

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
Greece Central School District**

February 2005

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 *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: Steven Walts		Phone: (585)621-1000
Organization 2003–04	Grade Range	Student Enrollment
	NA	13568

2002–03 District-wide Total Expenditure per Pupil	\$11,435
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
2,684	98%

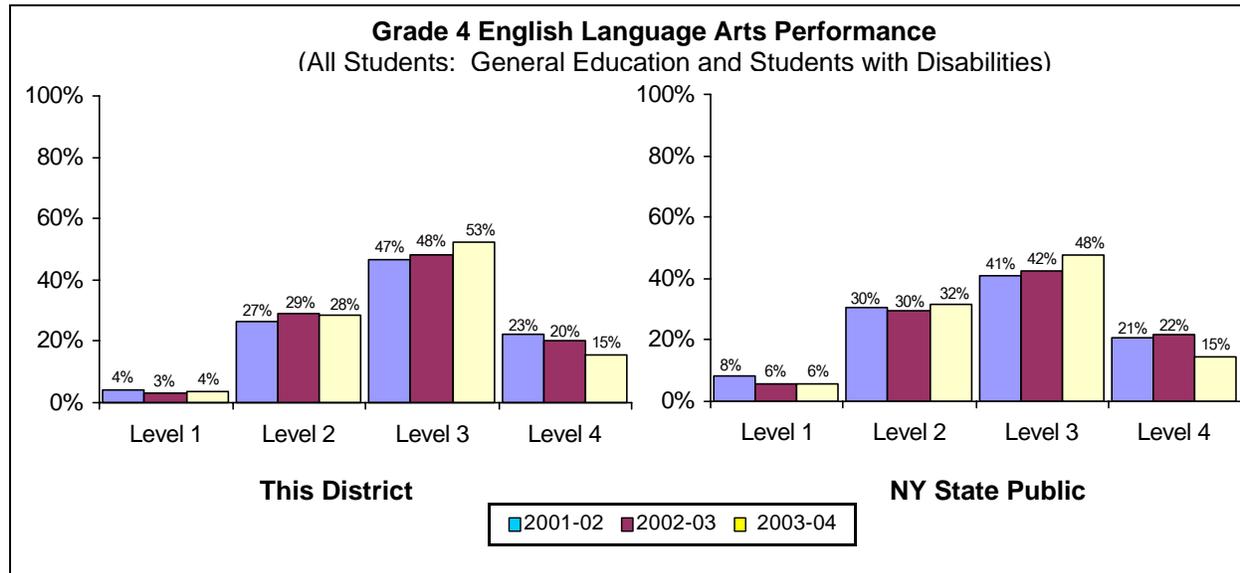
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,016	1%

*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	40	262	461	222	985	664
Feb 2003	30	283	472	197	982	661
Feb 2004	36	263	488	142	929	660

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 .

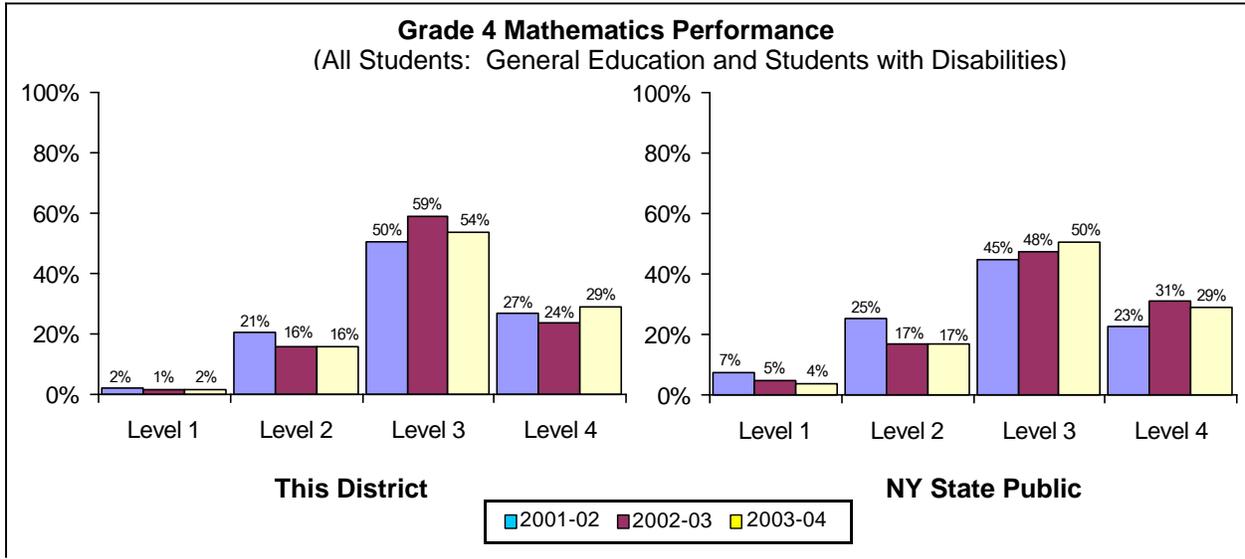
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	2	7	3	8	20

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	0	0	8	8

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	23	202	497	263		985	660
May 2003	15	160	590	240		1005	660
May 2004	16	151	509	273		949	664

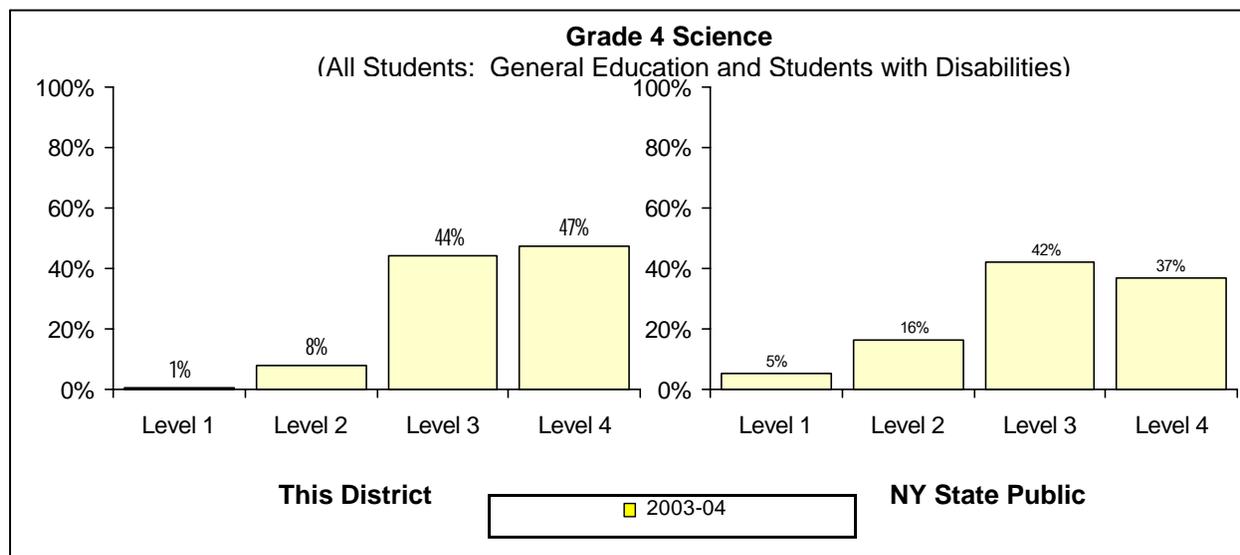
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents 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	0	0	1	8	9

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	5	76	416	445	942	81

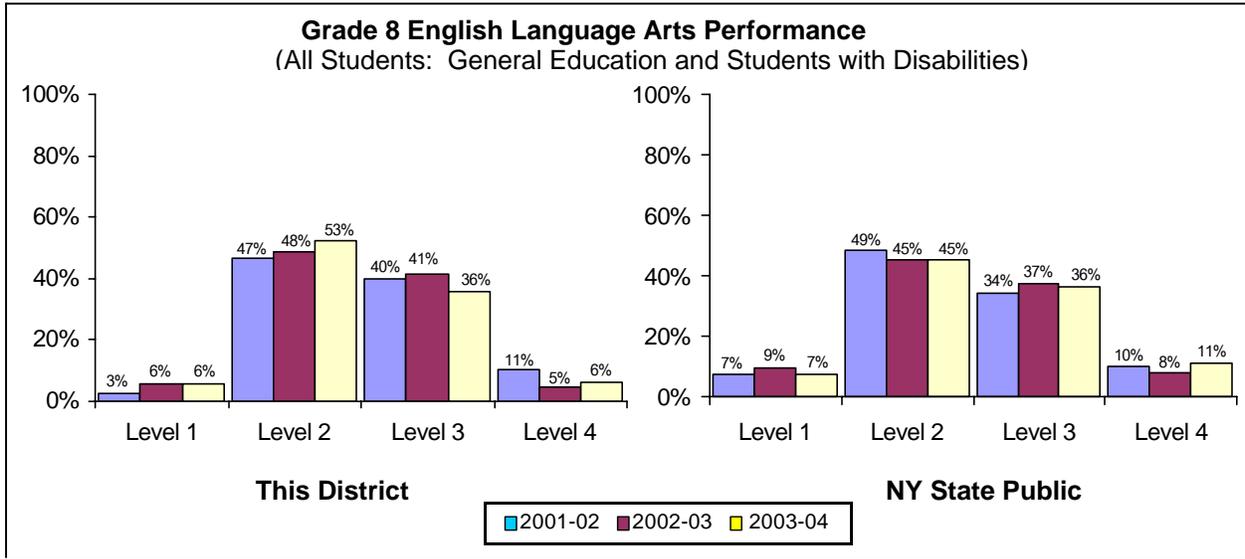
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	0	0	5	5

*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					Total Tested	Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830			
March 2002	32	534	454	121		1141	701
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830		Total Tested	
January 2003	64	549	469	51		1133	694
January 2004	70	664	453	77		1264	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 .

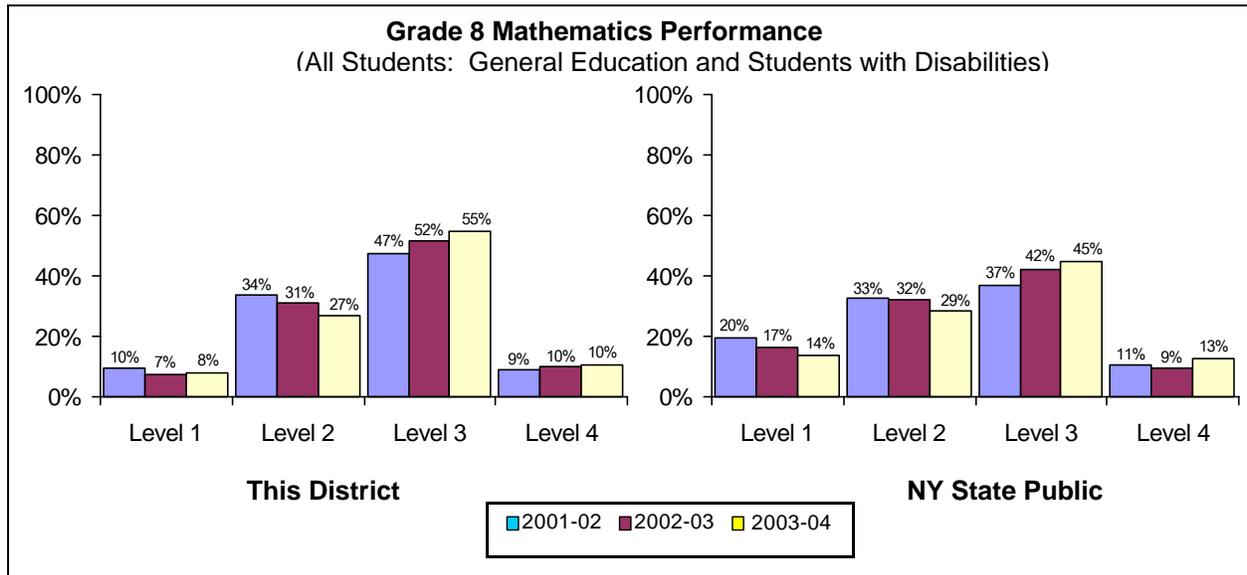
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	0	1	8	9

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	7	7

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	111	388	544	105	1148	718
May 2003	81	353	582	114	1130	723
May 2004	101	338	687	130	1256	724

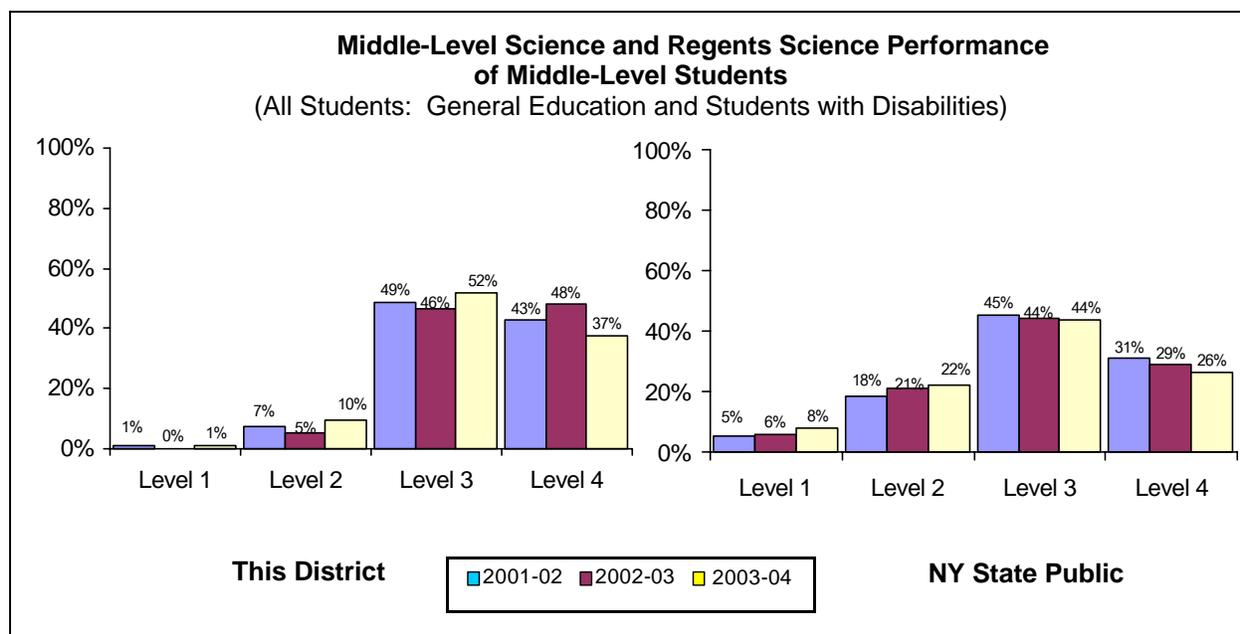
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	1	0	4	5

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	10	82	490	337	919	78
	Regents Science	0	0	61	148	209	87
January/June 2003	Middle-Level Science	2	55	415	370	842	80
	Regents Science	0	1	100	165	266	86
January/June 2004	Middle-Level Science	14	118	482	268	882	76
	Regents Science	0	0	162	194	356	86

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.

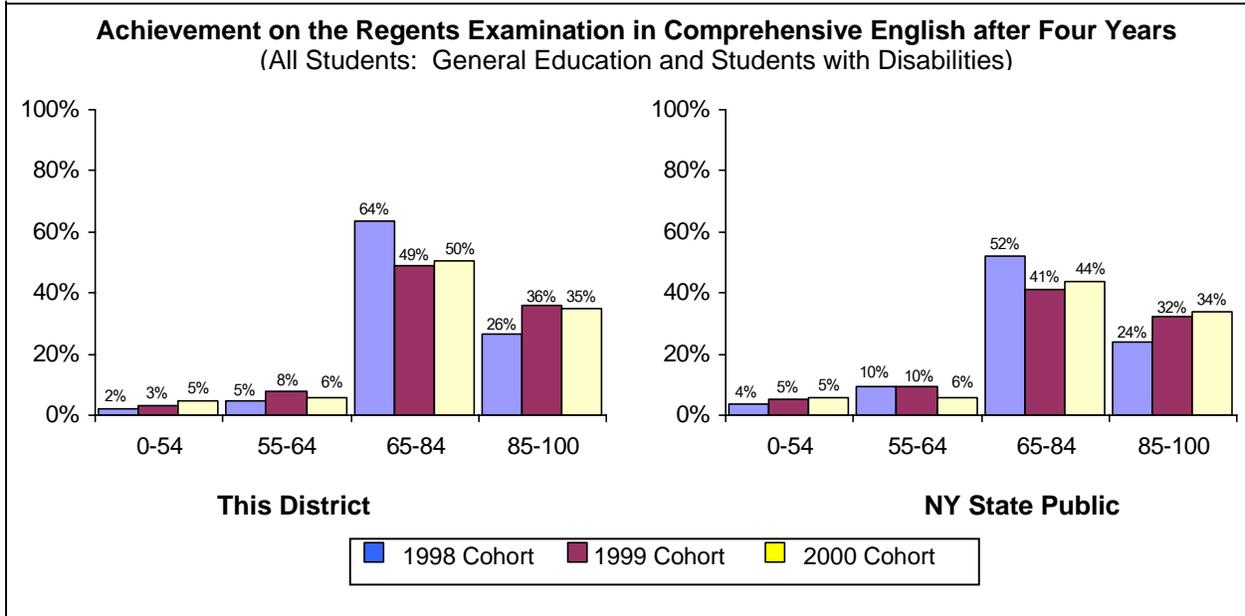
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	#	#	#	#	3

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	968	19	44	615	256	0
1999 Cohort	965	30	73	472	346	0
2000 Cohort	1050	48	62	528	367	0

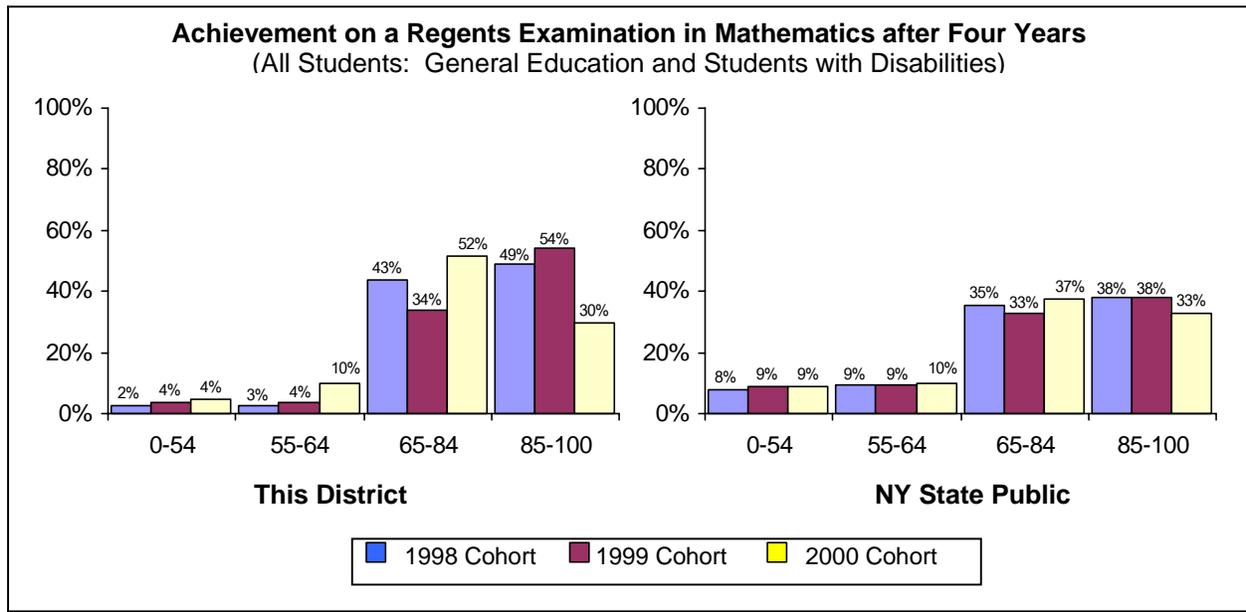
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	6	4
1999 Cohort	15	5
2000 Cohort	18	15

*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	968	23	26	421	472	0
1999 Cohort	965	36	35	327	524	0
2000 Cohort	1050	47	103	541	311	0

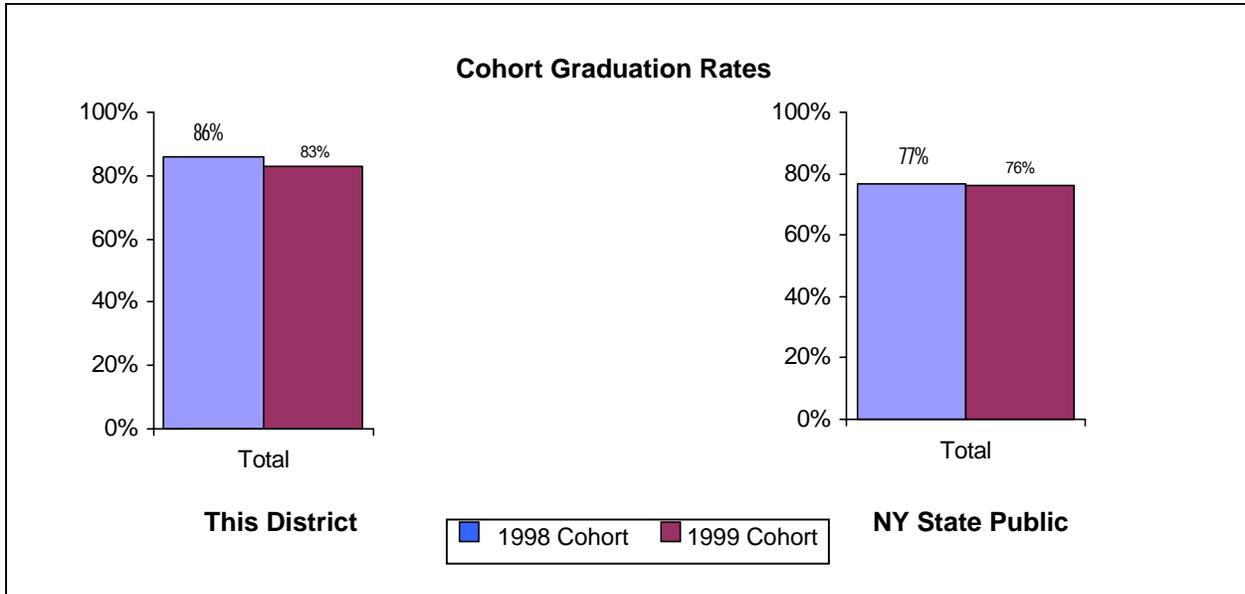
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	22	0
1999 Cohort	29	2
2000 Cohort	33	1

*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	962	65	1027	882
1999 Cohort	954	91	1045	866

*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	7	100%	100%	0%	4	s	s	s
Black	60	95%	50%	7%	68	87%	46%	3%
Hispanic	23	91%	52%	9%	44	91%	64%	7%
Asian or Pacific Islander	15	100%	73%	27%	9	s	s	s
White	877	97%	69%	21%	804	97%	70%	17%
Total	982	97%	68%	20%	929	96%	68%	15%
Small Group Totals (s)	0	0%	0%	0%	13	100%	69%	15%
Results by Disability Status								
General-education students	883	99%	73%	22%	844	98%	73%	17%
Students with disabilities	99	81%	26%	2%	85	80%	19%	1%
Total	982	97%	68%	20%	929	96%	68%	15%
Results by Gender								
Female	473	97%	72%	25%	452	96%	70%	19%
Male	509	97%	65%	16%	477	96%	66%	12%
Total	982	97%	68%	20%	929	96%	68%	15%
Results by English Proficiency Status								
English proficient	981	s	s	s	928	s	s	s
Limited English proficient	1	s	s	s	1	s	s	s
Total	982	97%	68%	20%	929	96%	68%	15%
Results by Income Level								
Economically disadvantaged	247	93%	50%	10%	281	93%	52%	7%
Not disadvantaged	735	98%	74%	24%	648	98%	75%	19%
Total	982	97%	68%	20%	929	96%	68%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	982	97%	68%	20%	929	96%	68%	15%
Total	982	97%	68%	20%	929	96%	68%	15%

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	7	100%	100%	0%	5	100%	80%	0%
Black	59	95%	59%	7%	69	93%	57%	4%
Hispanic	28	96%	54%	14%	48	96%	71%	15%
Asian or Pacific Islander	22	100%	91%	23%	12	100%	83%	25%
White	889	99%	85%	26%	815	99%	85%	32%
Total	1005	99%	83%	24%	949	98%	82%	29%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	905	99%	85%	26%	863	99%	86%	31%
Students with disabilities	100	95%	60%	8%	86	88%	42%	5%
Total	1005	99%	83%	24%	949	98%	82%	29%
Results by Gender								
Female	480	98%	80%	23%	459	98%	82%	25%
Male	525	99%	85%	25%	490	99%	83%	32%
Total	1005	99%	83%	24%	949	98%	82%	29%
Results by English Proficiency Status								
English proficient	979	99%	83%	24%	928	98%	83%	29%
Limited English proficient	26	96%	58%	12%	21	90%	48%	10%
Total	1005	99%	83%	24%	949	98%	82%	29%
Results by Income Level								
Economically disadvantaged	261	96%	68%	13%	290	97%	68%	14%
Not disadvantaged	744	99%	88%	28%	659	99%	89%	35%
Total	1005	99%	83%	24%	949	98%	82%	29%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1005	99%	83%	24%	949	98%	82%	29%
Total	1005	99%	83%	24%	949	98%	82%	29%

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	5	100%	100%	20%
Black	68	99%	71%	22%
Hispanic	47	100%	89%	38%
Asian or Pacific Islander	12	100%	100%	25%
White	810	100%	93%	50%
Total	942	99%	91%	47%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	856	100%	93%	51%
Students with disabilities	86	97%	76%	14%
Total	942	99%	91%	47%
Results by Gender				
Female	455	100%	91%	46%
Male	487	99%	92%	48%
Total	942	99%	91%	47%
Results by English Proficiency Status				
English proficient	921	100%	92%	48%
Limited English proficient	21	95%	71%	19%
Total	942	99%	91%	47%
Results by Income Level				
Economically disadvantaged	287	99%	84%	32%
Not disadvantaged	655	100%	95%	54%
Total	942	99%	91%	47%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	942	99%	91%	47%
Total	942	99%	91%	47%

*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	6	100%	33%	0%	8	88%	25%	0%
Black	69	86%	20%	0%	70	84%	21%	0%
Hispanic	36	81%	14%	0%	48	83%	19%	0%
Asian or Pacific Islander	15	100%	33%	13%	17	94%	71%	24%
White	1007	95%	49%	5%	1121	96%	44%	7%
Total	1133	94%	46%	5%	1264	94%	42%	6%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	986	98%	52%	5%	1121	98%	47%	7%
Students with disabilities	147	70%	4%	0%	143	68%	5%	1%
Total	1133	94%	46%	5%	1264	94%	42%	6%
Results by Gender								
Female	548	96%	49%	5%	606	97%	48%	9%
Male	585	93%	43%	4%	658	93%	36%	3%
Total	1133	94%	46%	5%	1264	94%	42%	6%
Results by English Proficiency Status								
English proficient	1130	s	s	s	1259	95%	42%	6%
Limited English proficient	3	s	s	s	5	40%	0%	0%
Total	1133	94%	46%	5%	1264	94%	42%	6%
Results by Income Level								
Economically disadvantaged	257	87%	25%	1%	311	87%	25%	2%
Not disadvantaged	876	96%	52%	5%	953	97%	47%	7%
Total	1133	94%	46%	5%	1264	94%	42%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1133	94%	46%	5%	1264	94%	42%	6%
Total	1133	94%	46%	5%	1264	94%	42%	6%

**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	6	83%	83%	0%	8	100%	63%	0%
Black	64	77%	28%	3%	70	74%	36%	1%
Hispanic	37	86%	32%	0%	46	72%	33%	0%
Asian or Pacific Islander	15	100%	67%	13%	19	95%	84%	26%
White	1008	94%	65%	11%	1113	94%	68%	11%
Total	1130	93%	62%	10%	1256	92%	65%	10%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	984	96%	67%	12%	1118	95%	70%	11%
Students with disabilities	146	71%	23%	0%	138	67%	28%	2%
Total	1130	93%	62%	10%	1256	92%	65%	10%
Results by Gender								
Female	543	93%	61%	8%	601	92%	65%	12%
Male	587	93%	62%	12%	655	92%	65%	9%
Total	1130	93%	62%	10%	1256	92%	65%	10%
Results by English Proficiency Status								
English proficient	1117	93%	61%	10%	1242	92%	65%	10%
Limited English proficient	13	92%	85%	0%	14	57%	29%	0%
Total	1130	93%	62%	10%	1256	92%	65%	10%
Results by Income Level								
Economically disadvantaged	251	85%	40%	3%	308	83%	46%	4%
Not disadvantaged	879	95%	68%	12%	948	95%	71%	12%
Total	1130	93%	62%	10%	1256	92%	65%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1130	93%	62%	10%	1256	92%	65%	10%
Total	1130	93%	62%	10%	1256	92%	65%	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	4	s	s	s	7	100%	86%	14%
Black	53	98%	74%	13%	62	95%	71%	6%
Hispanic	36	100%	92%	14%	41	98%	61%	15%
Asian or Pacific Islander	14	s	s	s	9	100%	78%	33%
White	735	100%	95%	48%	763	99%	88%	33%
Total	842	100%	93%	44%	882	98%	85%	30%
Small Group Totals (s)	18	100%	89%	44%	0	0%	0%	0%
Results by Disability Status								
General-education students	701	100%	96%	50%	751	99%	89%	34%
Students with disabilities	141	99%	77%	12%	131	94%	63%	11%
Total	842	100%	93%	44%	882	98%	85%	30%
Results by Gender								
Female	408	100%	93%	40%	386	98%	81%	23%
Male	434	100%	93%	47%	496	99%	88%	36%
Total	842	100%	93%	44%	882	98%	85%	30%
Results by English Proficiency Status								
English proficient	829	100%	93%	44%	870	99%	85%	31%
Limited English proficient	13	100%	77%	23%	12	92%	58%	0%
Total	842	100%	93%	44%	882	98%	85%	30%
Results by Income Level								
Economically disadvantaged	225	100%	88%	23%	258	96%	75%	19%
Not disadvantaged	617	100%	95%	52%	624	100%	89%	35%
Total	842	100%	93%	44%	882	98%	85%	30%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	842	100%	93%	44%	882	98%	85%	30%
Total	842	100%	93%	44%	882	98%	85%	30%

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	5	0	3	2	100%	7	0	7	0	100%
Black	26	7	14	0	81%	42	3	33	0	86%
Hispanic	30	2	27	0	97%	33	6	23	1	91%
Asian or Pacific Islander	33	3	29	0	97%	28	0	24	1	89%
White	871	61	745	13	94%	940	53	808	16	93%
Total	965	73	818	15	94%	1050	62	895	18	93%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	878	52	787	4	96%	921	41	846	2	97%
Students with disabilities	87	21	31	11	72%	129	21	49	16	67%
Total	965	73	818	15	94%	1050	62	895	18	93%
Results by Gender										
Female	474	32	417	5	96%	537	24	482	8	96%
Male	491	41	401	10	92%	513	38	413	10	90%
Total	965	73	818	15	94%	1050	62	895	18	93%
Results by English Proficiency Status										
English proficient	959	72	817	15	94%	1043	60	891	18	93%
Limited English proficient	6	1	1	0	33%	7	2	4	0	86%
Total	965	73	818	15	94%	1050	62	895	18	93%
Results by Income Level										
Economically disadvantaged	114	13	79	5	85%	150	17	103	7	85%
Not disadvantaged	851	60	739	10	95%	900	45	792	11	94%
Total	965	73	818	15	94%	1050	62	895	18	93%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	965	73	818	15	94%	1050	62	895	18	93%
Total	965	73	818	15	94%	1050	62	895	18	93%

**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	5	1	3	1	100%	7	1	5	0	86%
Black	26	2	22	0	92%	42	5	29	3	88%
Hispanic	30	1	25	1	90%	33	7	19	2	85%
Asian or Pacific Islander	33	1	30	0	94%	28	2	23	1	93%
White	871	30	771	27	95%	940	88	776	27	95%
Total	965	35	851	29	95%	1050	103	852	33	94%
Small Group Totals (s)	0	0	0	0	0%	0	0	0	0	0%
Results by Disability Status										
General-education students	878	23	816	9	97%	921	84	805	7	97%
Students with disabilities	87	12	35	20	77%	129	19	47	26	71%
Total	965	35	851	29	95%	1050	103	852	33	94%
Results by Gender										
Female	474	19	428	6	96%	537	52	454	12	96%
Male	491	16	423	23	94%	513	51	398	21	92%
Total	965	35	851	29	95%	1050	103	852	33	94%
Results by English Proficiency Status										
English proficient	959	33	850	29	95%	1043	102	848	33	94%
Limited English proficient	6	2	1	0	50%	7	1	4	0	71%
Total	965	35	851	29	95%	1050	103	852	33	94%
Results by Income Level										
Economically disadvantaged	114	7	86	5	86%	150	27	98	10	90%
Not disadvantaged	851	28	765	24	96%	900	76	754	23	95%
Total	965	35	851	29	95%	1050	103	852	33	94%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	965	35	851	29	95%	1050	103	852	33	94%
Total	965	35	851	29	95%	1050	103	852	33	94%

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	2	s	6	83%
Black	33	73%	29	66%
Hispanic	26	92%	33	82%
Asian or Pacific Islander	25	s	33	94%
White	941	86%	944	83%
Total	1027	86%	1045	83%
Small Group Totals (s)	27	85%	0	0%
Results by Disability Status				
General-education students	916	89%	940	86%
Students with disabilities	111	61%	105	54%
Total	1027	86%	1045	83%
Results by Gender				
Female	493	90%	511	86%
Male	534	82%	534	80%
Total	1027	86%	1045	83%
Results by English Proficiency Status				
English proficient	1020	86%	1039	83%
Limited English proficient	7	71%	6	33%
Total	1027	86%	1045	83%
Results by Income Level				
Economically disadvantaged	113	81%	116	70%
Not disadvantaged	914	87%	929	84%
Total	1027	86%	1045	83%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	1027	86%	1045	83%
Total	1027	86%	1045	83%

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.