

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  
Longwood Central 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](http://www.emsc.nysed.gov/irts).

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

## District Profile

Superintendent: Candee A. Swenson		Phone: (631)345-2172
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	9794

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$14,270
<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
1,748	100%

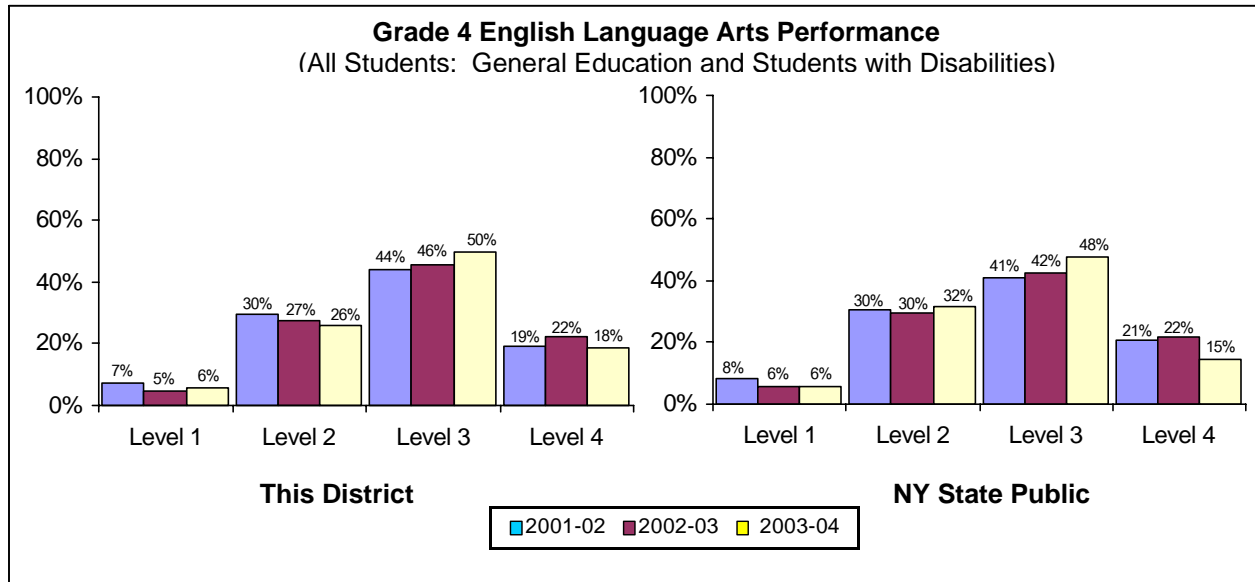
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
678	0%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455–602	Level 2 603–644	Level 3 645–691	Level 4 692–800	Total Tested	
Jan–Feb 2002	53	216	321	141	731	659
Feb 2003	34	196	326	158	714	661
Feb 2004	43	190	361	134	728	661

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> .

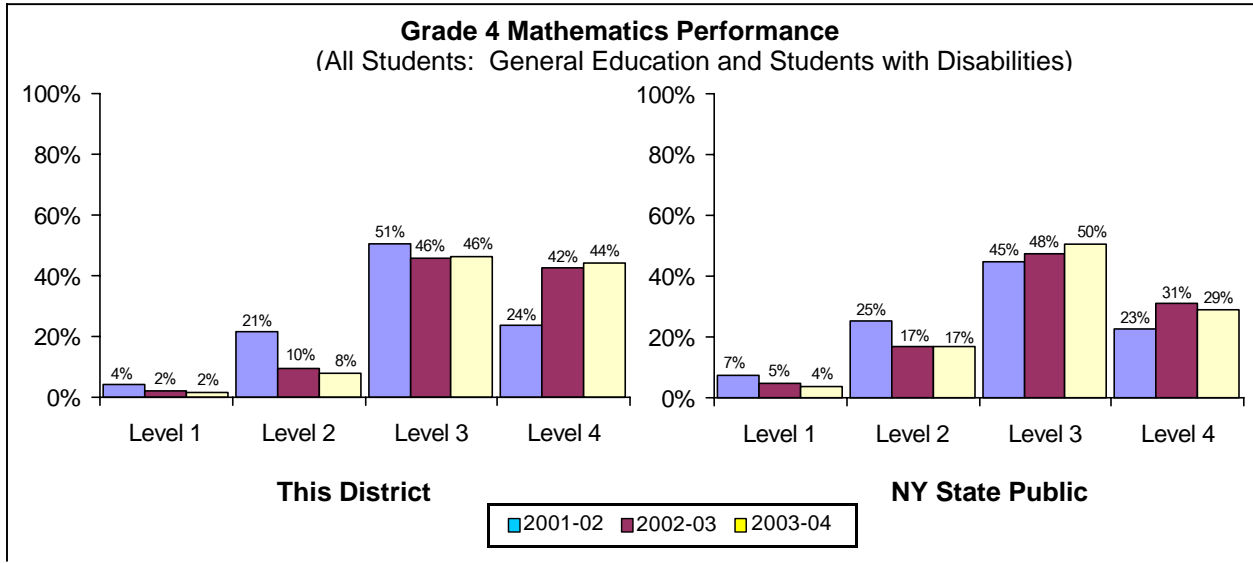
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
<b>2004</b>	4	4	0	15	23

### 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>	2	1	0	2	5

## 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	32	159	376	175	742	655
May 2003	15	71	342	315	743	673
May 2004	12	58	345	331	746	677

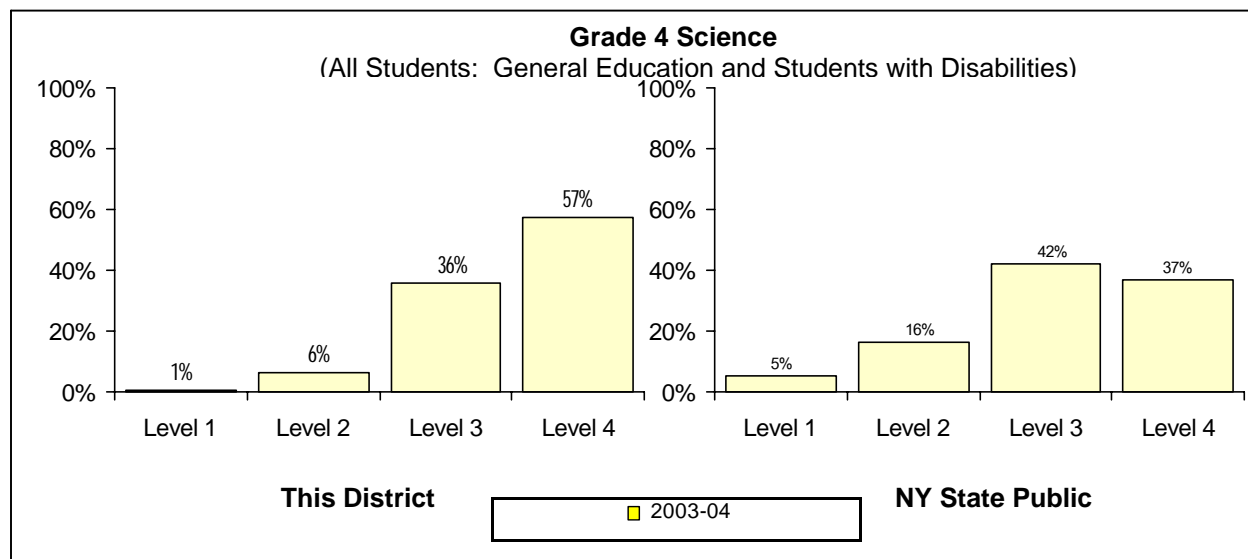
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	3	5

# 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	4	48	265	425	742	84

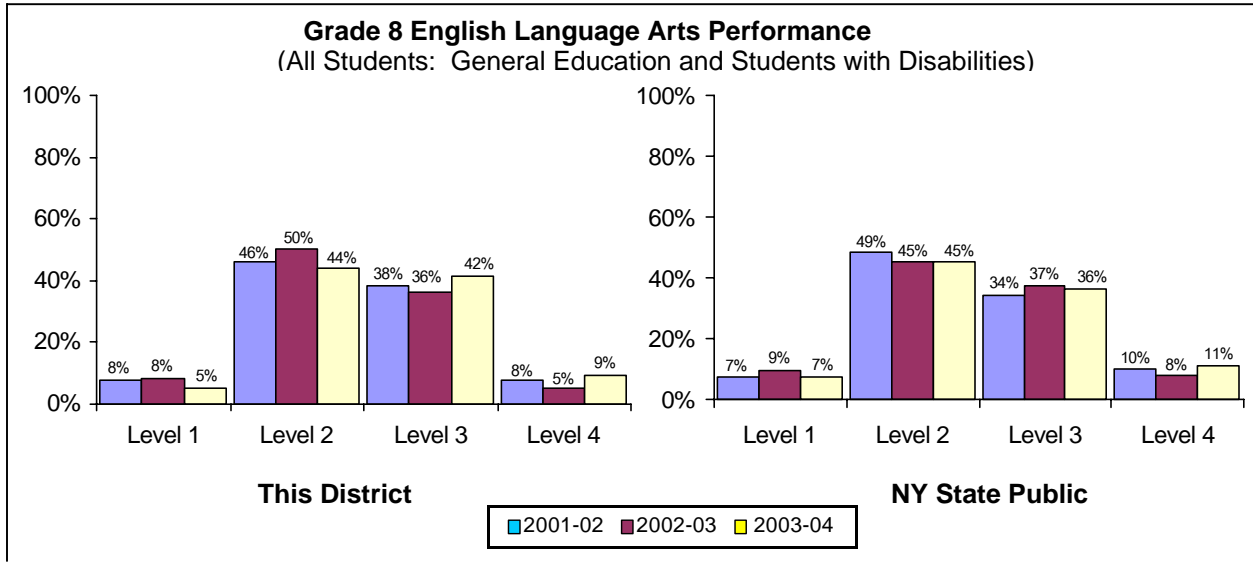
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	2	1	0	2	5

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

## Middle Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	58	340	283	59	740	697
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	62	380	276	40	758	692
January 2004	38	336	317	70	761	700

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

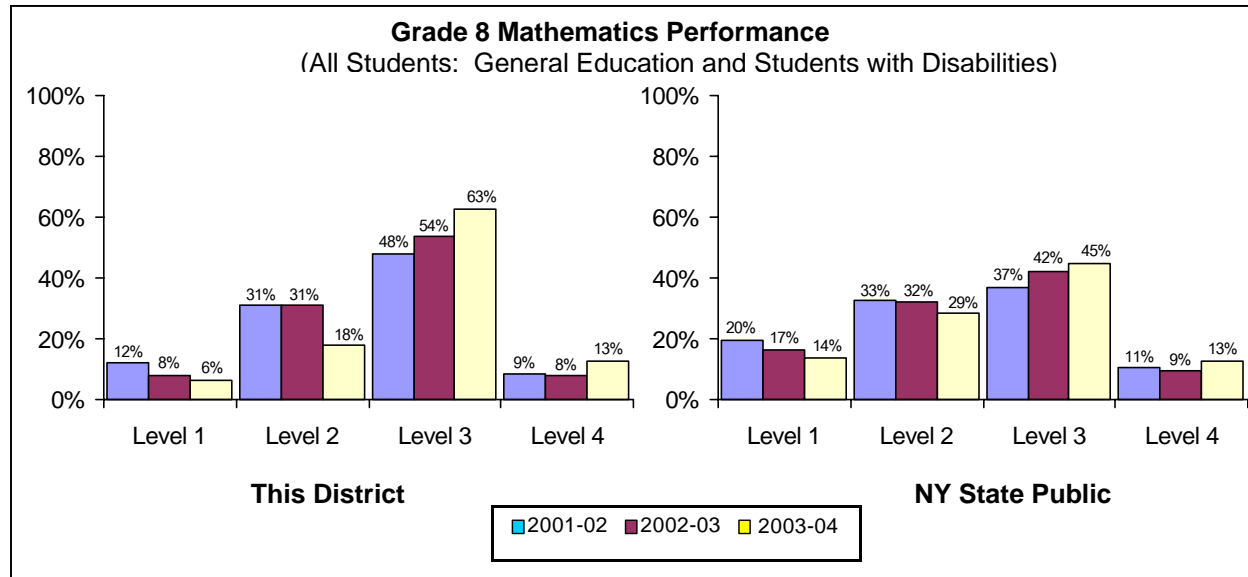
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	0	1	1	4	6

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

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	1	0	6	7



## Middle Level Mathematics



Performance at This District	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2002	90	226	350	62	728	718
May 2003	60	233	405	58	756	721
May 2004	49	136	479	98	762	729

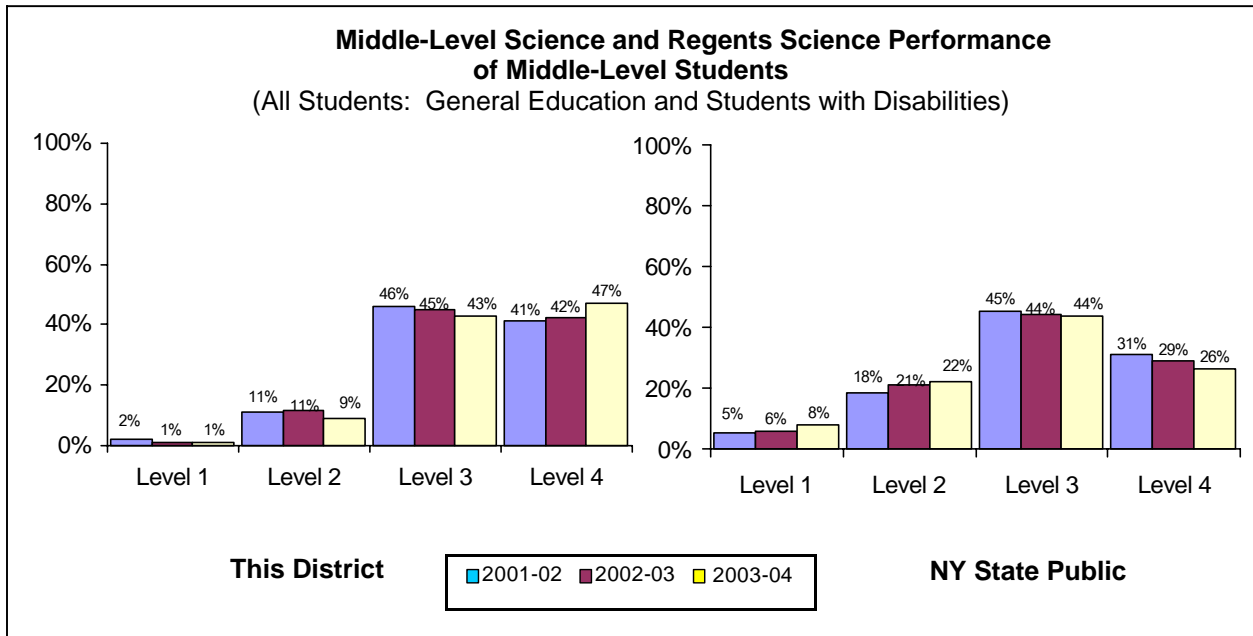
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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	1	0	6	7

# 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	14	82	337	239	672	77
	Regents Science	0	0	5	66	71	92
January/ June 2003	Middle-Level Science	8	84	327	252	671	79
	Regents Science	0	0	3	59	62	93
January/ June 2004	Middle-Level Science	9	65	311	287	672	80
	Regents Science	0	0	3	59	62	92

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.

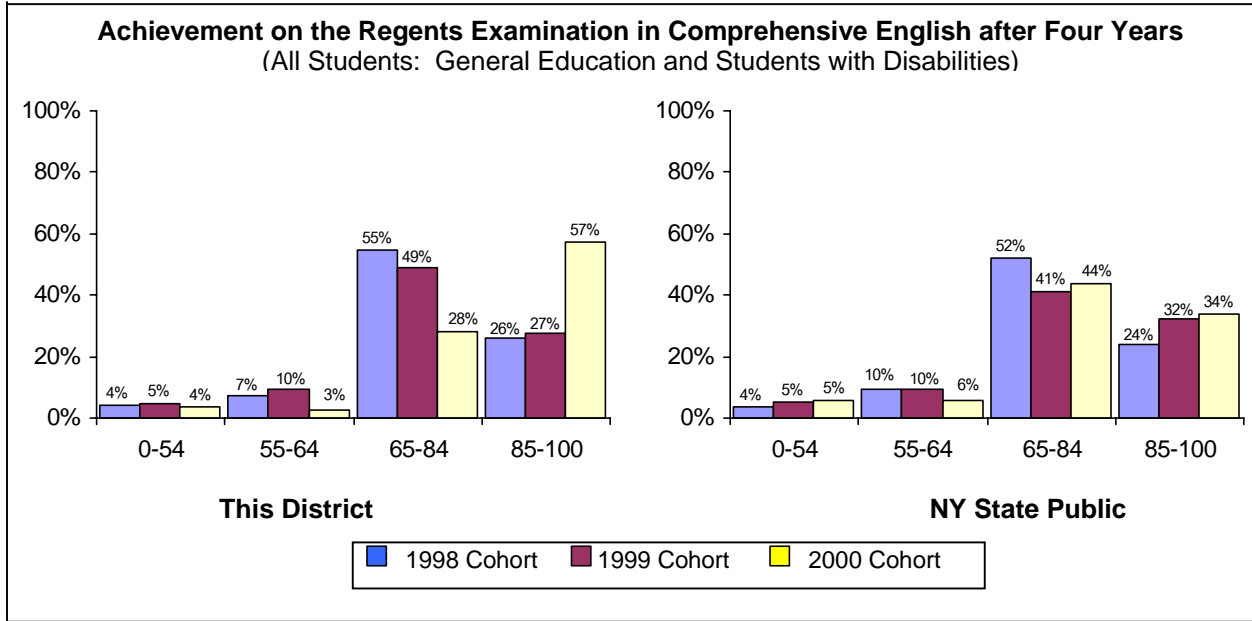
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
2003-04	0	1	1	5	7

# 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>	639	27	47	349	165	0
<b>1999 Cohort</b>	676	33	65	331	185	0
<b>2000 Cohort</b>	642	24	18	182	367	0

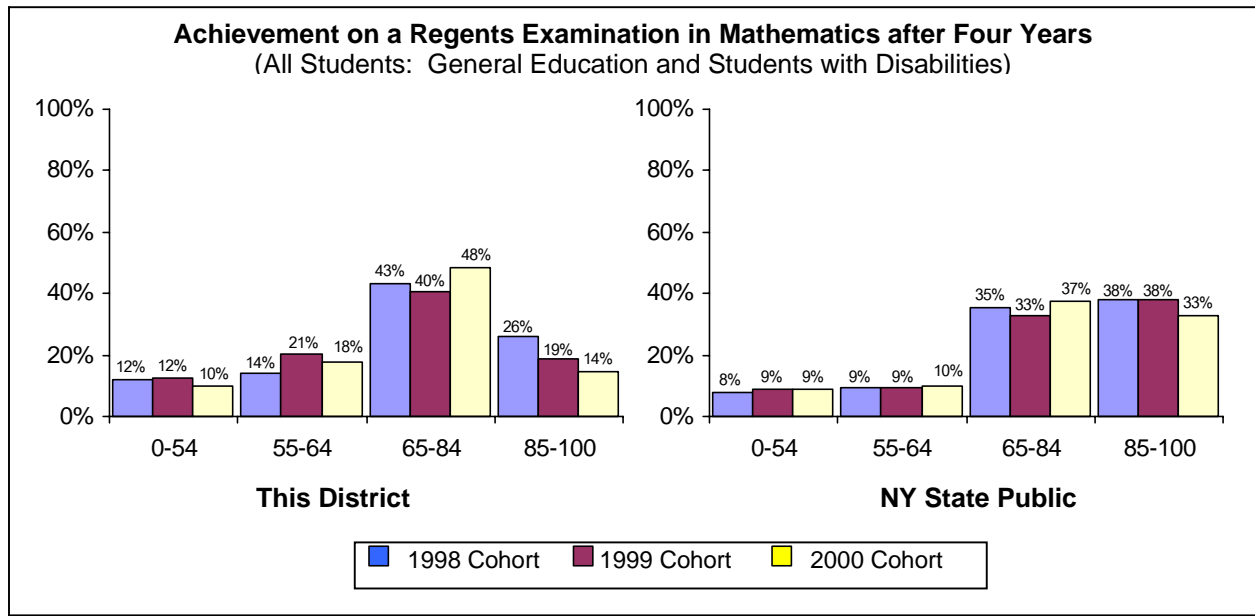
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1998 Cohort</b>	6	5
<b>1999 Cohort</b>	20	6
<b>2000 Cohort</b>	5	4

\*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>	639	75	89	276	165	0
<b>1999 Cohort</b>	676	84	139	273	126	0
<b>2000 Cohort</b>	642	65	113	311	92	0

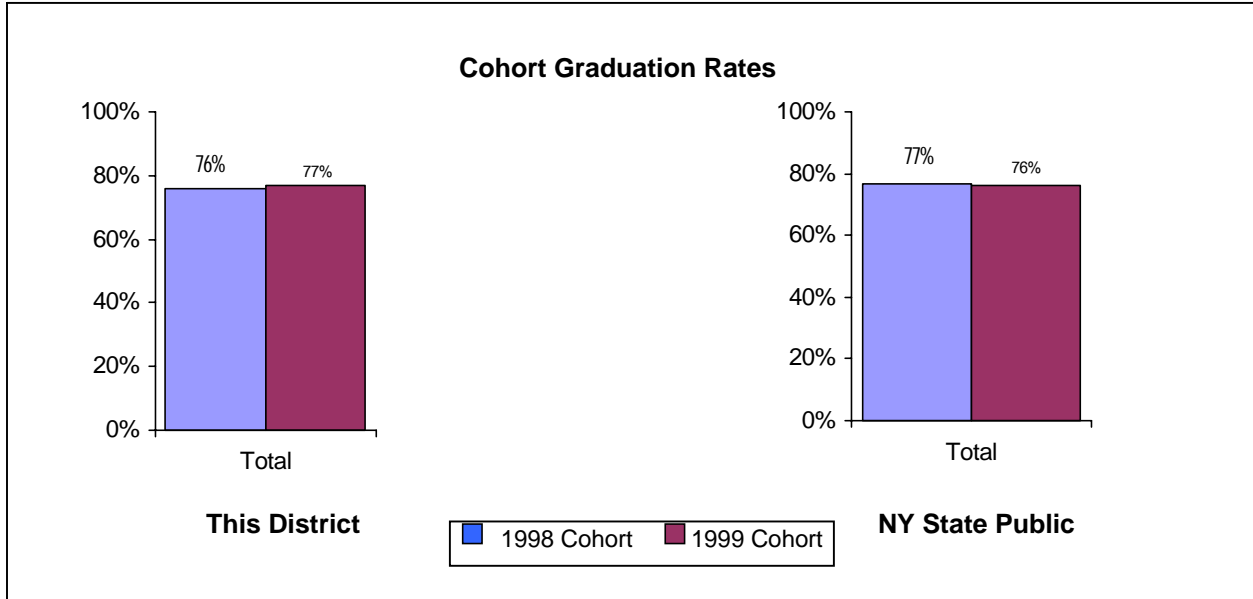
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	18	0
<b>1999 Cohort</b>	47	0
<b>2000 Cohort</b>	40	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 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	640	15	655	497
1999 Cohort	673	14	687	527

\*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	6	100%	33%	0%
Black	150	87%	42%	11%	133	86%	48%	8%
Hispanic	77	96%	66%	17%	75	95%	71%	16%
Asian or Pacific Islander	19	s	s	s	21	100%	86%	19%
White	467	97%	76%	26%	493	96%	73%	22%
Total	714	95%	68%	22%	728	94%	68%	18%
Small Group Totals (s)	20	100%	85%	30%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	615	99%	76%	25%	635	98%	74%	21%
Students with disabilities	99	72%	16%	3%	93	68%	28%	1%
Total	714	95%	68%	22%	728	94%	68%	18%
<b>Results by Gender</b>								
Female	334	96%	70%	23%	327	96%	73%	20%
Male	380	95%	66%	22%	401	93%	64%	17%
Total	714	95%	68%	22%	728	94%	68%	18%
<b>Results by English Proficiency Status</b>								
English proficient	714	95%	68%	22%	725	s	s	s
Limited English proficient	0	0%	0%	0%	3	s	s	s
Total	714	95%	68%	22%	728	94%	68%	18%
<b>Results by Income Level</b>								
Economically disadvantaged	174	90%	43%	9%	140	91%	56%	11%
Not disadvantaged	540	97%	76%	26%	588	95%	71%	20%
Total	714	95%	68%	22%	728	94%	68%	18%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	714	95%	68%	22%	728	94%	68%	18%
Total	714	95%	68%	22%	728	94%	68%	18%

## 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	2	s	s	s	5	100%	100%	40%
Black	152	96%	73%	20%	134	96%	78%	22%
Hispanic	88	98%	84%	30%	89	99%	90%	35%
Asian or Pacific Islander	27	s	s	s	22	100%	100%	68%
White	474	99%	94%	51%	496	99%	94%	51%
Total	743	98%	88%	42%	746	98%	91%	44%
Small Group Totals (s)	29	100%	97%	52%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	644	99%	92%	47%	649	99%	95%	50%
Students with disabilities	99	90%	64%	12%	97	92%	62%	8%
Total	743	98%	88%	42%	746	98%	91%	44%
<b>Results by Gender</b>								
Female	350	98%	89%	38%	338	99%	90%	47%
Male	393	98%	88%	46%	408	98%	91%	42%
Total	743	98%	88%	42%	746	98%	91%	44%
<b>Results by English Proficiency Status</b>								
English proficient	721	98%	89%	43%	721	98%	91%	45%
Limited English proficient	22	95%	59%	9%	25	96%	80%	12%
Total	743	98%	88%	42%	746	98%	91%	44%
<b>Results by Income Level</b>								
Economically disadvantaged	184	96%	76%	22%	148	97%	82%	24%
Not disadvantaged	559	99%	92%	49%	598	99%	93%	49%
Total	743	98%	88%	42%	746	98%	91%	44%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	743	98%	88%	42%	746	98%	91%	44%
Total	743	98%	88%	42%	746	98%	91%	44%



# 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	5	100%	100%	60%
Black	134	99%	81%	37%
Hispanic	89	98%	93%	43%
Asian or Pacific Islander	22	100%	100%	64%
White	492	100%	96%	65%
Total	742	99%	93%	57%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	646	100%	96%	63%
Students with disabilities	96	99%	75%	20%
Total	742	99%	93%	57%
<b>Results by Gender</b>				
Female	338	100%	94%	57%
Male	404	99%	92%	58%
Total	742	99%	93%	57%
<b>Results by English Proficiency Status</b>				
English proficient	717	100%	93%	58%
Limited English proficient	25	92%	80%	28%
Total	742	99%	93%	57%
<b>Results by Income Level</b>				
Economically disadvantaged	146	100%	88%	37%
Not disadvantaged	596	99%	94%	62%
Total	742	99%	93%	57%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	742	99%	93%	57%
Total	742	99%	93%	57%

\*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	3	s	s	s	0	0%	0%	0%
Black	165	85%	27%	2%	168	90%	36%	4%
Hispanic	63	92%	33%	2%	84	95%	46%	7%
Asian or Pacific Islander	24	s	s	s	19	100%	68%	32%
White	503	94%	47%	7%	490	96%	56%	10%
Total	758	92%	42%	5%	761	95%	51%	9%
Small Group Totals (s)	27	100%	63%	11%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	621	98%	49%	6%	638	99%	59%	11%
Students with disabilities	137	64%	10%	1%	123	76%	11%	1%
Total	758	92%	42%	5%	761	95%	51%	9%
<b>Results by Gender</b>								
Female	380	96%	48%	9%	400	98%	53%	12%
Male	378	87%	36%	1%	361	91%	48%	6%
Total	758	92%	42%	5%	761	95%	51%	9%
<b>Results by English Proficiency Status</b>								
English proficient	754	s	s	s	759	s	s	s
Limited English proficient	4	s	s	s	2	s	s	s
Total	758	92%	42%	5%	761	95%	51%	9%
<b>Results by Income Level</b>								
Economically disadvantaged	180	86%	28%	3%	180	90%	36%	4%
Not disadvantaged	578	94%	46%	6%	581	97%	55%	11%
Total	758	92%	42%	5%	761	95%	51%	9%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	758	92%	42%	5%	761	95%	51%	9%
Total	758	92%	42%	5%	761	95%	51%	9%

**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	3	s	s	s	0	0%	0%	0%
Black	164	87%	41%	2%	163	87%	60%	7%
Hispanic	67	93%	51%	1%	92	89%	71%	8%
Asian or Pacific Islander	25	s	s	s	18	100%	89%	39%
White	497	93%	68%	9%	489	97%	81%	15%
Total	756	92%	61%	8%	762	94%	76%	13%
Small Group Totals (s)	28	100%	75%	25%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	623	97%	68%	9%	640	98%	83%	15%
Students with disabilities	133	68%	28%	1%	122	70%	35%	2%
Total	756	92%	61%	8%	762	94%	76%	13%
<b>Results by Gender</b>								
Female	374	96%	60%	7%	400	96%	76%	12%
Male	382	88%	62%	8%	362	91%	75%	14%
Total	756	92%	61%	8%	762	94%	76%	13%
<b>Results by English Proficiency Status</b>								
English proficient	746	92%	61%	8%	753	94%	76%	13%
Limited English proficient	10	70%	50%	0%	9	67%	33%	0%
Total	756	92%	61%	8%	762	94%	76%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	177	85%	44%	3%	174	86%	63%	9%
Not disadvantaged	579	94%	67%	9%	588	96%	80%	14%
Total	756	92%	61%	8%	762	94%	76%	13%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	756	92%	61%	8%	762	94%	76%	13%
Total	756	92%	61%	8%	762	94%	76%	13%

## 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	3	s	s	s	0	0%	0%	0%
Black	147	97%	76%	25%	152	97%	76%	23%
Hispanic	60	100%	82%	33%	82	100%	85%	35%
Asian or Pacific Islander	15	s	s	s	13	100%	100%	38%
White	446	99%	90%	41%	425	99%	94%	51%
Total	671	99%	86%	38%	672	99%	89%	43%
Small Group Totals (s)	18	100%	100%	61%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	550	100%	93%	43%	559	99%	94%	49%
Students with disabilities	121	94%	56%	12%	113	95%	66%	12%
Total	671	99%	86%	38%	672	99%	89%	43%
<b>Results by Gender</b>								
Female	335	99%	87%	35%	350	99%	88%	39%
Male	336	98%	85%	40%	322	98%	90%	47%
Total	671	99%	86%	38%	672	99%	89%	43%
<b>Results by English Proficiency Status</b>								
English proficient	663	99%	86%	38%	666	99%	89%	43%
Limited English proficient	8	88%	75%	0%	6	100%	67%	0%
Total	671	99%	86%	38%	672	99%	89%	43%
<b>Results by Income Level</b>								
Economically disadvantaged	162	97%	74%	23%	166	97%	74%	28%
Not disadvantaged	509	99%	90%	42%	506	99%	94%	47%
Total	671	99%	86%	38%	672	99%	89%	43%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	671	99%	86%	38%	672	99%	89%	43%
Total	671	99%	86%	38%	672	99%	89%	43%

## 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	2	s	s	s	s	3	s	s	s	s
Black	133	15	85	4	78%	119	7	85	2	79%
Hispanic	56	6	43	3	93%	56	3	41	0	79%
Asian or Pacific Islander	30	s	s	s	s	26	s	s	s	s
White	455	41	366	11	92%	438	6	399	3	93%
Total	676	65	516	20	89%	642	18	549	5	89%
Small Group Totals (s)	32	3	22	2	84%	29	2	24	0	90%
<b>Results by Disability Status</b>										
General-education students	662	64	516	17	90%	530	3	495	0	94%
Students with disabilities	14	1	0	3	29%	112	15	54	5	66%
Total	676	65	516	20	89%	642	18	549	5	89%
<b>Results by Gender</b>										
Female	333	33	263	6	91%	311	7	276	3	92%
Male	343	32	253	14	87%	331	11	273	2	86%
Total	676	65	516	20	89%	642	18	549	5	89%
<b>Results by English Proficiency Status</b>										
English proficient	672	s	s	s	s	637	18	548	5	90%
Limited English proficient	4	s	s	s	s	5	0	1	0	20%
Total	676	65	516	20	89%	642	18	549	5	89%
<b>Results by Income Level</b>										
Economically disadvantaged	74	11	51	4	89%	20	0	17	1	90%
Not disadvantaged	602	54	465	16	89%	622	18	532	4	89%
Total	676	65	516	20	89%	642	18	549	5	89%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	676	65	516	20	89%	642	18	549	5	89%
Total	676	65	516	20	89%	642	18	549	5	89%

**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	2	s	s	s	s	3	s	s	s	s
Black	133	36	55	6	73%	119	22	58	9	75%
Hispanic	56	13	32	5	89%	56	10	29	8	84%
Asian or Pacific Islander	30	s	s	s	s	26	s	s	s	s
White	455	89	291	33	91%	438	75	298	22	90%
Total	676	139	399	47	87%	642	113	403	40	87%
Small Group Totals (s)	32	1	21	3	78%	29	6	18	1	86%
<b>Results by Disability Status</b>										
General-education students	662	139	399	42	88%	530	100	378	0	90%
Students with disabilities	14	0	0	5	36%	112	13	25	40	70%
Total	676	139	399	47	87%	642	113	403	40	87%
<b>Results by Gender</b>										
Female	333	74	203	14	87%	311	68	192	12	87%
Male	343	65	196	33	86%	331	45	211	28	86%
Total	676	139	399	47	87%	642	113	403	40	87%
<b>Results by English Proficiency Status</b>										
English proficient	672	s	s	s	s	637	111	402	40	87%
Limited English proficient	4	s	s	s	s	5	2	1	0	60%
Total	676	139	399	47	87%	642	113	403	40	87%
<b>Results by Income Level</b>										
Economically disadvantaged	74	14	37	8	80%	20	7	9	2	90%
Not disadvantaged	602	125	362	39	87%	622	106	394	38	86%
Total	676	139	399	47	87%	642	113	403	40	87%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	676	139	399	47	87%	642	113	403	40	87%
Total	676	139	399	47	87%	642	113	403	40	87%

## 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	5	20%	2	s
Black	106	57%	137	63%
Hispanic	72	68%	58	81%
Asian or Pacific Islander	18	50%	30	s
White	454	83%	460	81%
Total	655	76%	687	77%
Small Group Totals (s)	0	0%	32	69%
<b>Results by Disability Status</b>				
General-education students	592	77%	596	78%
Students with disabilities	63	70%	91	66%
Total	655	76%	687	77%
<b>Results by Gender</b>				
Female	335	83%	335	81%
Male	320	68%	352	72%
Total	655	76%	687	77%
<b>Results by English Proficiency Status</b>				
English proficient	650	76%	682	77%
Limited English proficient	5	80%	5	20%
Total	655	76%	687	77%
<b>Results by Income Level</b>				
Economically disadvantaged	30	70%	63	84%
Not disadvantaged	625	76%	624	76%
Total	655	76%	687	77%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	655	76%	687	77%
Total	655	76%	687	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 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.