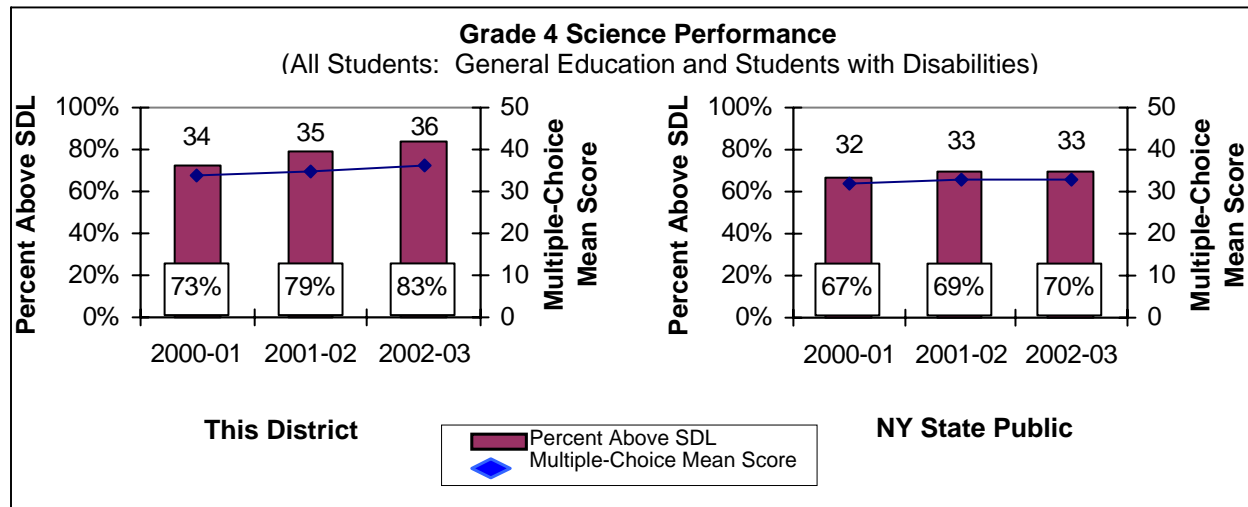
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total	
May 2001	32	134	375	253	794	663
May 2002	25	137	329	272	763	662
May 2003	23	88	322	344	777	672

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 Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

Elementary Level Science Multiple-Choice



All Students

	Number Tested	Number Above SDL	Mean Score
May 2001	797	580	34
May 2002	755	598	35
May 2003	780	651	36

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.
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.

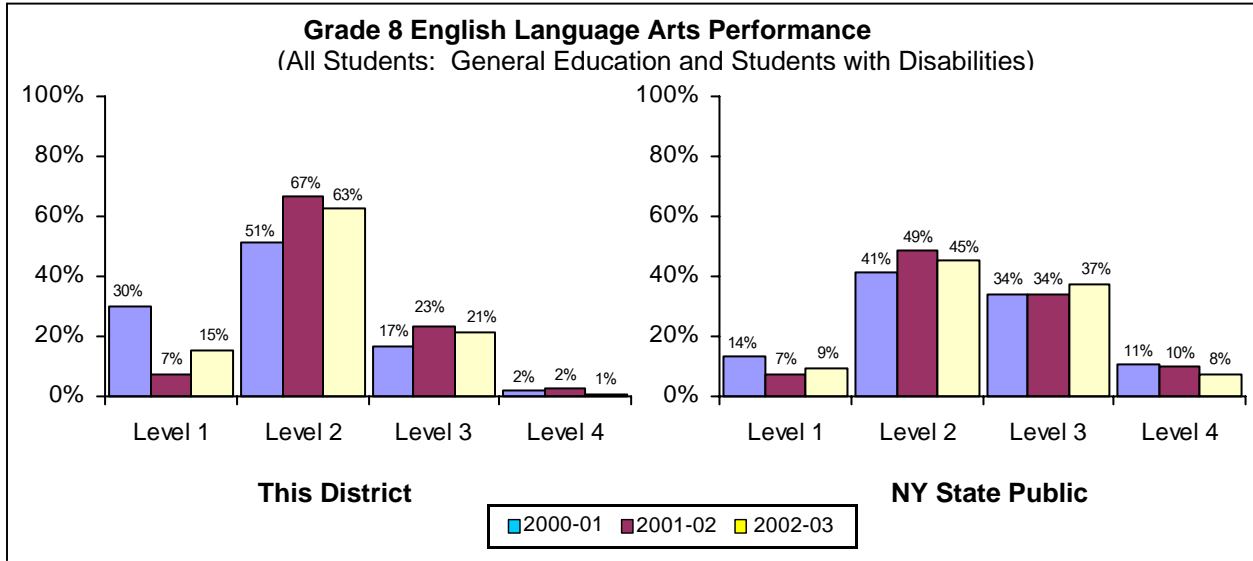
All Students

	Number Tested	Mean Score
May 2001	784	37
May 2002	742	38
May 2003	763	37

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

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 2001	173	293	97	10	573	677
March 2002	46	412	145	15	618	687
January 2003	94	384	131	5	614	678

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 .

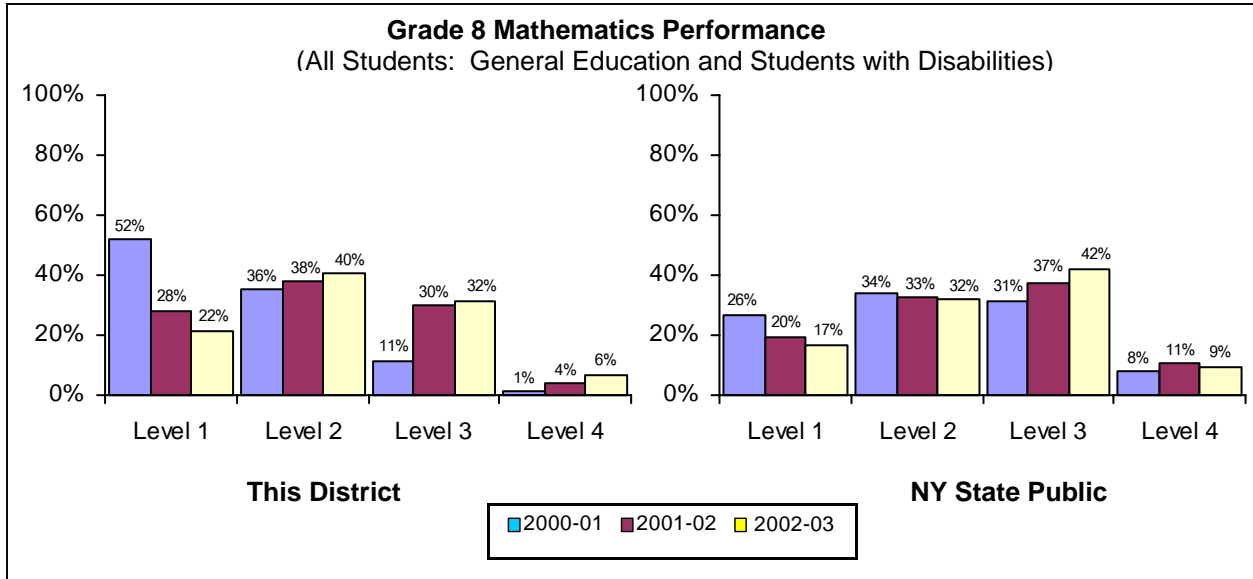
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Number Tested	Level 1	Level 2	Level 3	Level 4
2003	39	3	2	1	33

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

Grade 8	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	0	0	0	0	0

Middle Level Mathematics



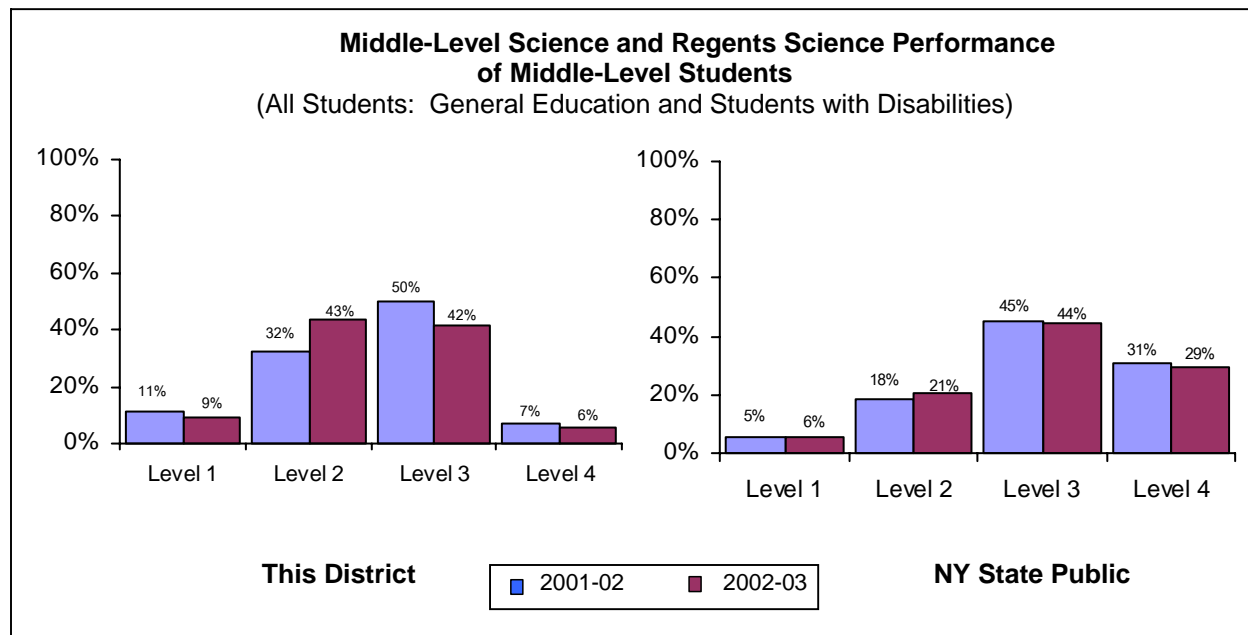
Performance at This District	Counts of Students Tested					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total	
May 2001	305	208	65	7	585	679
May 2002	174	240	190	24	628	700
May 2003	134	252	197	40	623	707

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 Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	Number Tested	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4
2002-03	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	65	192	297	41	595	64
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	55	257	247	34	593	63
	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.

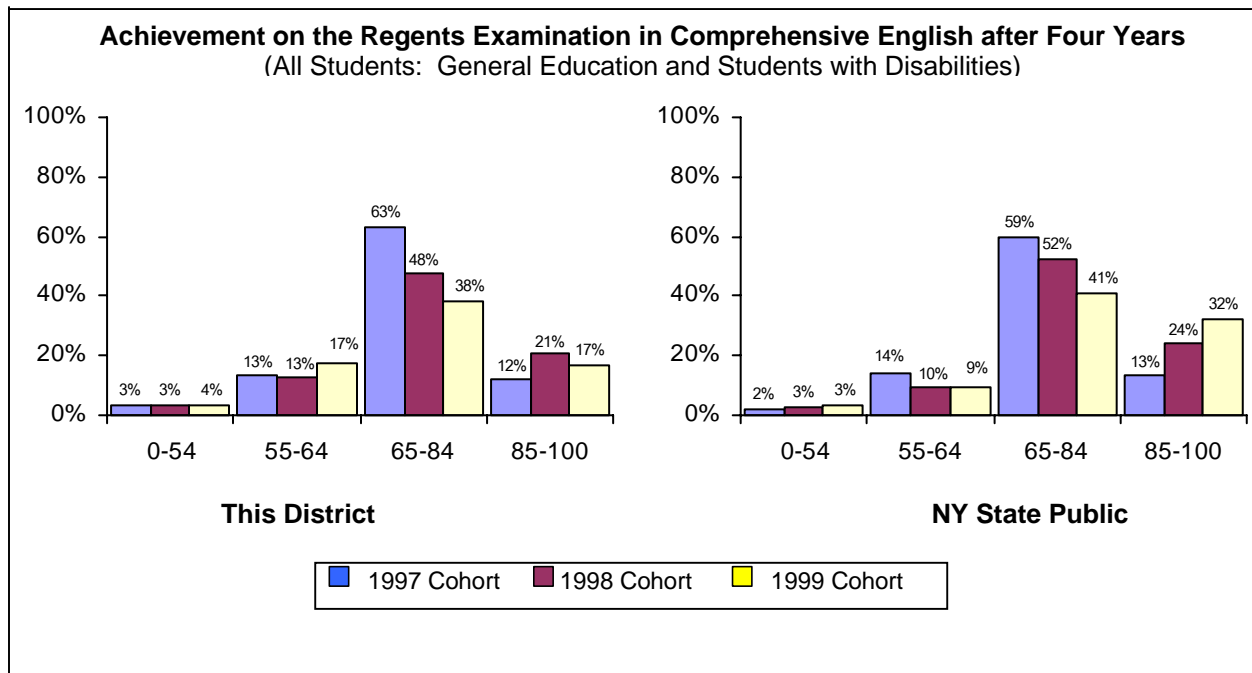
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle-Level	Number Tested	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4
2002–03	0	0	0	0	0

High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. A score of 65 or above on the Regents comprehensive examination in English 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. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. 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. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1997 Cohort	387	13	52	245	48	0
1998 Cohort	395	12	51	189	83	0
1999 Cohort	502	18	87	191	85	0

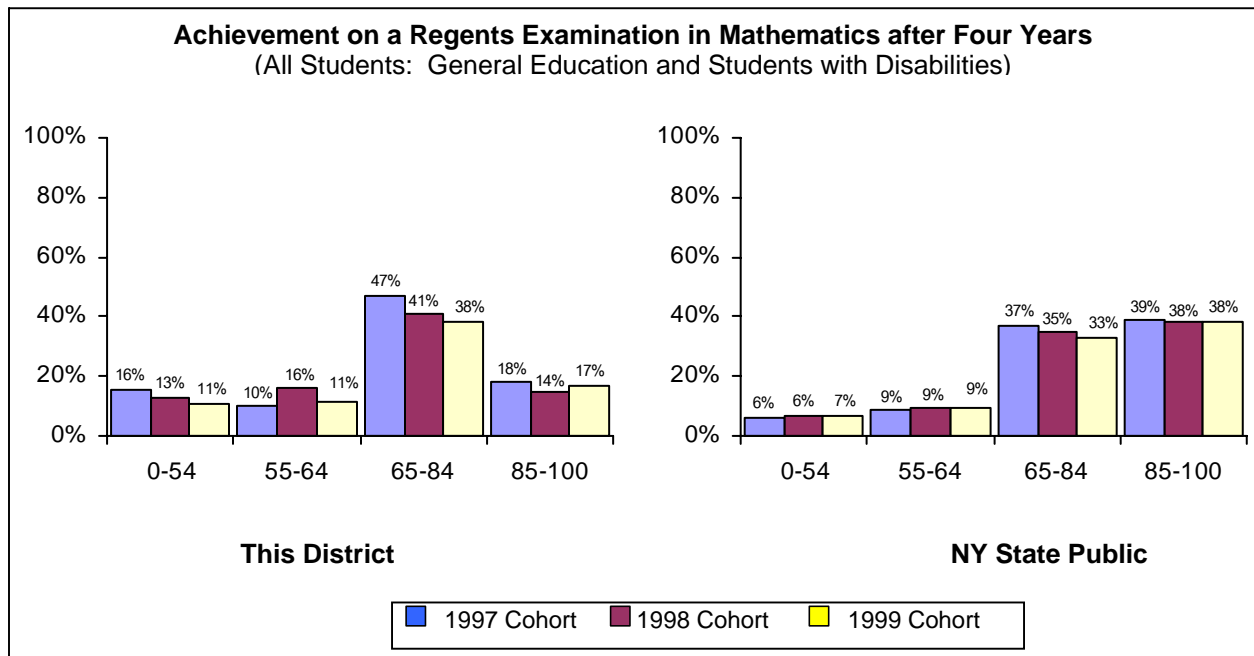
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
1997 Cohort	1	0
1998 Cohort	7	14
1999 Cohort	18	21

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997, 1998, and 1999 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. RCT results are not included in the graph. In the first table, the numbers of students who met the graduation requirement by passing an approved alternative are listed separately. The second table shows the competency test performance of students with disabilities eligible for the safety net who did not score 55 or above on a Regents examination or approved alternative. 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. The data in these tables and chart show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 cohort include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in cohorts in the district's schools.



Mathematics Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1997 Cohort	387	61	39	182	71	0
1998 Cohort	395	51	64	163	57	0
1999 Cohort	502	55	57	193	85	0

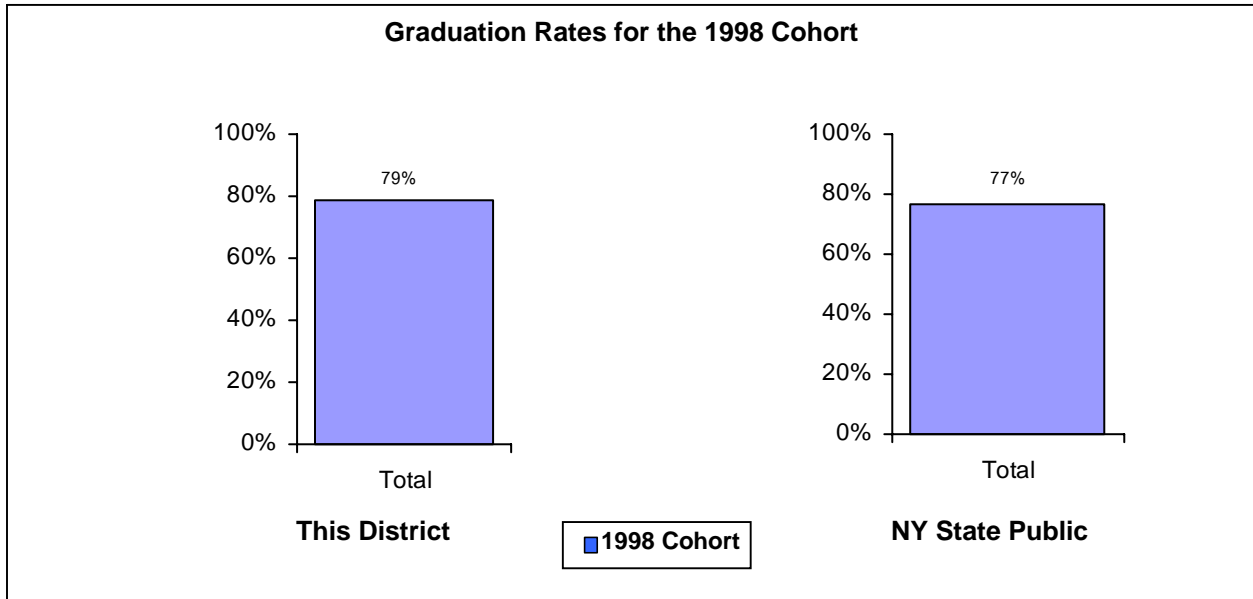
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1997 Cohort	0	0
1998 Cohort	21	5
1999 Cohort	36	7

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	393	12	405	319

*Count as of August 31st of the fourth year after first entering grade 9.

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 for two years 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 school 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 should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2002-03 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

Elementary Level English Language Arts

Student Subgroup	2001-02				2002-03			
	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	609	97%	76%	27%	585	97%	80%	27%
Hispanic	78	100%	87%	41%	66	s	s	s
Asian or Pacific Islander	1	s	s	s	4	s	s	s
White	55	s	s	s	76	100%	96%	62%
Total	744	98%	78%	31%	731	97%	83%	33%
Small Group Totals (s)	57	100%	95%	58%	70	99%	90%	51%
Results by Disability Status								
General-education students	705	98%	80%	31%	685	99%	86%	34%
Students with disabilities	39	87%	46%	21%	46	72%	39%	11%
Total	744	98%	78%	31%	731	97%	83%	33%
Results by Gender								
Female	407	99%	79%	31%	348	98%	82%	34%
Male	337	97%	78%	30%	383	97%	83%	32%
Total	744	98%	78%	31%	731	97%	83%	33%
Results by English Proficiency Status								
English proficient	723	98%	78%	30%	702	97%	82%	32%
Limited English proficient	21	100%	86%	62%	29	100%	93%	55%
Total	744	98%	78%	31%	731	97%	83%	33%
Results by Income Level								
Economically disadvantaged	459	97%	74%	26%	395	96%	79%	27%
Not disadvantaged	285	99%	86%	39%	336	99%	87%	40%
Total	744	98%	78%	31%	731	97%	83%	33%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	744	98%	78%	31%	731	97%	83%	33%
Total	744	98%	78%	31%	731	97%	83%	33%

Elementary Level Mathematics

Student Subgroup	2001-02				2002-03			
	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	608	96%	75%	31%	593	96%	82%	36%
Hispanic	96	98%	89%	48%	89	s	s	s
Asian or Pacific Islander	2	s	s	s	4	s	s	s
White	56	s	s	s	91	100%	99%	78%
Total	763	97%	79%	36%	777	97%	86%	44%
Small Group Totals (s)	59	100%	100%	59%	93	98%	96%	67%
Results by Disability Status								
General-education students	724	98%	81%	37%	726	99%	89%	46%
Students with disabilities	39	79%	38%	5%	51	71%	39%	18%
Total	763	97%	79%	36%	777	97%	86%	44%
Results by Gender								
Female	416	97%	78%	34%	373	97%	84%	42%
Male	347	96%	80%	38%	404	97%	87%	46%
Total	763	97%	79%	36%	777	97%	86%	44%
Results by English Proficiency Status								
English proficient	721	97%	79%	35%	708	97%	85%	43%
Limited English proficient	42	95%	83%	43%	69	97%	91%	61%
Total	763	97%	79%	36%	777	97%	86%	44%
Results by Income Level								
Economically disadvantaged	474	96%	76%	30%	430	96%	85%	42%
Not disadvantaged	289	97%	84%	45%	347	98%	86%	47%
Total	763	97%	79%	36%	777	97%	86%	44%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	763	97%	79%	36%	777	97%	86%	44%
Total	763	97%	79%	36%	777	97%	86%	44%

Elementary Level
Science Multiple-Choice

Student Subgroup	2001-02		2002-03	
	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	0	0%
Black	601	77%	595	81%
Hispanic	96	81%	90	s
Asian or Pacific Islander	2	s	4	s
White	55	s	91	96%
Total	755	79%	780	83%
Small Group Totals (s)	58	100%	94	88%
Results by Disability Status				
General-education students	718	81%	729	87%
Students with disabilities	37	41%	51	39%
Total	755	79%	780	83%
Results by Gender				
Female	412	79%	374	83%
Male	343	80%	406	84%
Total	755	79%	780	83%
Results by English Proficiency Status				
English proficient	715	80%	710	83%
Limited English proficient	40	73%	70	86%
Total	755	79%	780	83%
Results by Income Level				
Economically disadvantaged	472	75%	430	80%
Not disadvantaged	283	86%	350	88%
Total	755	79%	780	83%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	755	79%	780	83%
Total	755	79%	780	83%

Middle Level
English Language Arts

Student Subgroup	2001-02				2002-03			
	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%	0	0%	0%	0%
Black	526	92%	24%	2%	552	85%	22%	1%
Hispanic	50	94%	30%	0%	36	81%	19%	0%
Asian or Pacific Islander	5	100%	60%	0%	2	s	s	s
White	37	97%	41%	8%	24	s	s	s
Total	618	93%	26%	2%	614	85%	22%	1%
Small Group Totals (s)	0	0%	0%	0%	26	85%	31%	4%
Results by Disability Status								
General-education students	539	94%	23%	2%	524	90%	25%	1%
Students with disabilities	79	82%	43%	5%	90	56%	8%	0%
Total	618	93%	26%	2%	614	85%	22%	1%
Results by Gender								
Female	341	94%	29%	3%	312	90%	28%	2%
Male	277	90%	22%	2%	302	79%	17%	0%
Total	618	93%	26%	2%	614	85%	22%	1%
Results by English Proficiency Status								
English proficient	607	92%	26%	2%	611	s	s	s
Limited English proficient	11	100%	45%	9%	3	s	s	s
Total	618	93%	26%	2%	614	85%	22%	1%
Results by Income Level								
Economically disadvantaged	318	92%	25%	2%	265	80%	20%	1%
Not disadvantaged	300	94%	27%	3%	349	88%	23%	1%
Total	618	93%	26%	2%	614	85%	22%	1%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	618	93%	26%	2%	614	85%	22%	1%
Total	618	93%	26%	2%	614	85%	22%	1%

**Middle Level
Mathematics**

Student Subgroup	2001-02				2002-03			
	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%	0	0%	0%	0%
Black	511	69%	30%	3%	534	78%	36%	6%
Hispanic	69	80%	39%	3%	58	79%	47%	9%
Asian or Pacific Islander	8	100%	75%	25%	1	s	s	s
White	40	98%	65%	15%	30	s	s	s
Total	628	72%	34%	4%	623	78%	38%	6%
Small Group Totals (s)	0	0%	0%	0%	31	84%	52%	10%
Results by Disability Status								
General-education students	550	73%	35%	4%	535	83%	42%	7%
Students with disabilities	78	67%	29%	3%	88	51%	13%	0%
Total	628	72%	34%	4%	623	78%	38%	6%
Results by Gender								
Female	341	77%	40%	4%	307	84%	45%	8%
Male	287	66%	27%	3%	316	73%	31%	5%
Total	628	72%	34%	4%	623	78%	38%	6%
Results by English Proficiency Status								
English proficient	591	72%	34%	3%	585	79%	38%	7%
Limited English proficient	37	81%	32%	11%	38	76%	39%	3%
Total	628	72%	34%	4%	623	78%	38%	6%
Results by Income Level								
Economically disadvantaged	328	72%	34%	3%	278	76%	36%	5%
Not disadvantaged	300	73%	34%	4%	345	81%	40%	7%
Total	628	72%	34%	4%	623	78%	38%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	628	72%	34%	4%	623	78%	38%	6%
Total	628	72%	34%	4%	623	78%	38%	6%

Middle Level

Science

Student Subgroup	2001-02				2002-03			
	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%	0	0%	0%	0%
Black	494	88%	55%	6%	513	91%	46%	4%
Hispanic	64	94%	59%	5%	52	87%	46%	8%
Asian or Pacific Islander	5	80%	80%	20%	2	s	s	s
White	32	94%	81%	22%	26	s	s	s
Total	595	89%	57%	7%	593	91%	47%	6%
Small Group Totals (s)	0	0%	0%	0%	28	100%	75%	25%
Results by Disability Status								
General-education students	518	92%	63%	8%	510	94%	53%	7%
Students with disabilities	77	69%	13%	1%	83	71%	12%	0%
Total	595	89%	57%	7%	593	91%	47%	6%
Results by Gender								
Female	330	92%	60%	6%	299	95%	50%	5%
Male	265	86%	53%	8%	294	86%	45%	6%
Total	595	89%	57%	7%	593	91%	47%	6%
Results by English Proficiency Status								
English proficient	568	89%	57%	7%	565	91%	47%	6%
Limited English proficient	27	85%	44%	11%	28	89%	46%	4%
Total	595	89%	57%	7%	593	91%	47%	6%
Results by Income Level								
Economically disadvantaged	312	89%	53%	6%	257	90%	46%	5%
Not disadvantaged	283	89%	61%	8%	336	91%	49%	6%
Total	595	89%	57%	7%	593	91%	47%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	595	89%	57%	7%	593	91%	47%	6%
Total	595	89%	57%	7%	593	91%	47%	6%

1998 and 1999 High School Cohorts

General-education students who first entered ninth grade in 1998 or 1999 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 data in these tables show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.

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

Student Subgroup	1998 Cohort					1999 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	2	s	s	s	s	0	0	0	0	0%
Black	340	44	232	7	83%	422	75	226	17	75%
Hispanic	34	4	23	0	79%	49	9	28	0	76%
Asian or Pacific Islander	0	0	0	0	0%	3	s	s	s	s
White	19	s	s	s	s	28	s	s	s	s
Total	395	51	272	7	84%	502	87	276	18	76%
Small Group Totals (s)	21	3	17	0	95%	31	3	22	1	84%
Results by Disability Status										
General-education students	346	42	268	0	90%	429	82	269	0	82%
Students with disabilities	49	9	4	7	41%	73	5	7	18	41%
Total	395	51	272	7	84%	502	87	276	18	76%
Results by Gender										
Female	217	25	160	1	86%	260	44	161	4	80%
Male	178	26	112	6	81%	242	43	115	14	71%
Total	395	51	272	7	84%	502	87	276	18	76%
Results by English Proficiency Status										
English proficient	379	49	259	7	83%	481	84	261	18	75%
Limited English proficient	16	2	13	0	94%	21	3	15	0	86%
Total	395	51	272	7	84%	502	87	276	18	76%
Results by Income Level										
Economically disadvantaged	170	27	102	7	80%	259	45	133	13	74%
Not disadvantaged	225	24	170	0	86%	243	42	143	5	78%
Total	395	51	272	7	84%	502	87	276	18	76%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	395	51	272	7	84%	502	87	276	18	76%
Total	395	51	272	7	84%	502	87	276	18	76%

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

Student Subgroup	1998 Cohort					1999 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	2	s	s	s	s	0	0	0	0	0%
Black	340	55	188	18	77%	422	52	227	34	74%
Hispanic	34	7	16	2	74%	49	5	26	1	65%
Asian or Pacific Islander	0	0	0	0	0%	3	s	s	s	s
White	19	s	s	s	s	28	s	s	s	s
Total	395	64	220	21	77%	502	57	278	36	74%
Small Group Totals (s)	21	2	16	1	90%	31	0	25	1	84%
Results by Disability Status										
General-education students	346	63	215	1	81%	429	56	271	0	76%
Students with disabilities	49	1	5	20	53%	73	1	7	36	60%
Total	395	64	220	21	77%	502	57	278	36	74%
Results by Gender										
Female	217	33	130	5	77%	260	29	157	15	77%
Male	178	31	90	16	77%	242	28	121	21	70%
Total	395	64	220	21	77%	502	57	278	36	74%
Results by English Proficiency Status										
English proficient	379	58	215	21	78%	481	53	266	36	74%
Limited English proficient	16	6	5	0	69%	21	4	12	0	76%
Total	395	64	220	21	77%	502	57	278	36	74%
Results by Income Level										
Economically disadvantaged	170	33	79	14	74%	259	29	134	29	74%
Not disadvantaged	225	31	141	7	80%	243	28	144	7	74%
Total	395	64	220	21	77%	502	57	278	36	74%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	395	64	220	21	77%	502	57	278	36	74%
Total	395	64	220	21	77%	502	57	278	36	74%

Cohort Graduation Rates

Students were counted as graduates in the first two columns of this table if they earned a local diploma with or without a Regents endorsement by June 30th of the fourth year after first entering grade 9 and in the second two columns if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of June 30, 2002		1998 Cohort as of August 31, 2002	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	2	s	2	s
Black	348	72%	348	78%
Hispanic	34	74%	37	78%
Asian or Pacific Islander	0	0%	0	0%
White	19	s	18	s
Total	403	73%	405	79%
Small Group Totals (s)	21	86%	20	95%
Results by Disability Status				
General-education students	354	75%	356	83%
Students with disabilities	49	53%	49	51%
Total	403	73%	405	79%
Results by Gender				
Female	222	74%	220	84%
Male	181	71%	185	72%
Total	403	73%	405	79%
Results by English Proficiency Status				
English proficient	387	73%	388	78%
Limited English proficient	16	75%	17	88%
Total	403	73%	405	79%
Results by Income Level				
Economically disadvantaged	173	70%	160	79%
Not disadvantaged	230	75%	245	79%
Total	403	73%	405	79%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	403	73%	405	79%
Total	403	73%	405	79%

Glossary

Accountability Cohort: An accountability 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 accountability cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain students with severe disabilities, 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 accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

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.

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Limited English Proficient (LEP) Students: Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40th percentile on an English language assessment instrument. The United States Department of Education has approved the use of the New York State English as a Second Language Achievement Test (NYSESLAT) as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

New York State Alternate Assessment (NYSAA): The district Committee on Special Education designates students with severe disabilities 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 are 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 30 students in a group may be neither valid nor reliable. If a school does not have 30 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.