

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
Pine Bush Central 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: Rose Marie Stark		Phone: (845)744-2031
Organization 2003–04	Grade Range	Student Enrollment
	NA	6118

2002–03 District-wide Total Expenditure per Pupil	\$10,754
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
1,112	98%

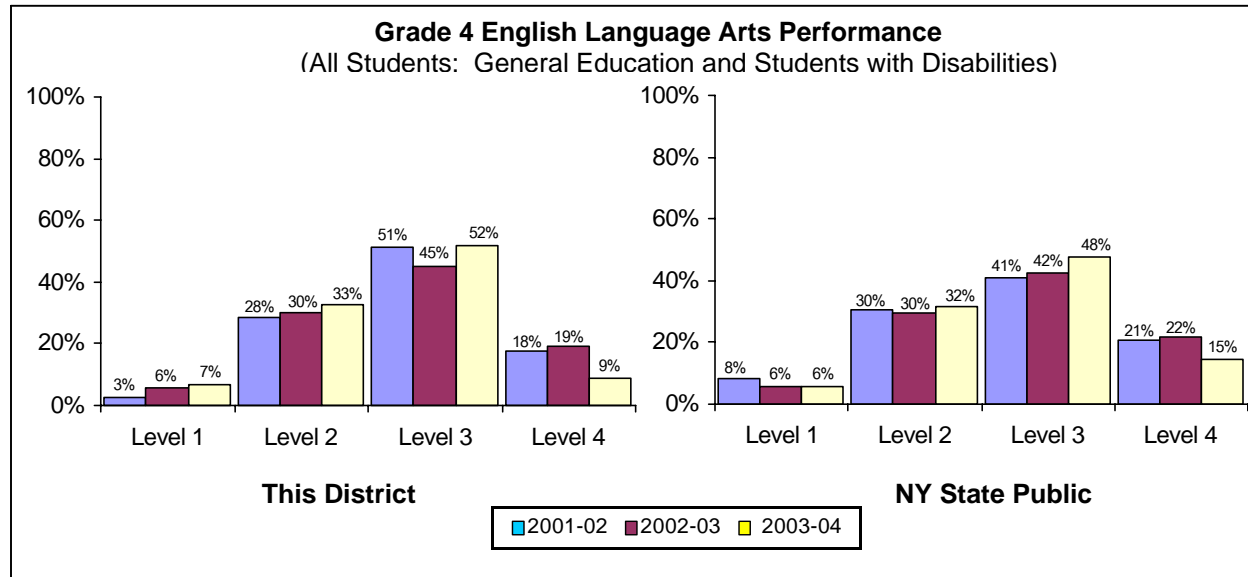
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
439	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	13	131	236	81	461	662
Feb 2003	27	142	213	91	473	659
Feb 2004	33	162	255	43	493	651

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

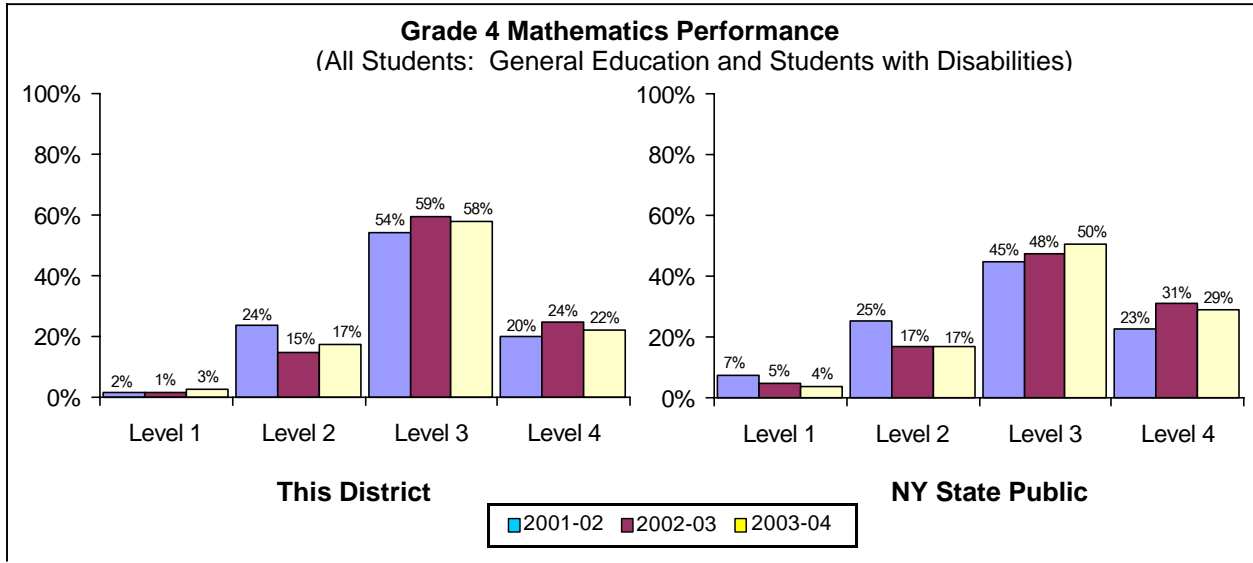
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

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

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

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

Elementary Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 448–601	Level 2 602–636	Level 3 637–677	Level 4 678–810	Total Tested	
May 2002	8	110	253	94	465	655
May 2003	7	70	284	117	478	660
May 2004	13	85	286	108	492	660

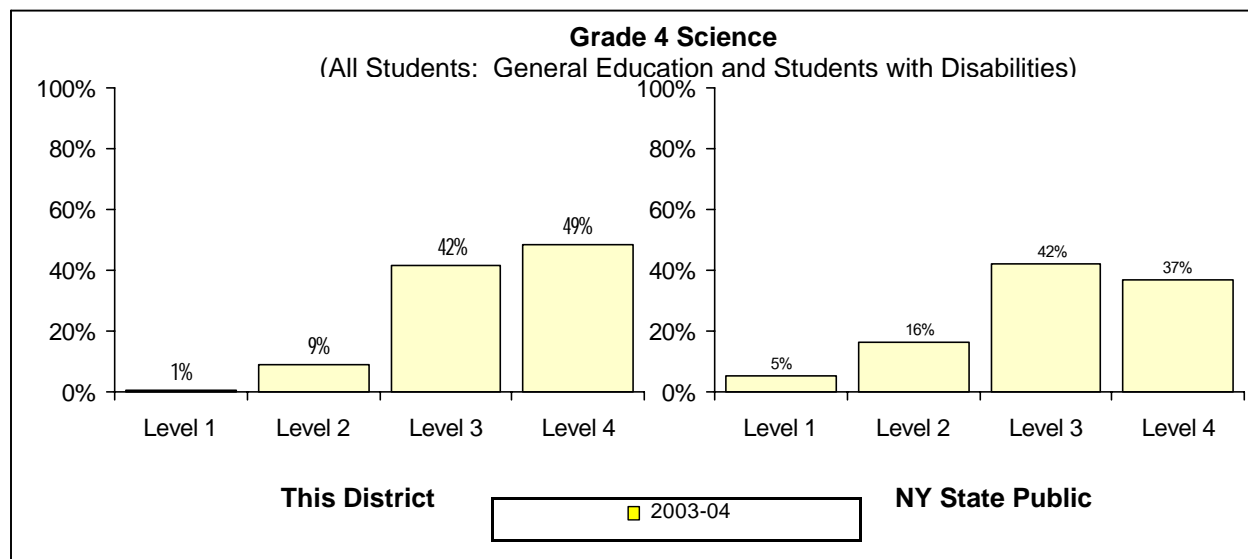
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents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

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

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

Elementary Level

Science*



Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	3	44	203	236	486	81

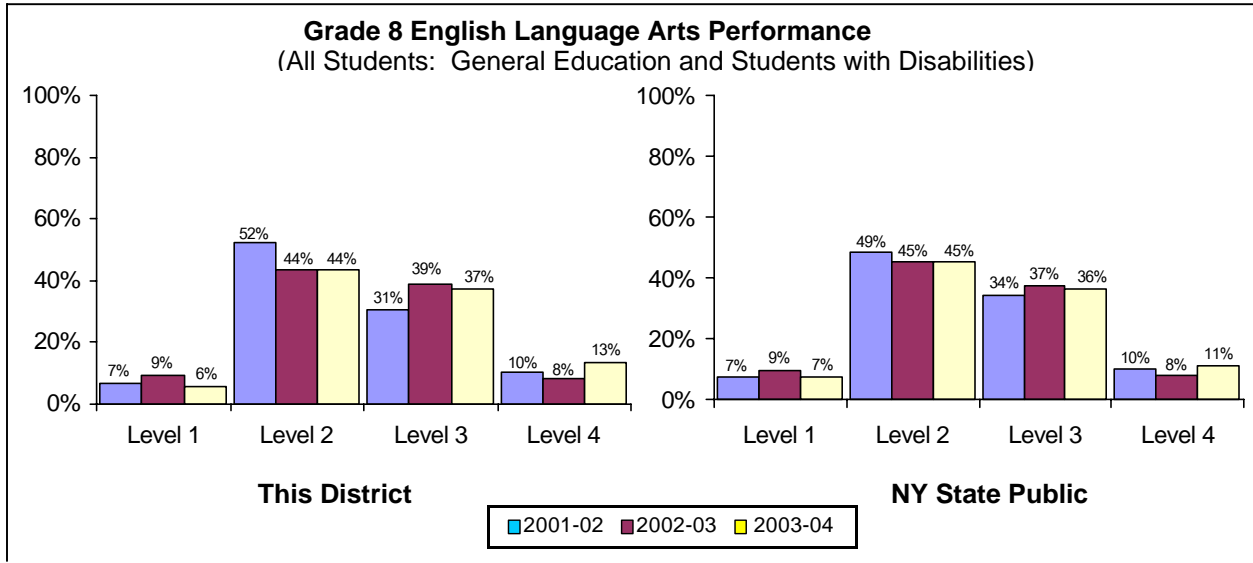
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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

Middle Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	31	237	140	47	455	696
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	49	229	204	43	525	695
January 2004	31	237	203	72	543	702

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

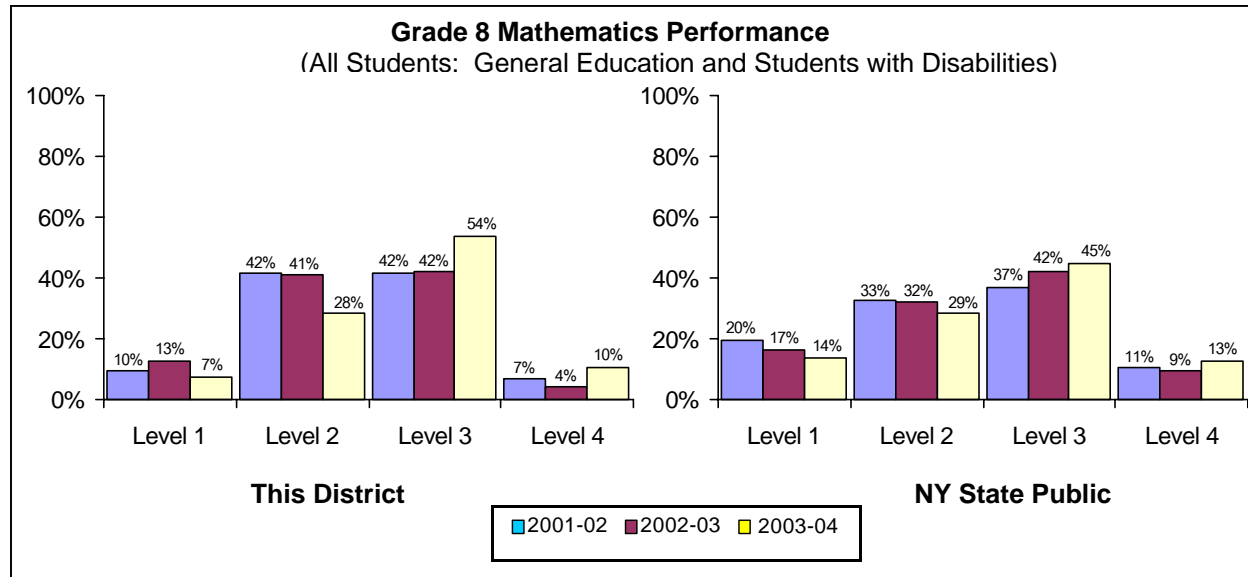
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

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

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

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

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	44	189	189	31	453	716
May 2003	67	218	224	22	531	711
May 2004	39	152	287	56	534	722

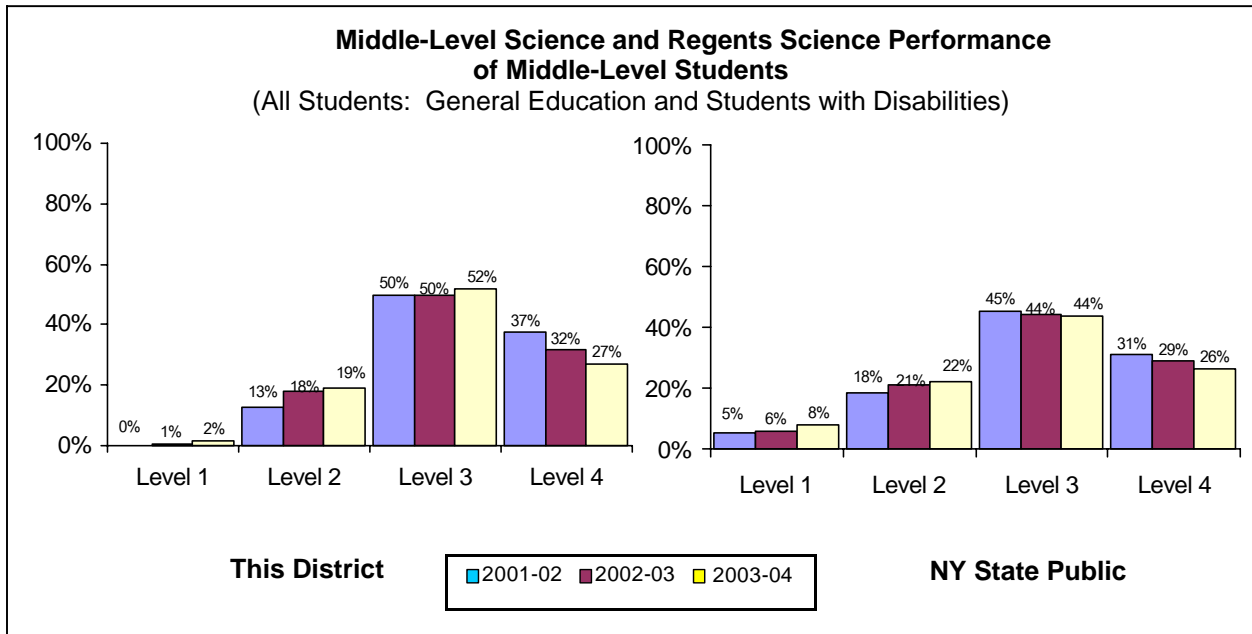
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.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

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	1	57	219	165	442	78
	Regents Science	0	0	0	0	0	0
January/June 2003	Middle-Level Science	4	91	253	162	510	76
	Regents Science	0	0	0	0	0	0
January/June 2004	Middle-Level Science	9	98	265	139	511	75
	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students exceed the standards on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
Level 3	These students meet the standards on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
Level 2	These students need extra help to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

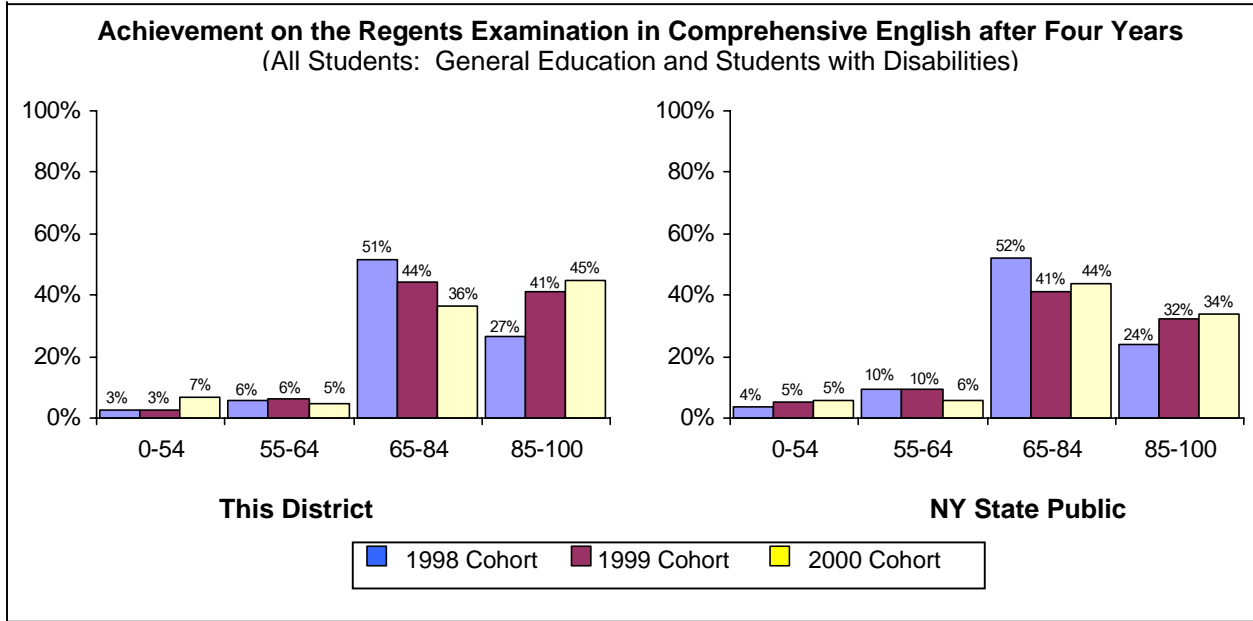
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	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	397	10	23	204	106	0
1999 Cohort	375	10	24	166	155	0
2000 Cohort	407	28	19	148	182	0

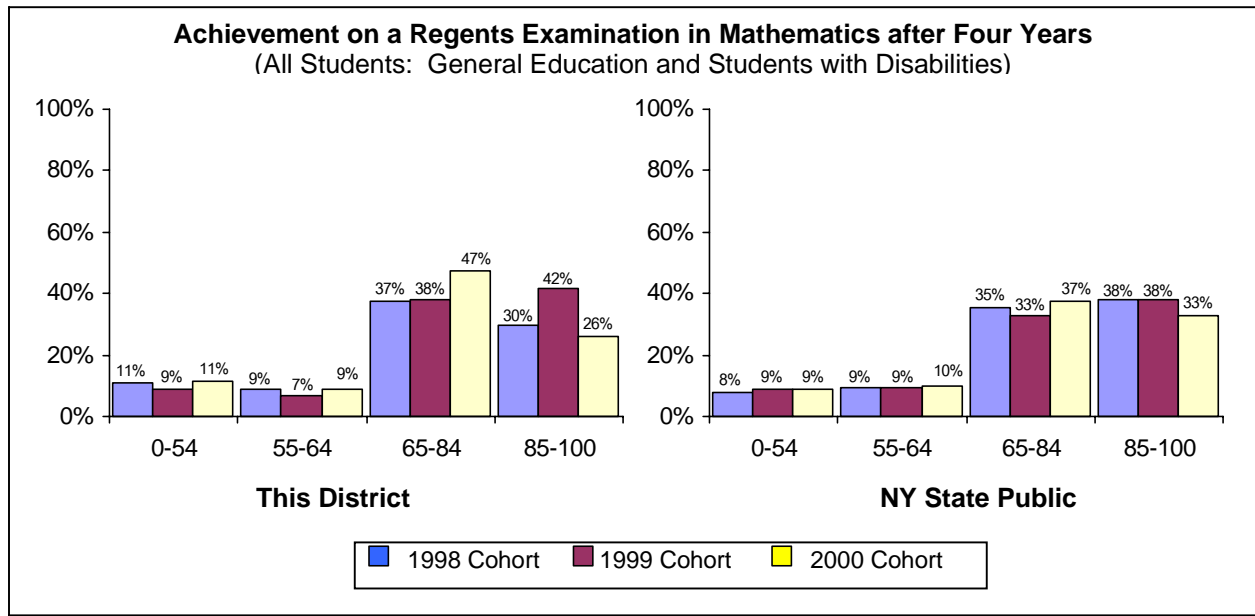
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	7	1
1999 Cohort	5	3
2000 Cohort	4	13

*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	397	43	35	148	118	0
1999 Cohort	375	33	26	142	156	0
2000 Cohort	407	46	37	192	107	0

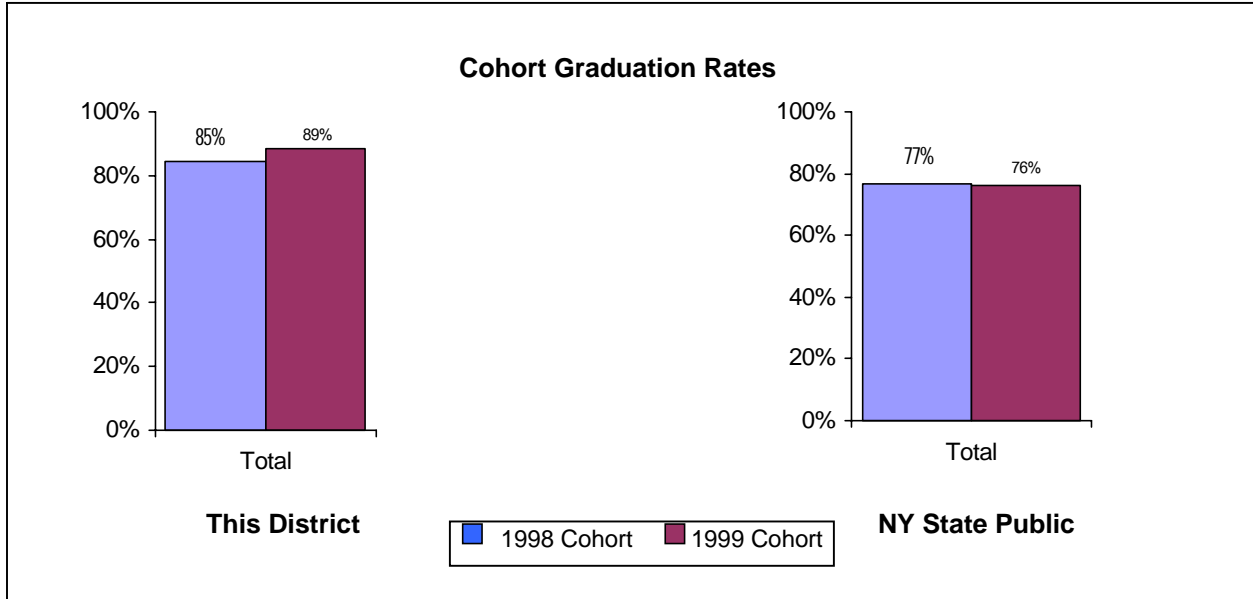
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	21	1
1999 Cohort	24	0
2000 Cohort	31	2

*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	389	2	391	331
1999 Cohort	371	4	375	332

*Count as of August 31st of the fourth year after first entering grade 9.

Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the district report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your district did not report data for the 2003–04 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.

Elementary Level English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	3	s	s	s	2	s	s	s
Black	45	96%	64%	18%	46	91%	48%	2%
Hispanic	24	100%	67%	21%	44	91%	52%	14%
Asian or Pacific Islander	9	s	s	s	10	s	s	s
White	392	94%	64%	19%	391	94%	63%	9%
Total	473	94%	64%	19%	493	93%	60%	9%
Small Group Totals (s)	12	92%	58%	25%	12	100%	58%	17%
Results by Disability Status								
General-education students	401	98%	73%	22%	425	98%	67%	10%
Students with disabilities	72	72%	18%	1%	68	65%	19%	0%
Total	473	94%	64%	19%	493	93%	60%	9%
Results by Gender								
Female	222	98%	72%	19%	221	96%	64%	9%
Male	251	91%	58%	19%	272	91%	58%	8%
Total	473	94%	64%	19%	493	93%	60%	9%
Results by English Proficiency Status								
English proficient	468	94%	64%	19%	486	93%	61%	9%
Limited English proficient	5	100%	60%	0%	7	86%	29%	0%
Total	473	94%	64%	19%	493	93%	60%	9%
Results by Income Level								
Economically disadvantaged	95	91%	55%	11%	109	84%	37%	3%
Not disadvantaged	378	95%	67%	21%	384	96%	67%	10%
Total	473	94%	64%	19%	493	93%	60%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	473	94%	64%	19%	493	93%	60%	9%
Total	473	94%	64%	19%	493	93%	60%	9%

Elementary Level Mathematics

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	3	s	s	s	2	s	s	s
Black	47	98%	77%	11%	46	100%	72%	11%
Hispanic	27	100%	96%	33%	43	95%	65%	23%
Asian or Pacific Islander	10	s	s	s	10	s	s	s
White	391	98%	84%	26%	391	97%	82%	23%
Total	478	99%	84%	24%	492	97%	80%	22%
Small Group Totals (s)	13	100%	85%	23%	12	92%	92%	42%
Results by Disability Status								
General-education students	407	100%	87%	28%	422	100%	85%	25%
Students with disabilities	71	93%	63%	4%	70	84%	53%	6%
Total	478	99%	84%	24%	492	97%	80%	22%
Results by Gender								
Female	224	99%	85%	25%	219	99%	79%	21%
Male	254	98%	83%	24%	273	96%	81%	22%
Total	478	99%	84%	24%	492	97%	80%	22%
Results by English Proficiency Status								
English proficient	471	99%	84%	25%	486	97%	80%	22%
Limited English proficient	7	100%	86%	14%	6	100%	67%	0%
Total	478	99%	84%	24%	492	97%	80%	22%
Results by Income Level								
Economically disadvantaged	101	97%	73%	14%	105	97%	69%	9%
Not disadvantaged	377	99%	87%	27%	387	97%	83%	26%
Total	478	99%	84%	24%	492	97%	80%	22%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	478	99%	84%	24%	492	97%	80%	22%
Total	478	99%	84%	24%	492	97%	80%	22%

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	46	98%	89%	37%
Hispanic	43	98%	93%	49%
Asian or Pacific Islander	9	s	s	s
White	386	100%	90%	49%
Total	486	99%	90%	49%
Small Group Totals (s)	11	100%	100%	64%
Results by Disability Status				
General-education students	418	100%	93%	54%
Students with disabilities	68	97%	72%	16%
Total	486	99%	90%	49%
Results by Gender				
Female	217	100%	89%	42%
Male	269	99%	91%	54%
Total	486	99%	90%	49%
Results by English Proficiency Status				
English proficient	480	99%	90%	49%
Limited English proficient	6	100%	100%	0%
Total	486	99%	90%	49%
Results by Income Level				
Economically disadvantaged	104	99%	81%	33%
Not disadvantaged	382	99%	93%	53%
Total	486	99%	90%	49%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	486	99%	90%	49%
Total	486	99%	90%	49%

*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	0	0%	0%	0%	0	0%	0%	0%
Black	22	82%	18%	0%	51	90%	33%	4%
Hispanic	43	95%	40%	5%	36	s	s	s
Asian or Pacific Islander	6	83%	50%	17%	2	s	s	s
White	454	91%	49%	9%	454	94%	54%	15%
Total	525	91%	47%	8%	543	94%	51%	13%
Small Group Totals (s)	0	0%	0%	0%	38	97%	32%	11%
Results by Disability Status								
General-education students	420	96%	57%	10%	458	99%	57%	16%
Students with disabilities	105	68%	8%	0%	85	67%	16%	1%
Total	525	91%	47%	8%	543	94%	51%	13%
Results by Gender								
Female	235	94%	54%	9%	264	96%	57%	18%
Male	290	88%	42%	7%	279	93%	44%	9%
Total	525	91%	47%	8%	543	94%	51%	13%
Results by English Proficiency Status								
English proficient	520	91%	47%	8%	541	s	s	s
Limited English proficient	5	80%	20%	0%	2	s	s	s
Total	525	91%	47%	8%	543	94%	51%	13%
Results by Income Level								
Economically disadvantaged	108	82%	24%	4%	100	88%	30%	7%
Not disadvantaged	417	93%	53%	9%	443	96%	55%	15%
Total	525	91%	47%	8%	543	94%	51%	13%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	1	s	s	s
Not migrant family	525	91%	47%	8%	542	s	s	s
Total	525	91%	47%	8%	543	94%	51%	13%

**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	0	0%	0%	0%	0	0%	0%	0%
Black	23	70%	26%	0%	48	85%	48%	2%
Hispanic	47	85%	28%	4%	36	s	s	s
Asian or Pacific Islander	6	100%	83%	17%	2	s	s	s
White	455	88%	49%	4%	448	94%	67%	11%
Total	531	87%	46%	4%	534	93%	64%	10%
Small Group Totals (s)	0	0%	0%	0%	38	92%	55%	11%
Results by Disability Status								
General-education students	428	94%	55%	5%	454	98%	72%	12%
Students with disabilities	103	58%	12%	0%	80	64%	23%	1%
Total	531	87%	46%	4%	534	93%	64%	10%
Results by Gender								
Female	237	89%	45%	4%	262	94%	63%	11%
Male	294	86%	47%	4%	272	92%	66%	10%
Total	531	87%	46%	4%	534	93%	64%	10%
Results by English Proficiency Status								
English proficient	522	88%	47%	4%	531	s	s	s
Limited English proficient	9	78%	0%	0%	3	s	s	s
Total	531	87%	46%	4%	534	93%	64%	10%
Results by Income Level								
Economically disadvantaged	108	79%	28%	2%	91	85%	48%	1%
Not disadvantaged	423	90%	51%	5%	443	94%	67%	12%
Total	531	87%	46%	4%	534	93%	64%	10%
Results by Migrant Status								
Migrant family	1	s	s	s	1	s	s	s
Not migrant family	530	s	s	s	533	s	s	s
Total	531	87%	46%	4%	534	93%	64%	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	0	0%	0%	0%	0	0%	0%	0%
Black	21	95%	62%	5%	46	91%	61%	9%
Hispanic	46	100%	72%	15%	34	s	s	s
Asian or Pacific Islander	6	100%	83%	33%	2	s	s	s
White	437	99%	83%	35%	429	99%	82%	30%
Total	510	99%	81%	32%	511	98%	79%	27%
Small Group Totals (s)	0	0%	0%	0%	36	94%	64%	14%
Results by Disability Status								
General-education students	417	100%	87%	38%	446	100%	85%	31%
Students with disabilities	93	98%	56%	5%	65	89%	37%	3%
Total	510	99%	81%	32%	511	98%	79%	27%
Results by Gender								
Female	232	99%	80%	28%	254	98%	76%	28%
Male	278	99%	83%	35%	257	98%	82%	27%
Total	510	99%	81%	32%	511	98%	79%	27%
Results by English Proficiency Status								
English proficient	501	99%	82%	32%	508	s	s	s
Limited English proficient	9	100%	44%	0%	3	s	s	s
Total	510	99%	81%	32%	511	98%	79%	27%
Results by Income Level								
Economically disadvantaged	99	98%	68%	15%	84	93%	65%	15%
Not disadvantaged	411	100%	85%	36%	427	99%	82%	30%
Total	510	99%	81%	32%	511	98%	79%	27%
Results by Migrant Status								
Migrant family	1	s	s	s	1	s	s	s
Not migrant family	509	s	s	s	510	s	s	s
Total	510	99%	81%	32%	511	98%	79%	27%

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	3	s	s	s	s	1	s	s	s	s
Black	22	3	17	0	91%	18	1	15	0	89%
Hispanic	19	3	12	0	79%	30	3	21	0	80%
Asian or Pacific Islander	4	s	s	s	s	5	s	s	s	s
White	327	18	285	5	94%	353	15	288	4	87%
Total	375	24	321	5	93%	407	19	330	4	87%
Small Group Totals (s)	7	0	7	0	100%	6	0	6	0	100%
Results by Disability Status										
General-education students	330	12	297	1	94%	344	10	304	0	91%
Students with disabilities	45	12	24	4	89%	63	9	26	4	62%
Total	375	24	321	5	93%	407	19	330	4	87%
Results by Gender										
Female	196	9	174	1	94%	220	7	194	4	93%
Male	179	15	147	4	93%	187	12	136	0	79%
Total	375	24	321	5	93%	407	19	330	4	87%
Results by English Proficiency Status										
English proficient	375	24	321	5	93%	403	s	s	s	s
Limited English proficient	0	0	0	0	0%	4	s	s	s	s
Total	375	24	321	5	93%	407	19	330	4	87%
Results by Income Level										
Economically disadvantaged	39	5	34	0	100%	59	5	46	0	86%
Not disadvantaged	336	19	287	5	93%	348	14	284	4	87%
Total	375	24	321	5	93%	407	19	330	4	87%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	375	24	321	5	93%	407	19	330	4	87%
Total	375	24	321	5	93%	407	19	330	4	87%

**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	3	s	s	s	s	1	s	s	s	s
Black	22	3	14	1	82%	18	3	13	1	94%
Hispanic	19	3	9	1	68%	30	4	18	4	87%
Asian or Pacific Islander	4	s	s	s	s	5	s	s	s	s
White	327	19	269	22	95%	353	30	262	26	90%
Total	375	26	298	24	93%	407	37	299	31	90%
Small Group Totals (s)	7	1	6	0	100%	6	0	6	0	100%
Results by Disability Status										
General-education students	330	24	280	1	92%	344	32	287	0	93%
Students with disabilities	45	2	18	23	96%	63	5	12	31	76%
Total	375	26	298	24	93%	407	37	299	31	90%
Results by Gender										
Female	196	13	158	13	94%	220	19	168	12	90%
Male	179	13	140	11	92%	187	18	131	19	90%
Total	375	26	298	24	93%	407	37	299	31	90%
Results by English Proficiency Status										
English proficient	375	26	298	24	93%	403	s	s	s	s
Limited English proficient	0	0	0	0	0%	4	s	s	s	s
Total	375	26	298	24	93%	407	37	299	31	90%
Results by Income Level										
Economically disadvantaged	39	8	26	3	95%	59	4	39	8	86%
Not disadvantaged	336	18	272	21	93%	348	33	260	23	91%
Total	375	26	298	24	93%	407	37	299	31	90%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	375	26	298	24	93%	407	37	299	31	90%
Total	375	26	298	24	93%	407	37	299	31	90%

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	3	s	3	s
Black	26	77%	22	82%
Hispanic	23	87%	20	70%
Asian or Pacific Islander	5	s	4	s
White	334	85%	326	90%
Total	391	85%	375	89%
Small Group Totals (s)	8	50%	7	100%
Results by Disability Status				
General-education students	338	84%	330	89%
Students with disabilities	53	87%	45	87%
Total	391	85%	375	89%
Results by Gender				
Female	193	85%	196	90%
Male	198	84%	179	87%
Total	391	85%	375	89%
Results by English Proficiency Status				
English proficient	391	85%	374	s
Limited English proficient	0	0%	1	s
Total	391	85%	375	89%
Results by Income Level				
Economically disadvantaged	24	100%	30	100%
Not disadvantaged	367	84%	345	88%
Total	391	85%	375	89%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	391	85%	375	89%
Total	391	85%	375	89%

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.