

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  
Port Chester-Rye Union Free 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: Charles D. Coletti		Phone: (914)934-7901
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	NA	3574

<b>2002–03 District-wide Total Expenditure per Pupil</b>	\$13,300
<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
679	98%

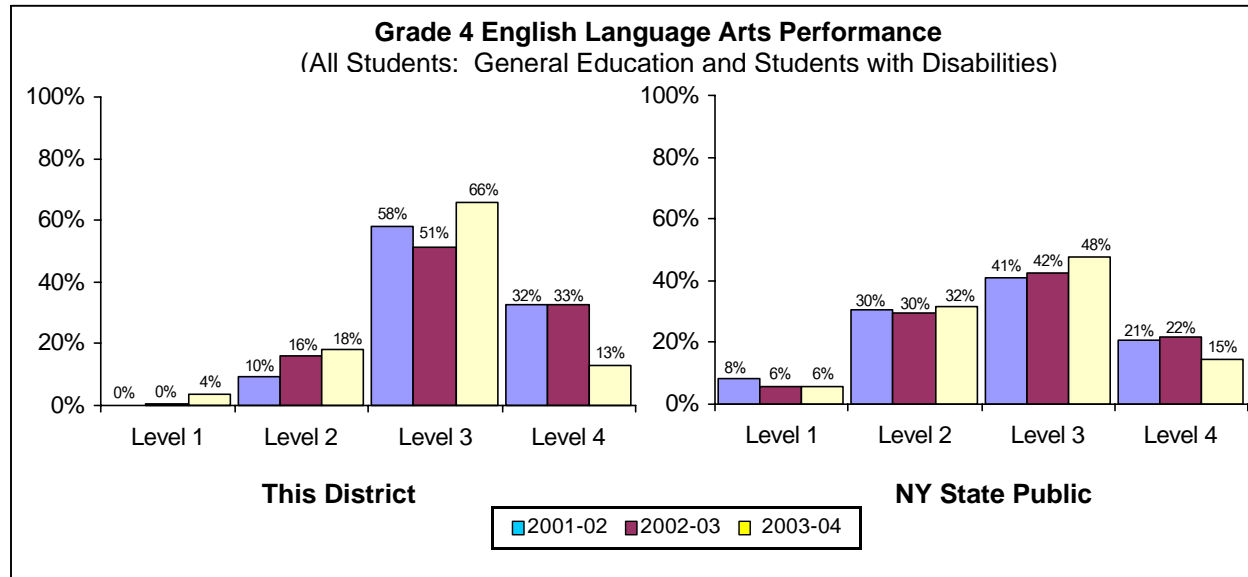
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
265	2%

\*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	0	18	109	61	188	683
Feb 2003	1	36	116	74	227	678
Feb 2004	7	35	128	25	195	665

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> .

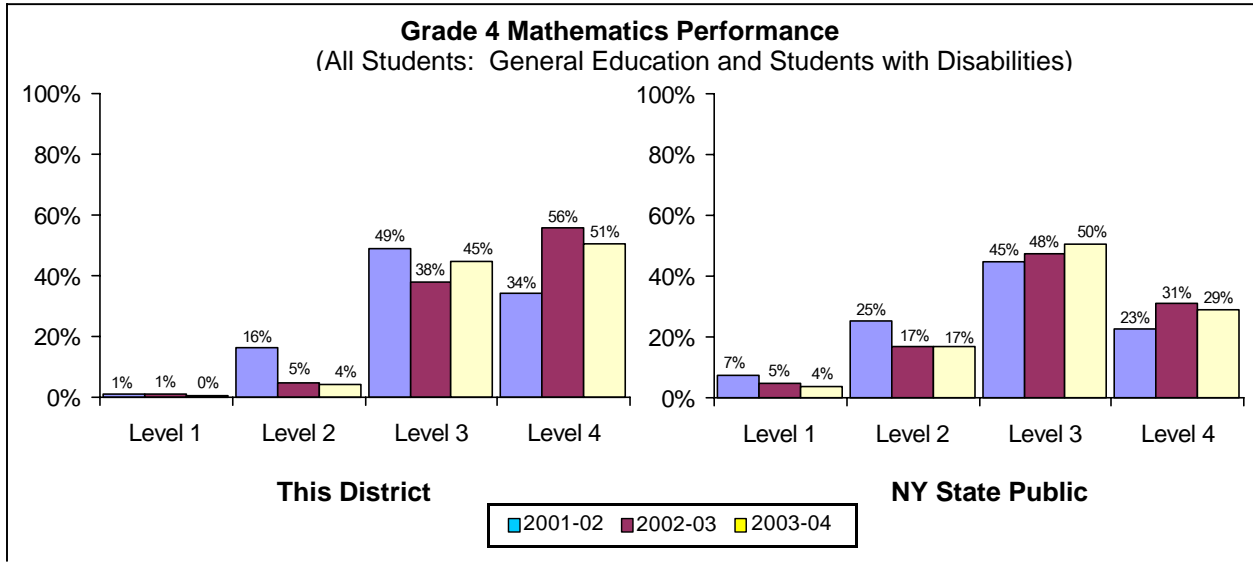
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	9	9	14	26	58

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

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

## Elementary Level Mathematics



Performance at This District	Counts of Students					Total Tested	Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810			
May 2002	2	39	118	83		242	669
May 2003	3	13	102	150		268	682
May 2004	1	11	112	127		251	682

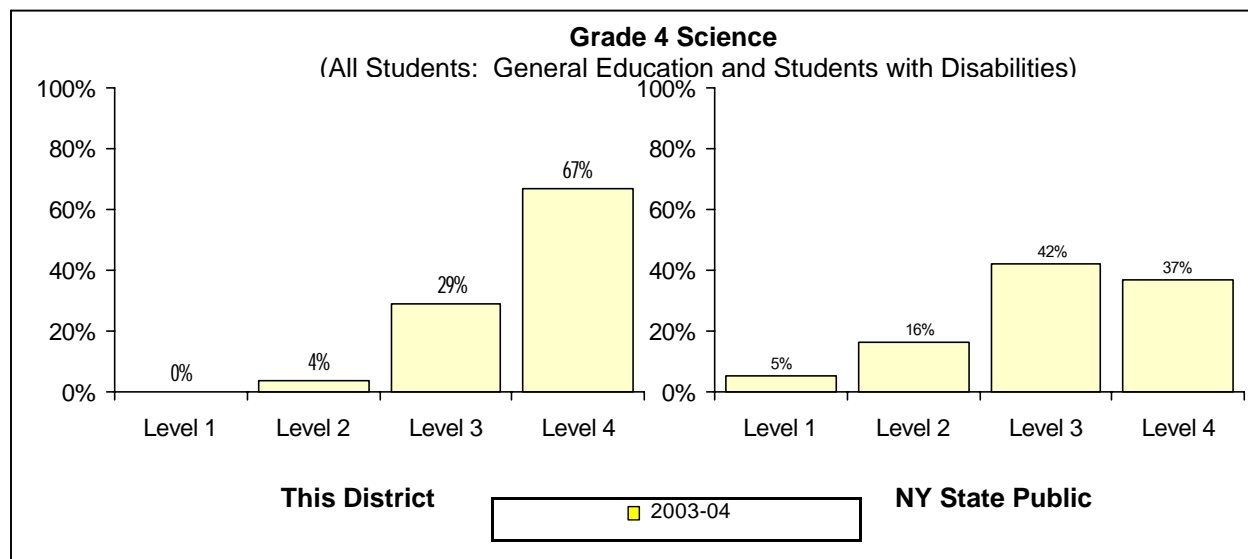
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
2003-04	#	#	#	#	2

# 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	0	10	74	170	254	86

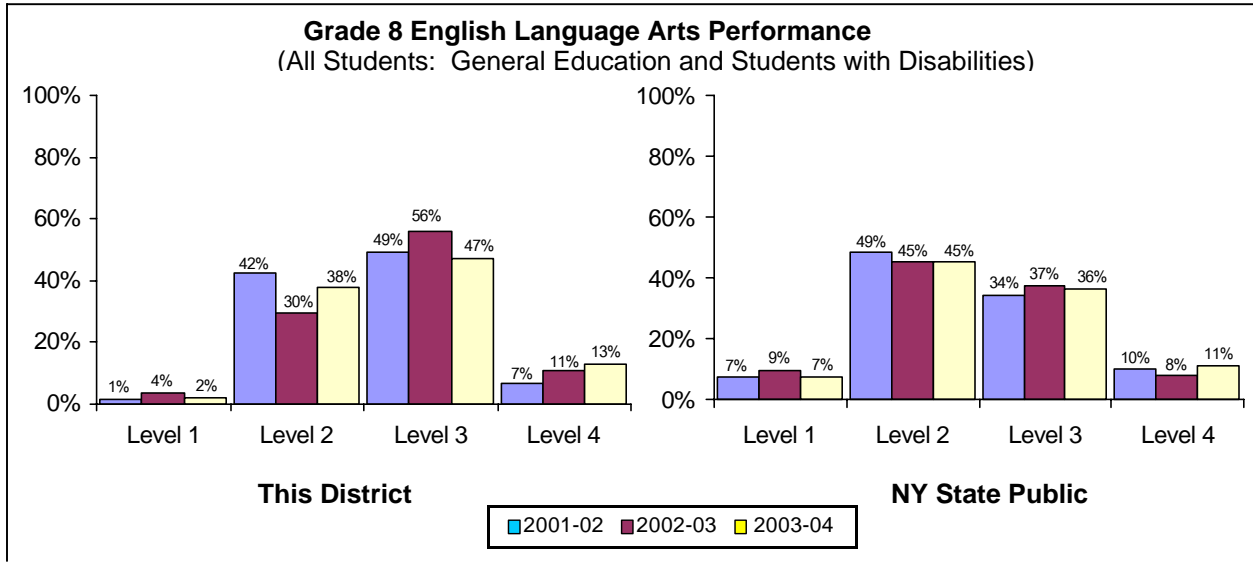
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

\*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	3	93	108	15	219	703
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	7	59	111	22	199	707
January 2004	4	79	99	27	209	708

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

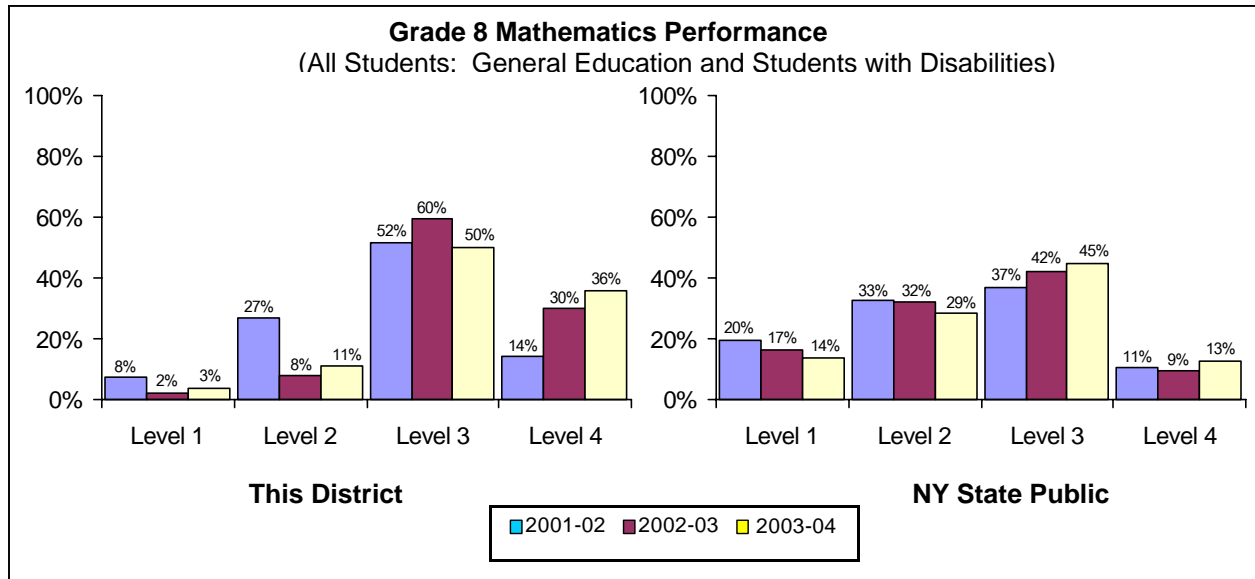
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	7	5	4	13	29

### 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	#	#	#	#	4



## 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	19	67	129	35	250	728
May 2003	5	18	136	69	228	748
May 2004	8	25	115	82	230	746

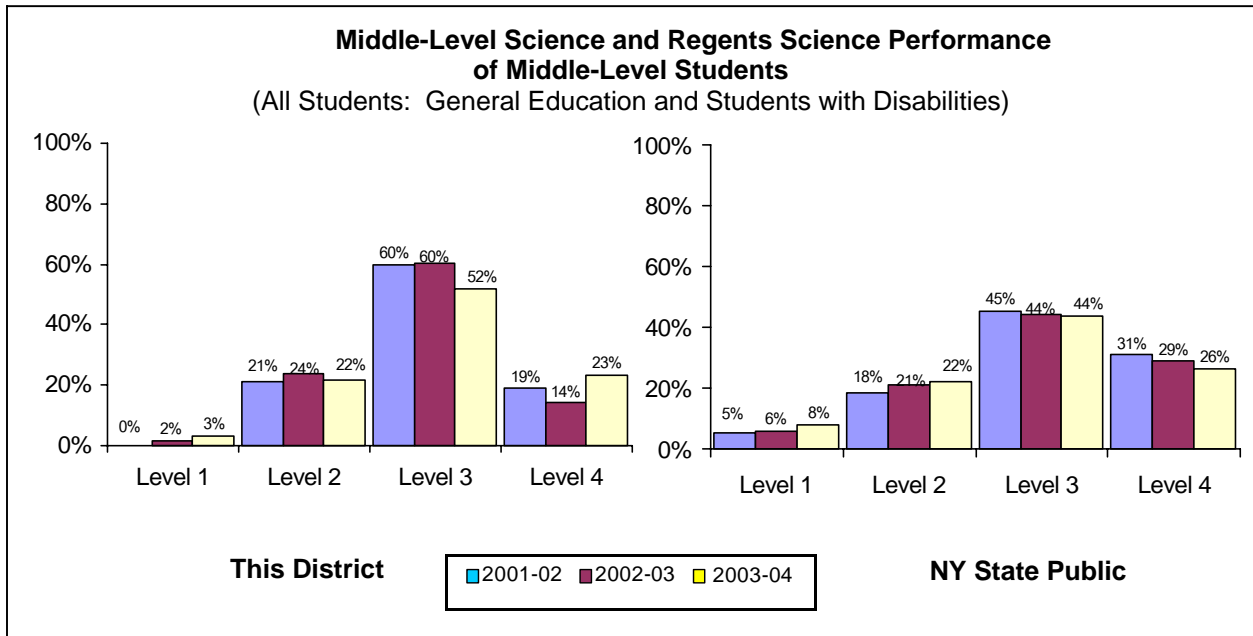
Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth,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

## 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	0	48	135	43	226	74
	Regents Science	0	0	0	0	0	0
January/June 2003	Middle-Level Science	4	52	131	31	218	72
	Regents Science	0	0	0	0	0	0
January/June 2004	Middle-Level Science	7	50	118	53	228	73
	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.

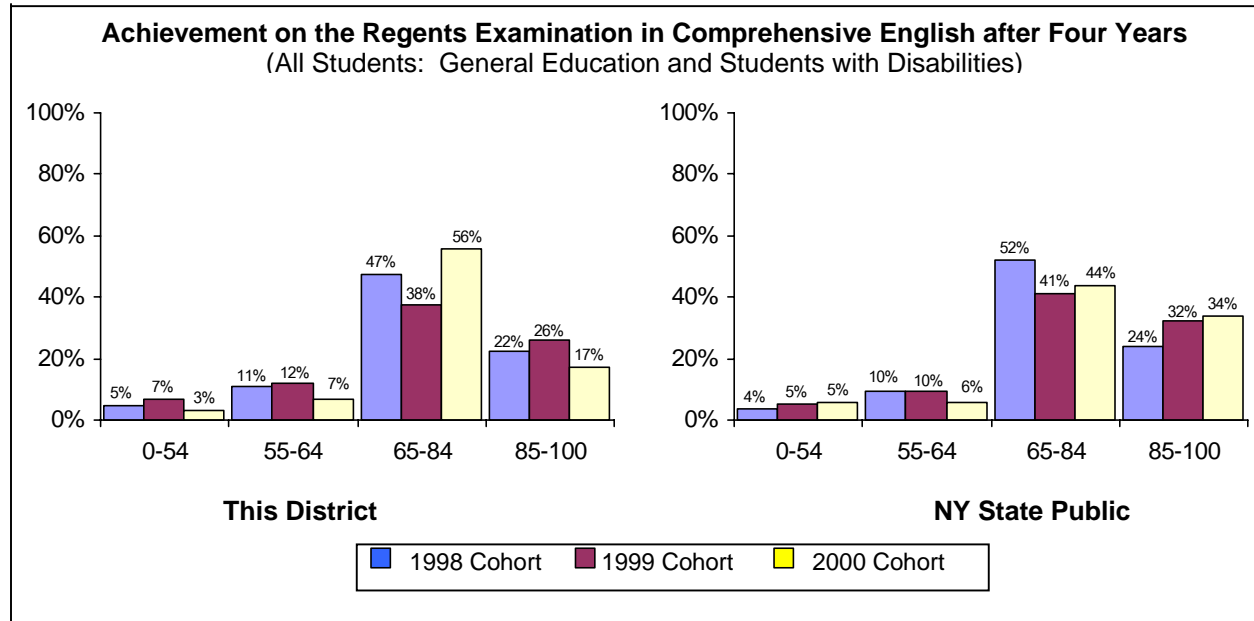
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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
2003-04	#	#	#	#	3

# High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 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>	215	10	24	102	48	0
<b>1999 Cohort</b>	204	14	24	77	53	0
<b>2000 Cohort</b>	224	7	15	125	38	0

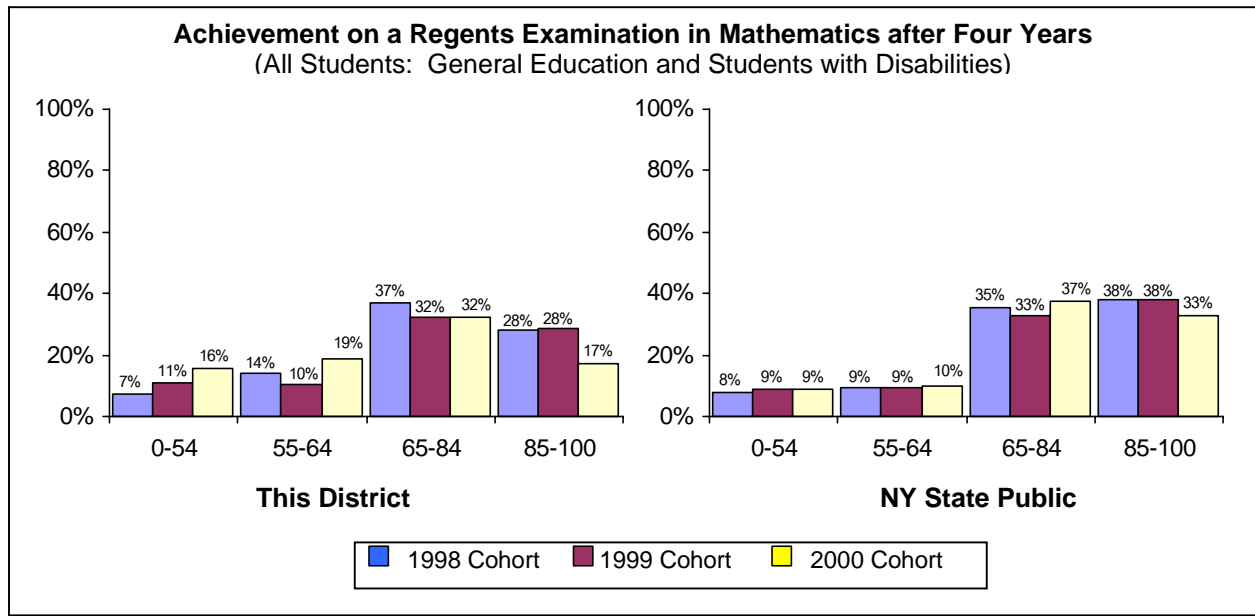
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

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>	3	0
<b>1999 Cohort</b>	4	1
<b>2000 Cohort</b>	2	1

\*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>	215	16	30	80	60	0
<b>1999 Cohort</b>	204	22	21	66	58	0
<b>2000 Cohort</b>	224	35	42	72	39	0

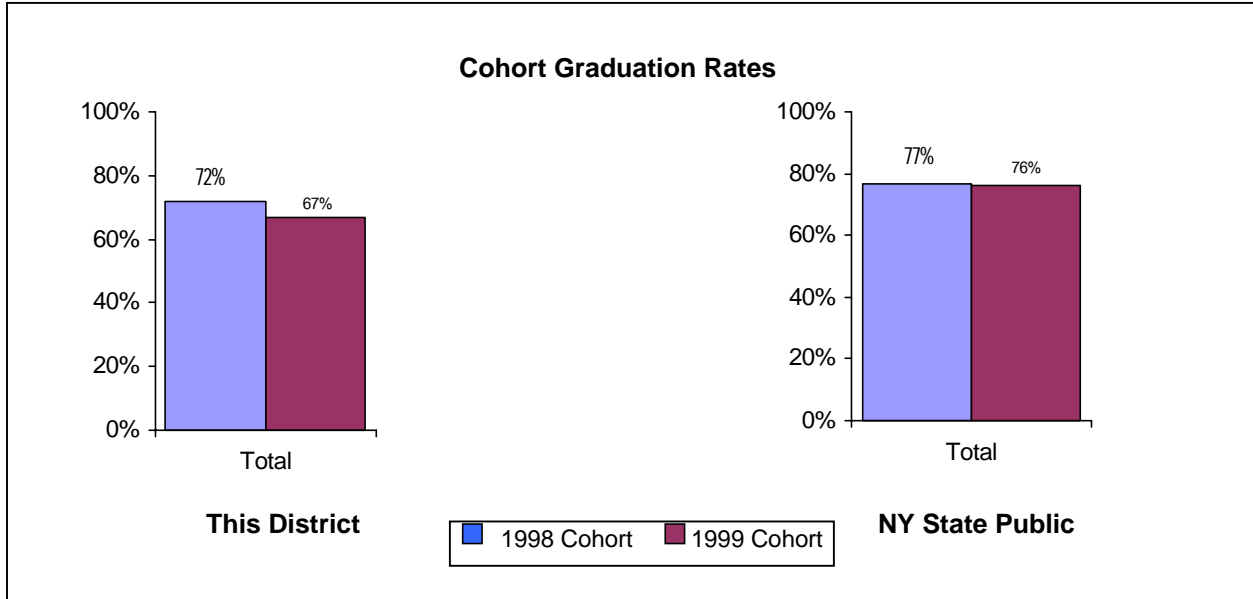
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

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>	5	1
<b>1999 Cohort</b>	5	3
<b>2000 Cohort</b>	6	1

\*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	216	7	223	160
1999 Cohort	198	16	214	143

\*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	0	0%	0%	0%	0	0%	0%	0%
Black	25	s	s	s	20	90%	70%	20%
Hispanic	136	100%	85%	26%	125	97%	77%	10%
Asian or Pacific Islander	1	s	s	s	0	0%	0%	0%
White	65	100%	91%	51%	50	98%	86%	18%
Total	227	100%	84%	33%	195	96%	78%	13%
Small Group Totals (s)	26	96%	62%	19%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	211	100%	86%	35%	175	99%	83%	14%
Students with disabilities	16	94%	56%	0%	20	70%	35%	0%
Total	227	100%	84%	33%	195	96%	78%	13%
<b>Results by Gender</b>								
Female	113	100%	85%	37%	87	98%	84%	18%
Male	114	99%	82%	28%	108	95%	74%	8%
Total	227	100%	84%	33%	195	96%	78%	13%
<b>Results by English Proficiency Status</b>								
English proficient	219	100%	84%	34%	190	96%	78%	13%
Limited English proficient	8	100%	63%	0%	5	100%	100%	0%
Total	227	100%	84%	33%	195	96%	78%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	101	100%	79%	22%	104	94%	72%	9%
Not disadvantaged	126	99%	87%	41%	91	99%	86%	18%
Total	227	100%	84%	33%	195	96%	78%	13%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	227	100%	84%	33%	195	96%	78%	13%
Total	227	100%	84%	33%	195	96%	78%	13%

## 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	0	0%	0%	0%	0	0%	0%	0%
Black	25	s	s	s	21	100%	90%	33%
Hispanic	178	98%	94%	52%	180	100%	95%	49%
Asian or Pacific Islander	1	s	s	s	0	0%	0%	0%
White	64	100%	97%	78%	50	98%	98%	64%
Total	268	99%	94%	56%	251	100%	95%	51%
Small Group Totals (s)	26	100%	85%	31%	0	0%	0%	0%
<b>Results by Disability Status</b>								
General-education students	246	99%	96%	58%	229	100%	97%	52%
Students with disabilities	22	100%	77%	36%	22	95%	77%	32%
Total	268	99%	94%	56%	251	100%	95%	51%
<b>Results by Gender</b>								
Female	131	99%	94%	53%	118	100%	96%	49%
Male	137	99%	94%	59%	133	99%	95%	52%
Total	268	99%	94%	56%	251	100%	95%	51%
<b>Results by English Proficiency Status</b>								
English proficient	215	100%	95%	61%	189	99%	97%	57%
Limited English proficient	53	94%	91%	36%	62	100%	90%	32%
Total	268	99%	94%	56%	251	100%	95%	51%
<b>Results by Income Level</b>								
Economically disadvantaged	132	98%	93%	48%	149	100%	93%	43%
Not disadvantaged	136	99%	95%	63%	102	99%	98%	62%
Total	268	99%	94%	56%	251	100%	95%	51%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	268	99%	94%	56%	251	100%	95%	51%
Total	268	99%	94%	56%	251	100%	95%	51%



# 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	22	100%	95%	45%
Hispanic	182	100%	96%	64%
Asian or Pacific Islander	0	0%	0%	0%
White	50	100%	98%	86%
Total	254	100%	96%	67%
Small Group Totals (s)	0	0%	0%	0%
<b>Results by Disability Status</b>				
General-education students	232	100%	97%	68%
Students with disabilities	22	100%	91%	55%
Total	254	100%	96%	67%
<b>Results by Gender</b>				
Female	121	100%	94%	62%
Male	133	100%	98%	71%
Total	254	100%	96%	67%
<b>Results by English Proficiency Status</b>				
English proficient	189	100%	98%	77%
Limited English proficient	65	100%	89%	37%
Total	254	100%	96%	67%
<b>Results by Income Level</b>				
Economically disadvantaged	152	100%	95%	59%
Not disadvantaged	102	100%	98%	78%
Total	254	100%	96%	67%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0%	0%
Not migrant family	254	100%	96%	67%
Total	254	100%	96%	67%

\*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	0	0%	0%	0%	0	0%	0%	0%
Black	30	97%	60%	7%	26	s	s	s
Hispanic	109	94%	59%	6%	125	97%	50%	8%
Asian or Pacific Islander	6	100%	100%	33%	3	s	s	s
White	54	100%	83%	22%	55	100%	85%	27%
Total	199	96%	67%	11%	209	98%	60%	13%
Small Group Totals (s)	0	0%	0%	0%	29	100%	55%	7%
<b>Results by Disability Status</b>								
General-education students	166	98%	73%	13%	174	99%	68%	16%
Students with disabilities	33	91%	36%	0%	35	91%	20%	0%
Total	199	96%	67%	11%	209	98%	60%	13%
<b>Results by Gender</b>								
Female	88	95%	66%	8%	92	99%	67%	20%
Male	111	97%	68%	14%	117	97%	55%	8%
Total	199	96%	67%	11%	209	98%	60%	13%
<b>Results by English Proficiency Status</b>								
English proficient	197	s	s	s	205	s	s	s
Limited English proficient	2	s	s	s	4	s	s	s
Total	199	96%	67%	11%	209	98%	60%	13%
<b>Results by Income Level</b>								
Economically disadvantaged	85	92%	52%	6%	109	96%	47%	4%
Not disadvantaged	114	100%	78%	15%	100	100%	75%	23%
Total	199	96%	67%	11%	209	98%	60%	13%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	199	96%	67%	11%	209	98%	60%	13%
Total	199	96%	67%	11%	209	98%	60%	13%

**Middle Level  
Mathematics**

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	0	0%	0%	0%	0	0%	0%	0%
Black	30	100%	90%	17%	25	s	s	s
Hispanic	136	96%	86%	29%	149	97%	84%	32%
Asian or Pacific Islander	6	100%	100%	33%	3	s	s	s
White	56	100%	98%	39%	53	100%	96%	57%
Total	228	98%	90%	30%	230	97%	86%	36%
Small Group Totals (s)	0	0%	0%	0%	28	89%	75%	14%
<b>Results by Disability Status</b>								
General-education students	193	98%	91%	32%	194	97%	91%	40%
Students with disabilities	35	97%	83%	23%	36	92%	56%	11%
Total	228	98%	90%	30%	230	97%	86%	36%
<b>Results by Gender</b>								
Female	99	98%	92%	33%	100	98%	85%	38%
Male	129	98%	88%	28%	130	95%	86%	34%
Total	228	98%	90%	30%	230	97%	86%	36%
<b>Results by English Proficiency Status</b>								
English proficient	197	98%	91%	31%	201	98%	87%	38%
Limited English proficient	31	97%	84%	23%	29	90%	76%	21%
Total	228	98%	90%	30%	230	97%	86%	36%
<b>Results by Income Level</b>								
Economically disadvantaged	92	97%	85%	32%	125	95%	78%	28%
Not disadvantaged	136	99%	93%	29%	105	98%	95%	45%
Total	228	98%	90%	30%	230	97%	86%	36%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	228	98%	90%	30%	230	97%	86%	36%
Total	228	98%	90%	30%	230	97%	86%	36%

## 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	0	0%	0%	0%	0	0%	0%	0%
Black	29	100%	72%	17%	25	s	s	s
Hispanic	131	97%	66%	8%	147	96%	70%	16%
Asian or Pacific Islander	5	100%	80%	40%	3	s	s	s
White	53	100%	96%	26%	53	100%	92%	47%
Total	218	98%	74%	14%	228	97%	75%	23%
Small Group Totals (s)	0	0%	0%	0%	28	96%	68%	18%
<b>Results by Disability Status</b>								
General-education students	186	98%	78%	16%	196	96%	82%	27%
Students with disabilities	32	97%	50%	6%	32	100%	34%	0%
Total	218	98%	74%	14%	228	97%	75%	23%
<b>Results by Gender</b>								
Female	97	98%	72%	6%	100	97%	73%	22%
Male	121	98%	76%	21%	128	97%	77%	24%
Total	218	98%	74%	14%	228	97%	75%	23%
<b>Results by English Proficiency Status</b>								
English proficient	190	98%	77%	16%	198	99%	81%	26%
Limited English proficient	28	96%	54%	4%	30	80%	33%	3%
Total	218	98%	74%	14%	228	97%	75%	23%
<b>Results by Income Level</b>								
Economically disadvantaged	90	97%	64%	10%	125	96%	66%	11%
Not disadvantaged	128	99%	81%	17%	103	98%	86%	38%
Total	218	98%	74%	14%	228	97%	75%	23%
<b>Results by Migrant Status</b>								
Migrant family	0	0%	0%	0%	0	0%	0%	0%
Not migrant family	218	98%	74%	14%	228	97%	75%	23%
Total	218	98%	74%	14%	228	97%	75%	23%

## 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	0	0	0	0	0%	0	0	0	0	0%
Black	26	5	12	3	77%	21	s	s	s	s
Hispanic	94	17	43	0	64%	126	15	79	0	75%
Asian or Pacific Islander	0	0	0	0	0%	2	s	s	s	s
White	84	1	75	1	92%	75	0	69	0	92%
Total	204	23	130	4	77%	224	15	163	2	80%
Small Group Totals (s)	0	0	0	0	0%	23	0	15	2	74%
<b>Results by Disability Status</b>										
General-education students	173	18	121	0	80%	192	14	150	2	86%
Students with disabilities	31	5	9	4	58%	32	1	13	0	44%
Total	204	23	130	4	77%	224	15	163	2	80%
<b>Results by Gender</b>										
Female	87	11	60	2	84%	105	6	84	0	86%
Male	117	12	70	2	72%	119	9	79	2	76%
Total	204	23	130	4	77%	224	15	163	2	80%
<b>Results by English Proficiency Status</b>										
English proficient	183	18	124	4	80%	191	10	150	2	85%
Limited English proficient	21	5	6	0	52%	33	5	13	0	55%
Total	204	23	130	4	77%	224	15	163	2	80%
<b>Results by Income Level</b>										
Economically disadvantaged	39	12	13	1	67%	47	4	34	0	81%
Not disadvantaged	165	11	117	3	79%	177	11	129	2	80%
Total	204	23	130	4	77%	224	15	163	2	80%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	204	23	130	4	77%	224	15	163	2	80%
Total	204	23	130	4	77%	224	15	163	2	80%

**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	0	0	0	0	0%	0	0	0	0	0%
Black	26	2	8	2	46%	21	s	s	s	s
Hispanic	94	14	47	1	66%	126	28	48	3	63%
Asian or Pacific Islander	0	0	0	0	0%	2	s	s	s	s
White	84	5	69	2	90%	75	8	56	3	89%
Total	204	21	124	5	74%	224	42	111	6	71%
Small Group Totals (s)	0	0	0	0	0%	23	6	7	0	57%
<b>Results by Disability Status</b>										
General-education students	173	17	115	0	76%	192	40	105	0	76%
Students with disabilities	31	4	9	5	58%	32	2	6	6	44%
Total	204	21	124	5	74%	224	42	111	6	71%
<b>Results by Gender</b>										
Female	87	7	59	2	78%	105	21	56	5	78%
Male	117	14	65	3	70%	119	21	55	1	65%
Total	204	21	124	5	74%	224	42	111	6	71%
<b>Results by English Proficiency Status</b>										
English proficient	183	19	118	5	78%	191	36	101	6	75%
Limited English proficient	21	2	6	0	38%	33	6	10	0	48%
Total	204	21	124	5	74%	224	42	111	6	71%
<b>Results by Income Level</b>										
Economically disadvantaged	39	9	14	1	62%	47	8	23	0	66%
Not disadvantaged	165	12	110	4	76%	177	34	88	6	72%
Total	204	21	124	5	74%	224	42	111	6	71%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	204	21	124	5	74%	224	42	111	6	71%
Total	204	21	124	5	74%	224	42	111	6	71%

## 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	0	0%	0	0%
Black	23	s	28	s
Hispanic	118	60%	99	58%
Asian or Pacific Islander	2	s	1	s
White	80	88%	86	84%
Total	223	72%	214	67%
Small Group Totals (s)	25	76%	29	48%
<b>Results by Disability Status</b>				
General-education students	206	72%	182	71%
Students with disabilities	17	65%	32	44%
Total	223	72%	214	67%
<b>Results by Gender</b>				
Female	108	76%	96	69%
Male	115	68%	118	65%
Total	223	72%	214	67%
<b>Results by English Proficiency Status</b>				
English proficient	211	73%	191	70%
Limited English proficient	12	50%	23	39%
Total	223	72%	214	67%
<b>Results by Income Level</b>				
Economically disadvantaged	38	87%	33	64%
Not disadvantaged	185	69%	181	67%
Total	223	72%	214	67%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	223	72%	214	67%
Total	223	72%	214	67%

## 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.