

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
Utica City School District**

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

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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: Daniel G. Lowengard		Phone: (315)792-2222
Organization 2003–04	Grade Range	Student Enrollment
	NA	9045

2002–03 District-wide Total Expenditure per Pupil	\$10,581
2002–03 NYS Public Schools Total Expenditure per Pupil	\$13,085

2003–04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,405	97%

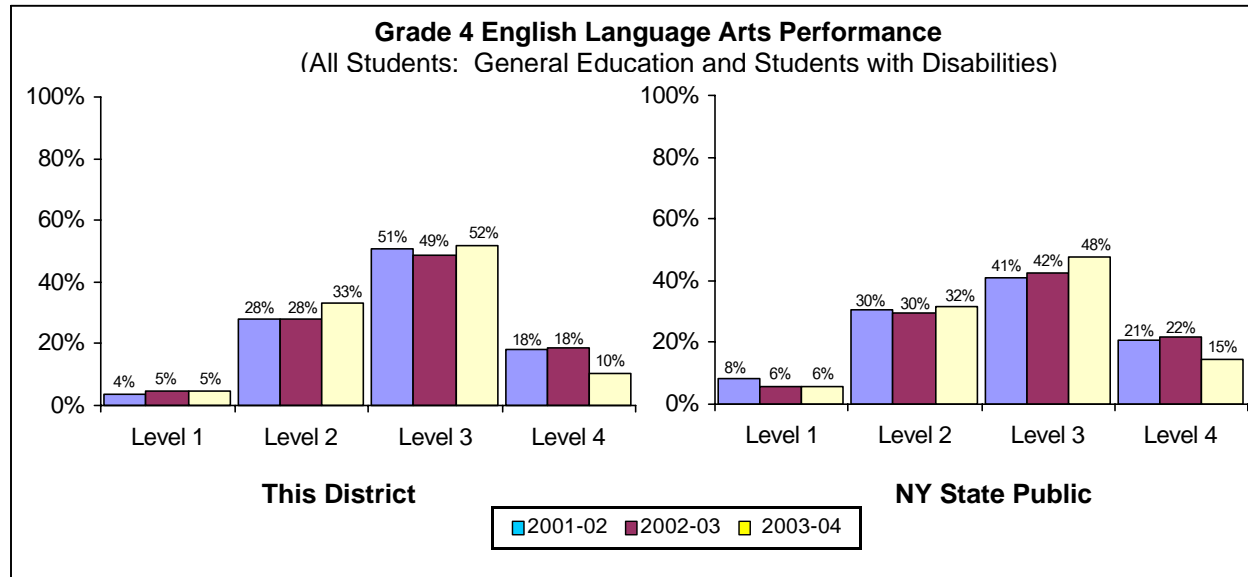
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
619	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	22	175	317	113	627	661
Feb 2003	29	175	305	115	624	660
Feb 2004	32	218	342	68	660	653

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 .

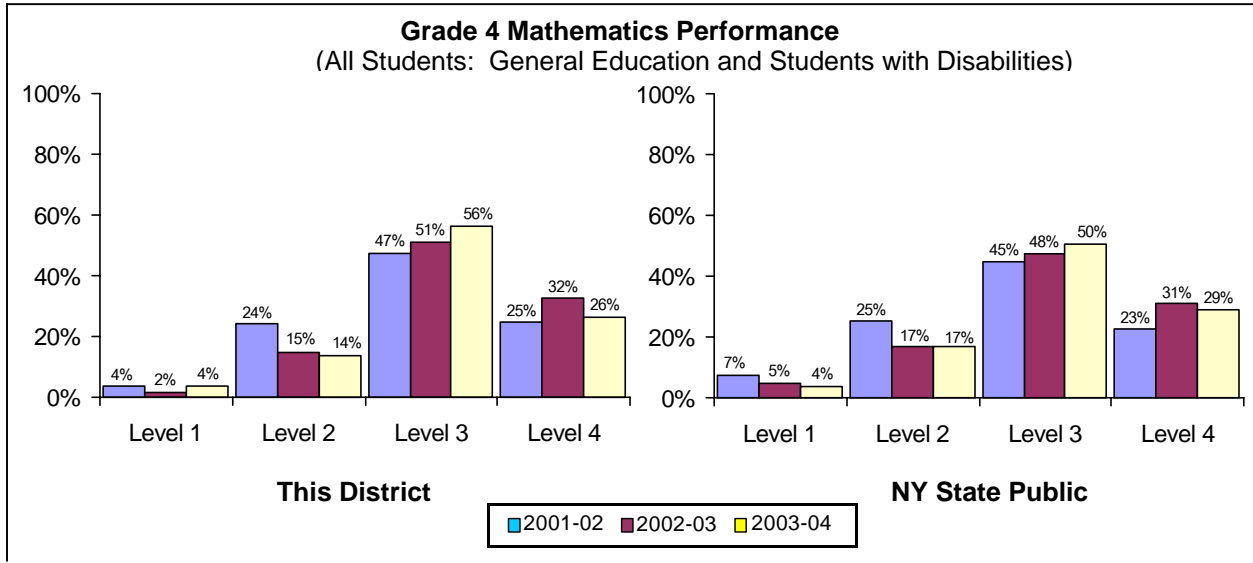
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	16	12	10	23	61

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

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

Elementary Level Mathematics



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810			
May 2002	23	153	301	159		636	654
May 2003	12	102	356	225		695	663
May 2004	26	98	403	187		714	661

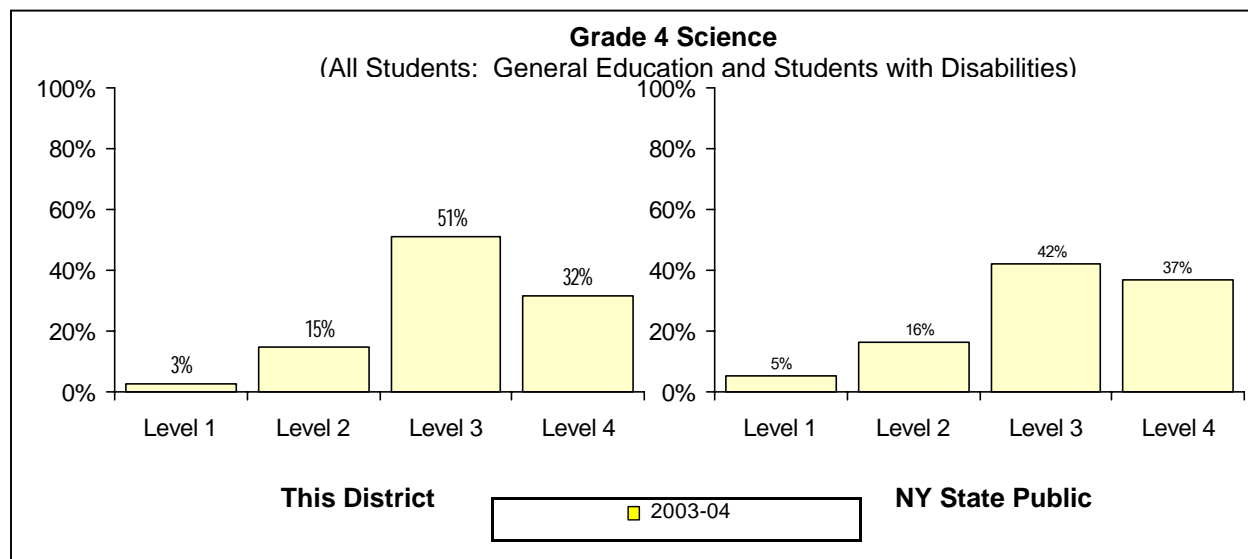
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

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

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

Elementary Level

Science*



Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	20	103	362	224	709	77

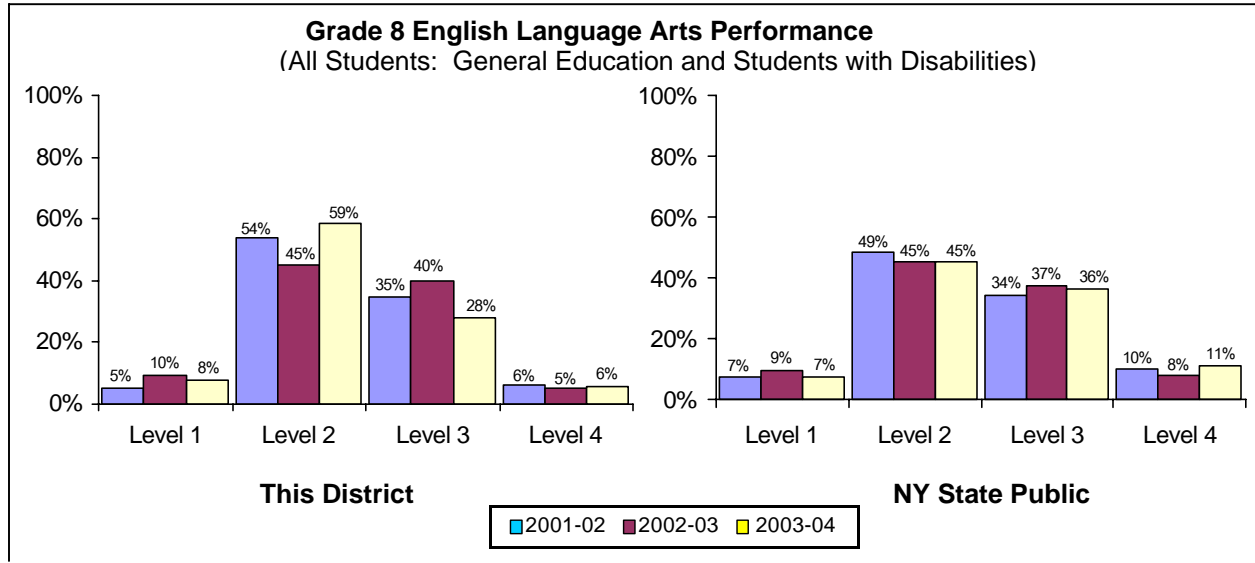
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

*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	28	294	189	33	544	695
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	59	279	247	32	617	693
January 2004	45	351	168	34	598	691

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 .

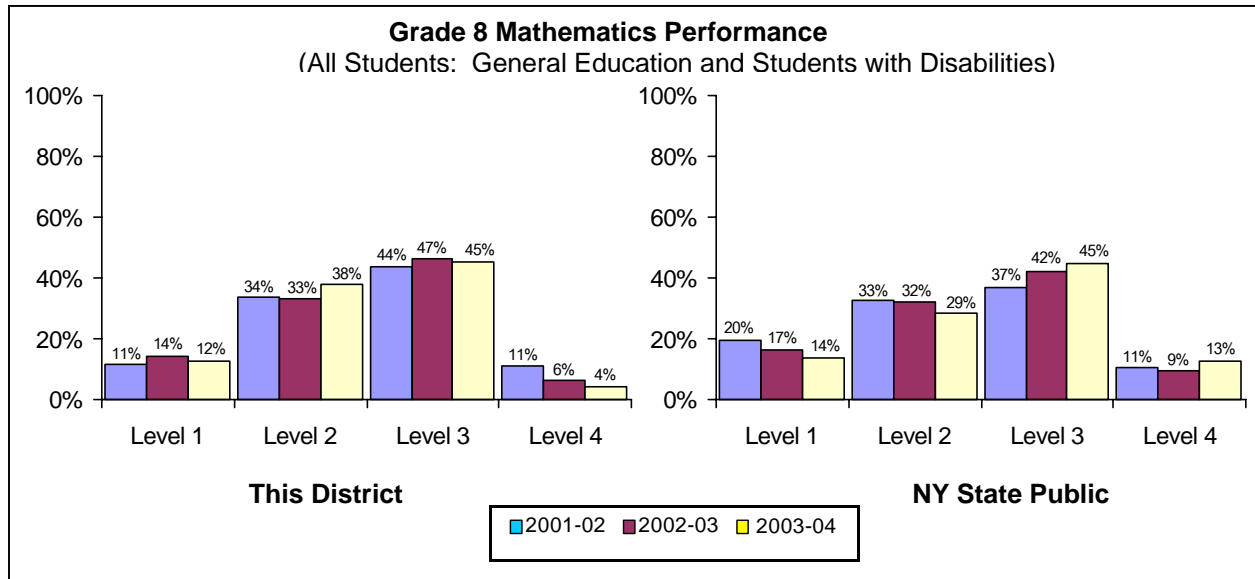
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	10	4	11	25	50

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	3	2	5

Middle Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2002	60	178	229	58	525	719
May 2003	96	224	316	43	679	715
May 2004	81	249	295	29	654	711

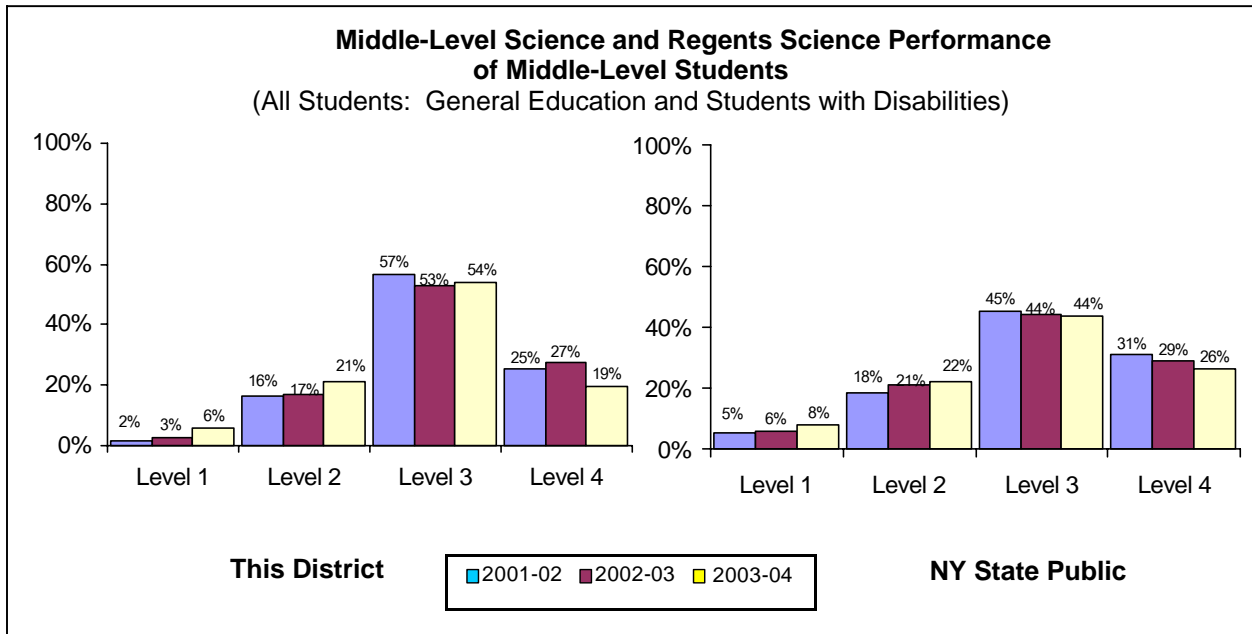
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	0	1	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	8	76	242	95	421	74
	Regents Science	0	1	26	24	51	83
January/ June 2003	Middle-Level Science	16	107	303	149	575	74
	Regents Science	0	0	32	23	55	82
January/ June 2004	Middle-Level Science	41	148	334	98	621	70
	Regents Science	0	0	45	39	84	84

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.

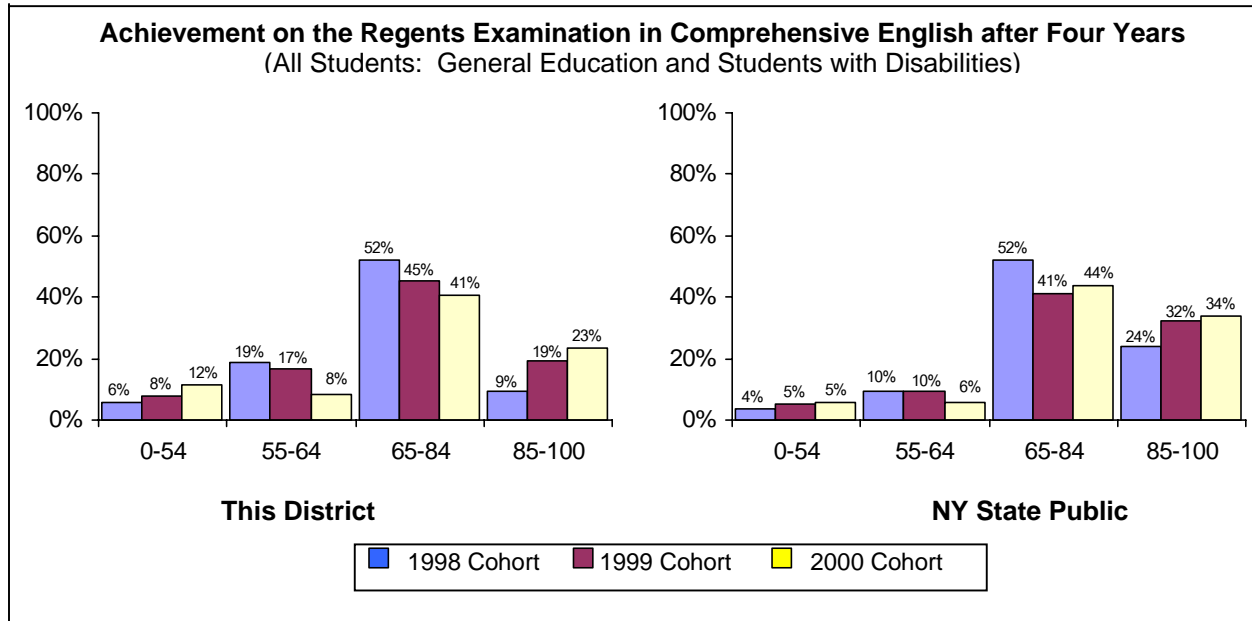
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	401	23	76	208	37	0
1999 Cohort	467	37	79	212	90	0
2000 Cohort	508	59	43	207	119	0

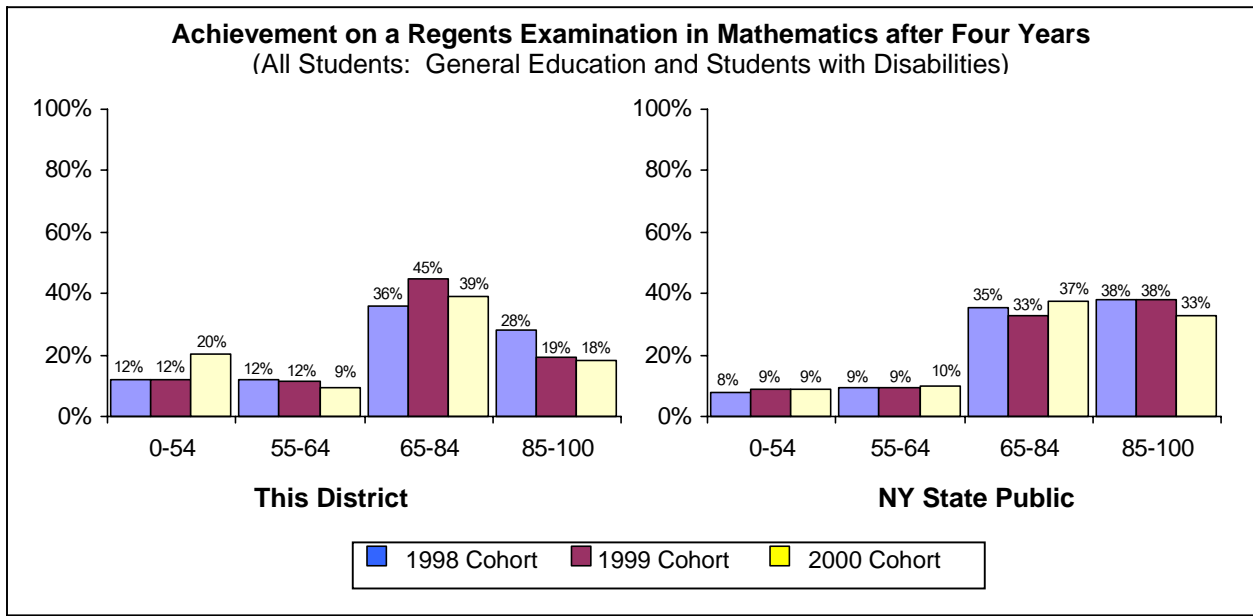
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	0	4
1999 Cohort	3	7
2000 Cohort	5	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	401	48	49	144	112	0
1999 Cohort	467	55	54	208	90	0
2000 Cohort	508	104	47	198	93	0

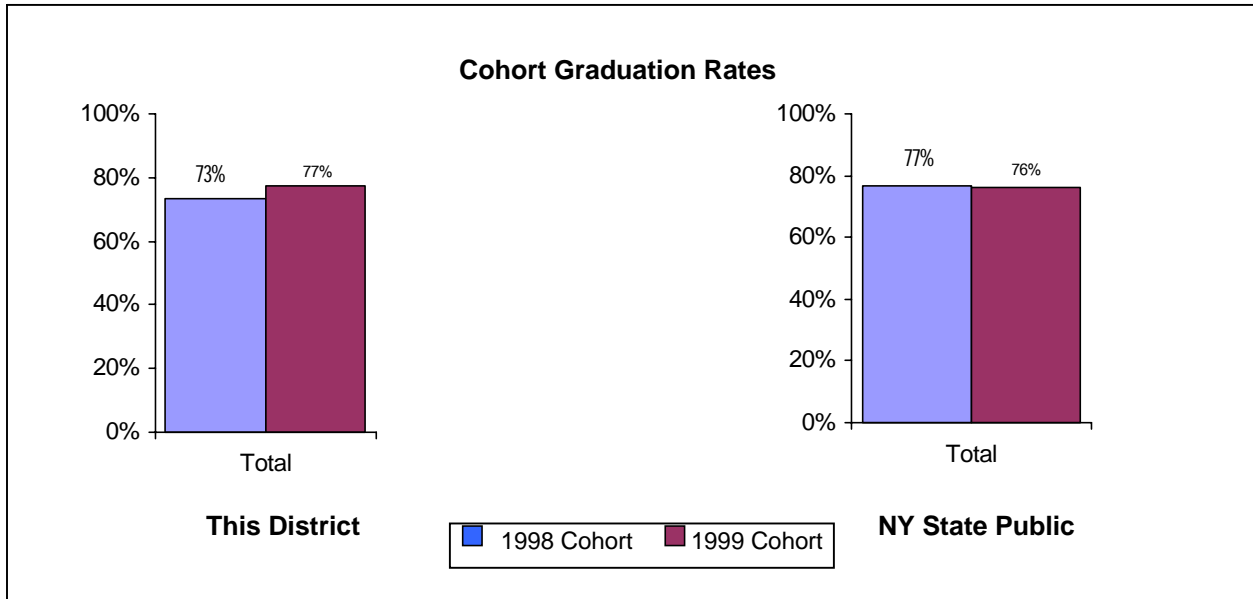
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	4	1
1999 Cohort	8	4
2000 Cohort	18	6

*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	395	30	425	312
1999 Cohort	462	32	494	382

*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	1	s	s	s	1	s	s	s
Black	216	94%	58%	8%	187	91%	40%	6%
Hispanic	67	93%	60%	12%	89	94%	62%	11%
Asian or Pacific Islander	34	s	s	s	23	s	s	s
White	306	96%	75%	26%	360	97%	73%	12%
Total	624	95%	67%	18%	660	95%	62%	10%
Small Group Totals (s)	35	100%	71%	29%	24	96%	71%	17%
Results by Disability Status								
General-education students	537	99%	74%	21%	553	99%	68%	12%
Students with disabilities	87	74%	28%	2%	107	77%	33%	2%
Total	624	95%	67%	18%	660	95%	62%	10%
Results by Gender								
Female	314	97%	71%	23%	339	95%	62%	11%
Male	310	93%	63%	14%	321	95%	62%	9%
Total	624	95%	67%	18%	660	95%	62%	10%
Results by English Proficiency Status								
English proficient	620	s	s	s	659	s	s	s
Limited English proficient	4	s	s	s	1	s	s	s
Total	624	95%	67%	18%	660	95%	62%	10%
Results by Income Level								
Economically disadvantaged	451	94%	60%	13%	379	93%	53%	4%
Not disadvantaged	173	98%	87%	32%	281	98%	75%	19%
Total	624	95%	67%	18%	660	95%	62%	10%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	624	95%	67%	18%	660	95%	62%	10%
Total	624	95%	67%	18%	660	95%	62%	10%

Elementary Level Mathematics

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	2	s	s	s
Black	218	99%	82%	21%	188	94%	73%	17%
Hispanic	70	99%	77%	23%	96	94%	82%	26%
Asian or Pacific Islander	38	s	s	s	29	s	s	s
White	368	98%	85%	39%	399	98%	86%	30%
Total	695	98%	84%	32%	714	96%	83%	26%
Small Group Totals (s)	39	95%	90%	51%	31	97%	94%	35%
Results by Disability Status								
General-education students	604	99%	86%	34%	609	97%	85%	28%
Students with disabilities	91	92%	65%	21%	105	92%	67%	14%
Total	695	98%	84%	32%	714	96%	83%	26%
Results by Gender								
Female	344	99%	84%	32%	364	97%	82%	24%
Male	351	98%	83%	32%	350	95%	83%	29%
Total	695	98%	84%	32%	714	96%	83%	26%
Results by English Proficiency Status								
English proficient	622	99%	87%	35%	653	98%	86%	28%
Limited English proficient	73	90%	53%	10%	61	84%	48%	5%
Total	695	98%	84%	32%	714	96%	83%	26%
Results by Income Level								
Economically disadvantaged	512	98%	81%	26%	422	95%	80%	21%
Not disadvantaged	183	99%	92%	50%	292	99%	87%	33%
Total	695	98%	84%	32%	714	96%	83%	26%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	695	98%	84%	32%	714	96%	83%	26%
Total	695	98%	84%	32%	714	96%	83%	26%

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	2	s	s	s
Black	185	95%	72%	13%
Hispanic	94	95%	79%	32%
Asian or Pacific Islander	29	s	s	s
White	399	98%	89%	39%
Total	709	97%	83%	32%
Small Group Totals (s)	31	100%	77%	45%
Results by Disability Status				
General-education students	606	97%	83%	34%
Students with disabilities	103	96%	80%	19%
Total	709	97%	83%	32%
Results by Gender				
Female	361	98%	82%	28%
Male	348	97%	83%	35%
Total	709	97%	83%	32%
Results by English Proficiency Status				
English proficient	648	99%	86%	34%
Limited English proficient	61	82%	46%	7%
Total	709	97%	83%	32%
Results by Income Level				
Economically disadvantaged	418	96%	78%	23%
Not disadvantaged	291	99%	89%	44%
Total	709	97%	83%	32%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	709	97%	83%	32%
Total	709	97%	83%	32%

*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	3	s	s	s	1	s	s	s
Black	163	82%	26%	2%	167	90%	25%	2%
Hispanic	54	83%	30%	2%	94	85%	24%	3%
Asian or Pacific Islander	23	s	s	s	18	s	s	s
White	374	95%	56%	7%	318	96%	42%	8%
Total	617	90%	45%	5%	598	92%	34%	6%
Small Group Totals (s)	26	96%	42%	8%	19	89%	26%	0%
Results by Disability Status								
General-education students	494	95%	55%	6%	474	96%	42%	7%
Students with disabilities	123	72%	7%	0%	124	78%	4%	1%
Total	617	90%	45%	5%	598	92%	34%	6%
Results by Gender								
Female	311	92%	50%	7%	304	94%	40%	8%
Male	306	89%	40%	4%	294	91%	27%	3%
Total	617	90%	45%	5%	598	92%	34%	6%
Results by English Proficiency Status								
English proficient	608	91%	46%	5%	587	93%	34%	6%
Limited English proficient	9	78%	22%	0%	11	91%	0%	0%
Total	617	90%	45%	5%	598	92%	34%	6%
Results by Income Level								
Economically disadvantaged	394	89%	36%	3%	300	91%	25%	3%
Not disadvantaged	223	93%	61%	9%	298	94%	42%	8%
Total	617	90%	45%	5%	598	92%	34%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	617	90%	45%	5%	597	s	s	s
Total	617	90%	45%	5%	598	92%	34%	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	3	s	s	s	1	s	s	s
Black	157	78%	37%	3%	177	76%	33%	3%
Hispanic	67	70%	28%	1%	97	90%	44%	0%
Asian or Pacific Islander	27	s	s	s	24	s	s	s
White	425	91%	62%	8%	355	93%	60%	6%
Total	679	86%	53%	6%	654	88%	50%	4%
Small Group Totals (s)	30	90%	63%	7%	25	80%	44%	8%
Results by Disability Status								
General-education students	567	88%	56%	7%	526	91%	55%	6%
Students with disabilities	112	74%	38%	1%	128	73%	27%	0%
Total	679	86%	53%	6%	654	88%	50%	4%
Results by Gender								
Female	335	86%	52%	8%	322	90%	51%	6%
Male	344	85%	54%	5%	332	85%	48%	3%
Total	679	86%	53%	6%	654	88%	50%	4%
Results by English Proficiency Status								
English proficient	597	87%	54%	7%	593	89%	51%	5%
Limited English proficient	82	76%	46%	2%	61	77%	33%	0%
Total	679	86%	53%	6%	654	88%	50%	4%
Results by Income Level								
Economically disadvantaged	456	84%	47%	4%	340	84%	44%	3%
Not disadvantaged	223	90%	65%	12%	314	91%	55%	6%
Total	679	86%	53%	6%	654	88%	50%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	679	86%	53%	6%	653	s	s	s
Total	679	86%	53%	6%	654	88%	50%	4%

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	2	s	s	s	1	s	s	s
Black	128	97%	66%	12%	155	90%	54%	3%
Hispanic	58	88%	64%	16%	86	93%	58%	5%
Asian or Pacific Islander	22	s	s	s	24	s	s	s
White	365	99%	85%	33%	355	95%	80%	25%
Total	575	97%	79%	26%	621	93%	70%	16%
Small Group Totals (s)	24	96%	83%	21%	25	92%	60%	4%
Results by Disability Status								
General-education students	488	97%	80%	27%	502	95%	72%	19%
Students with disabilities	87	98%	72%	21%	119	87%	58%	4%
Total	575	97%	79%	26%	621	93%	70%	16%
Results by Gender								
Female	302	96%	77%	25%	284	95%	69%	12%
Male	273	98%	80%	27%	337	92%	70%	19%
Total	575	97%	79%	26%	621	93%	70%	16%
Results by English Proficiency Status								
English proficient	505	99%	81%	28%	560	94%	73%	17%
Limited English proficient	70	87%	59%	10%	61	84%	43%	2%
Total	575	97%	79%	26%	621	93%	70%	16%
Results by Income Level								
Economically disadvantaged	390	97%	75%	19%	300	91%	60%	6%
Not disadvantaged	185	98%	87%	41%	321	96%	78%	25%
Total	575	97%	79%	26%	621	93%	70%	16%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	575	97%	79%	26%	620	s	s	s
Total	575	97%	79%	26%	621	93%	70%	16%

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	1	s	s	s	s	1	s	s	s	s
Black	91	16	52	0	75%	93	8	55	1	69%
Hispanic	39	4	18	0	56%	39	5	20	0	64%
Asian or Pacific Islander	21	s	s	s	s	23	s	s	s	s
White	315	52	224	3	89%	352	26	235	4	75%
Total	467	79	302	3	82%	508	43	326	5	74%
Small Group Totals (s)	22	7	8	0	68%	24	4	16	0	83%
Results by Disability Status										
General-education students	395	63	286	0	88%	444	42	322	0	82%
Students with disabilities	72	16	16	3	49%	64	1	4	5	16%
Total	467	79	302	3	82%	508	43	326	5	74%
Results by Gender										
Female	236	41	169	0	89%	242	17	164	1	75%
Male	231	38	133	3	75%	266	26	162	4	72%
Total	467	79	302	3	82%	508	43	326	5	74%
Results by English Proficiency Status										
English proficient	413	63	279	3	84%	415	23	299	4	79%
Limited English proficient	54	16	23	0	72%	93	20	27	1	52%
Total	467	79	302	3	82%	508	43	326	5	74%
Results by Income Level										
Economically disadvantaged	181	34	95	1	72%	231	26	120	4	65%
Not disadvantaged	286	45	207	2	89%	277	17	206	1	81%
Total	467	79	302	3	82%	508	43	326	5	74%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	467	79	302	3	82%	508	43	326	5	74%
Total	467	79	302	3	82%	508	43	326	5	74%

**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	1	s	s	s	s	1	s	s	s	s
Black	91	11	54	1	73%	93	15	41	5	66%
Hispanic	39	4	17	2	59%	39	5	18	1	62%
Asian or Pacific Islander	21	s	s	s	s	23	s	s	s	s
White	315	35	213	5	80%	352	22	214	12	70%
Total	467	54	298	8	77%	508	47	291	18	70%
Small Group Totals (s)	22	4	14	0	82%	24	5	18	0	96%
Results by Disability Status										
General-education students	395	45	288	0	84%	444	45	285	0	74%
Students with disabilities	72	9	10	8	38%	64	2	6	18	41%
Total	467	54	298	8	77%	508	47	291	18	70%
Results by Gender										
Female	236	25	165	2	81%	242	19	152	8	74%
Male	231	29	133	6	73%	266	28	139	10	67%
Total	467	54	298	8	77%	508	47	291	18	70%
Results by English Proficiency Status										
English proficient	413	42	276	8	79%	415	35	263	18	76%
Limited English proficient	54	12	22	0	63%	93	12	28	0	43%
Total	467	54	298	8	77%	508	47	291	18	70%
Results by Income Level										
Economically disadvantaged	181	22	98	4	69%	231	26	105	9	61%
Not disadvantaged	286	32	200	4	83%	277	21	186	9	78%
Total	467	54	298	8	77%	508	47	291	18	70%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	467	54	298	8	77%	508	47	291	18	70%
Total	467	54	298	8	77%	508	47	291	18	70%

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	0	0%	1	s
Black	79	62%	97	75%
Hispanic	32	59%	42	55%
Asian or Pacific Islander	14	71%	21	s
White	300	78%	333	81%
Total	425	73%	494	77%
Small Group Totals (s)	0	0%	22	73%
Results by Disability Status				
General-education students	389	79%	422	81%
Students with disabilities	36	8%	72	58%
Total	425	73%	494	77%
Results by Gender				
Female	205	76%	244	84%
Male	220	71%	250	71%
Total	425	73%	494	77%
Results by English Proficiency Status				
English proficient	405	73%	443	78%
Limited English proficient	20	75%	51	73%
Total	425	73%	494	77%
Results by Income Level				
Economically disadvantaged	106	73%	168	71%
Not disadvantaged	319	74%	326	80%
Total	425	73%	494	77%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	425	73%	494	77%
Total	425	73%	494	77%

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.