

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  
East Ramapo Central School District (Spring Valley)**

**February 2005**

# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

ROBERT M. BENNETT, <i>Chancellor</i> , B.A., M.S. ....	Tonawanda
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D. ....	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. ....	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D. ....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ANTHONY S. BOTTAR, B.A., J.D. ....	North Syracuse
MERRYL H. TISCH, B.A., M.A. ....	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B. ....	Buffalo
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D. ....	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. ....	Bronx
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D. ....	Rochester
JOHN BRADEMAS, B.A., Ph.D. ....	New York

### President of The University and Commissioner of Education

RICHARD P. MILLS

### Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JAMES A. KADAMUS

### Assistant Commissioner for Standards, Assessment and Reporting

DAVID M. ABRAMS

### Coordinator, Information and Reporting Services

MARTHA P. MUSSER

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

Please address all correspondence about this report that is not related to data corrections to:

**School Report Card Coordinator**  
**Information and Reporting Services Team**  
**New York State Education Department**  
**Room 863 EBA**  
**89 Washington Avenue**  
**Albany, NY 12234**  
E-mail: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

The *New York State District Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of district performance. Knowledge gained from the district report card on a district's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State District Report Card* consists of three parts: the *Overview of District Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a district is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the district, including general-education students and students with disabilities. In the *Overview*, each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, limited English proficient status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the district report card may be found in the glossary on the last page. Further information on the district report card may be found in the guide, *Understanding Your School Report Card: February 2005*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of District Performance in English Language Arts, Mathematics, and Science

## District Profile

Superintendent: Jason P. Friedman		Phone: (845)577-6011
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	8979

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$16,704
<b>2002–03 NYS Public Schools Total Expenditure per Pupil</b>	\$13,085

### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
1,901	95%

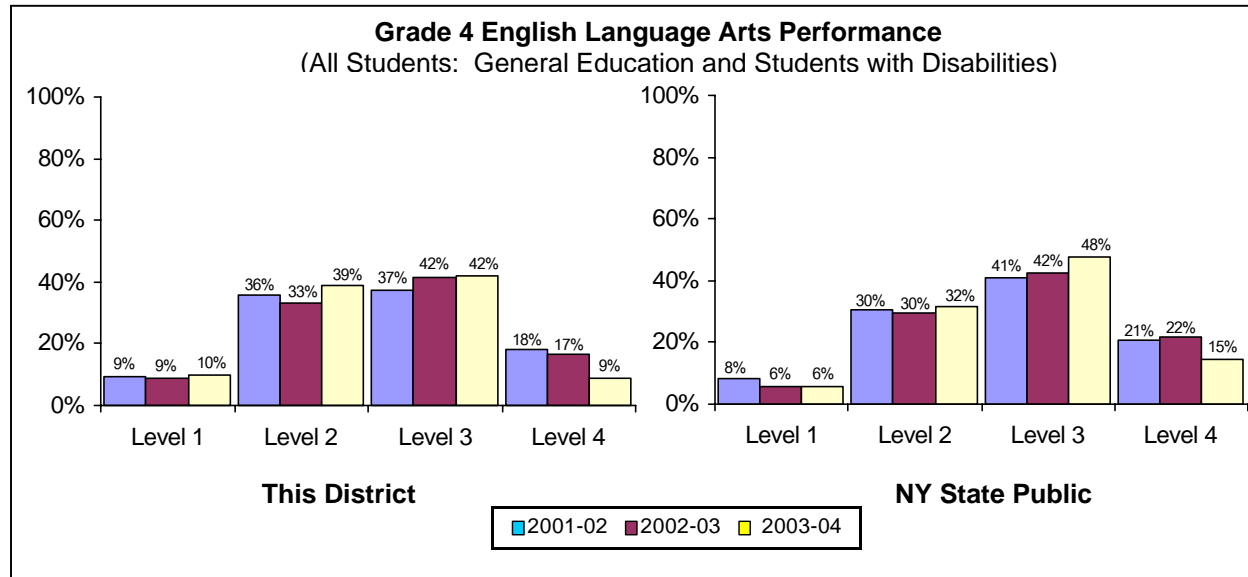
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2003–04 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
756	3%

\*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	53	208	216	104	581	653
Feb 2003	54	204	257	103	618	653
Feb 2004	60	231	251	54	596	646

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

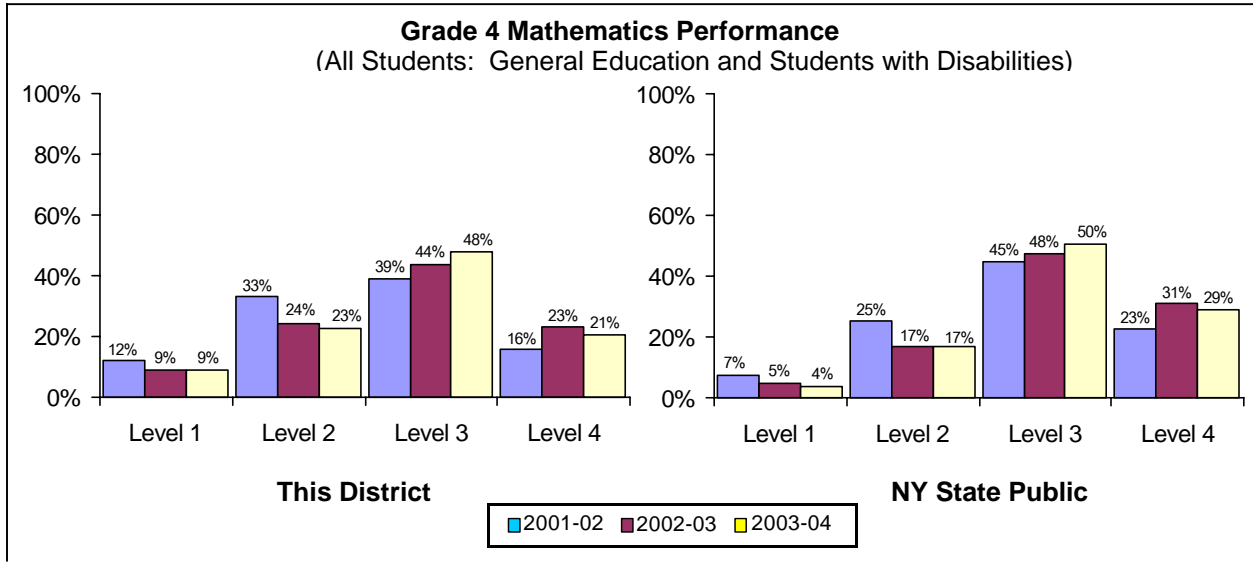
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
<b>2004</b>	9	6	5	29	49

### 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
<b>2003–04</b>	0	0	2	9	11

## 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	73	202	237	96	608	641
May 2003	60	162	295	155	672	650
May 2004	56	145	309	133	643	651

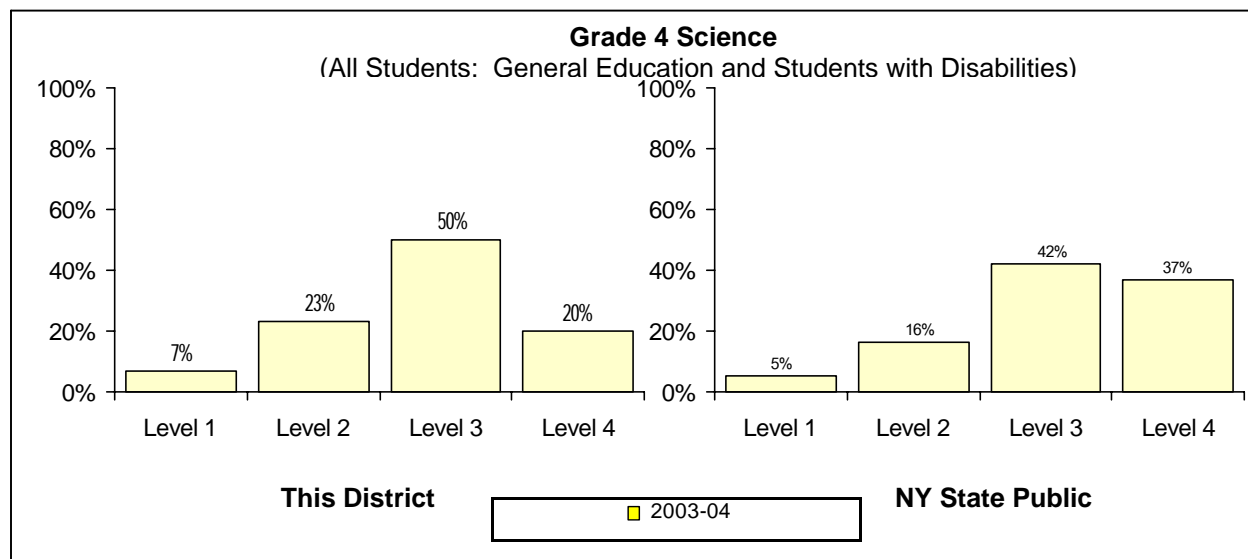
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

### 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
<b>2003-04</b>	2	0	0	9	11

# 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	41	142	309	123	615	71

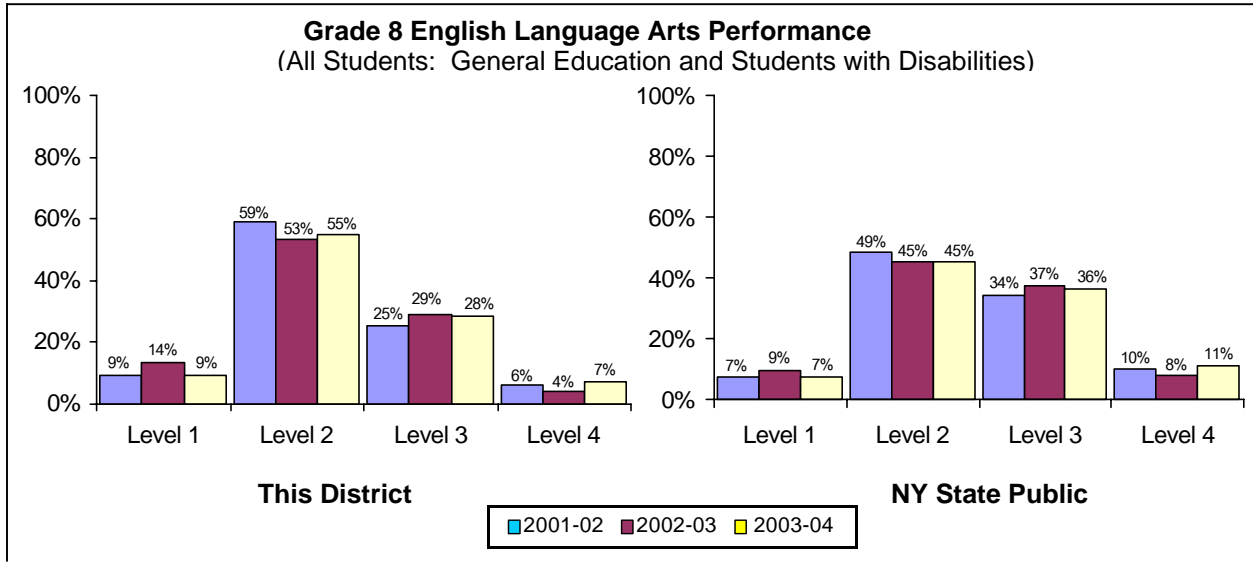
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

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

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	3	7	10

\*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	59	384	165	40	648	689
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	94	368	200	29	691	686
January 2004	63	368	189	48	668	691

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

### 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

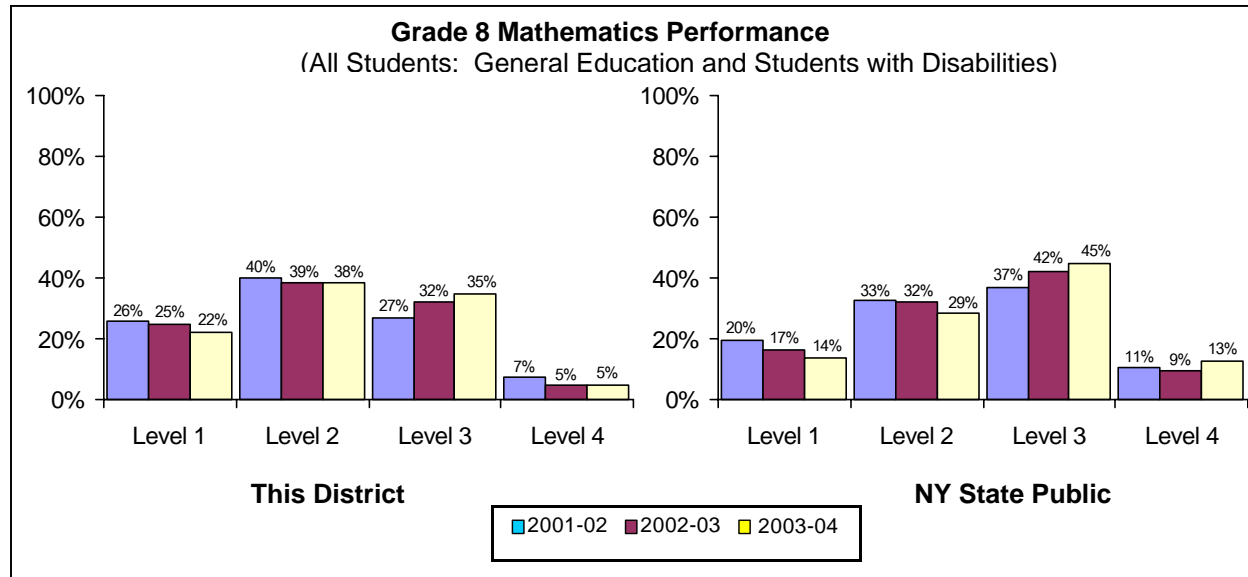
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	12	8	9	17	46

### 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	1	7	8



## 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	170	265	176	48	659	703
May 2003	185	289	242	34	750	699
May 2004	158	273	250	34	715	701

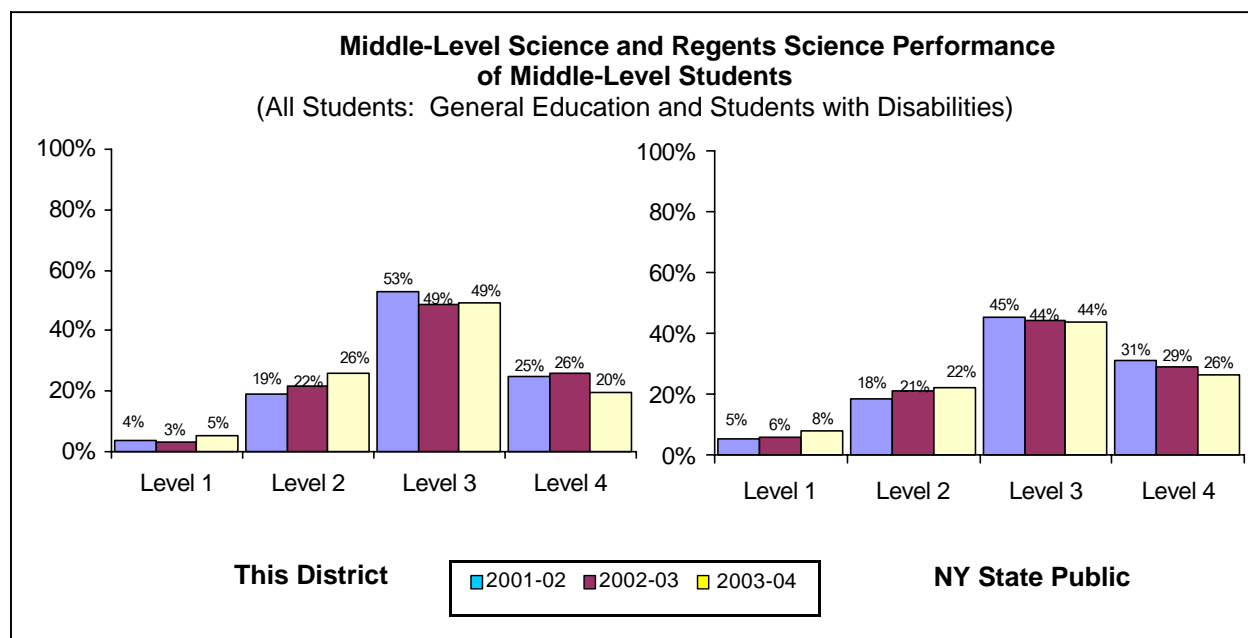
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

### 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	2	6	8

## 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	22	119	329	154	624	74
	Regents Science	0	0	0	0	0	0
January/ June 2003	Middle-Level Science	24	154	344	182	704	73
	Regents Science	0	0	0	0	0	0
January/ June 2004	Middle-Level Science	38	179	342	136	695	71
	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
<b>Level 4</b>	These students <b>exceed the standards</b> 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.
<b>Level 3</b>	These students <b>meet the standards</b> 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.
<b>Level 2</b>	These students <b>need extra help</b> 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.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

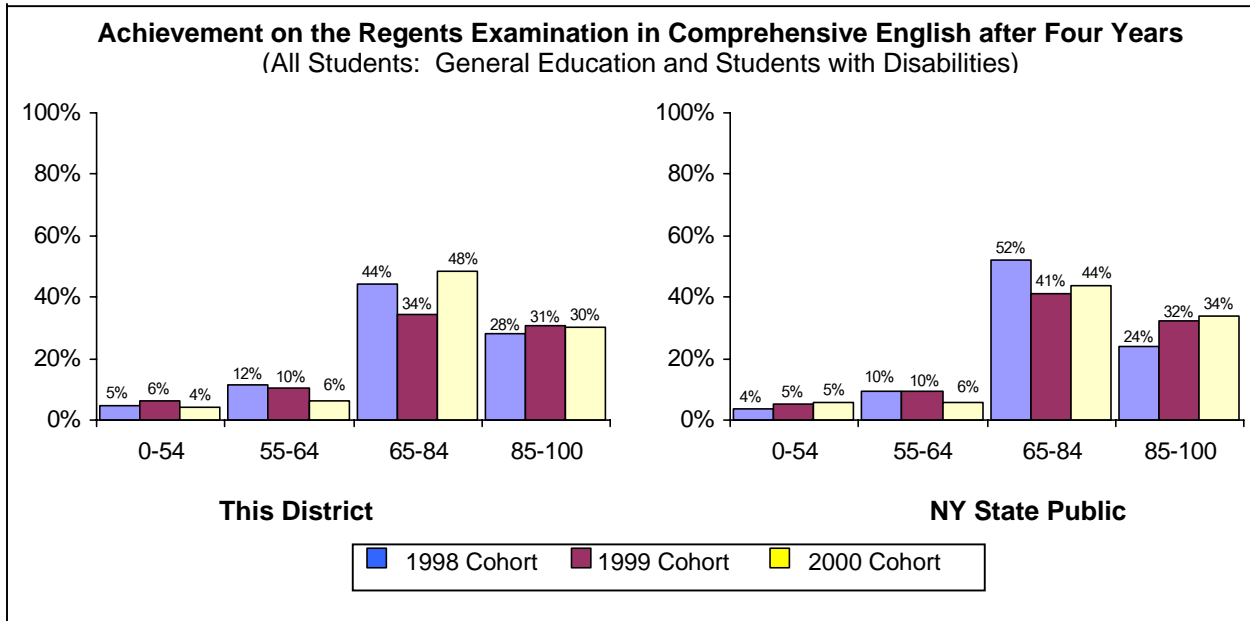
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
<b>2003-04</b>	0	0	0	6	6

# 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 30<sup>th</sup> 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
<b>1998 Cohort</b>	619	28	72	275	174	0
<b>1999 Cohort</b>	706	45	73	241	217	0
<b>2000 Cohort</b>	624	27	40	302	187	0

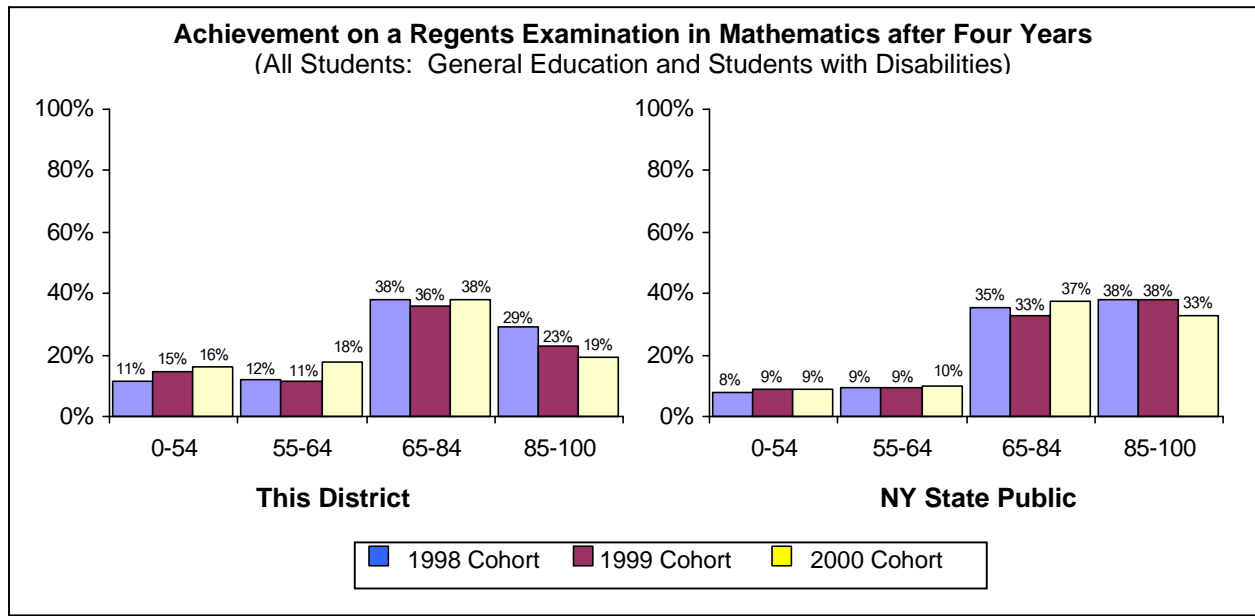
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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
<b>1998 Cohort</b>	1	5
<b>1999 Cohort</b>	5	8
<b>2000 Cohort</b>	5	7

\*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 30<sup>th</sup> 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
<b>1998 Cohort</b>	619	71	74	235	180	0
<b>1999 Cohort</b>	706	104	80	255	160	0
<b>2000 Cohort</b>	624	100	110	238	119	0

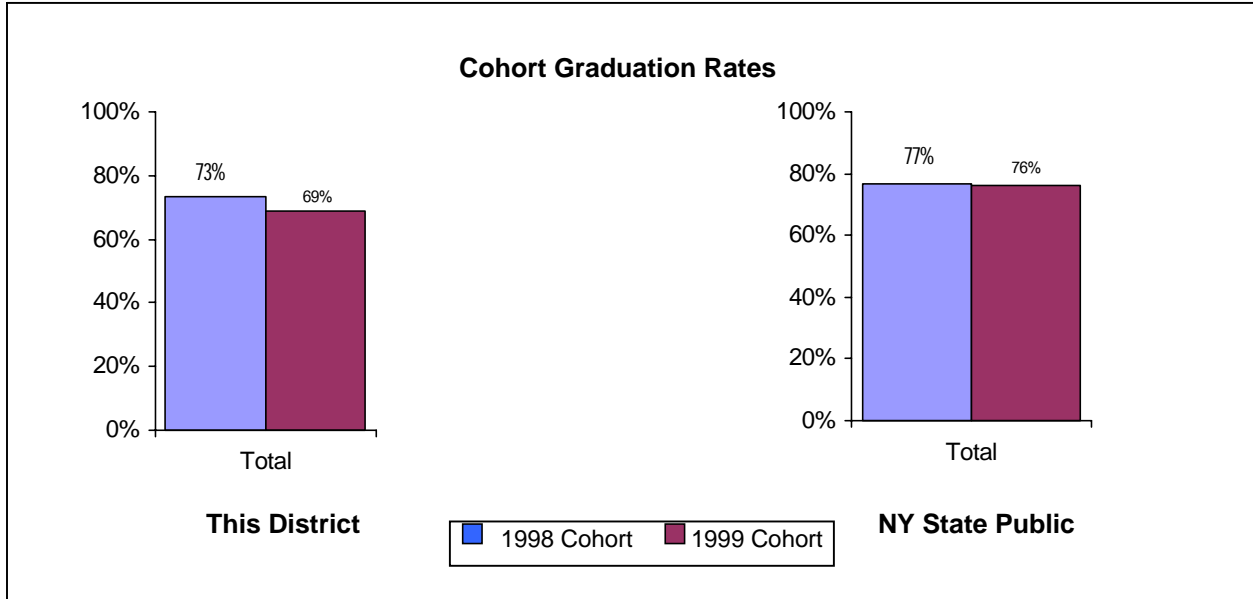
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*		
	Passed the RCT	Failed at Least One RCT
<b>1998 Cohort</b>	4	0
<b>1999 Cohort</b>	25	3
<b>2000 Cohort</b>	15	3

\*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 31<sup>st</sup> 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	643	13	656	482
1999 Cohort	683	35	718	494

\*Count as of August 31<sup>st</sup> 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	387	90%	55%	15%	372	88%	47%	5%
Hispanic	98	93%	57%	9%	106	92%	46%	9%
Asian or Pacific Islander	51	s	s	s	46	100%	87%	28%
White	81	93%	64%	25%	72	93%	57%	18%
Total	618	91%	58%	17%	596	90%	51%	9%
Small Group Totals (s)	52	98%	79%	31%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	513	97%	67%	19%	504	96%	60%	11%
Students with disabilities	105	62%	16%	3%	92	58%	5%	0%
Total	618	91%	58%	17%	596	90%	51%	9%
<b>Results by Gender</b>								
Female	300	92%	62%	21%	297	93%	58%	11%
Male	318	90%	55%	13%	299	87%	45%	7%
Total	618	91%	58%	17%	596	90%	51%	9%
<b>Results by English Proficiency Status</b>								
English proficient	612	91%	58%	17%	575	91%	53%	9%
Limited English proficient	6	83%	67%	33%	21	67%	5%	0%
Total	618	91%	58%	17%	596	90%	51%	9%
<b>Results by Income Level</b>								
Economically disadvantaged	329	88%	49%	10%	382	88%	42%	5%
Not disadvantaged	289	95%	69%	24%	214	93%	68%	17%
Total	618	91%	58%	17%	596	90%	51%	9%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	618	91%	58%	17%	596	90%	51%	9%
Total	618	91%	58%	17%	596	90%	51%	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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	415	89%	61%	19%	393	90%	66%	16%
Hispanic	116	91%	67%	24%	123	91%	70%	15%
Asian or Pacific Islander	56	s	s	s	52	98%	85%	52%
White	84	93%	82%	24%	75	92%	72%	35%
Total	672	91%	67%	23%	643	91%	69%	21%
Small Group Totals (s)	57	100%	86%	49%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	561	95%	73%	27%	548	95%	78%	24%
Students with disabilities	111	72%	37%	1%	95	67%	18%	1%
Total	672	91%	67%	23%	643	91%	69%	21%
<b>Results by Gender</b>								
Female	322	93%	69%	25%	321	95%	71%	21%
Male	350	89%	65%	22%	322	88%	66%	21%
Total	672	91%	67%	23%	643	91%	69%	21%
<b>Results by English Proficiency Status</b>								
English proficient	616	93%	70%	25%	574	93%	73%	23%
Limited English proficient	56	70%	29%	5%	69	75%	36%	0%
Total	672	91%	67%	23%	643	91%	69%	21%
<b>Results by Income Level</b>								
Economically disadvantaged	354	91%	61%	14%	405	91%	64%	13%
Not disadvantaged	318	91%	74%	33%	238	92%	76%	34%
Total	672	91%	67%	23%	643	91%	69%	21%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	672	91%	67%	23%	643	91%	69%	21%
Total	672	91%	67%	23%	643	91%	69%	21%



# Elementary Level

## Science\*

Student Subgroup	2003–04			
	Total Tested	Percentages of Tested Students Scoring at Levels		
		2–4	3–4	4
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	0	0%	0%	0%
Black	377	93%	68%	16%
Hispanic	120	92%	64%	17%
Asian or Pacific Islander	47	98%	89%	36%
White	71	96%	77%	35%
Total	615	93%	70%	20%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	528	96%	75%	22%
Students with disabilities	87	78%	39%	6%
Total	615	93%	70%	20%
<b>Results by Gender</b>				
Female	304	95%	70%	20%
Male	311	91%	70%	20%
Total	615	93%	70%	20%
<b>Results by English Proficiency Status</b>				
English proficient	547	95%	72%	22%
Limited English proficient	68	79%	56%	7%
Total	615	93%	70%	20%
<b>Results by Income Level</b>				
Economically disadvantaged	389	94%	66%	14%
Not disadvantaged	226	92%	77%	31%
Total	615	93%	70%	20%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	615	93%	70%	20%
Total	615	93%	70%	20%

\*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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	434	81%	23%	1%	407	87%	29%	5%
Hispanic	56	s	s	s	75	97%	39%	8%
Asian or Pacific Islander	72	99%	51%	13%	58	98%	62%	16%
White	128	96%	58%	7%	128	95%	44%	11%
Total	691	86%	33%	4%	668	91%	35%	7%
Small Group Totals (s)	57	91%	32%	9%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	594	93%	38%	5%	549	96%	42%	9%
Students with disabilities	97	47%	6%	1%	119	65%	4%	0%
Total	691	86%	33%	4%	668	91%	35%	7%
<b>Results by Gender</b>								
Female	340	91%	41%	6%	302	92%	38%	10%
Male	351	82%	26%	2%	366	90%	34%	5%
Total	691	86%	33%	4%	668	91%	35%	7%
<b>Results by English Proficiency Status</b>								
English proficient	688	s	s	s	651	91%	36%	7%
Limited English proficient	3	s	s	s	17	65%	12%	0%
Total	691	86%	33%	4%	668	91%	35%	7%
<b>Results by Income Level</b>								
Economically disadvantaged	310	79%	20%	0%	332	87%	23%	4%
Not disadvantaged	381	92%	44%	7%	336	94%	48%	10%
Total	691	86%	33%	4%	668	91%	35%	7%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	691	86%	33%	4%	668	91%	35%	7%
Total	691	86%	33%	4%	668	91%	35%	7%

**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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	466	68%	25%	2%	436	73%	29%	2%
Hispanic	73	s	s	s	83	81%	51%	4%
Asian or Pacific Islander	77	96%	74%	14%	66	88%	64%	14%
White	133	89%	59%	10%	130	87%	55%	9%
Total	750	75%	37%	5%	715	78%	40%	5%
Small Group Totals (s)	74	72%	32%	1%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	647	80%	42%	5%	598	83%	46%	6%
Students with disabilities	103	45%	7%	1%	117	52%	9%	0%
Total	750	75%	37%	5%	715	78%	40%	5%
<b>Results by Gender</b>								
Female	363	79%	41%	5%	322	78%	40%	7%
Male	387	72%	33%	4%	393	78%	39%	3%
Total	750	75%	37%	5%	715	78%	40%	5%
<b>Results by English Proficiency Status</b>								
English proficient	688	78%	39%	5%	650	82%	43%	5%
Limited English proficient	62	40%	8%	0%	65	37%	9%	0%
Total	750	75%	37%	5%	715	78%	40%	5%
<b>Results by Income Level</b>								
Economically disadvantaged	341	66%	22%	1%	360	69%	26%	3%
Not disadvantaged	409	83%	49%	8%	355	86%	53%	7%
Total	750	75%	37%	5%	715	78%	40%	5%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	750	75%	37%	5%	715	78%	40%	5%
Total	750	75%	37%	5%	715	78%	40%	5%

## 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
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	440	96%	67%	15%	424	94%	62%	12%
Hispanic	65	s	s	s	81	94%	70%	20%
Asian or Pacific Islander	78	97%	91%	49%	64	94%	81%	36%
White	120	99%	96%	50%	126	98%	86%	36%
Total	704	97%	75%	26%	695	95%	69%	20%
Small Group Totals (s)	66	95%	71%	26%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	617	98%	78%	29%	582	96%	73%	23%
Students with disabilities	87	87%	48%	6%	113	89%	48%	2%
Total	704	97%	75%	26%	695	95%	69%	20%
<b>Results by Gender</b>								
Female	345	97%	76%	27%	319	95%	64%	19%
Male	359	96%	74%	25%	376	94%	73%	20%
Total	704	97%	75%	26%	695	95%	69%	20%
<b>Results by English Proficiency Status</b>								
English proficient	651	98%	79%	28%	636	97%	73%	21%
Limited English proficient	53	81%	23%	2%	59	66%	27%	7%
Total	704	97%	75%	26%	695	95%	69%	20%
<b>Results by Income Level</b>								
Economically disadvantaged	330	94%	63%	12%	351	91%	58%	12%
Not disadvantaged	374	99%	85%	39%	344	98%	80%	28%
Total	704	97%	75%	26%	695	95%	69%	20%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	704	97%	75%	26%	695	95%	69%	20%
Total	704	97%	75%	26%	695	95%	69%	20%

## 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 30<sup>th</sup> 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		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	1	s	s	s	s	2	s	s	s	s
Black	411	55	230	2	70%	349	28	262	3	84%
Hispanic	68	s	s	s	s	68	s	s	s	s
Asian or Pacific Islander	82	6	63	0	84%	76	5	67	0	95%
White	144	3	124	3	90%	129	3	113	2	91%
Total	706	72	458	5	76%	624	40	489	5	86%
Small Group Totals (s)	69	8	41	0	71%	70	4	47	0	73%
<b>Results by Disability Status</b>										
General-education students	652	65	437	0	77%	571	34	474	0	89%
Students with disabilities	54	7	21	5	61%	53	6	15	5	49%
Total	706	72	458	5	76%	624	40	489	5	86%
<b>Results by Gender</b>										
Female	339	36	234	0	80%	315	19	256	2	88%
Male	367	36	224	5	72%	309	21	233	3	83%
Total	706	72	458	5	76%	624	40	489	5	86%
<b>Results by English Proficiency Status</b>										
English proficient	602	57	434	5	82%	545	31	447	5	89%
Limited English proficient	104	15	24	0	38%	79	9	42	0	65%
Total	706	72	458	5	76%	624	40	489	5	86%
<b>Results by Income Level</b>										
Economically disadvantaged	219	35	105	0	64%	174	17	121	2	80%
Not disadvantaged	487	37	353	5	81%	450	23	368	3	88%
Total	706	72	458	5	76%	624	40	489	5	86%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	706	72	458	5	76%	624	40	489	5	86%
Total	706	72	458	5	76%	624	40	489	5	86%

**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		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	1	s	s	s	s	2	s	s	s	s
Black	411	59	200	19	68%	349	73	170	12	73%
Hispanic	68	s	s	s	s	68	s	s	s	s
Asian or Pacific Islander	82	6	66	0	88%	76	7	58	1	87%
White	144	8	113	5	88%	129	19	90	2	86%
Total	706	80	415	25	74%	624	110	357	15	77%
Small Group Totals (s)	69	7	36	1	64%	70	11	39	0	71%
<b>Results by Disability Status</b>										
General-education students	652	79	402	0	74%	571	100	352	0	79%
Students with disabilities	54	1	13	25	72%	53	10	5	15	57%
Total	706	80	415	25	74%	624	110	357	15	77%
<b>Results by Gender</b>										
Female	339	44	209	7	77%	315	53	188	3	77%
Male	367	36	206	18	71%	309	57	169	12	77%
Total	706	80	415	25	74%	624	110	357	15	77%
<b>Results by English Proficiency Status</b>										
English proficient	602	58	396	25	80%	545	95	324	15	80%
Limited English proficient	104	22	19	0	39%	79	15	33	0	61%
Total	706	80	415	25	74%	624	110	357	15	77%
<b>Results by Income Level</b>										
Economically disadvantaged	219	41	89	10	64%	174	46	76	6	74%
Not disadvantaged	487	39	326	15	78%	450	64	281	9	79%
Total	706	80	415	25	74%	624	110	357	15	77%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	706	80	415	25	74%	624	110	357	15	77%
Total	706	80	415	25	74%	624	110	357	15	77%

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> 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
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	1	s	1	s
Black	346	64%	412	63%
Hispanic	63	s	70	s
Asian or Pacific Islander	71	86%	83	80%
White	175	87%	152	83%
Total	656	73%	718	69%
Small Group Totals (s)	64	70%	71	62%
<b>Results by Disability Status</b>				
General-education students	616	76%	659	71%
Students with disabilities	40	38%	59	49%
Total	656	73%	718	69%
<b>Results by Gender</b>				
Female	327	79%	337	77%
Male	329	68%	381	62%
Total	656	73%	718	69%
<b>Results by English Proficiency Status</b>				
English proficient	589	76%	620	74%
Limited English proficient	67	48%	98	35%
Total	656	73%	718	69%
<b>Results by Income Level</b>				
Economically disadvantaged	172	74%	182	66%
Not disadvantaged	484	73%	536	70%
Total	656	73%	718	69%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	656	73%	718	69%
Total	656	73%	718	69%

## 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 40<sup>th</sup> 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.