

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
Brentwood Union Free School District**

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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

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: Les A. Black		Phone: (631)434-2325
Organization 2003–04	Grade Range	Student Enrollment
	NA	16476

2002–03 District-wide Total Expenditure per Pupil	\$12,388
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
2,723	99%

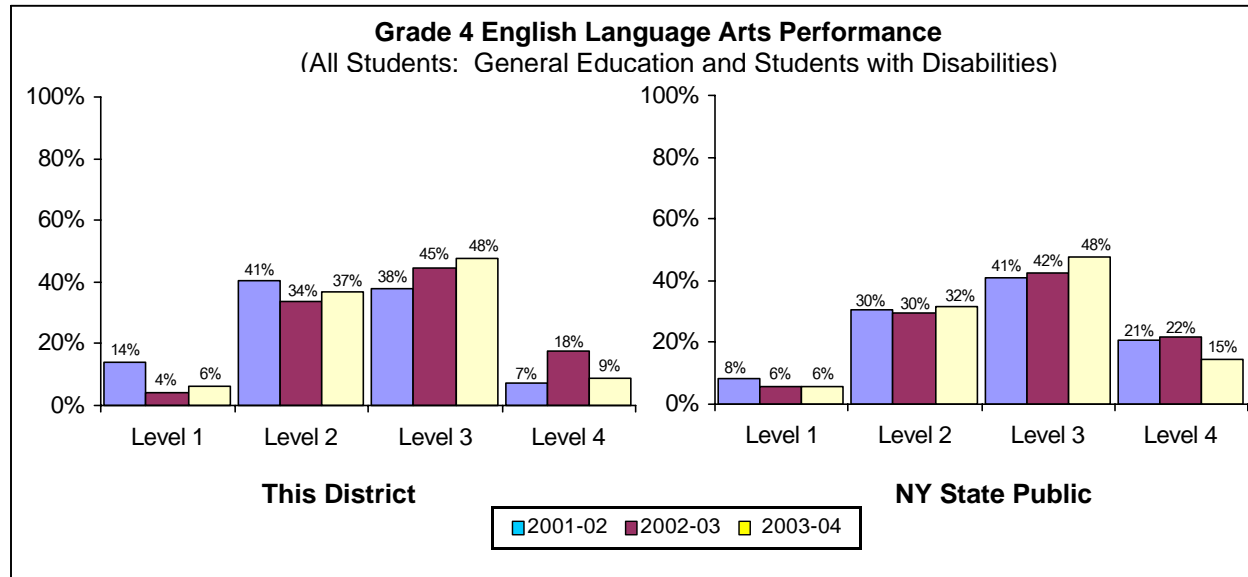
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003–04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
1,091	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	162	462	432	83	1139	639
Feb 2003	49	384	510	201	1144	657
Feb 2004	76	439	568	103	1186	648

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 .

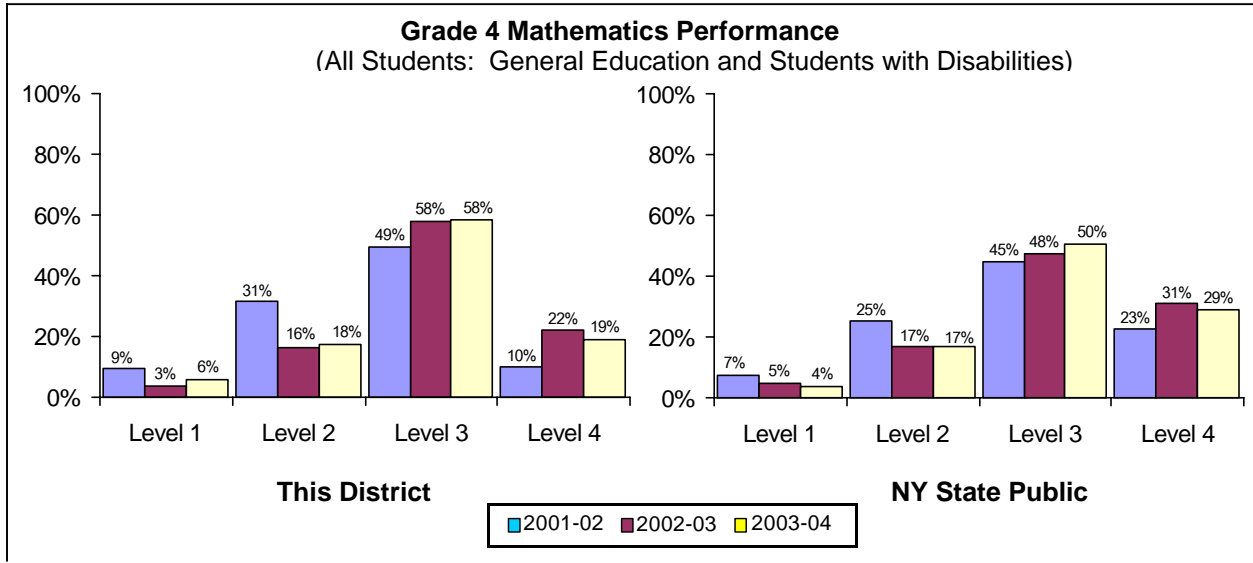
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	23	5	8	103	139

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	0	3	1	2	6

Elementary Level Mathematics



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810			
May 2002	120	401	629	125		1275	639
May 2003	44	208	731	283		1266	657
May 2004	74	233	775	249		1331	653

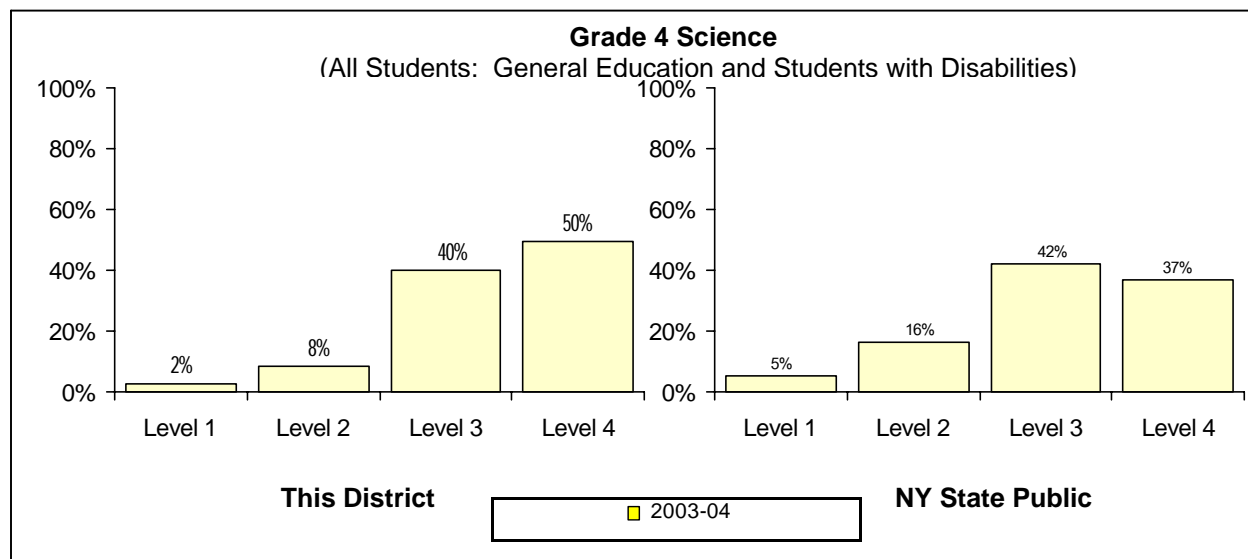
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents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

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	30	101	489	609	1229	81

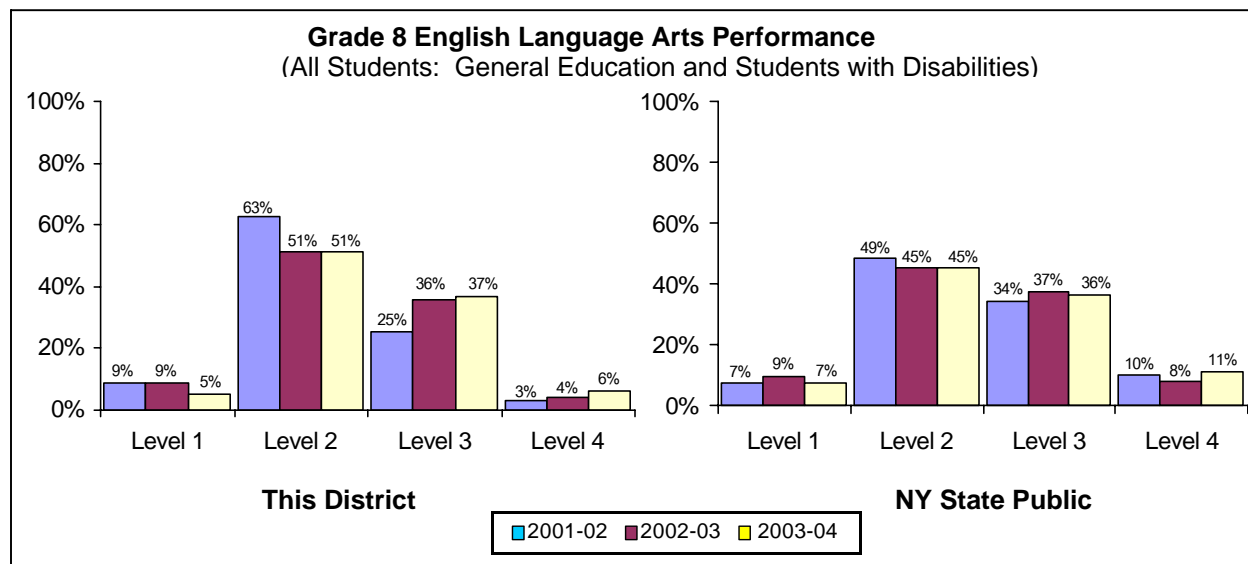
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	3	1	0	2	6

*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	95	674	274	34	1077	688
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	101	587	407	47	1142	690
January 2004	62	591	426	72	1151	695

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 .

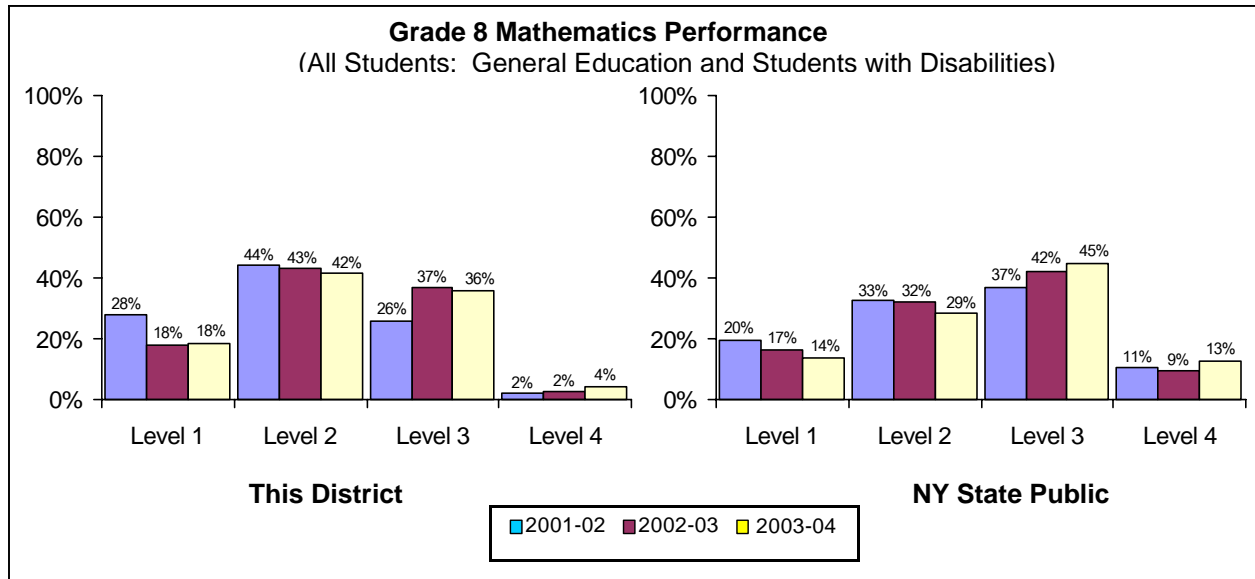
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	20	14	13	87	134

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	2	1	4	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	336	529	308	28	1201	695
May 2003	223	538	461	30	1252	704
May 2004	236	535	458	54	1283	705

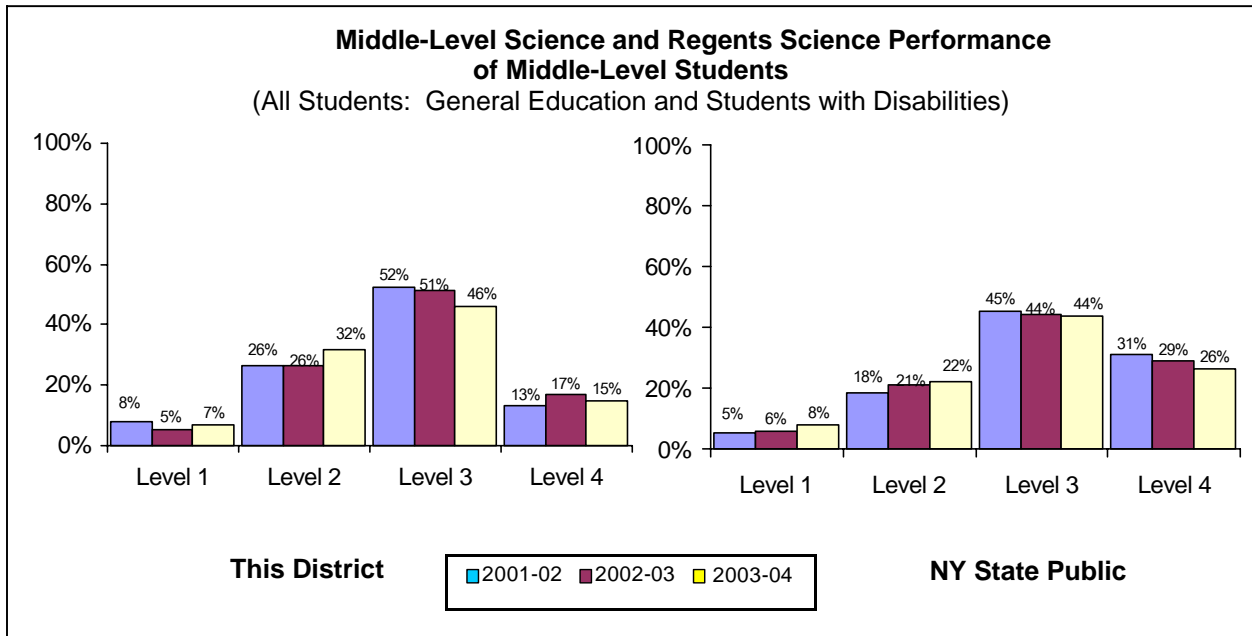
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
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	1	3	1	2	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	85	285	564	144	1078	68
	Regents Science	0	0	0	0	0	0
January/June 2003	Middle-Level Science	62	311	604	201	1178	71
	Regents Science	0	0	0	0	0	0
January/June 2004	Middle-Level Science	87	391	567	185	1230	68
	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.

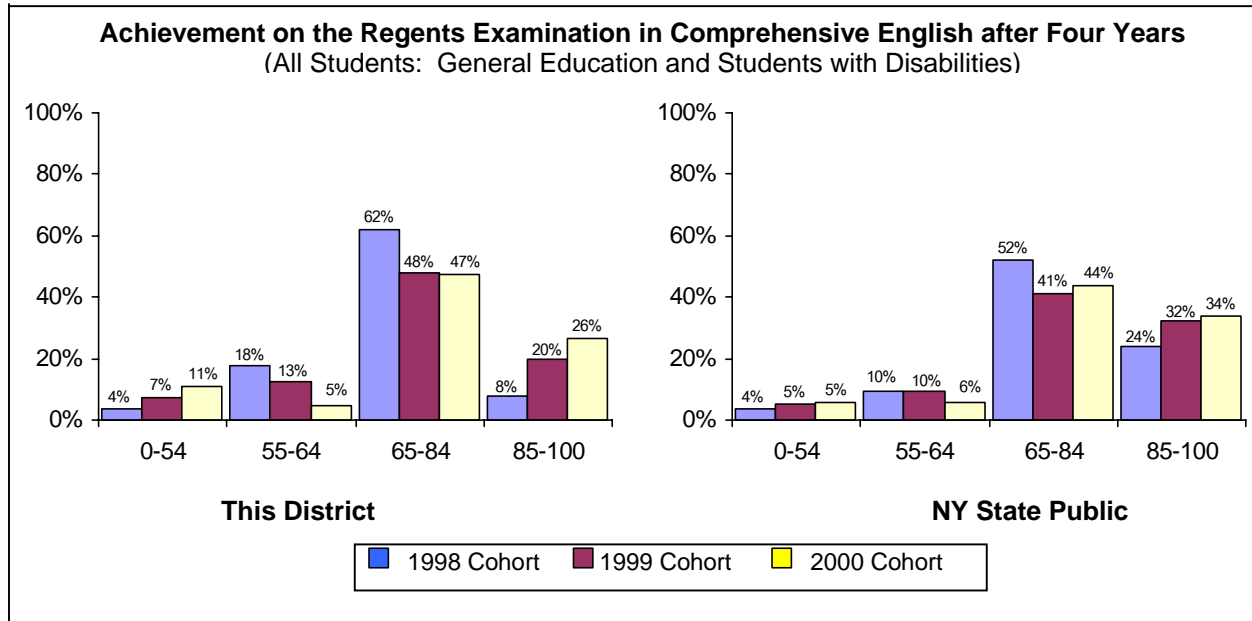
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

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	#	#	#	#	4

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	757	28	133	468	61	0
1999 Cohort	912	65	116	435	180	0
2000 Cohort	857	94	42	405	227	0

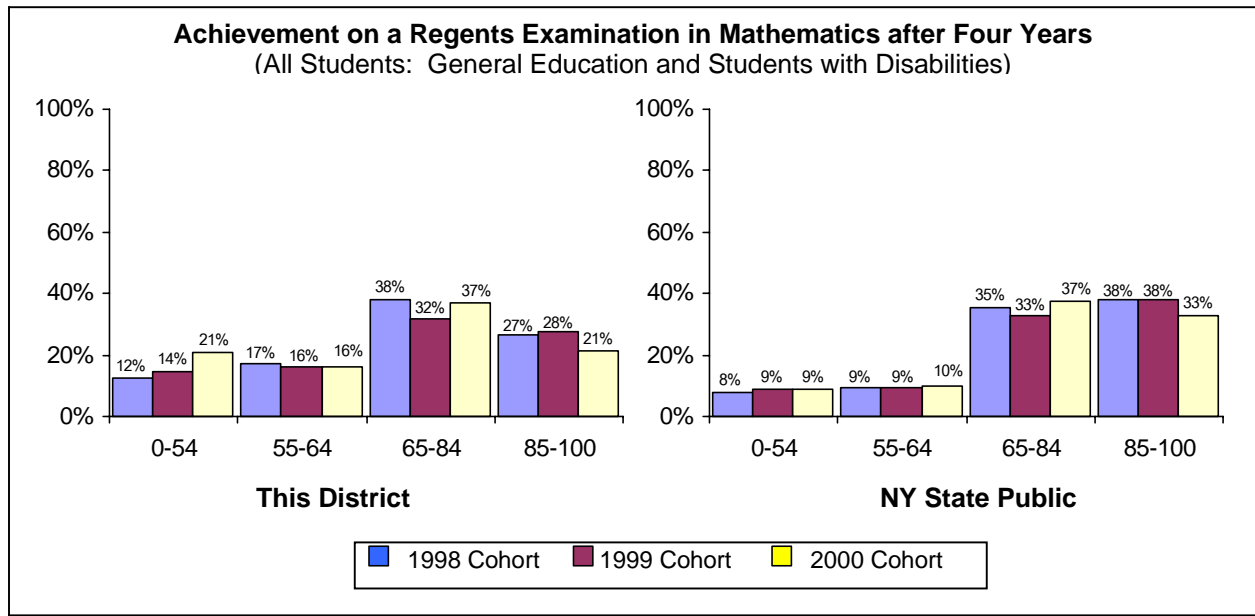
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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	3	5
1999 Cohort	16	21
2000 Cohort	16	30

*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	757	93	129	286	201	0
1999 Cohort	912	132	149	291	254	0
2000 Cohort	857	179	137	317	182	0

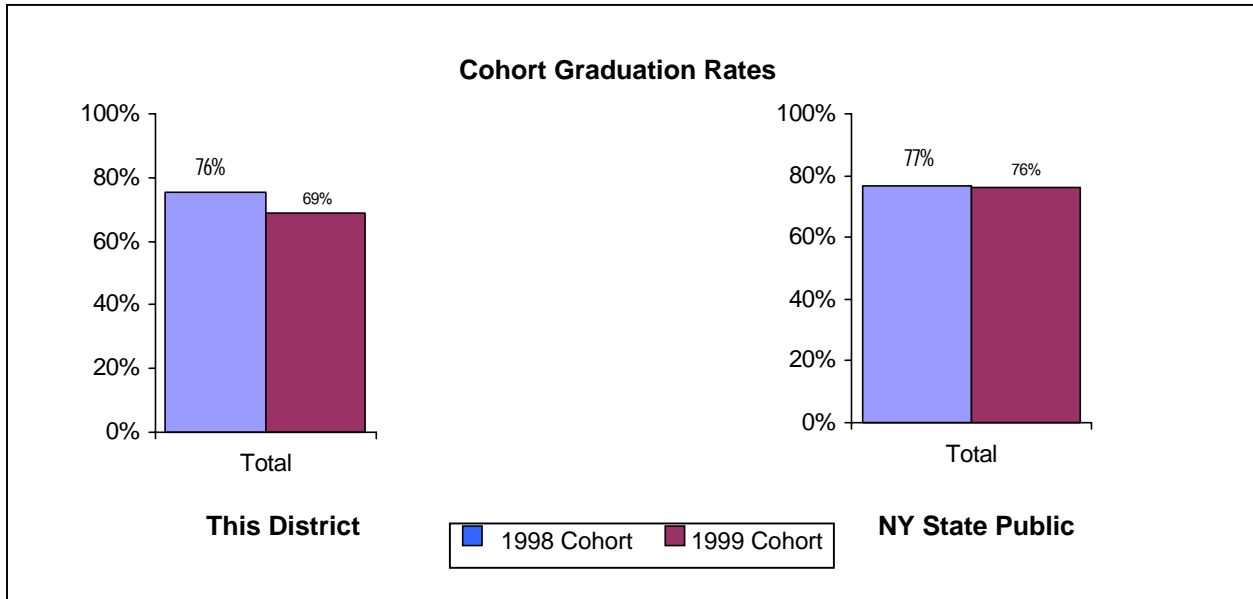
*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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	13	9
1999 Cohort	33	7
2000 Cohort	71	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 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	756	19	775	586
1999 Cohort	889	23	912	628

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

Analysis of Student Subgroup Performance

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

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

Elementary Level English Language Arts

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	1	s	s	s	0	0%	0%	0%
Black	258	93%	61%	14%	279	94%	56%	9%
Hispanic	674	96%	59%	15%	708	93%	52%	7%
Asian or Pacific Islander	31	s	s	s	16	94%	75%	25%
White	180	97%	71%	29%	183	95%	72%	11%
Total	1144	96%	62%	18%	1186	94%	57%	9%
Small Group Totals (s)	32	94%	78%	41%	0	0%	0%	0%
Results by Disability Status								
General-education students	1036	98%	67%	19%	1005	99%	64%	10%
Students with disabilities	108	73%	15%	4%	181	64%	15%	0%
Total	1144	96%	62%	18%	1186	94%	57%	9%
Results by Gender								
Female	540	97%	63%	21%	592	96%	59%	11%
Male	604	94%	61%	15%	594	91%	54%	7%
Total	1144	96%	62%	18%	1186	94%	57%	9%
Results by English Proficiency Status								
English proficient	1106	96%	63%	18%	1172	94%	57%	9%
Limited English proficient	38	84%	37%	8%	14	71%	29%	0%
Total	1144	96%	62%	18%	1186	94%	57%	9%
Results by Income Level								
Economically disadvantaged	740	94%	59%	15%	754	92%	52%	7%
Not disadvantaged	404	98%	67%	23%	432	96%	64%	11%
Total	1144	96%	62%	18%	1186	94%	57%	9%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1144	96%	62%	18%	1186	94%	57%	9%
Total	1144	96%	62%	18%	1186	94%	57%	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	1	s	s	s	0	0%	0%	0%
Black	259	95%	75%	16%	285	93%	73%	18%
Hispanic	788	97%	80%	22%	842	95%	76%	17%
Asian or Pacific Islander	37	s	s	s	19	89%	79%	37%
White	181	98%	86%	29%	185	96%	87%	26%
Total	1266	97%	80%	22%	1331	94%	77%	19%
Small Group Totals (s)	38	92%	84%	32%	0	0%	0%	0%
Results by Disability Status								
General-education students	1161	98%	83%	24%	1142	98%	84%	21%
Students with disabilities	105	79%	44%	10%	189	73%	37%	4%
Total	1266	97%	80%	22%	1331	94%	77%	19%
Results by Gender								
Female	598	98%	78%	20%	660	96%	77%	17%
Male	668	96%	82%	24%	671	93%	76%	20%
Total	1266	97%	80%	22%	1331	94%	77%	19%
Results by English Proficiency Status								
English proficient	1102	97%	83%	24%	1174	95%	80%	20%
Limited English proficient	164	91%	62%	12%	157	88%	57%	8%
Total	1266	97%	80%	22%	1331	94%	77%	19%
Results by Income Level								
Economically disadvantaged	840	96%	79%	21%	872	93%	74%	16%
Not disadvantaged	426	98%	83%	25%	459	97%	82%	24%
Total	1266	97%	80%	22%	1331	94%	77%	19%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1266	97%	80%	22%	1331	94%	77%	19%
Total	1266	97%	80%	22%	1331	94%	77%	19%

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	0	0%	0%	0%
Black	269	97%	89%	48%
Hispanic	771	97%	88%	46%
Asian or Pacific Islander	17	100%	94%	76%
White	172	99%	95%	68%
Total	1229	98%	89%	50%
Small Group Totals (s)	0	0%	0%	0%
Results by Disability Status				
General-education students	1140	98%	90%	51%
Students with disabilities	89	93%	78%	35%
Total	1229	98%	89%	50%
Results by Gender				
Female	622	98%	90%	45%
Male	607	97%	89%	54%
Total	1229	98%	89%	50%
Results by English Proficiency Status				
English proficient	1081	99%	93%	54%
Limited English proficient	148	88%	62%	20%
Total	1229	98%	89%	50%
Results by Income Level				
Economically disadvantaged	796	97%	87%	45%
Not disadvantaged	433	99%	93%	58%
Total	1229	98%	89%	50%
Results by Migrant Status				
Migrant family	0	0%	0%	0%
Not migrant family	1229	98%	89%	50%
Total	1229	98%	89%	50%

*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	2	s	s	s	2	s	s	s
Black	317	88%	37%	4%	300	96%	43%	7%
Hispanic	614	92%	36%	3%	635	94%	38%	4%
Asian or Pacific Islander	7	s	s	s	22	s	s	s
White	202	93%	53%	9%	192	94%	59%	11%
Total	1142	91%	40%	4%	1151	95%	43%	6%
Small Group Totals (s)	9	100%	67%	0%	24	96%	63%	8%
Results by Disability Status								
General-education students	930	98%	47%	5%	948	99%	51%	8%
Students with disabilities	212	61%	7%	0%	203	73%	8%	0%
Total	1142	91%	40%	4%	1151	95%	43%	6%
Results by Gender								
Female	557	95%	45%	5%	566	96%	50%	8%
Male	585	87%	35%	4%	585	93%	37%	4%
Total	1142	91%	40%	4%	1151	95%	43%	6%
Results by English Proficiency Status								
English proficient	1121	91%	40%	4%	1140	95%	44%	6%
Limited English proficient	21	95%	10%	0%	11	82%	9%	0%
Total	1142	91%	40%	4%	1151	95%	43%	6%
Results by Income Level								
Economically disadvantaged	520	88%	32%	2%	485	93%	37%	2%
Not disadvantaged	622	94%	46%	6%	666	96%	48%	9%
Total	1142	91%	40%	4%	1151	95%	43%	6%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1142	91%	40%	4%	1151	95%	43%	6%
Total	1142	91%	40%	4%	1151	95%	43%	6%

**Middle Level
Mathematics**

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	2	s	s	s
Black	323	82%	32%	1%	303	79%	34%	4%
Hispanic	719	80%	38%	2%	758	81%	37%	3%
Asian or Pacific Islander	13	s	s	s	25	s	s	s
White	195	91%	57%	5%	195	88%	56%	8%
Total	1252	82%	39%	2%	1283	82%	40%	4%
Small Group Totals (s)	15	87%	47%	13%	27	89%	67%	22%
Results by Disability Status								
General-education students	1048	89%	45%	3%	1072	88%	46%	5%
Students with disabilities	204	46%	9%	0%	211	47%	11%	1%
Total	1252	82%	39%	2%	1283	82%	40%	4%
Results by Gender								
Female	612	85%	43%	2%	621	83%	43%	5%
Male	640	79%	36%	3%	662	80%	37%	3%
Total	1252	82%	39%	2%	1283	82%	40%	4%
Results by English Proficiency Status								
English proficient	1102	86%	42%	3%	1137	84%	43%	5%
Limited English proficient	150	55%	15%	1%	146	64%	18%	1%
Total	1252	82%	39%	2%	1283	82%	40%	4%
Results by Income Level								
Economically disadvantaged	601	78%	35%	2%	567	79%	35%	1%
Not disadvantaged	651	86%	43%	3%	716	84%	44%	7%
Total	1252	82%	39%	2%	1283	82%	40%	4%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1252	82%	39%	2%	1283	82%	40%	4%
Total	1252	82%	39%	2%	1283	82%	40%	4%

**Middle Level
Science**

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Results by Race/Ethnicity								
American Indian/Alaskan Native	2	s	s	s	2	s	s	s
Black	300	93%	68%	14%	288	92%	58%	15%
Hispanic	676	95%	63%	14%	729	92%	57%	10%
Asian or Pacific Islander	12	s	s	s	24	s	s	s
White	188	97%	87%	32%	187	97%	78%	30%
Total	1178	95%	68%	17%	1230	93%	61%	15%
Small Group Totals (s)	14	93%	71%	14%	26	96%	77%	38%
Results by Disability Status								
General-education students	986	98%	77%	20%	1032	96%	68%	18%
Students with disabilities	192	80%	26%	2%	198	78%	28%	1%
Total	1178	95%	68%	17%	1230	93%	61%	15%
Results by Gender								
Female	578	96%	69%	16%	595	94%	62%	15%
Male	600	94%	68%	18%	635	92%	61%	15%
Total	1178	95%	68%	17%	1230	93%	61%	15%
Results by English Proficiency Status								
English proficient	1044	96%	73%	19%	1095	95%	65%	17%
Limited English proficient	134	87%	36%	3%	135	80%	28%	3%
Total	1178	95%	68%	17%	1230	93%	61%	15%
Results by Income Level								
Economically disadvantaged	547	94%	63%	12%	534	92%	57%	9%
Not disadvantaged	631	96%	73%	21%	696	94%	65%	20%
Total	1178	95%	68%	17%	1230	93%	61%	15%
Results by Migrant Status								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	1178	95%	68%	17%	1230	93%	61%	15%
Total	1178	95%	68%	17%	1230	93%	61%	15%

1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9.

Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1999 Cohort					2000 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	1	s	s	s	s	0	0	0	0	0%
Black	226	36	152	5	85%	181	8	143	4	86%
Hispanic	468	61	285	9	76%	491	30	341	7	77%
Asian or Pacific Islander	31	s	s	s	s	19	2	15	0	89%
White	186	12	154	2	90%	166	2	133	5	84%
Total	912	116	615	16	82%	857	42	632	16	81%
Small Group Totals (s)	32	7	24	0	97%	0	0	0	0	0%
Results by Disability Status										
General-education students	813	104	587	0	85%	760	34	612	6	86%
Students with disabilities	99	12	28	16	57%	97	8	20	10	39%
Total	912	116	615	16	82%	857	42	632	16	81%
Results by Gender										
Female	457	52	341	8	88%	410	21	325	6	86%
Male	455	64	274	8	76%	447	21	307	10	76%
Total	912	116	615	16	82%	857	42	632	16	81%
Results by English Proficiency Status										
English proficient	828	93	603	14	86%	794	33	613	16	83%
Limited English proficient	84	23	12	2	44%	63	9	19	0	44%
Total	912	116	615	16	82%	857	42	632	16	81%
Results by Income Level										
Economically disadvantaged	270	41	182	6	85%	258	18	181	4	79%
Not disadvantaged	642	75	433	10	81%	599	24	451	12	81%
Total	912	116	615	16	82%	857	42	632	16	81%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	912	116	615	16	82%	857	42	632	16	81%
Total	912	116	615	16	82%	857	42	632	16	81%

**Performance on the Mathematics Assessment Requirement
for Graduation after Four Years of High School**

Student Subgroup	1999 Cohort					2000 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
Results by Race/Ethnicity										
American Indian/Alaskan Native	1	s	s	s	s	0	0	0	0	0%
Black	226	42	126	14	81%	181	36	96	22	85%
Hispanic	468	80	257	12	75%	491	88	266	34	79%
Asian or Pacific Islander	31	s	s	s	s	19	1	16	1	95%
White	186	26	133	7	89%	166	12	121	14	89%
Total	912	149	545	33	80%	857	137	499	71	82%
Small Group Totals (s)	32	1	29	0	94%	0	0	0	0	0%
Results by Disability Status										
General-education students	813	134	532	3	82%	760	131	486	15	83%
Students with disabilities	99	15	13	30	59%	97	6	13	56	77%
Total	912	149	545	33	80%	857	137	499	71	82%
Results by Gender										
Female	457	75	292	10	82%	410	75	255	17	85%
Male	455	74	253	23	77%	447	62	244	54	81%
Total	912	149	545	33	80%	857	137	499	71	82%
Results by English Proficiency Status										
English proficient	828	129	519	32	82%	794	123	481	71	85%
Limited English proficient	84	20	26	1	56%	63	14	18	0	51%
Total	912	149	545	33	80%	857	137	499	71	82%
Results by Income Level										
Economically disadvantaged	270	44	169	8	82%	258	35	148	28	82%
Not disadvantaged	642	105	376	25	79%	599	102	351	43	83%
Total	912	149	545	33	80%	857	137	499	71	82%
Results by Migrant Status										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	912	149	545	33	80%	857	137	499	71	82%
Total	912	149	545	33	80%	857	137	499	71	82%

Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31st of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
Results by Race/Ethnicity				
American Indian/Alaskan Native	0	0%	1	s
Black	177	69%	224	70%
Hispanic	413	76%	463	62%
Asian or Pacific Islander	24	75%	32	s
White	161	82%	192	80%
Total	775	76%	912	69%
Small Group Totals (s)	0	0%	33	88%
Results by Disability Status				
General-education students	735	79%	829	69%
Students with disabilities	40	15%	83	70%
Total	775	76%	912	69%
Results by Gender				
Female	374	79%	460	75%
Male	401	72%	452	62%
Total	775	76%	912	69%
Results by English Proficiency Status				
English proficient	746	78%	855	72%
Limited English proficient	29	14%	57	28%
Total	775	76%	912	69%
Results by Income Level				
Economically disadvantaged	42	52%	249	83%
Not disadvantaged	733	77%	663	64%
Total	775	76%	912	69%
Results by Migrant Status				
Migrant family	0	0%	0	0%
Not migrant family	775	76%	912	69%
Total	775	76%	912	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 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.