

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
Auburn City School District**

February 2005

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 *Accountability Status 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 *Accountability Status 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, mathematics, and science 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. 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, limited English proficient 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 2005*, 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: John B. Plume		Phone: (315)255-8835
Organization 2003–04	Grade Range	Student Enrollment
	NA	4911

2002–03 District-wide Total Expenditure per Pupil	\$11,147
2002–03 NYS Public Schools Total Expenditure per Pupil	\$13,085

2003–04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,070	96%

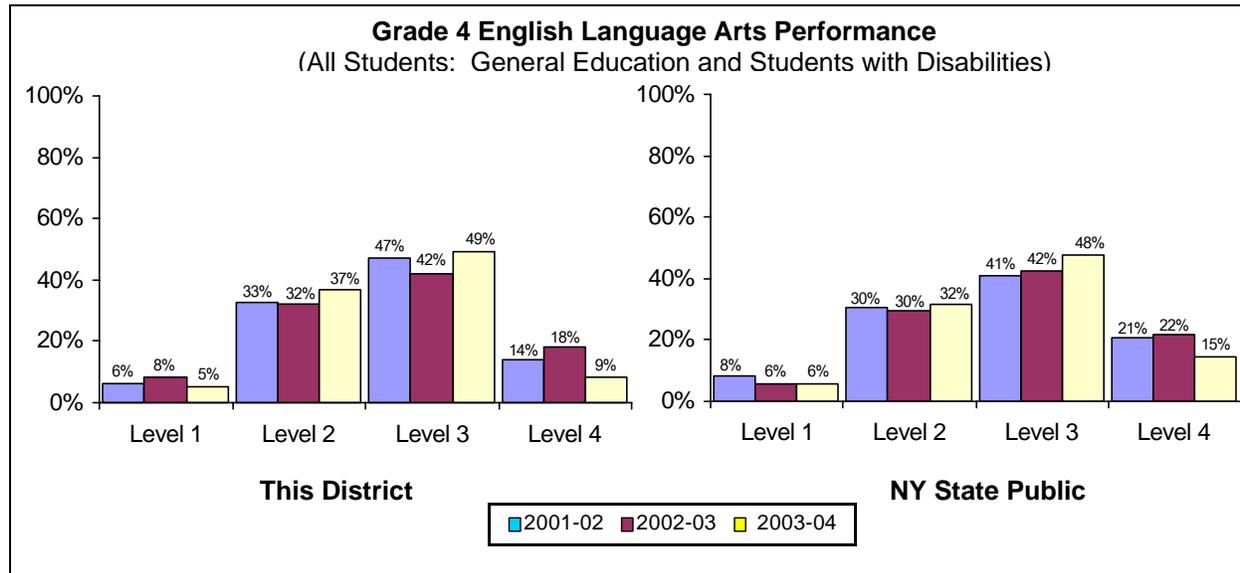
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
387	2%

*Includes teachers with a modified temporary license.

Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Jan–Feb 2002	23	125	179	53	380	654
Feb 2003	27	106	139	60	332	654
Feb 2004	18	125	168	29	340	650

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 .

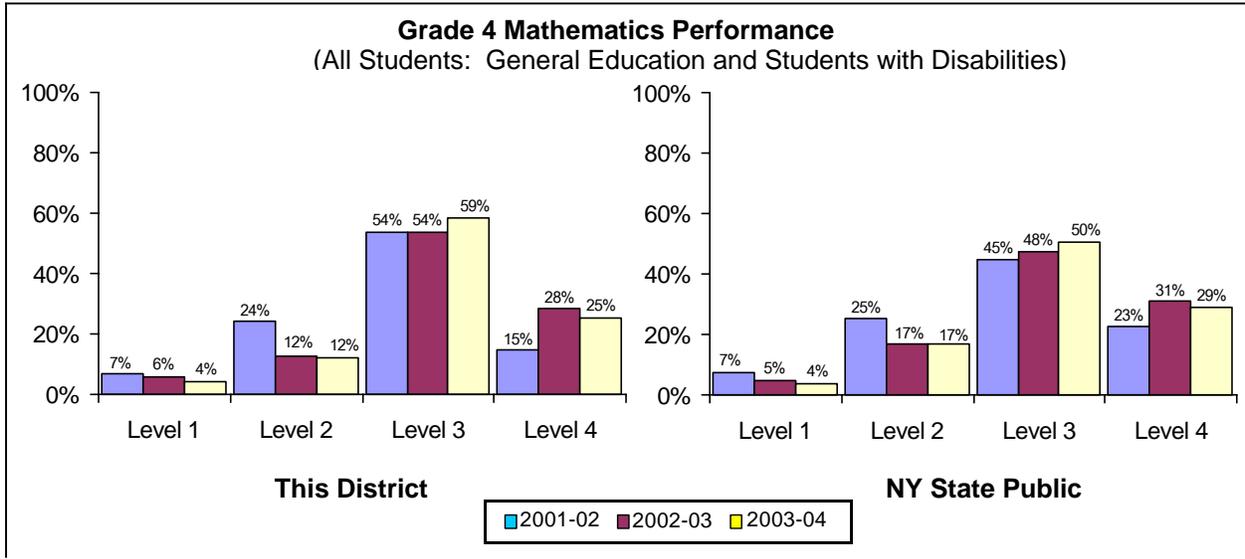
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	0	0	0

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003–04	#	#	#	#	3

Elementary Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2002	27	93	204	57	381	647
May 2003	19	41	177	93	330	659
May 2004	14	41	198	85	338	660

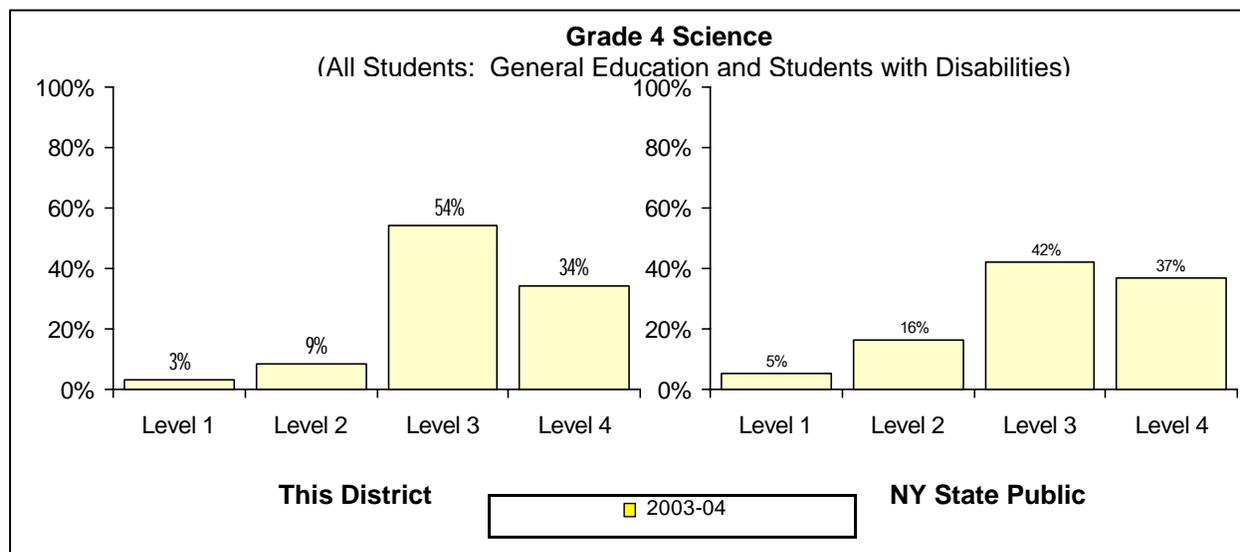
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents 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	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	3

Elementary Level

Science*



Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	11	29	182	115	337	78

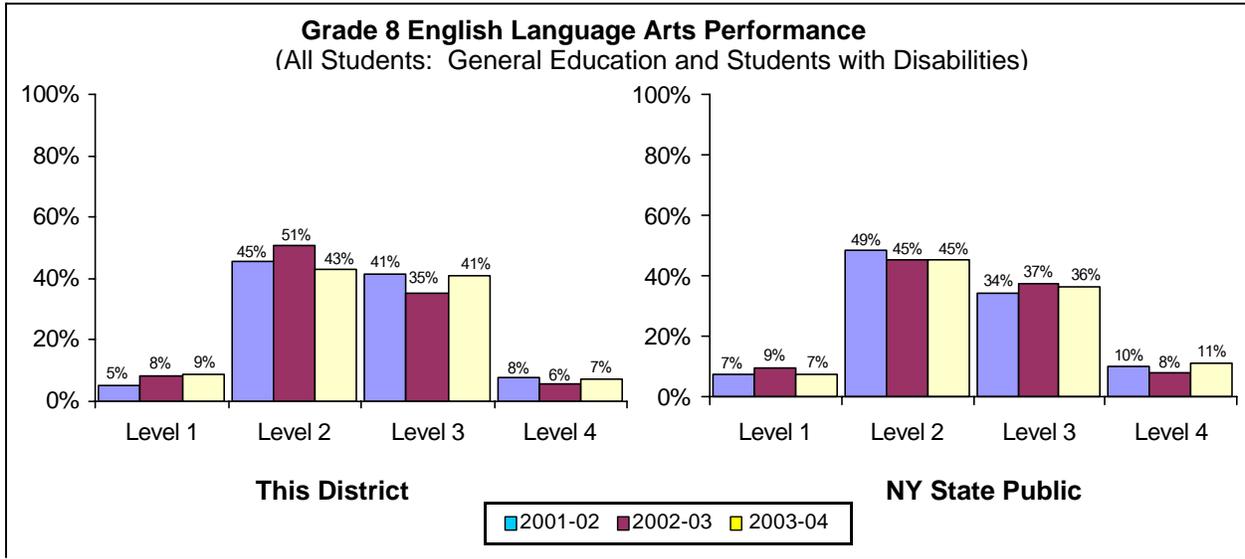
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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 Science

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	2

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003-04.

Middle Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	20	169	154	29	372	700
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	33	197	137	22	389	691
January 2004	35	170	162	28	395	695

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 .

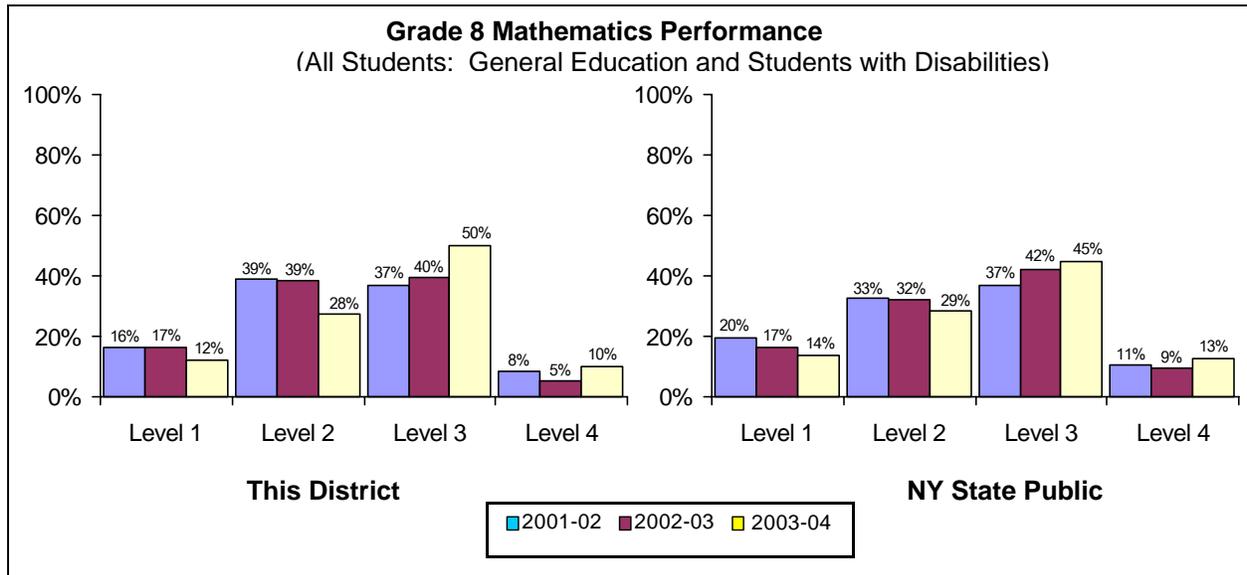
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	#	#	#	#	1

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0

Middle Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2002	60	144	137	31	372	711
May 2003	63	147	151	20	381	706
May 2004	47	108	197	40	392	717

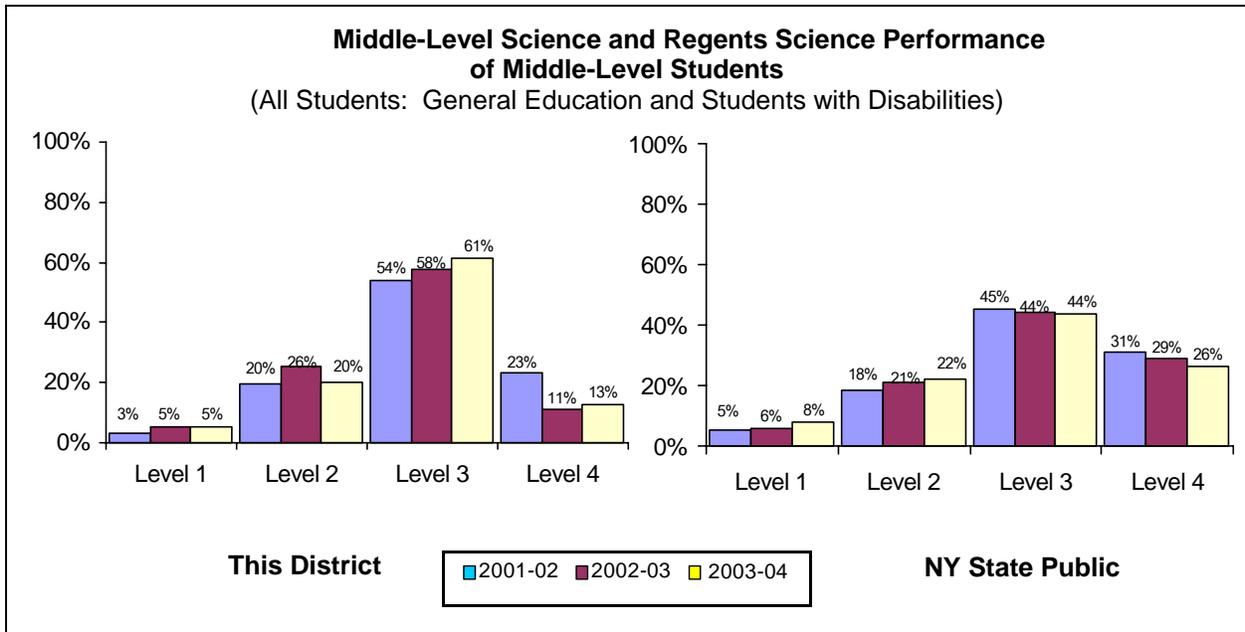
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	1

Middle Level

Science



Performance at This District		Counts of Students					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	9	59	163	70	301	74
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	15	73	165	32	285	70
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	16	61	185	39	301	71
	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.

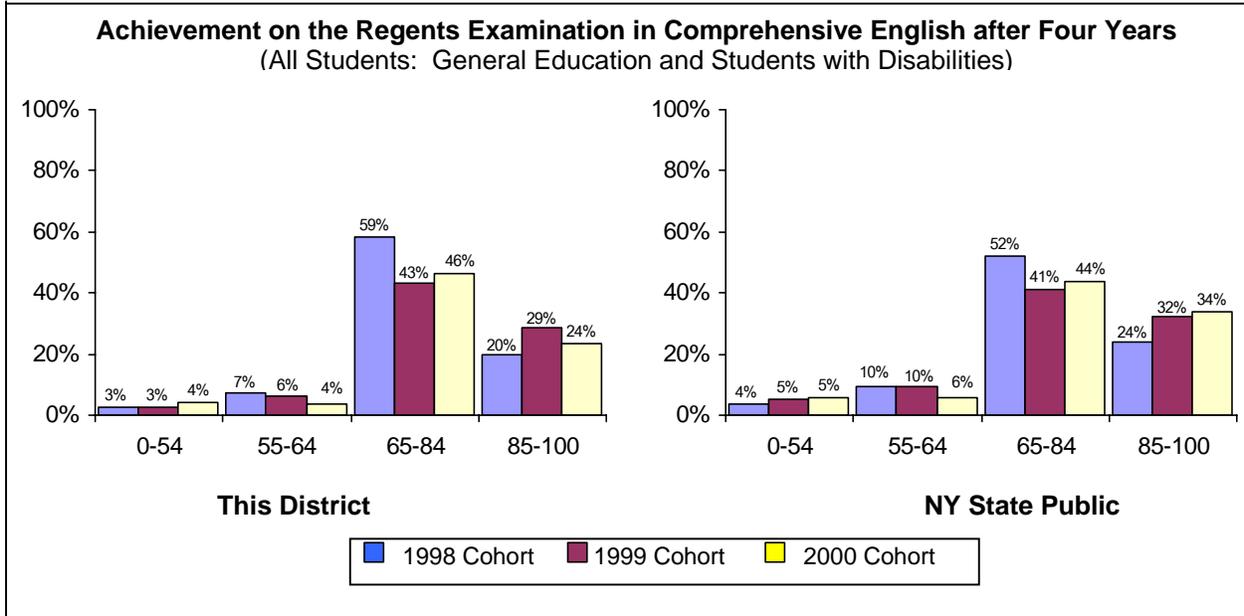
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0

High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. 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. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts 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 the cohort 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
1998 Cohort	311	8	23	182	62	0
1999 Cohort	347	9	22	150	99	0
2000 Cohort	368	16	13	170	87	0

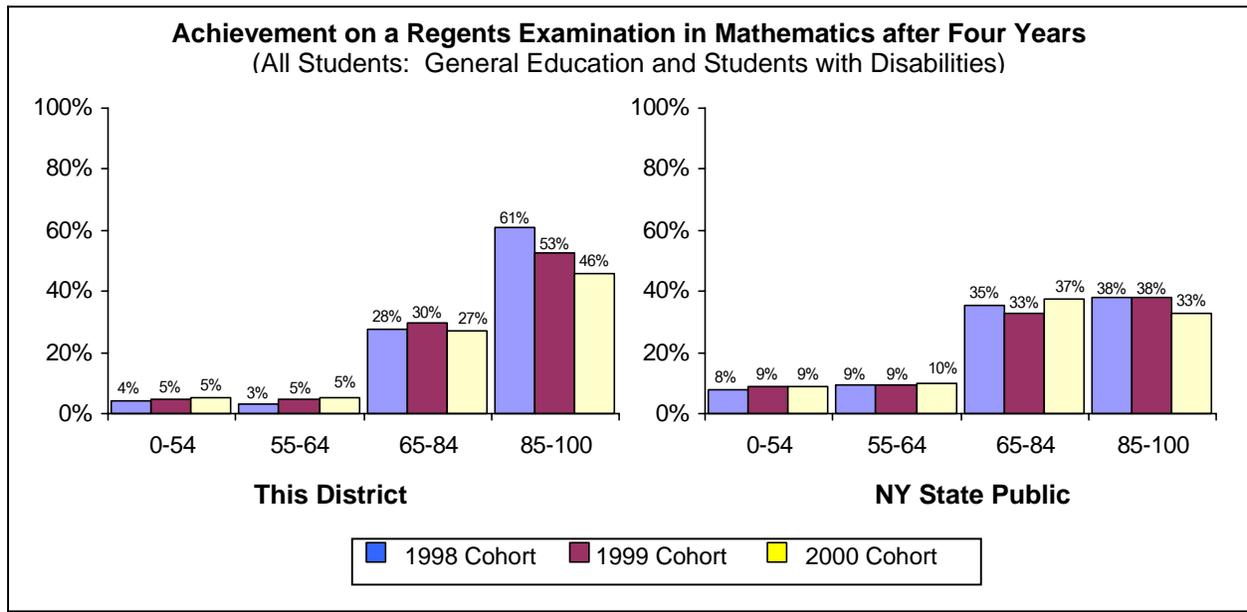
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
1998 Cohort	2	0
1999 Cohort	5	0
2000 Cohort	6	5

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. 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. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts 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 the cohort 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
1998 Cohort	311	13	10	86	190	0
1999 Cohort	347	16	16	103	183	0
2000 Cohort	368	19	20	99	168	0

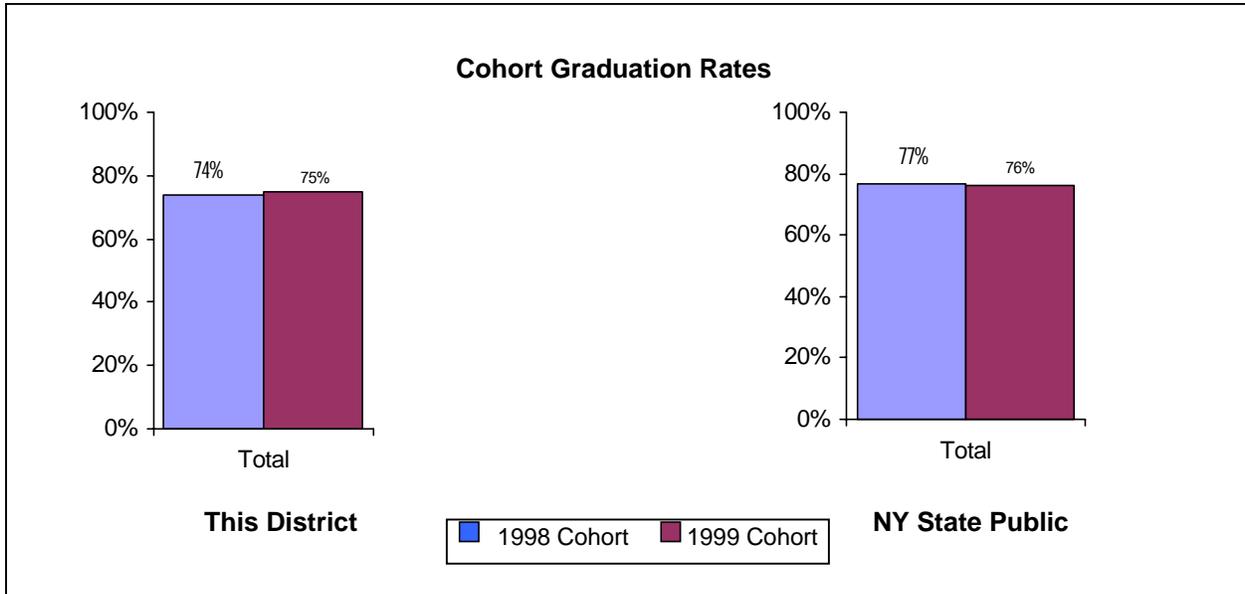
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
1998 Cohort	2	0
1999 Cohort	6	5
2000 Cohort	9	8

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

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 and 1999 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	341	2	343	254
1999 Cohort	343	8	351	262

*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 2003–04 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	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total 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	3	s	s	s	4	s	s	s
Black	23	91%	30%	4%	26	85%	35%	0%
Hispanic	4	s	s	s	3	s	s	s
Asian or Pacific Islander	4	s	s	s	1	s	s	s
White	298	92%	63%	19%	306	95%	60%	9%
Total	332	92%	60%	18%	340	95%	58%	9%
Small Group Totals (s)	11	100%	45%	18%	8	100%	38%	0%
Results by Disability Status								
General-education students	287	98%	69%	21%	296	98%	65%	10%
Students with disabilities	45	51%	4%	0%	44	70%	9%	0%
Total	332	92%	60%	18%	340	95%	58%	9%
Results by Gender								
Female	155	94%	67%	26%	153	95%	59%	12%
Male	177	90%	54%	11%	187	94%	57%	6%
Total	332	92%	60%	18%	340	95%	58%	9%
Results by English Proficiency Status								
English proficient	331	s	s	s	340	95%	58%	9%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	332	92%	60%	18%	340	95%	58%	9%
Results by Income Level								
Economically disadvantaged	115	85%	40%	8%	131	89%	44%	1%
Not disadvantaged	217	95%	71%	24%	209	99%	67%	13%
Total	332	92%	60%	18%	340	95%	58%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	332	92%	60%	18%	340	95%	58%	9%
Total	332	92%	60%	18%	340	95%	58%	9%

Elementary Level Mathematics

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total 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	4	s	s	s
Black	22	100%	64%	5%	27	85%	63%	4%
Hispanic	4	s	s	s	4	s	s	s
Asian or Pacific Islander	4	s	s	s	1	s	s	s
White	299	94%	83%	30%	302	97%	86%	27%
Total	330	94%	82%	28%	338	96%	84%	25%
Small Group Totals (s)	9	100%	89%	22%	9	89%	67%	11%
Results by Disability Status								
General-education students	284	100%	90%	32%	294	99%	90%	28%
Students with disabilities	46	61%	30%	2%	44	75%	41%	5%
Total	330	94%	82%	28%	338	96%	84%	25%
Results by Gender								
Female	156	96%	83%	29%	153	95%	82%	23%
Male	174	93%	81%	27%	185	96%	85%	27%
Total	330	94%	82%	28%	338	96%	84%	25%
Results by English Proficiency Status								
English proficient	329	s	s	s	338	96%	84%	25%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	330	94%	82%	28%	338	96%	84%	25%
Results by Income Level								
Economically disadvantaged	116	90%	72%	13%	131	92%	73%	8%
Not disadvantaged	214	97%	87%	36%	207	99%	91%	36%
Total	330	94%	82%	28%	338	96%	84%	25%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	330	94%	82%	28%	338	96%	84%	25%
Total	330	94%	82%	28%	338	96%	84%	25%

Elementary Level

Science*

Student Subgroup	2003–04			
	Total 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	27	85%	63%	19%
Hispanic	4	s	s	s
Asian or Pacific Islander	1	s	s	s
White	302	98%	91%	36%
Total	337	97%	88%	34%
Small Group Totals (s)	8	100%	75%	13%
Results by Disability Status				
General-education students	294	99%	91%	38%
Students with disabilities	43	81%	65%	7%
Total	337	97%	88%	34%
Results by Gender				
Female	150	97%	85%	28%
Male	187	97%	90%	39%
Total	337	97%	88%	34%
Results by English Proficiency Status				
English proficient	337	97%	88%	34%
Limited English proficient	0	0%	0%	0%
Total	337	97%	88%	34%
Results by Income Level				
Economically disadvantaged	132	93%	77%	16%
Not disadvantaged	205	99%	96%	46%
Total	337	97%	88%	34%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	337	97%	88%	34%
Total	337	97%	88%	34%

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003–04.

Middle Level
English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total 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	1	s	s	s
Black	43	72%	9%	0%	29	79%	17%	0%
Hispanic	2	s	s	s	3	s	s	s
Asian or Pacific Islander	3	s	s	s	2	s	s	s
White	340	94%	45%	6%	360	93%	51%	8%
Total	389	92%	41%	6%	395	91%	48%	7%
Small Group Totals (s)	6	100%	33%	0%	6	67%	33%	0%
Results by Disability Status								
General-education students	343	97%	45%	6%	343	98%	55%	8%
Students with disabilities	46	52%	7%	0%	52	46%	4%	0%
Total	389	92%	41%	6%	395	91%	48%	7%
Results by Gender								
Female	189	95%	42%	6%	193	93%	54%	10%
Male	200	89%	40%	6%	202	90%	42%	4%
Total	389	92%	41%	6%	395	91%	48%	7%
Results by English Proficiency Status								
English proficient	388	s	s	s	395	91%	48%	7%
Limited English proficient	1	s	s	s	0	0%	0%	0%
Total	389	92%	41%	6%	395	91%	48%	7%
Results by Income Level								
Economically disadvantaged	85	91%	26%	1%	119	80%	28%	2%
Not disadvantaged	304	92%	45%	7%	276	96%	57%	9%
Total	389	92%	41%	6%	395	91%	48%	7%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	389	92%	41%	6%	395	91%	48%	7%
Total	389	92%	41%	6%	395	91%	48%	7%

**Middle Level
Mathematics**

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total 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	1	s	s	s
Black	41	59%	22%	0%	27	74%	11%	0%
Hispanic	3	s	s	s	4	s	s	s
Asian or Pacific Islander	2	s	s	s	3	s	s	s
White	334	87%	48%	6%	357	90%	65%	11%
Total	381	83%	45%	5%	392	88%	60%	10%
Small Group Totals (s)	6	67%	50%	0%	8	38%	38%	0%
Results by Disability Status								
General-education students	336	91%	49%	6%	342	95%	68%	12%
Students with disabilities	45	29%	11%	0%	50	38%	12%	0%
Total	381	83%	45%	5%	392	88%	60%	10%
Results by Gender								
Female	188	85%	42%	5%	194	90%	59%	11%
Male	193	82%	48%	6%	198	86%	62%	10%
Total	381	83%	45%	5%	392	88%	60%	10%
Results by English Proficiency Status								
English proficient	380	s	s	s	391	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	381	83%	45%	5%	392	88%	60%	10%
Results by Income Level								
Economically disadvantaged	88	76%	34%	1%	116	75%	37%	3%
Not disadvantaged	293	86%	48%	6%	276	93%	70%	13%
Total	381	83%	45%	5%	392	88%	60%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	381	83%	45%	5%	392	88%	60%	10%
Total	381	83%	45%	5%	392	88%	60%	10%

Middle Level

Science

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total 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	1	s	s	s
Black	35	s	s	s	25	s	s	s
Hispanic	1	s	s	s	2	s	s	s
Asian or Pacific Islander	1	s	s	s	1	s	s	s
White	247	96%	74%	13%	272	96%	79%	14%
Total	285	95%	69%	11%	301	95%	74%	13%
Small Group Totals (s)	38	84%	39%	3%	29	83%	34%	0%
Results by Disability Status								
General-education students	247	98%	75%	13%	255	98%	82%	15%
Students with disabilities	38	71%	29%	0%	46	74%	35%	4%
Total	285	95%	69%	11%	301	95%	74%	13%
Results by Gender								
Female	144	96%	67%	10%	145	94%	70%	8%
Male	141	94%	72%	12%	156	95%	78%	18%
Total	285	95%	69%	11%	301	95%	74%	13%
Results by English Proficiency Status								
English proficient	284	s	s	s	300	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	285	95%	69%	11%	301	95%	74%	13%
Results by Income Level								
Economically disadvantaged	70	93%	57%	3%	98	86%	59%	5%
Not disadvantaged	215	95%	73%	14%	203	99%	82%	17%
Total	285	95%	69%	11%	301	95%	74%	13%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	285	95%	69%	11%	301	95%	74%	13%
Total	285	95%	69%	11%	301	95%	74%	13%

1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 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	1999 Cohort					2000 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	2	s	s	s	s
Black	16	5	3	1	56%	22	1	6	0	32%
Hispanic	2	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	4	s	s	s	s	2	s	s	s	s
White	323	17	243	3	81%	340	12	248	6	78%
Total	347	22	249	5	80%	368	13	257	6	75%
Small Group Totals (s)	8	0	3	1	50%	6	0	3	0	50%
Results by Disability Status										
General-education students	324	20	246	1	82%	321	11	254	1	83%
Students with disabilities	23	2	3	4	39%	47	2	3	5	21%
Total	347	22	249	5	80%	368	13	257	6	75%
Results by Gender										
Female	172	11	125	3	81%	184	5	137	4	79%
Male	175	11	124	2	78%	184	8	120	2	71%
Total	347	22	249	5	80%	368	13	257	6	75%
Results by English Proficiency Status										
English proficient	347	22	249	5	80%	368	13	257	6	75%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	347	22	249	5	80%	368	13	257	6	75%
Results by Income Level										
Economically disadvantaged	48	4	18	1	48%	60	2	14	3	32%
Not disadvantaged	299	18	231	4	85%	308	11	243	3	83%
Total	347	22	249	5	80%	368	13	257	6	75%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	347	22	249	5	80%	368	13	257	6	75%
Total	347	22	249	5	80%	368	13	257	6	75%

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

Student Subgroup	1999 Cohort					2000 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	2	s	s	s	s
Black	16	2	7	1	63%	22	1	7	1	41%
Hispanic	2	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	4	s	s	s	s	2	s	s	s	s
White	323	14	274	4	90%	340	19	257	8	84%
Total	347	16	286	6	89%	368	20	267	9	80%
Small Group Totals (s)	8	0	5	1	75%	6	0	3	0	50%
Results by Disability Status										
General-education students	324	15	279	0	91%	321	17	260	2	87%
Students with disabilities	23	1	7	6	61%	47	3	7	7	36%
Total	347	16	286	6	89%	368	20	267	9	80%
Results by Gender										
Female	172	4	147	4	90%	184	9	140	4	83%
Male	175	12	139	2	87%	184	11	127	5	78%
Total	347	16	286	6	89%	368	20	267	9	80%
Results by English Proficiency Status										
English proficient	347	16	286	6	89%	368	20	267	9	80%
Limited English proficient	0	0	0	0	0%	0	0	0	0	0%
Total	347	16	286	6	89%	368	20	267	9	80%
Results by Income Level										
Economically disadvantaged	48	1	27	2	63%	60	5	16	6	45%
Not disadvantaged	299	15	259	4	93%	308	15	251	3	87%
Total	347	16	286	6	89%	368	20	267	9	80%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	347	16	286	6	89%	368	20	267	9	80%
Total	347	16	286	6	89%	368	20	267	9	80%

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 district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	1	s	2	s
Black	22	s	16	38%
Hispanic	2	s	2	s
Asian or Pacific Islander	1	s	4	s
White	317	77%	327	77%
Total	343	74%	351	75%
Small Group Totals (s)	26	35%	8	38%
Results by Disability Status				
General-education students	327	76%	330	78%
Students with disabilities	16	38%	21	29%
Total	343	74%	351	75%
Results by Gender				
Female	182	78%	171	76%
Male	161	70%	180	73%
Total	343	74%	351	75%
Results by English Proficiency Status				
English proficient	343	74%	351	75%
Limited English proficient	0	0%	0	0%
Total	343	74%	351	75%
Results by Income Level				
Economically disadvantaged	25	52%	47	40%
Not disadvantaged	318	76%	304	80%
Total	343	74%	351	75%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	343	74%	351	75%
Total	343	74%	351	75%

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 first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students 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 certain students 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 on the Regents examination, as determined by the component retest results.

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. Beginning in 2003–04, 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 below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the 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.