

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
Rochester 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: Manuel J. Rivera		Phone: (585)262-8378
Organization 2003–04	Grade Range	Student Enrollment
	NA	33832

2002–03 District-wide Total Expenditure per Pupil	\$0
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
6,223	83%

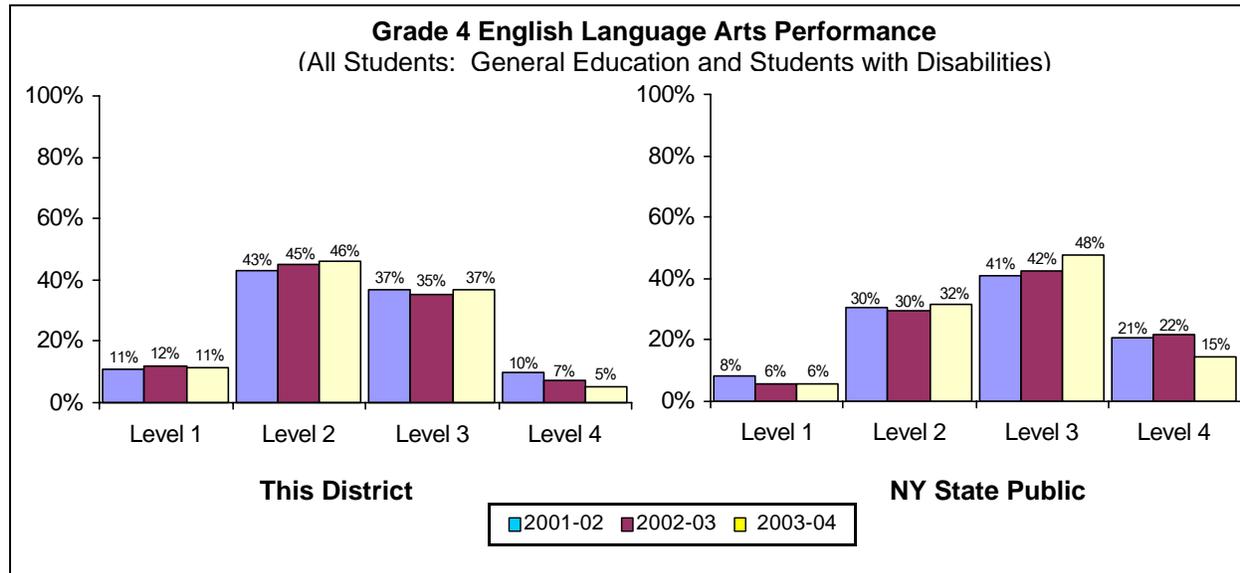
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
2,938	0%

*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	323	1299	1117	292	3031	645
Feb 2003	340	1274	993	211	2818	640
Feb 2004	275	1114	894	131	2414	639

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 .

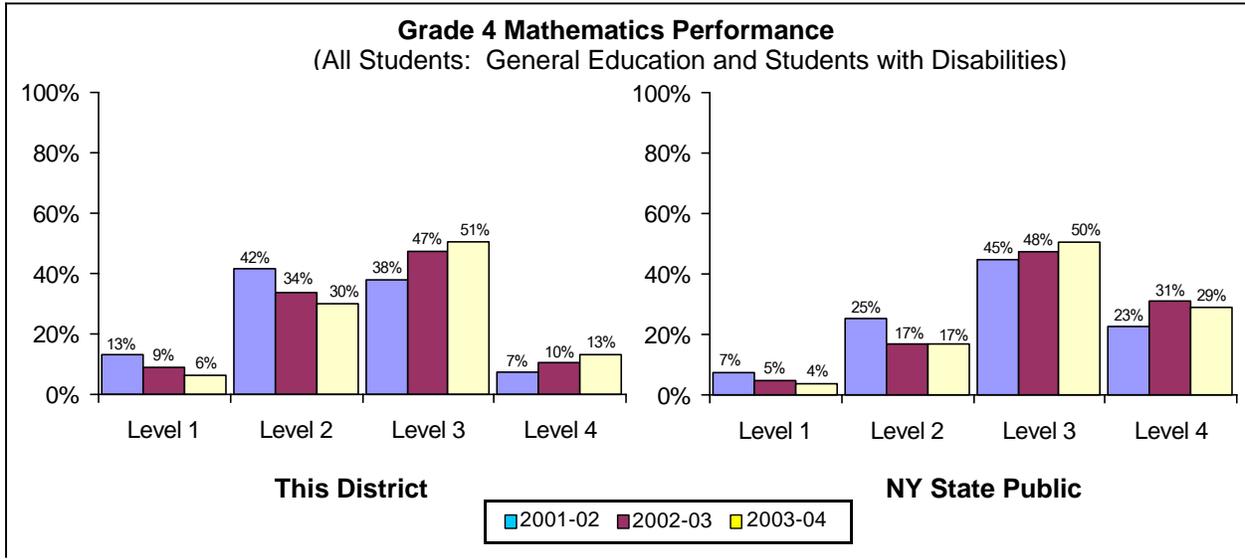
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	52	39	33	25	149

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	2	2	9	16

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	407	1268	1148	216		3039	633
May 2003	270	1011	1416	309		3006	641
May 2004	159	763	1299	343		2564	646

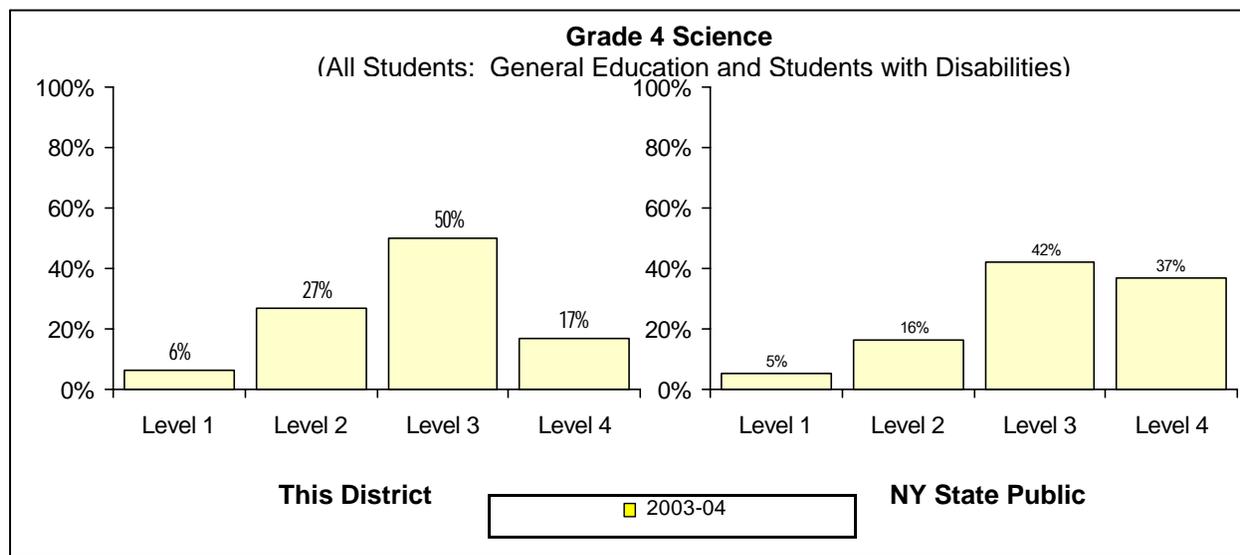
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents 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	2	3	4	4	13

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	162	679	1260	428	2529	70

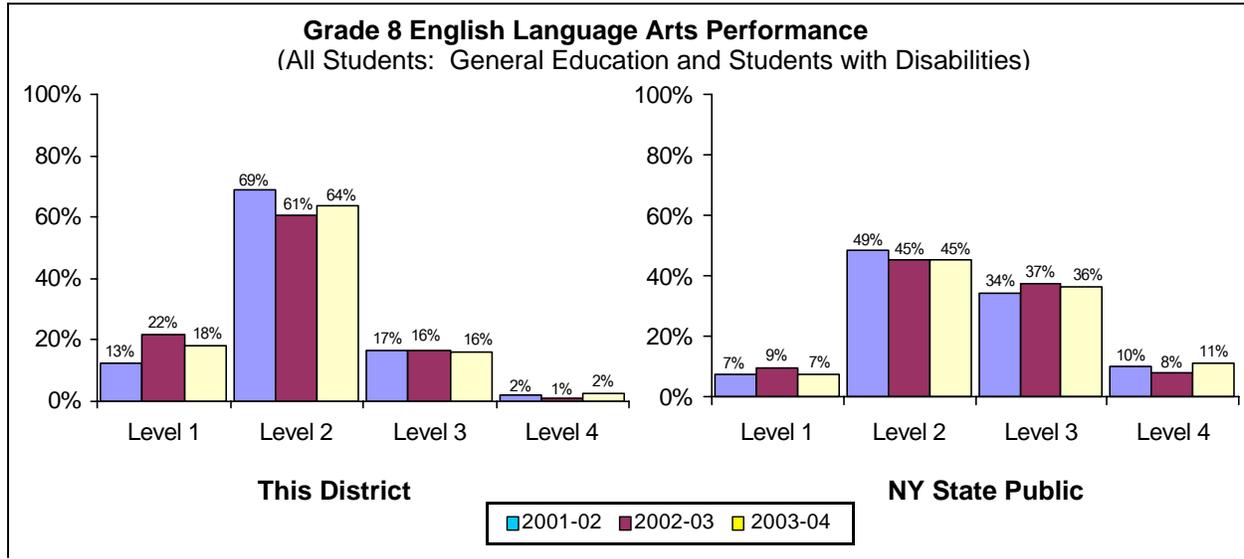
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	4	10	17

*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	284	1546	372	43	2245	681
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	542	1500	404	27	2473	674
January 2004	492	1746	443	65	2746	679

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 .

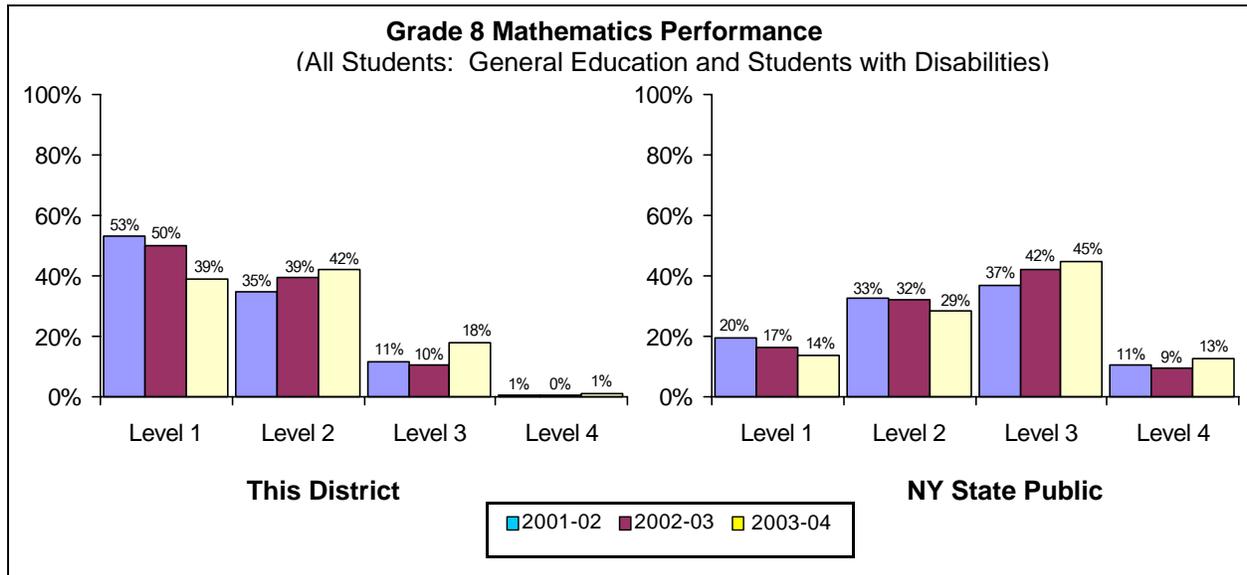
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	42	8	15	11	76

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	2	26	29

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	1303	847	279	15	2444	675
May 2003	1205	951	252	10	2418	677
May 2004	1077	1166	500	26	2769	683

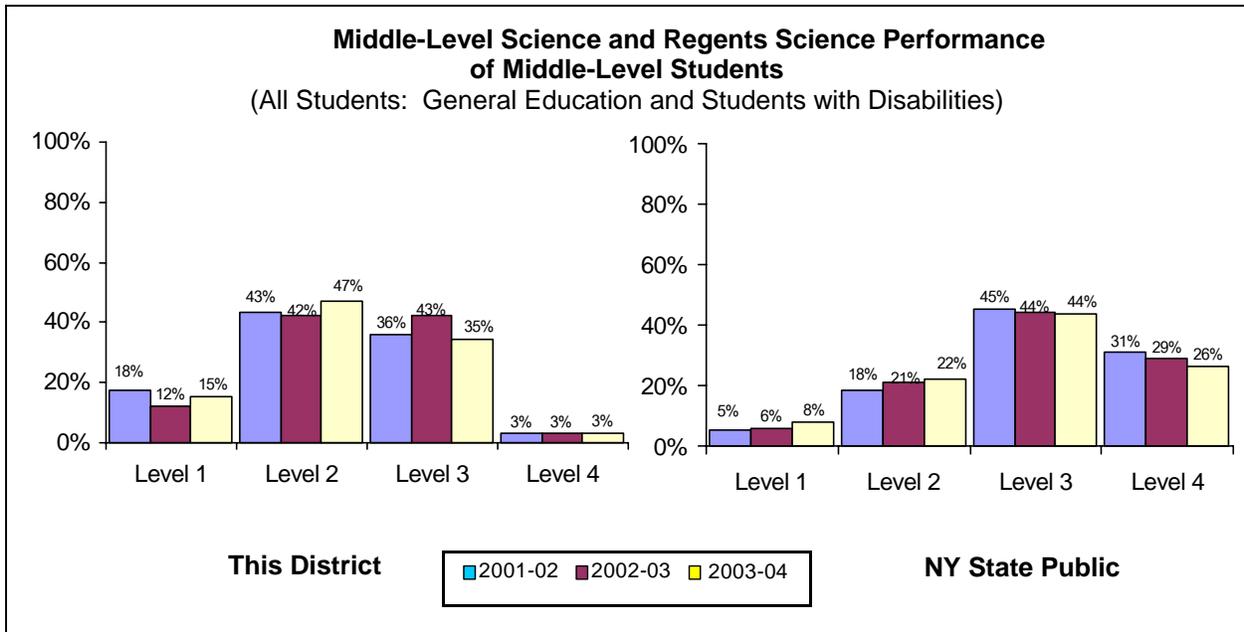
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	4	24	29

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	339	833	691	62	1925	57
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	246	857	749	38	1890	60
	Regents Science	4	17	134	30	185	75
January/ June 2004	Middle-Level Science	290	902	550	29	1771	58
	Regents Science	9	7	119	33	168	75

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.

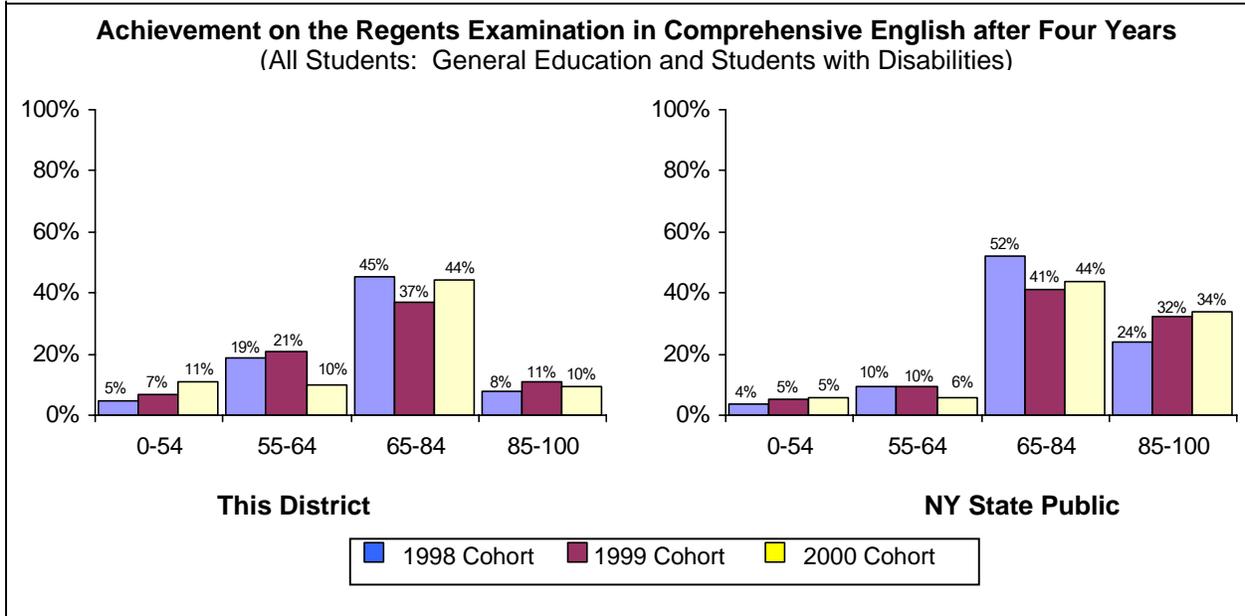
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	1	5	21	27

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	1219	60	231	554	94	0
1999 Cohort	1414	99	294	521	152	0
2000 Cohort	1638	176	163	726	156	0

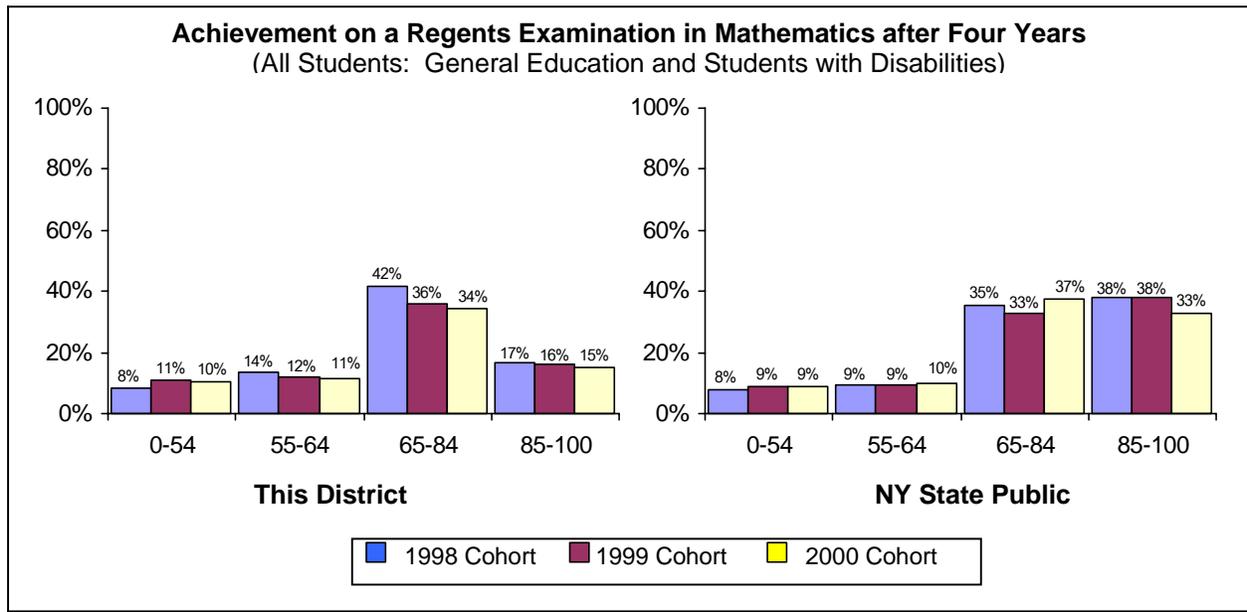
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	12	24
1999 Cohort	22	34
2000 Cohort	34	38

*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	1219	101	168	511	206	0
1999 Cohort	1414	158	169	509	227	0
2000 Cohort	1638	167	188	565	249	0

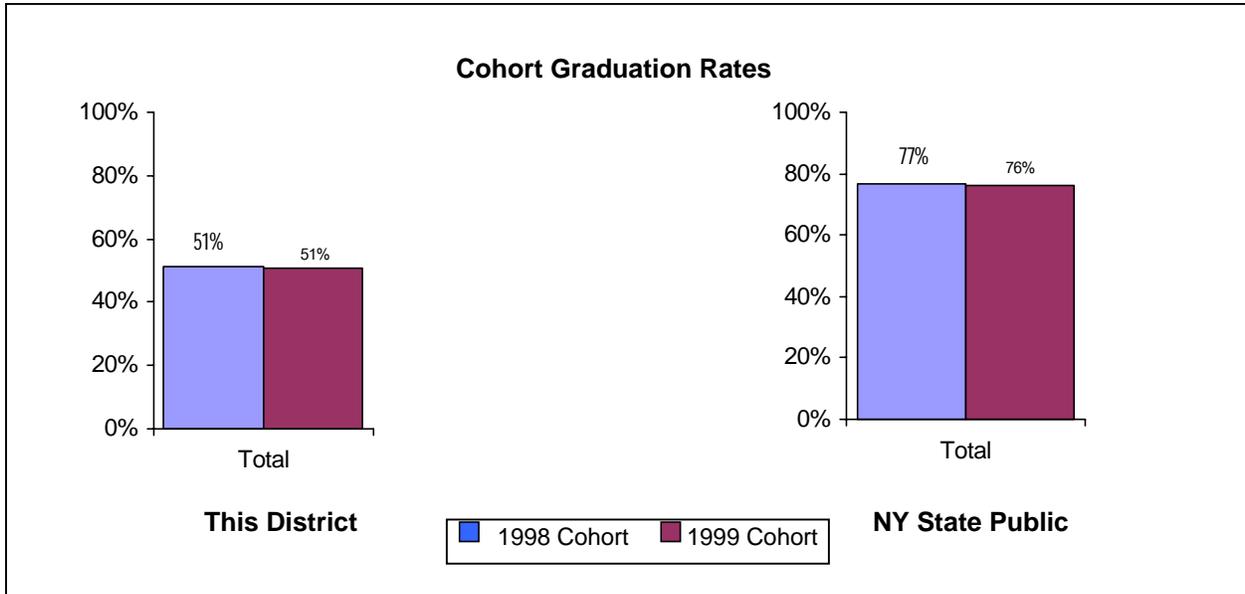
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	15	15
1999 Cohort	36	16
2000 Cohort	60	29

*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	1310	232	1542	787
1999 Cohort	1394	249	1643	835

*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	6	100%	67%	0%	9	100%	33%	0%
Black	1938	87%	40%	6%	1661	88%	38%	4%
Hispanic	469	88%	42%	5%	382	87%	46%	4%
Asian or Pacific Islander	48	98%	67%	23%	34	100%	76%	15%
White	357	91%	57%	18%	328	94%	59%	15%
Total	2818	88%	43%	7%	2414	89%	42%	5%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2362	93%	48%	9%	2048	93%	47%	6%
Students with disabilities	456	59%	15%	1%	366	61%	15%	2%
Total	2818	88%	43%	7%	2414	89%	42%	5%
Results by Gender								
Female	1370	90%	47%	9%	1195	91%	47%	6%
Male	1448	86%	39%	6%	1219	86%	38%	5%
Total	2818	88%	43%	7%	2414	89%	42%	5%
Results by English Proficiency Status								
English proficient	2778	88%	43%	8%	2367	89%	43%	6%
Limited English proficient	40	65%	10%	3%	47	81%	30%	0%
Total	2818	88%	43%	7%	2414	89%	42%	5%
Results by Income Level								
Economically disadvantaged	2445	87%	40%	6%	2138	88%	40%	4%
Not disadvantaged	373	93%	63%	19%	276	95%	64%	15%
Total	2818	88%	43%	7%	2414	89%	42%	5%
Results by Migrant Status								
Migrant family	13	62%	38%	0%	2	s	s	s
Not migrant family	2805	88%	43%	8%	2412	s	s	s
Total	2818	88%	43%	7%	2414	89%	42%	5%

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	6	100%	67%	17%	9	100%	78%	0%
Black	1970	90%	53%	7%	1674	93%	61%	10%
Hispanic	603	90%	58%	9%	497	93%	62%	14%
Asian or Pacific Islander	58	97%	91%	36%	42	100%	79%	24%
White	369	95%	77%	25%	342	97%	80%	29%
Total	3006	91%	57%	10%	2564	94%	64%	13%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	2513	94%	61%	11%	2176	96%	69%	15%
Students with disabilities	493	75%	38%	6%	388	80%	39%	4%
Total	3006	91%	57%	10%	2564	94%	64%	13%
Results by Gender								
Female	1450	92%	58%	10%	1262	94%	65%	14%
Male	1556	90%	57%	10%	1302	93%	63%	13%
Total	3006	91%	57%	10%	2564	94%	64%	13%
Results by English Proficiency Status								
English proficient	2803	92%	59%	11%	2362	94%	66%	14%
Limited English proficient	203	82%	38%	4%	202	90%	45%	6%
Total	3006	91%	57%	10%	2564	94%	64%	13%
Results by Income Level								
Economically disadvantaged	2601	91%	55%	8%	2273	93%	62%	11%
Not disadvantaged	405	94%	71%	23%	291	97%	80%	32%
Total	3006	91%	57%	10%	2564	94%	64%	13%
Results by Migrant Status								
Migrant family	17	76%	59%	6%	3	s	s	s
Not migrant family	2987	91%	57%	10%	2561	s	s	s
Total	3006	91%	57%	10%	2564	94%	64%	13%

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	7	100%	86%	29%
Black	1654	93%	64%	14%
Hispanic	492	93%	62%	15%
Asian or Pacific Islander	41	98%	88%	27%
White	335	97%	84%	35%
Total	2529	94%	67%	17%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	2143	95%	70%	18%
Students with disabilities	386	88%	50%	8%
Total	2529	94%	67%	17%
Results by Gender				
Female	1251	93%	66%	14%
Male	1278	94%	68%	20%
Total	2529	94%	67%	17%
Results by English Proficiency Status				
English proficient	2334	94%	69%	18%
Limited English proficient	195	89%	46%	7%
Total	2529	94%	67%	17%
Results by Income Level				
Economically disadvantaged	2241	93%	65%	14%
Not disadvantaged	288	97%	83%	42%
Total	2529	94%	67%	17%
Results by Migrant Status				
Migrant family	3	s	s	s
Not migrant family	2526	s	s	s
Total	2529	94%	67%	17%

*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	9	67%	44%	11%	12	83%	25%	8%
Black	1654	77%	14%	1%	1869	81%	15%	1%
Hispanic	446	74%	14%	1%	509	82%	19%	1%
Asian or Pacific Islander	43	98%	40%	2%	33	85%	27%	3%
White	321	85%	38%	2%	323	87%	38%	11%
Total	2473	78%	17%	1%	2746	82%	18%	2%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1976	88%	21%	1%	2215	90%	22%	3%
Students with disabilities	497	38%	1%	0%	531	49%	4%	0%
Total	2473	78%	17%	1%	2746	82%	18%	2%
Results by Gender								
Female	1194	84%	21%	1%	1327	87%	20%	3%
Male	1279	73%	14%	1%	1419	78%	17%	2%
Total	2473	78%	17%	1%	2746	82%	18%	2%
Results by English Proficiency Status								
English proficient	2364	79%	18%	1%	2730	82%	19%	2%
Limited English proficient	109	48%	0%	0%	16	56%	0%	0%
Total	2473	78%	17%	1%	2746	82%	18%	2%
Results by Income Level								
Economically disadvantaged	2167	77%	17%	1%	2216	82%	16%	1%
Not disadvantaged	306	82%	20%	1%	530	82%	28%	8%
Total	2473	78%	17%	1%	2746	82%	18%	2%
Results by Migrant Status								
Migrant family	7	57%	0%	0%	3	s	s	s
Not migrant family	2466	78%	17%	1%	2743	s	s	s
Total	2473	78%	17%	1%	2746	82%	18%	2%

**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	7	86%	29%	0%	12	67%	17%	0%
Black	1598	47%	8%	0%	1842	58%	15%	0%
Hispanic	469	47%	8%	0%	541	60%	18%	0%
Asian or Pacific Islander	38	82%	37%	0%	39	74%	44%	3%
White	306	66%	27%	3%	335	76%	41%	5%
Total	2418	50%	11%	0%	2769	61%	19%	1%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1932	56%	13%	1%	2255	67%	22%	1%
Students with disabilities	486	27%	3%	0%	514	34%	6%	0%
Total	2418	50%	11%	0%	2769	61%	19%	1%
Results by Gender								
Female	1164	53%	10%	0%	1337	63%	20%	1%
Male	1254	47%	11%	0%	1432	60%	19%	1%
Total	2418	50%	11%	0%	2769	61%	19%	1%
Results by English Proficiency Status								
English proficient	2255	52%	11%	0%	2673	62%	19%	1%
Limited English proficient	163	24%	2%	0%	96	46%	10%	0%
Total	2418	50%	11%	0%	2769	61%	19%	1%
Results by Income Level								
Economically disadvantaged	2123	49%	10%	0%	2246	60%	17%	0%
Not disadvantaged	295	58%	16%	0%	523	66%	29%	3%
Total	2418	50%	11%	0%	2769	61%	19%	1%
Results by Migrant Status								
Migrant family	9	11%	0%	0%	6	33%	0%	0%
Not migrant family	2405	50%	11%	0%	2763	61%	19%	1%
Total	2418	50%	11%	0%	2769	61%	19%	1%

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	5	100%	80%	20%	7	86%	29%	0%
Black	1282	86%	38%	1%	1187	82%	27%	1%
Hispanic	361	88%	42%	1%	356	85%	38%	2%
Asian or Pacific Islander	29	90%	52%	7%	24	88%	38%	0%
White	213	92%	62%	9%	197	90%	55%	6%
Total	1890	87%	42%	2%	1771	84%	33%	2%
Small Group Totals (s)	0	0%	0%	0%	0	0%	0%	0%
Results by Disability Status								
General-education students	1538	89%	46%	2%	1454	87%	36%	2%
Students with disabilities	352	77%	25%	1%	317	70%	20%	2%
Total	1890	87%	42%	2%	1771	84%	33%	2%
Results by Gender								
Female	941	88%	39%	2%	857	84%	30%	1%
Male	949	86%	44%	2%	914	83%	35%	2%
Total	1890	87%	42%	2%	1771	84%	33%	2%
Results by English Proficiency Status								
English proficient	1773	88%	43%	2%	1719	84%	33%	2%
Limited English proficient	117	73%	21%	0%	52	63%	10%	0%
Total	1890	87%	42%	2%	1771	84%	33%	2%
Results by Income Level								
Economically disadvantaged	1661	86%	40%	2%	1497	84%	32%	1%
Not disadvantaged	229	91%	52%	3%	274	83%	37%	4%
Total	1890	87%	42%	2%	1771	84%	33%	2%
Results by Migrant Status								
Migrant family	7	100%	29%	0%	3	s	s	s
Not migrant family	1806	87%	42%	2%	1768	s	s	s
Total	1890	87%	42%	2%	1771	84%	33%	2%

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	1	2	0	60%	4	s	s	s	s
Black	863	199	386	16	70%	1048	118	537	24	65%
Hispanic	262	47	104	3	59%	280	22	127	6	55%
Asian or Pacific Islander	41	7	23	0	73%	43	s	s	s	s
White	243	36	158	3	81%	263	17	187	4	79%
Total	1414	290	673	22	70%	1638	163	882	34	66%
Small Group Totals (s)	0	0	0	0	0%	47	6	31	0	79%
Results by Disability Status										
General-education students	1206	274	655	1	77%	1356	147	847	3	74%
Students with disabilities	208	16	18	21	26%	282	16	35	31	29%
Total	1414	290	673	22	70%	1638	163	882	34	66%
Results by Gender										
Female	750	172	383	10	75%	840	85	504	14	72%
Male	664	118	290	12	63%	798	78	378	20	60%
Total	1414	290	673	22	70%	1638	163	882	34	66%
Results by English Proficiency Status										
English proficient	1330	274	652	21	71%	1625	163	879	34	66%
Limited English proficient	84	16	21	1	45%	13	0	3	0	23%
Total	1414	290	673	22	70%	1638	163	882	34	66%
Results by Income Level										
Economically disadvantaged	511	128	217	8	69%	679	67	362	15	65%
Not disadvantaged	903	162	456	14	70%	959	96	520	19	66%
Total	1414	290	673	22	70%	1638	163	882	34	66%
Results by Migrant Status										
Migrant family	1	s	s	s	s	1	s	s	s	s
Not migrant family	1413	s	s	s	s	1637	s	s	s	s
Total	1414	290	673	22	70%	1638	163	882	34	66%

**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	0	2	0	40%	4	s	s	s	s
Black	863	115	426	24	65%	1048	144	477	32	62%
Hispanic	262	35	108	5	56%	280	22	121	14	56%
Asian or Pacific Islander	41	2	31	0	80%	43	s	s	s	s
White	243	17	169	7	79%	263	20	182	13	82%
Total	1414	169	736	36	67%	1638	188	814	60	65%
Small Group Totals (s)	0	0	0	0	0%	47	2	34	1	79%
Results by Disability Status										
General-education students	1206	160	710	1	72%	1356	167	781	3	70%
Students with disabilities	208	9	26	35	34%	282	21	33	57	39%
Total	1414	169	736	36	67%	1638	188	814	60	65%
Results by Gender										
Female	750	83	427	14	70%	840	108	452	19	69%
Male	664	86	309	22	63%	798	80	362	41	61%
Total	1414	169	736	36	67%	1638	188	814	60	65%
Results by English Proficiency Status										
English proficient	1330	156	718	35	68%	1625	187	812	59	65%
Limited English proficient	84	13	18	1	38%	13	1	2	1	31%
Total	1414	169	736	36	67%	1638	188	814	60	65%
Results by Income Level										
Economically disadvantaged	511	69	237	15	63%	679	84	331	30	66%
Not disadvantaged	903	100	499	21	69%	959	104	483	30	64%
Total	1414	169	736	36	67%	1638	188	814	60	65%
Results by Migrant Status										
Migrant family	1	s	s	s	s	1	s	s	s	s
Not migrant family	1413	s	s	s	s	1637	s	s	s	s
Total	1414	169	736	36	67%	1638	188	814	60	65%

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	5	60%	5	60%
Black	960	49%	1011	51%
Hispanic	238	45%	309	40%
Asian or Pacific Islander	45	58%	45	62%
White	294	63%	273	61%
Total	1542	51%	1643	51%
Small Group Totals (s)	0	0%	0	0%
Results by Disability Status				
General-education students	1326	56%	1394	57%
Students with disabilities	216	18%	249	15%
Total	1542	51%	1643	51%
Results by Gender				
Female	850	56%	850	59%
Male	692	44%	793	42%
Total	1542	51%	1643	51%
Results by English Proficiency Status				
English proficient	1481	51%	1582	51%
Limited English proficient	61	43%	61	52%
Total	1542	51%	1643	51%
Results by Income Level				
Economically disadvantaged	379	64%	493	55%
Not disadvantaged	1163	47%	1150	49%
Total	1542	51%	1643	51%
Results by Migrant Status				
Migrant family	3	s	0	0%
Not migrant family	1539	s	1643	51%
Total	1542	51%	1643	51%

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.