

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
Buffalo 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: Yvonne Hargrave		Phone: (716)851-3575
Organization 2003–04	Grade Range	Student Enrollment
	NA	39172

2002–03 District-wide Total Expenditure per Pupil	\$13,212
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
6,615	93%

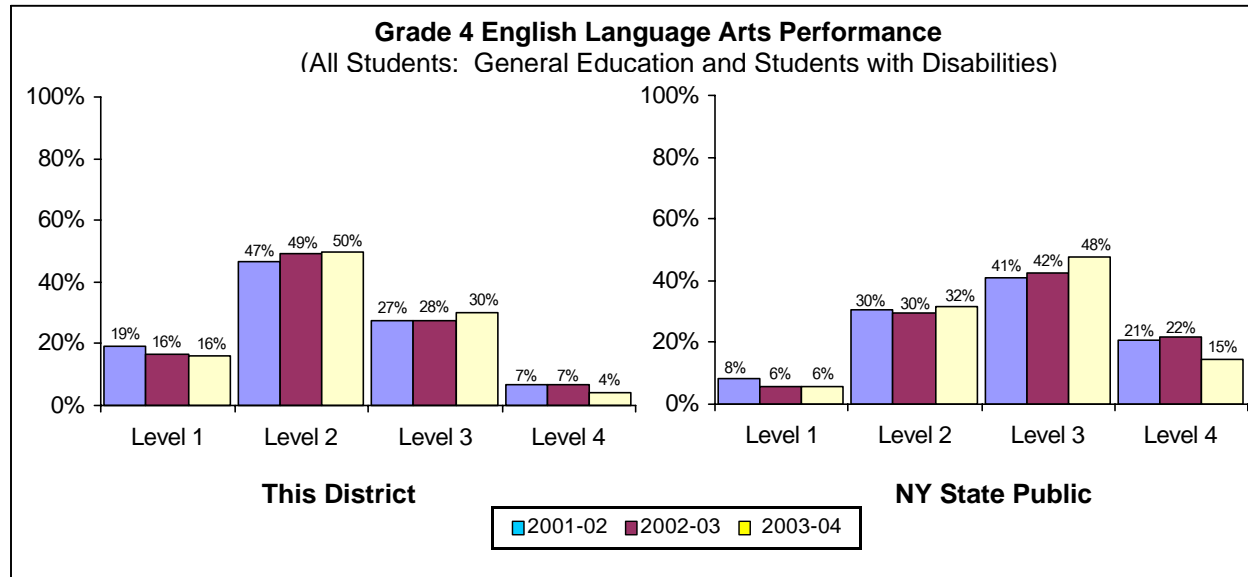
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
3,070	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	608	1466	858	208	3140	633
Feb 2003	502	1502	840	206	3050	634
Feb 2004	435	1358	817	116	2726	633

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 .

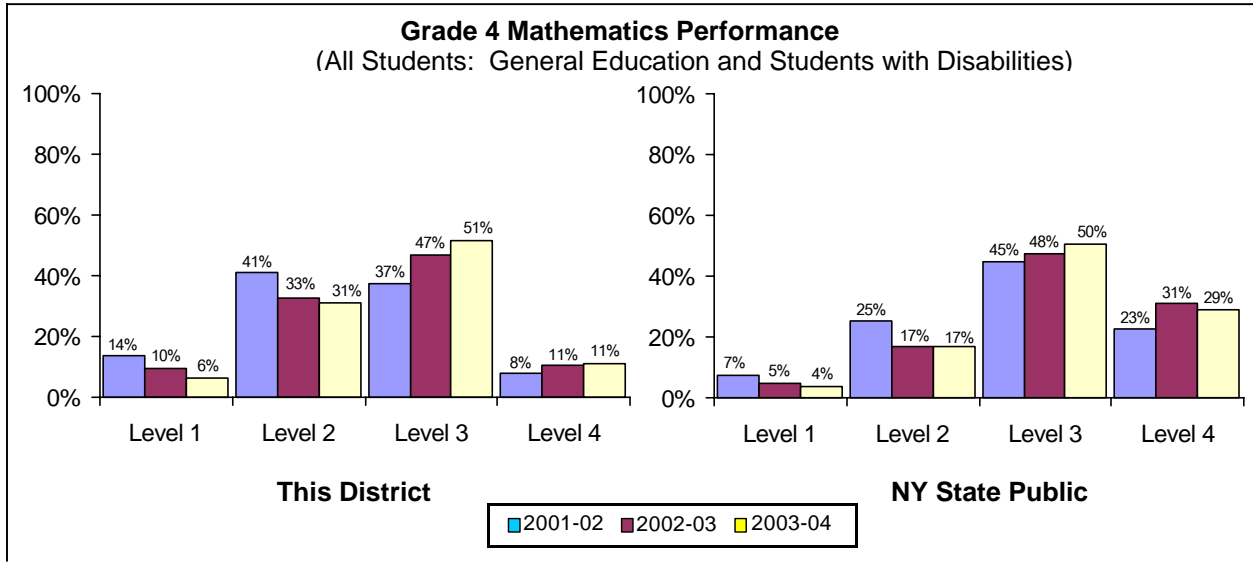
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	77	30	19	32	158

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	0	3	7	35	45

Elementary Level Mathematics



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810			
May 2002	450	1341	1220	266		3277	633
May 2003	312	1057	1515	346		3230	641
May 2004	184	893	1475	319		2871	644

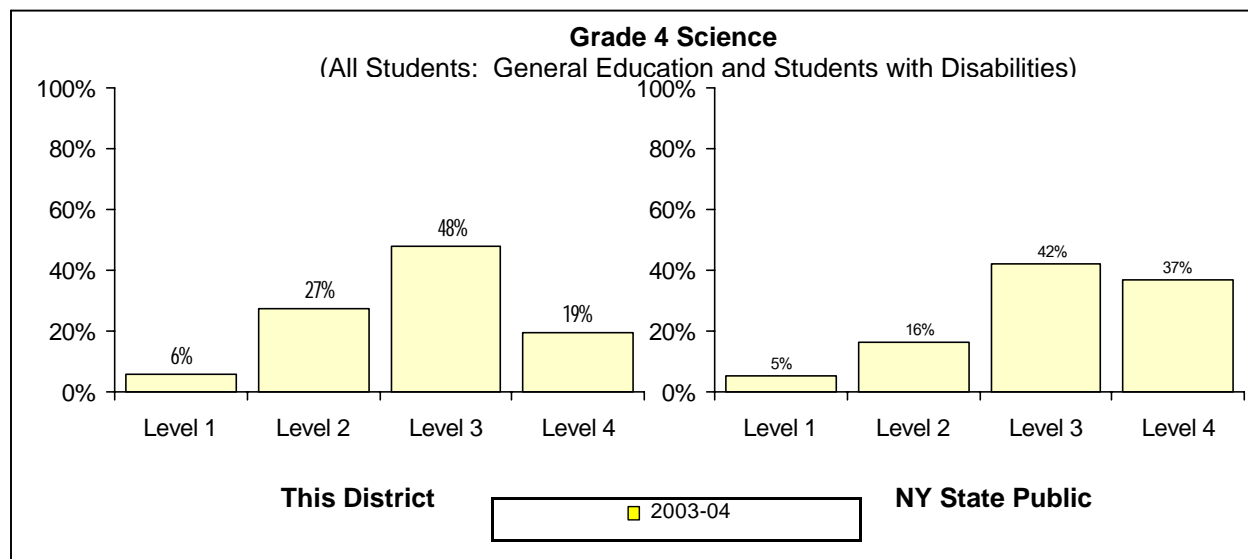
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents 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 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	1	4	4	37	46

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	160	760	1331	540	2791	70

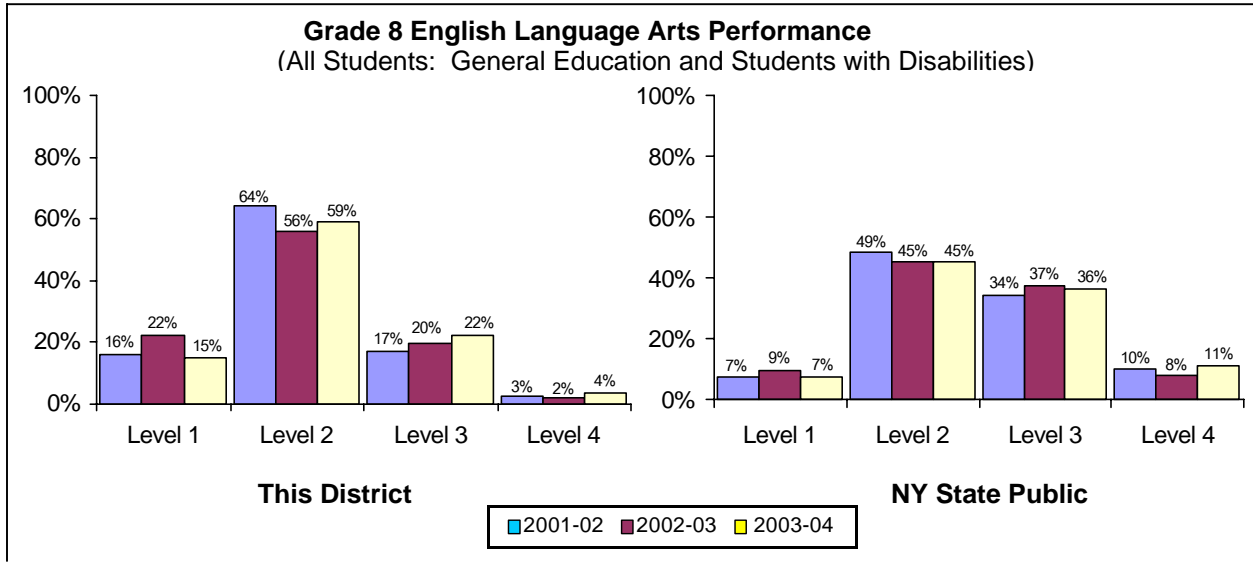
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	0	3	6	31	40

*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	471	1889	509	75	2944	681
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	734	1845	650	70	3299	677
January 2004	501	1996	748	124	3369	683

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 .

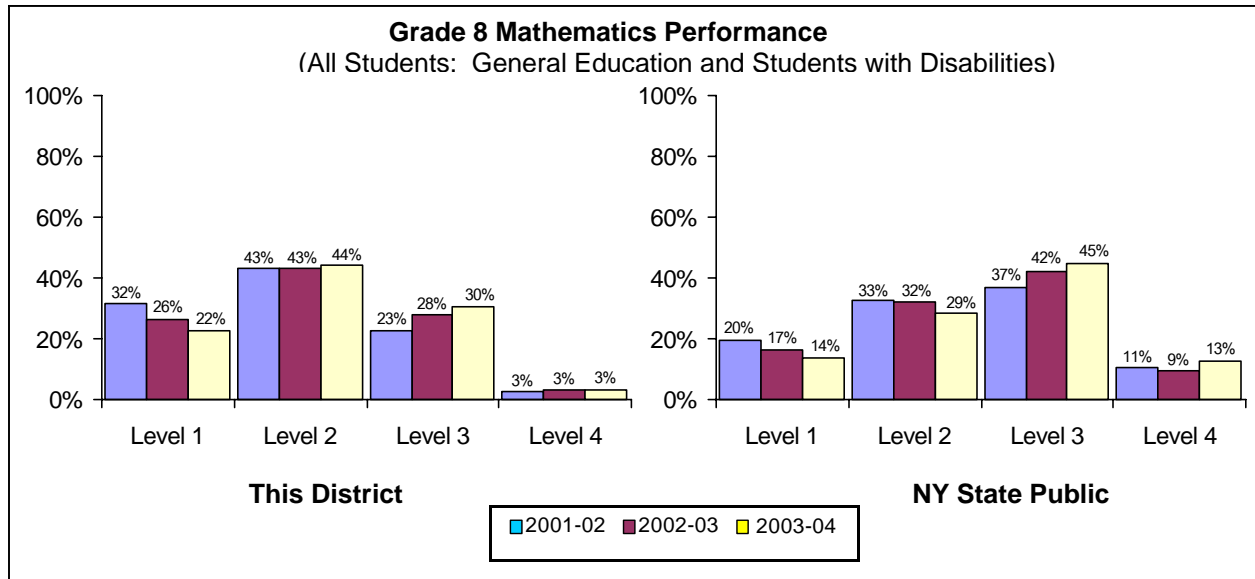
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	29	7	9	27	72

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	1	5	14	20

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	957	1301	691	80	3029	694
May 2003	866	1427	918	109	3320	698
May 2004	745	1475	1007	99	3326	699

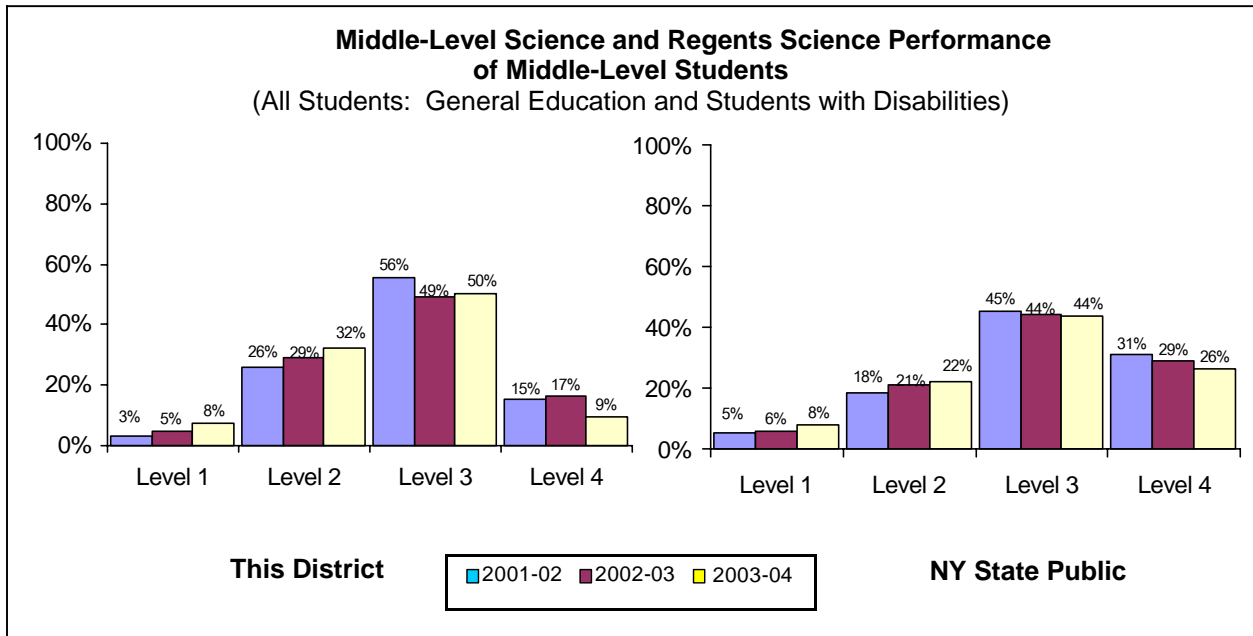
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	0	3	7	13	23

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	86	756	1576	399	2817	70
	Regents Science	3	2	37	44	86	83
January/June 2003	Middle-Level Science	162	939	1561	449	3111	69
	Regents Science	0	0	32	87	119	87
January/June 2004	Middle-Level Science	245	1037	1612	303	3197	67
	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.

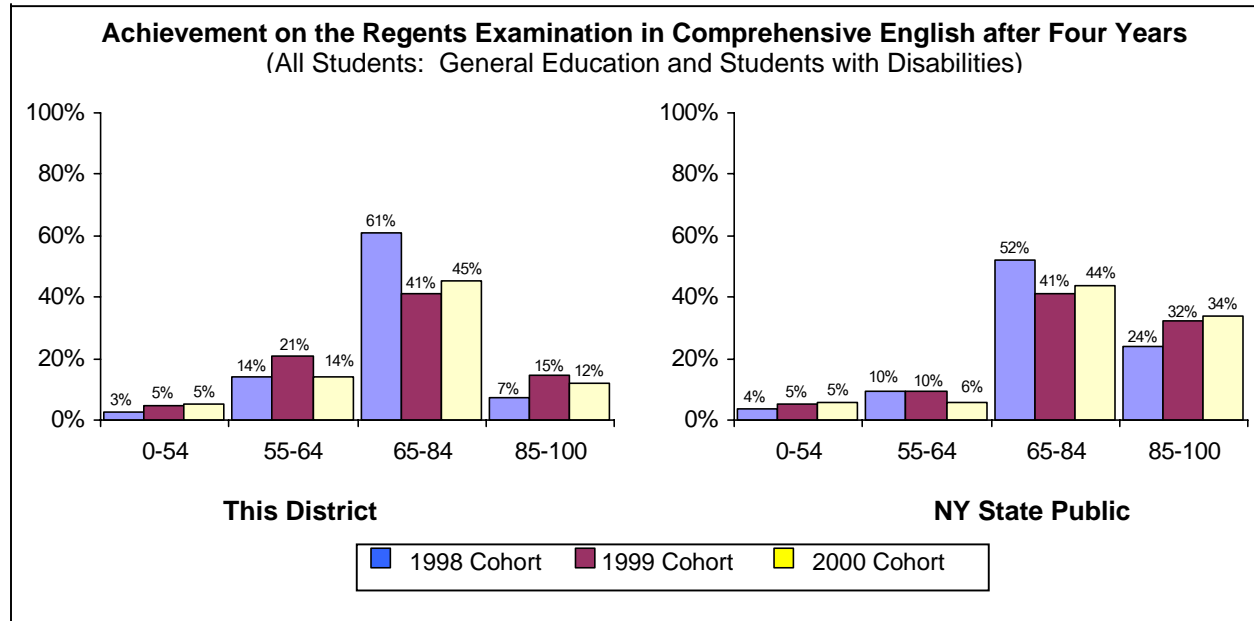
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	2	4	12	18

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	2097	58	293	1274	148	0
1999 Cohort	2289	104	481	947	337	0
2000 Cohort	2443	130	341	1110	297	0

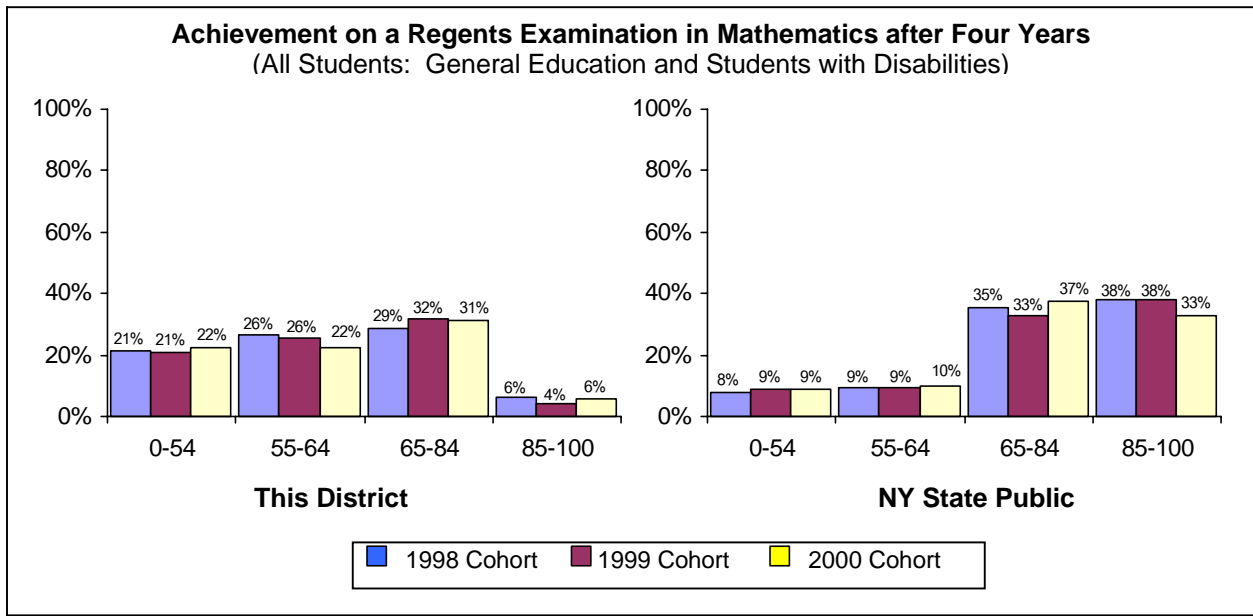
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	1
1999 Cohort	5	6
2000 Cohort	20	24

*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	2097	446	552	599	133	0
1999 Cohort	2289	475	585	725	96	0
2000 Cohort	2443	542	548	767	137	0

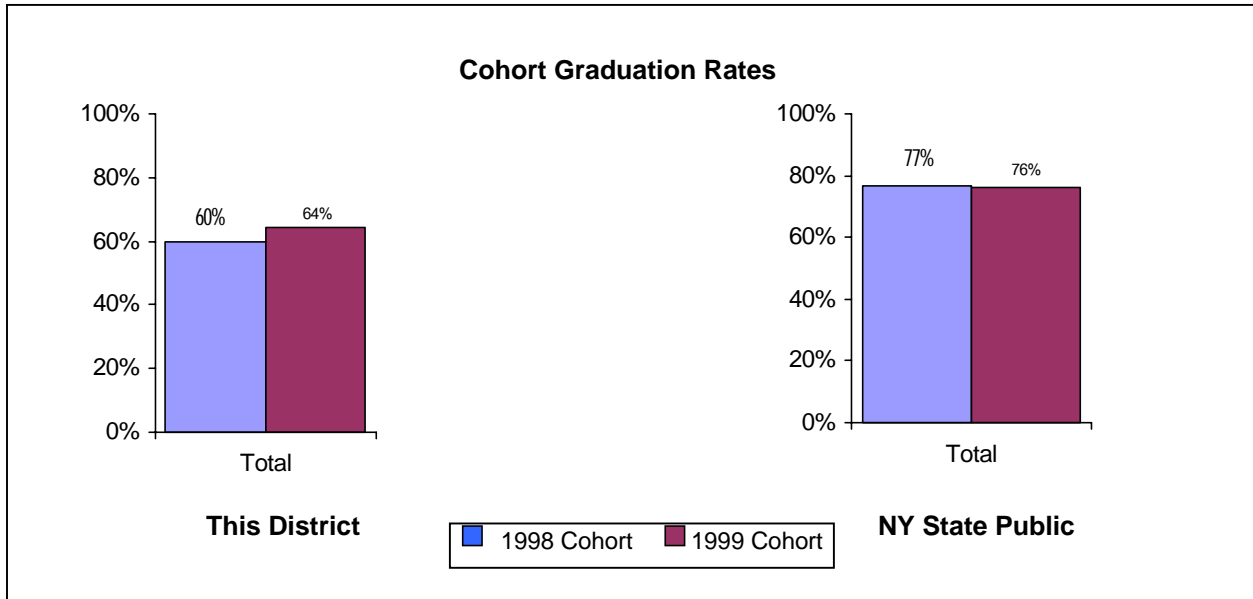
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	58	11
1999 Cohort	70	17
2000 Cohort	94	14

*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	2241	242	2483	1486
1999 Cohort	2265	204	2469	1584

*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	51	92%	43%	12%	52	85%	40%	6%
Black	1975	82%	29%	5%	1702	81%	28%	3%
Hispanic	284	83%	32%	6%	289	84%	34%	2%
Asian or Pacific Islander	42	95%	52%	7%	24	96%	63%	17%
White	698	88%	48%	12%	659	91%	49%	8%
Total	3050	84%	34%	7%	2726	84%	34%	4%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2381	90%	41%	8%	2074	91%	41%	5%
Students with disabilities	669	60%	12%	1%	652	62%	13%	0%
Total	3050	84%	34%	7%	2726	84%	34%	4%
Results by Gender								
Female	1434	88%	41%	9%	1284	88%	37%	5%
Male	1616	79%	29%	5%	1442	80%	32%	3%
Total	3050	84%	34%	7%	2726	84%	34%	4%
Results by English Proficiency Status								
English proficient	3002	84%	35%	7%	2665	84%	35%	4%
Limited English proficient	48	77%	8%	0%	61	72%	20%	2%
Total	3050	84%	34%	7%	2726	84%	34%	4%
Results by Income Level								
Economically disadvantaged	2555	83%	32%	5%	2200	83%	30%	3%
Not disadvantaged	495	88%	48%	14%	526	88%	52%	10%
Total	3050	84%	34%	7%	2726	84%	34%	4%
Results by Migrant Status								
Migrant family	1	s	s	s	3	s	s	s
Not migrant family	3049	s	s	s	2723	s	s	s
Total	3050	84%	34%	7%	2726	84%	34%	4%

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	56	95%	66%	14%	50	98%	70%	14%
Black	1985	90%	53%	8%	1713	93%	57%	7%
Hispanic	418	84%	50%	8%	411	91%	55%	7%
Asian or Pacific Islander	46	100%	87%	28%	31	97%	74%	32%
White	725	94%	72%	18%	666	97%	80%	24%
Total	3230	90%	58%	11%	2871	94%	62%	11%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2509	94%	63%	13%	2169	96%	69%	14%
Students with disabilities	721	77%	37%	3%	702	86%	43%	4%
Total	3230	90%	58%	11%	2871	94%	62%	11%
Results by Gender								
Female	1513	92%	60%	12%	1350	94%	61%	10%
Male	1717	89%	56%	10%	1521	93%	63%	12%
Total	3230	90%	58%	11%	2871	94%	62%	11%
Results by English Proficiency Status								
English proficient	2988	92%	60%	11%	2655	94%	64%	12%
Limited English proficient	242	74%	32%	2%	216	84%	44%	2%
Total	3230	90%	58%	11%	2871	94%	62%	11%
Results by Income Level								
Economically disadvantaged	2712	90%	56%	9%	2289	93%	60%	9%
Not disadvantaged	518	92%	65%	20%	582	94%	71%	20%
Total	3230	90%	58%	11%	2871	94%	62%	11%
Results by Migrant Status								
Migrant family	7	86%	29%	14%	6	83%	33%	0%
Not migrant family	3223	90%	58%	11%	2865	94%	63%	11%
Total	3230	90%	58%	11%	2871	94%	62%	11%

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	49	94%	67%	22%
Black	1670	94%	63%	14%
Hispanic	388	90%	56%	10%
Asian or Pacific Islander	31	94%	71%	23%
White	653	97%	82%	38%
Total	2791	94%	67%	19%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	2114	95%	70%	21%
Students with disabilities	677	92%	56%	13%
Total	2791	94%	67%	19%
Results by Gender				
Female	1310	95%	65%	17%
Male	1481	94%	69%	21%
Total	2791	94%	67%	19%
Results by English Proficiency Status				
English proficient	2591	95%	69%	20%
Limited English proficient	200	83%	36%	5%
Total	2791	94%	67%	19%
Results by Income Level				
Economically disadvantaged	2231	94%	65%	16%
Not disadvantaged	560	95%	77%	32%
Total	2791	94%	67%	19%
Results by Migrant Status				
Migrant family	5	80%	40%	20%
Not migrant family	2786	94%	67%	19%
Total	2791	94%	67%	19%

*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	57	79%	18%	0%	58	74%	26%	2%
Black	1958	75%	15%	1%	1993	83%	19%	2%
Hispanic	316	71%	14%	2%	373	84%	25%	2%
Asian or Pacific Islander	40	90%	50%	5%	44	91%	43%	5%
White	928	85%	38%	5%	901	91%	40%	9%
Total	3299	78%	22%	2%	3369	85%	26%	4%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2516	88%	27%	3%	2592	93%	32%	5%
Students with disabilities	783	44%	4%	0%	777	60%	5%	0%
Total	3299	78%	22%	2%	3369	85%	26%	4%
Results by Gender								
Female	1575	83%	26%	3%	1644	89%	30%	5%
Male	1724	73%	18%	1%	1725	82%	22%	3%
Total	3299	78%	22%	2%	3369	85%	26%	4%
Results by English Proficiency Status								
English proficient	3211	79%	22%	2%	3276	86%	26%	4%
Limited English proficient	88	44%	0%	0%	93	62%	4%	0%
Total	3299	78%	22%	2%	3369	85%	26%	4%
Results by Income Level								
Economically disadvantaged	2560	75%	17%	1%	2543	84%	21%	2%
Not disadvantaged	739	86%	40%	6%	825	89%	42%	10%
Total	3299	78%	22%	2%	3369	85%	26%	4%
Results by Migrant Status								
Migrant family	1	s	s	s	9	89%	44%	0%
Not migrant family	3298	s	s	s	3359	85%	26%	4%
Total	3299	78%	22%	2%	3369	85%	26%	4%

**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	50	84%	32%	2%	56	84%	23%	5%
Black	1941	70%	24%	1%	1917	75%	26%	1%
Hispanic	355	64%	20%	1%	401	68%	27%	1%
Asian or Pacific Islander	40	93%	70%	18%	45	93%	64%	11%
White	934	85%	49%	7%	907	87%	51%	7%
Total	3320	74%	31%	3%	3326	78%	33%	3%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2545	83%	37%	4%	2572	84%	39%	4%
Students with disabilities	775	45%	13%	0%	754	56%	14%	0%
Total	3320	74%	31%	3%	3326	78%	33%	3%
Results by Gender								
Female	1591	77%	33%	3%	1628	80%	35%	3%
Male	1729	71%	29%	3%	1698	76%	32%	3%
Total	3320	74%	31%	3%	3326	78%	33%	3%
Results by English Proficiency Status								
English proficient	3157	76%	32%	3%	3164	79%	34%	3%
Limited English proficient	163	43%	10%	1%	162	51%	20%	2%
Total	3320	74%	31%	3%	3326	78%	33%	3%
Results by Income Level								
Economically disadvantaged	2564	72%	26%	2%	2497	76%	29%	2%
Not disadvantaged	756	80%	47%	9%	828	82%	47%	6%
Total	3320	74%	31%	3%	3326	78%	33%	3%
Results by Migrant Status								
Migrant family	1	s	s	s	13	62%	15%	0%
Not migrant family	3319	s	s	s	3312	78%	33%	3%
Total	3320	74%	31%	3%	3326	78%	33%	3%

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	49	100%	61%	16%	53	100%	70%	11%
Black	1829	94%	58%	8%	1875	92%	52%	5%
Hispanic	328	92%	56%	7%	365	87%	56%	7%
Asian or Pacific Islander	33	100%	76%	45%	46	96%	83%	15%
White	872	96%	82%	29%	858	96%	77%	20%
Total	3111	95%	65%	14%	3197	92%	60%	9%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2422	98%	72%	18%	2502	95%	65%	12%
Students with disabilities	689	85%	40%	3%	695	82%	41%	2%
Total	3111	95%	65%	14%	3197	92%	60%	9%
Results by Gender								
Female	1510	97%	65%	13%	1593	93%	57%	9%
Male	1601	93%	64%	16%	1604	92%	63%	10%
Total	3111	95%	65%	14%	3197	92%	60%	9%
Results by English Proficiency Status								
English proficient	2962	95%	66%	15%	3065	93%	61%	10%
Limited English proficient	149	85%	31%	0%	132	69%	31%	2%
Total	3111	95%	65%	14%	3197	92%	60%	9%
Results by Income Level								
Economically disadvantaged	2416	95%	61%	10%	2412	92%	56%	7%
Not disadvantaged	695	95%	77%	29%	784	94%	72%	18%
Total	3111	95%	65%	14%	3197	92%	60%	9%
Results by Migrant Status								
Migrant family	1	s	s	s	10	90%	60%	10%
Not migrant family	3110	s	s	s	3186	92%	60%	9%
Total	3111	95%	65%	14%	3197	92%	60%	9%

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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	35	8	17	0	71%	31	6	14	0	65%
Black	1160	305	578	2	76%	1317	223	697	15	71%
Hispanic	211	37	110	1	70%	256	37	117	2	61%
Asian or Pacific Islander	38	6	29	0	92%	42	5	33	0	90%
White	845	124	550	2	80%	797	70	548	3	78%
Total	2289	480	1284	5	77%	2443	341	1409	20	72%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	1967	418	1225	0	84%	1973	290	1341	1	83%
Students with disabilities	322	62	59	5	39%	470	51	68	19	29%
Total	2289	480	1284	5	77%	2443	341	1409	20	72%
Results by Gender										
Female	1215	261	732	3	82%	1261	181	818	9	80%
Male	1074	219	552	2	72%	1182	160	591	11	64%
Total	2289	480	1284	5	77%	2443	341	1409	20	72%
Results by English Proficiency Status										
English proficient	2224	469	1259	5	78%	2360	332	1394	20	74%
Limited English proficient	65	11	25	0	55%	83	9	15	0	29%
Total	2289	480	1284	5	77%	2443	341	1409	20	72%
Results by Income Level										
Economically disadvantaged	1241	297	649	4	77%	1577	272	899	15	75%
Not disadvantaged	1048	183	635	1	78%	866	69	510	5	67%
Total	2289	480	1284	5	77%	2443	341	1409	20	72%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	8	1	3	0	50%
Not migrant family	2289	480	1284	5	77%	2435	340	1406	20	73%
Total	2289	480	1284	5	77%	2443	341	1409	20	72%

**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	35	6	15	0	60%	31	5	13	0	58%
Black	1160	341	328	44	61%	1317	341	373	64	59%
Hispanic	211	45	61	7	54%	256	44	83	4	51%
Asian or Pacific Islander	38	3	29	0	84%	42	9	24	1	81%
White	845	190	388	19	71%	797	149	411	25	73%
Total	2289	585	821	70	64%	2443	548	904	94	63%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	1967	568	808	5	70%	1973	527	873	7	71%
Students with disabilities	322	17	13	65	30%	470	21	31	87	30%
Total	2289	585	821	70	64%	2443	548	904	94	63%
Results by Gender										
Female	1215	346	470	38	70%	1261	298	513	41	68%
Male	1074	239	351	32	58%	1182	250	391	53	59%
Total	2289	585	821	70	64%	2443	548	904	94	63%
Results by English Proficiency Status										
English proficient	2224	571	800	69	65%	2360	533	895	94	64%
Limited English proficient	65	14	21	1	55%	83	15	9	0	29%
Total	2289	585	821	70	64%	2443	548	904	94	63%
Results by Income Level										
Economically disadvantaged	1241	330	395	40	62%	1577	424	509	75	64%
Not disadvantaged	1048	255	426	30	68%	866	124	395	19	62%
Total	2289	585	821	70	64%	2443	548	904	94	63%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	8	2	2	0	50%
Not migrant family	2289	585	821	70	64%	2435	546	902	94	63%
Total	2289	585	821	70	64%	2443	548	904	94	63%

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	30	67%	35	69%
Black	1294	55%	1279	62%
Hispanic	235	49%	232	51%
Asian or Pacific Islander	46	67%	39	82%
White	878	69%	884	70%
Total	2483	60%	2469	64%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	2136	66%	2121	71%
Students with disabilities	347	21%	348	22%
Total	2483	60%	2469	64%
Results by Gender				
Female	1279	65%	1279	72%
Male	1204	54%	1190	56%
Total	2483	60%	2469	64%
Results by English Proficiency Status				
English proficient	2399	60%	2397	65%
Limited English proficient	84	52%	72	47%
Total	2483	60%	2469	64%
Results by Income Level				
Economically disadvantaged	1248	69%	1302	64%
Not disadvantaged	1235	51%	1167	64%
Total	2483	60%	2469	64%
Results by Migrant Status				
Migrant family	0	0%	2	s
Not migrant family	2483	60%	2467	s
Total	2483	60%	2469	64%

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.