

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for  
Public Schools in New York State**

**February 2005**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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The *New York State 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 statewide performance. Knowledge gained from the report card can be used to improve instruction and services to students.

The *New York State Report Card* consists of three parts: the *Overview of 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 the State 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 statewide, including general-education students and students with disabilities. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the report card may be found in the glossary on the last page. Further information on the 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 Statewide Performance in English Language Arts, Mathematics, and Science

## Statewide Profile

<b>Organization</b> 2003–04	Grade Range	Student Enrollment
	K–12	2,806,436

<b>2002–03 NYS Public Schools Total Expenditure per Pupil</b>	\$13,085
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### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
459,402	94%

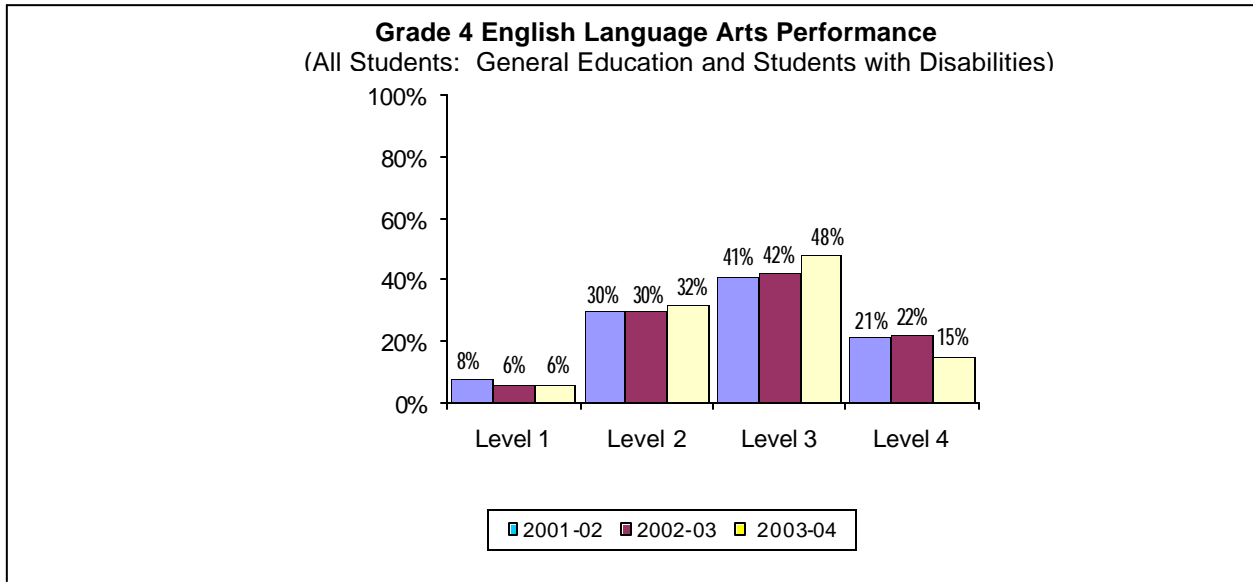
\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

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

Total Number of Teachers	Percent with No Valid Teaching Certificate
214,861	3%

\*Includes teachers with a modified temporary license.

## Elementary Level English Language Arts



Statwide Performance	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	17,347	64,714	87,030	43,729	212,820	659
Feb 2003	12,394	62,455	89,069	45,987	209,905	660
Feb 2004	12,109	65,680	98,097	30,360	206,246	656

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> .

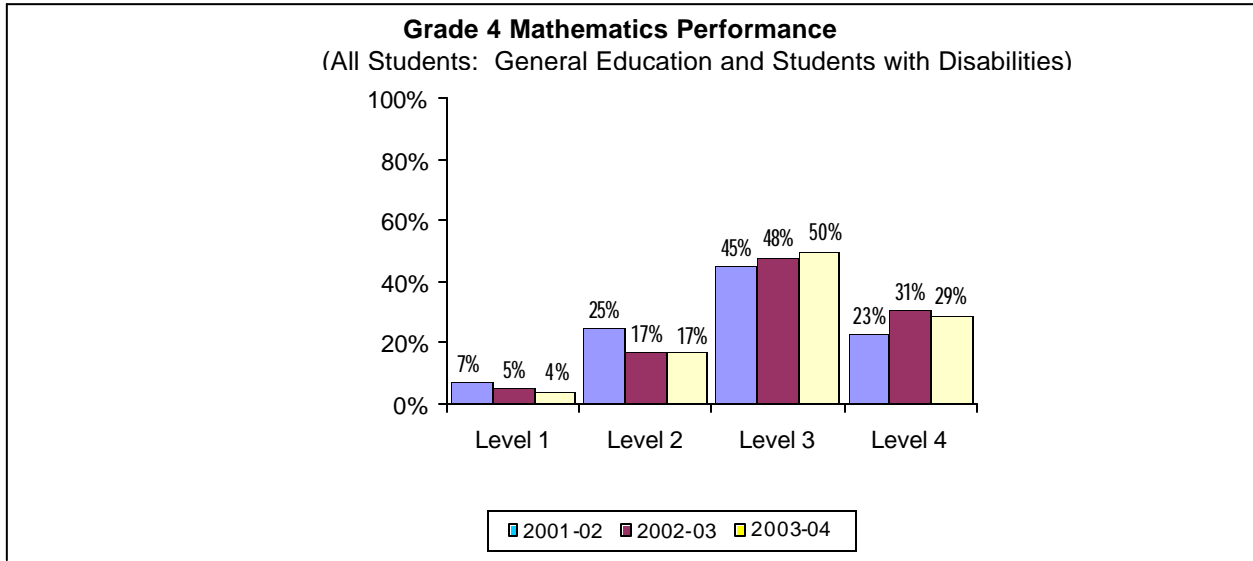
### Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	2,253	1,330	1,120	3,536	8,239

### 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	30	107	270	1,022	1,429

## Elementary Level Mathematics



Statewide Performance	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	15,737	54,686	96,999	49,099	216,521	651
May 2003	10,342	36,918	103,645	67,274	218,179	661
May 2004	8,352	36,455	108,183	61,706	214,696	661

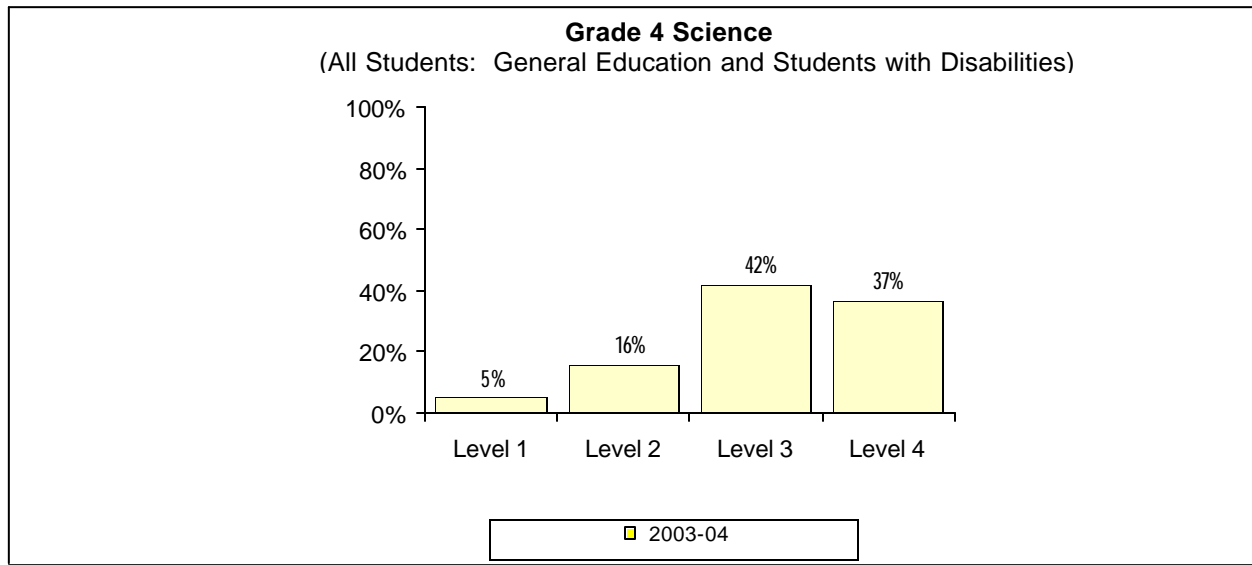
Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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>	57	154	238	986	1,435

# Elementary Level

## Science\*



Statewide Performance	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	10,864	34,220	89,088	78,044	212,216	76

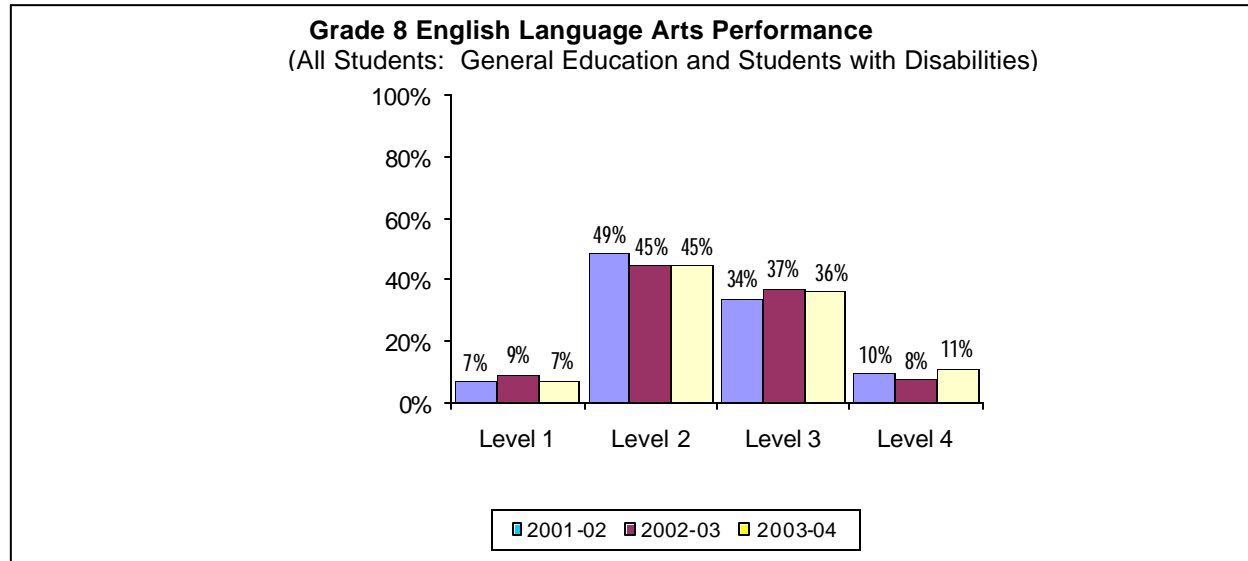
Elementary-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards	
<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, 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
<b>2003-04</b>	30	135	229	848	1,242

\*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



Statewide Performance	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	14,738	100,200	70,432	21,048	206,418	697
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	20,130	96,533	79,747	16,296	212,706	694
January 2004	15,994	98,949	79,256	23,893	218,092	699

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

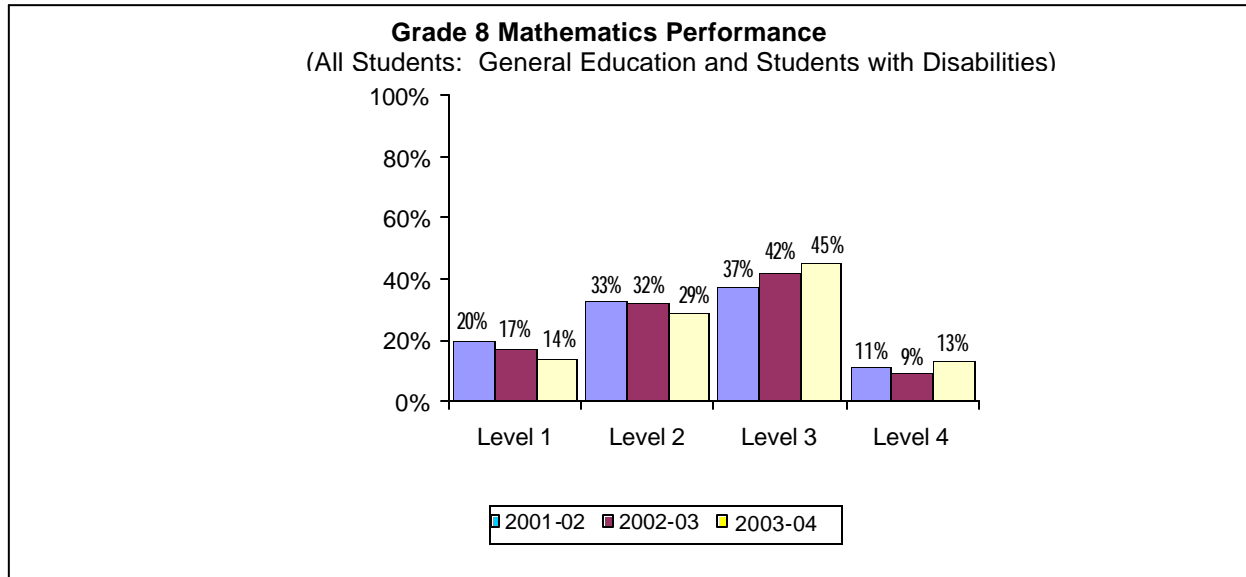
Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	1,615	940	1,033	3,359	6,947

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

Grade 8	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	21	122	251	1,061	1,455



## Middle Level Mathematics



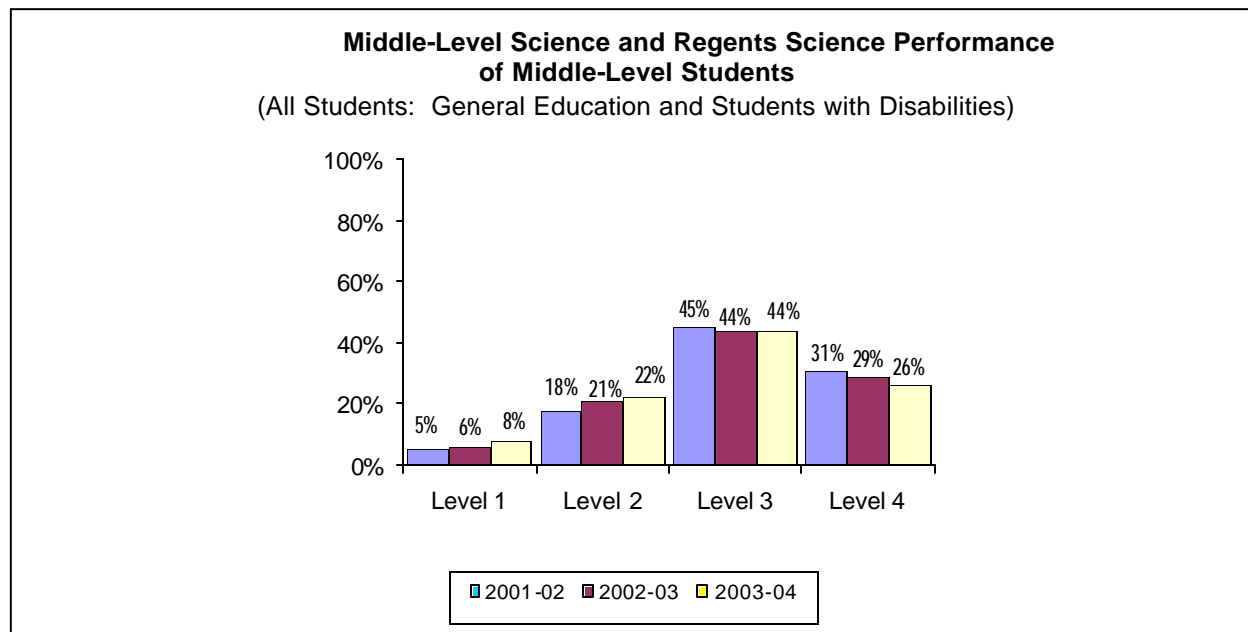
Statwide Performance	Counts of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2002	52,663	68,403	62,884	16,034	199,984	703
May 2003	36,209	70,196	91,864	20,733	219,002	713
May 2004	30,937	63,654	100,371	28,322	223,284	718

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	46	144	232	987	1,409

## Middle Level Science



Statewide Performance		Counts of Students Tested					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	10,180	34,773	82,014	51,400	178,367	73
	Regents Science	299	399	5,195	8,734	14,627	84
January/ June 2003	Middle-Level Science	11,097	40,901	84,529	48,950	185,477	73
	Regents Science	53	100	2,676	8,346	11,175	88
January/ June 2004	Middle-Level Science	16,276	46,357	86,921	45,307	194,861	71
	Regents Science	353	398	5,885	10,498	17,134	85

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.

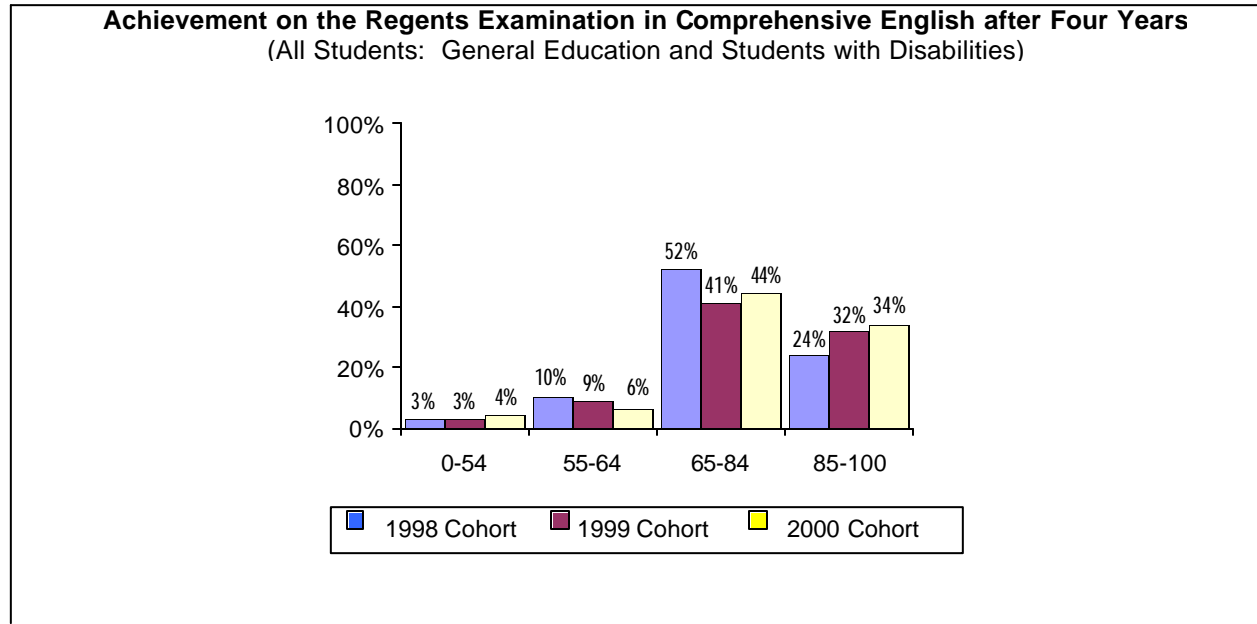
\*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

### 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	42	118	212	935	1,307

# 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>	157,846	4,074	15,069	82,167	38,123	146
<b>1999 Cohort</b>	171,399	5,668	16,143	70,470	55,584	157
<b>2000 Cohort</b>	173,058	6,324	9,698	75,518	58,942	211

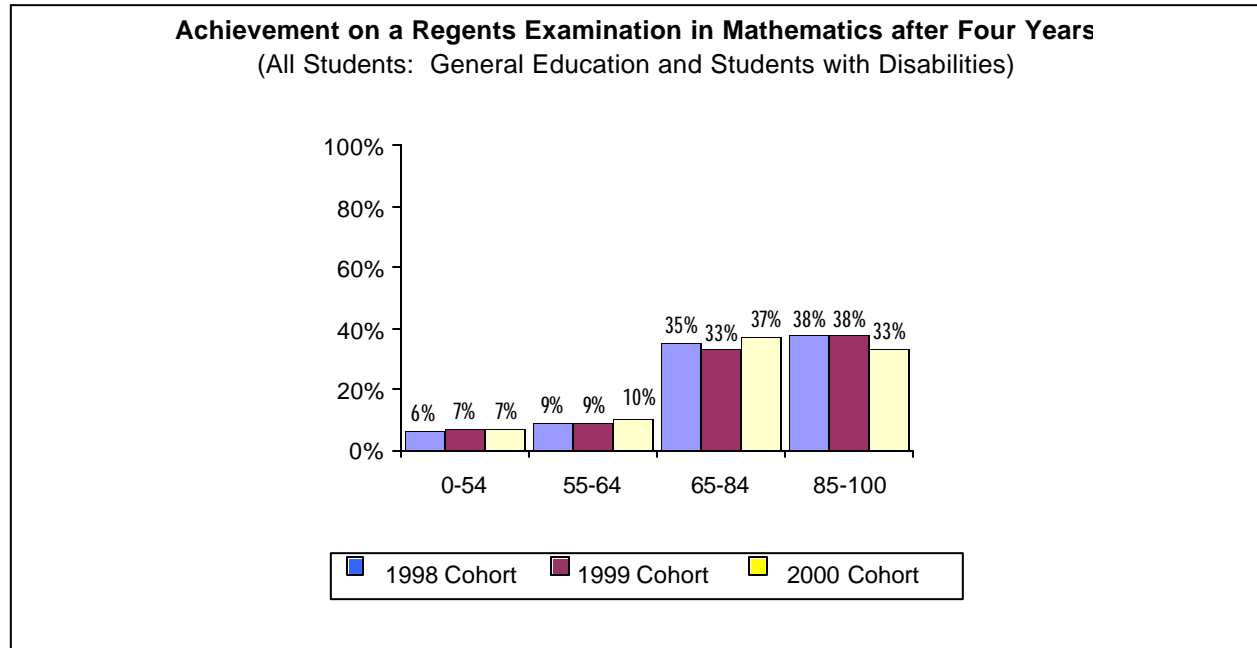
\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
<b>1998 Cohort</b>	1,355	1,190
<b>1999 Cohort</b>	2,570	1,776
<b>2000 Cohort</b>	2,423	1,879

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

# 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.



<b>Mathematics Graduation Requirement Achievement after Four Years of High School*</b>						
	<b>Cohort Members All Students</b>	<b>Highest Score Between 0 and 54</b>	<b>Highest Score Between 55 and 64</b>	<b>Highest Score Between 65 and 84</b>	<b>Highest Score Between 85 and 100</b>	<b>Approved Alternative Credit</b>
<b>1998 Cohort</b>	157,846	10,077	15,069	82,167	38,123	146
<b>1999 Cohort</b>	171,399	11,787	16,187	55,808	65,108	32
<b>2000 Cohort</b>	173,058	11,389	17,351	64,599	56,339	30

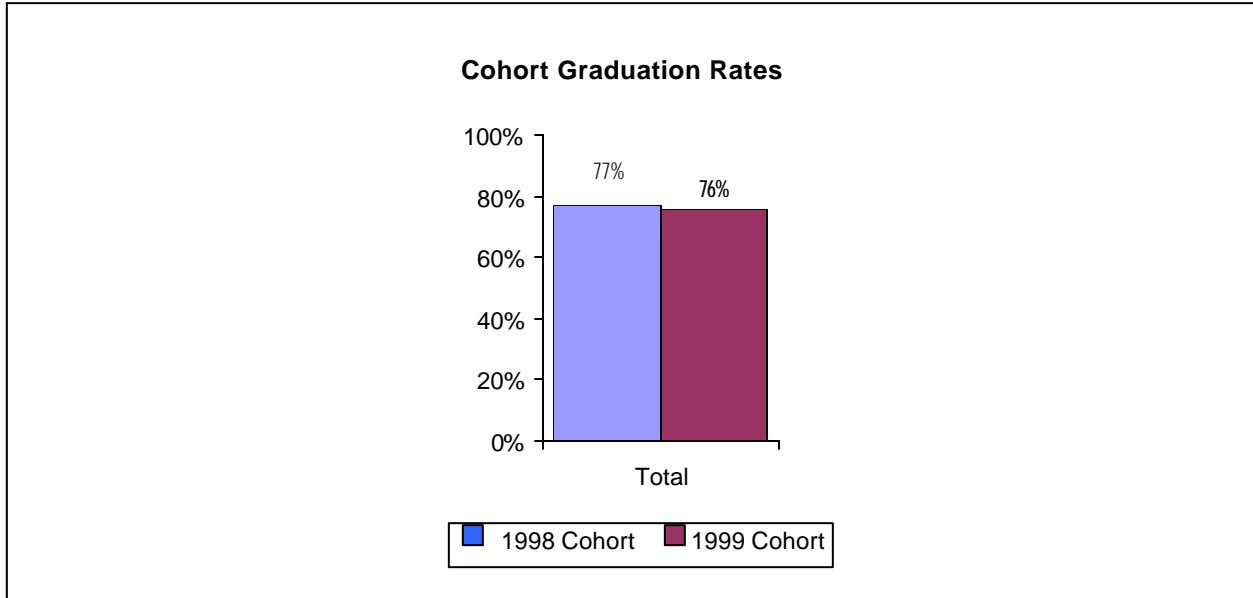
\*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics and approved alternatives.

<b>Performance of Students Who Took the Regents Competency Test in Mathematics to Meet the Graduation Requirement*</b>		
	<b>Passed the RCT</b>	<b>Failed at Least One RCT</b>
<b>1998 Cohort</b>	1,355	685
<b>1999 Cohort</b>	4,961	714
<b>2000 Cohort</b>	5,484	660

\*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative.

## 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.



<b>Cohort Graduation Rates</b>				
	<b>Cohort Members* (a)</b>	<b>Transfers to GED (b)</b>	<b>Graduation Rate Cohort Members (a+b)</b>	<b>Number Graduated</b>
1998 Cohort	159,254	5,972	165,226	127,096
1999 Cohort	163,316	10,662	173,978	132,245

\*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 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 statewide tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students.

## 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	1,071	91	55	14	1,070	90	46	6
Black	43,727	90	48	12	42,424	89	44	7
Hispanic	37,938	90	48	11	37,441	91	46	6
Asian or Pacific Islander	12,053	98	78	33	12,326	98	78	26
White	115,027	97	75	28	112,985	97	73	20
Total	209,905	94	64	22	206,246	94	62	15
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	183,322	97	70	25	179,362	98	68	17
Students with disabilities	26,583	71	23	3	26,884	72	22	2
Total	209,905	94	64	22	206,246	94	62	15
<b>Results by Gender</b>								
Female	102,038	96	68	26	100,927	96	66	18
Male	107,867	93	61	18	105,319	93	59	12
Total	209,905	94	64	22	206,246	94	62	15
<b>Results by English Proficiency Status</b>								
English proficient	206,064	95	65	22	201,924	95	63	15
Limited English proficient	3,841	62	12	2	4,322	71	21	2
Total	209,905	94	64	22	206,246	94	62	15
<b>Results by Income Level</b>								
Economically disadvantaged	71,832	91	52	12	84,659	90	46	7
Not disadvantaged	106,653	98	79	31	121,587	97	74	21
Total	209,905	94	64	22	206,246	94	62	15
<b>Results by Migrant Status</b>								
Migrant family	107	80	42	5	117	87	33	3
Not migrant family	134,004	96	71	26	206,129	94	62	15
Total	209,905	94	64	22	206,246	94	62	15

## Elementary Level Mathematics

Student Subgroup	2002-03				2003-04			
	Total Tested	Percentages of Tested Students Scoring at Levels			Total Tested	Percentages of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
<b>Results by Race/Ethnicity</b>								
American Indian/Alaskan Native	1,095	93	70	19	1,087	93	72	18
Black	44,211	91	62	16	42,758	93	63	13
Hispanic	43,330	91	66	17	43,250	93	66	15
Asian or Pacific Islander	13,434	97	88	50	13,774	98	90	48
White	116,000	98	88	40	113,827	99	89	38
Total	218,179	95	78	31	214,696	96	79	29
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	190,963	97	83	34	186,908	98	84	32
Students with disabilities	27,216	80	48	9	27,788	83	49	8
Total	218,179	95	78	31	214,696	96	79	29
<b>Results by Gender</b>								
Female	105,963	96	79	30	104,875	97	80	28
Male	112,216	95	78	31	109,821	95	79	30
Total	218,179	95	78	31	214,696	96	79	29
<b>Results by English Proficiency Status</b>								
English proficient	206,973	96	80	32	202,248	97	81	30
Limited English proficient	11,206	80	44	9	12,448	84	48	8
Total	218,179	95	78	31	214,696	96	79	29
<b>Results by Income Level</b>								
Economically disadvantaged	77,173	93	69	19	90,151	94	68	16
Not disadvantaged	108,139	99	90	43	124,545	98	88	38
Total	218,179	95	78	31	214,696	96	79	29
<b>Results by Migrant Status</b>								
Migrant family	170	88	55	13	170	92	62	7
Not migrant family	137,169	98	85	36	214,526	96	79	29
Total	218,179	95	78	31	214,696	96	79	29



## 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	1,057	92	70	25
Black	41,894	90	62	17
Hispanic	42,520	89	59	16
Asian or Pacific Islander	13,646	97	84	42
White	113,099	99	92	51
Total	212,216	95	79	37
Small Group Totals (s)	0	0	0	0
<b>Results by Disability Status</b>				
General-education students	185,176	96	82	40
Students with disabilities	27,040	85	57	16
Total	212,216	95	79	37
<b>Results by Gender</b>				
Female	103,838	95	78	35
Male	108,378	95	80	39
Total	212,216	95	79	37
<b>Results by English Proficiency Status</b>				
English proficient	199,967	96	81	39
Limited English proficient	12,249	74	38	8
Total	212,216	95	79	37
<b>Results by Income Level</b>				
Economically disadvantaged	88,641	91	65	19
Not disadvantaged	123,569	98	89	49
Total	212,216	95	79	37
<b>Results by Migrant Status</b>				
Migrant family	164	93	65	15
Not migrant family	212,052	95	79	37
Total	212,216	95	79	37

\*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	840	86	30	3	929	88	32	4
Black	42,478	82	26	2	43,170	86	27	4
Hispanic	34,981	83	26	2	37,093	88	30	4
Asian or Pacific Islander	11,457	95	59	15	11,837	97	64	21
White	122,877	95	56	10	125,063	96	58	15
Total	212,706	91	45	8	218,092	93	47	11
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	182,534	95	51	9	187,068	97	54	13
Students with disabilities	30,172	62	8	0	31,024	67	8	1
Total	212,706	91	45	8	218,092	93	47	11
<b>Results by Gender</b>								
Female	103,834	93	50	10	106,376	95	53	14
Male	108,872	88	40	6	111,716	91	42	8
Total	212,706	91	45	8	218,092	93	47	11
<b>Results by English Proficiency Status</b>								
English proficient	207,954	92	46	8	212,161	94	49	11
Limited English proficient	4,752	45	2	0	5,931	59	5	1
Total	212,706	91	45	8	218,092	93	47	11
<b>Results by Income Level</b>								
Economically disadvantaged	63,596	85	29	3	78,675	87	29	4
Not disadvantaged	117,175	96	59	12	139,416	96	58	15
Total	212,706	91	45	8	218,092	93	47	11
<b>Results by Migrant Status</b>								
Migrant family	68	66	19	3	118	81	23	2
Not migrant family	140,369	93	52	9	217,973	93	47	11
Total	212,706	91	45	8	218,092	93	47	11

## 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	841	81	39	4	914	82	47	5
Black	42,532	68	26	2	42,967	73	33	3
Hispanic	38,772	69	28	2	40,769	75	37	4
Asian or Pacific Islander	13,320	91	69	24	13,622	94	77	31
White	123,393	93	65	13	125,012	94	71	17
Total	219,002	83	51	9	223,284	86	58	13
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	189,081	89	57	11	192,718	91	64	15
Students with disabilities	29,921	51	16	1	30,566	55	19	1
Total	219,002	83	51	9	223,284	86	58	13
<b>Results by Gender</b>								
Female	106,813	86	53	9	108,878	88	59	13
Male	112,188	81	50	10	114,406	85	56	12
Total	219,002	83	51	9	223,284	86	58	13
<b>Results by English Proficiency Status</b>								
English proficient	207,733	85	53	10	210,643	88	60	13
Limited English proficient	11,269	50	17	2	12,641	59	24	4
Total	219,002	83	51	9	223,284	86	58	13
<b>Results by Income Level</b>								
Economically disadvantaged	67,999	74	34	4	81,837	77	39	6
Not disadvantaged	118,234	93	68	14	141,446	92	68	17
Total	219,002	83	51	9	223,284	86	58	13
<b>Results by Migrant Status</b>								
Migrant family	95	47	24	3	155	67	30	3
Not migrant family	141,829	90	61	11	223,128	86	58	13
Total	219,002	83	51	9	223,284	86	58	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	746	94	70	17	816	91	64	16
Black	36,218	86	46	7	37,666	82	40	5
Hispanic	32,333	87	45	7	36,131	82	41	6
Asian or Pacific Islander	10,513	96	77	30	11,414	93	72	26
White	105,565	99	89	39	108,834	98	86	35
Total	185,477	94	72	26	194,861	92	68	23
Small Group Totals (s)	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>								
General-education students	159,744	96	76	29	167,747	94	72	26
Students with disabilities	25,733	82	45	7	27,114	77	41	6
Total	185,477	94	72	26	194,861	92	68	23
<b>Results by Gender</b>								
Female	90,576	95	72	24	95,012	93	67	21
Male	94,901	93	72	29	99,849	91	69	25
Total	185,477	94	72	26	194,861	92	68	23
<b>Results by English Proficiency Status</b>								
English proficient	177,068	95	74	28	183,616	93	71	25
Limited English proficient	8,409	71	22	2	11,245	63	19	2
Total	185,477	94	72	26	194,861	92	68	23
<b>Results by Income Level</b>								
Economically disadvantaged	59,075	91	57	12	73,469	85	48	9
Not disadvantaged	99,702	99	89	40	121,391	96	80	32
Total	185,477	94	72	26	194,861	92	68	23
<b>Results by Migrant Status</b>								
Migrant family	89	89	39	6	137	84	47	5
Not migrant family	121,422	98	85	35	194,723	92	68	23
Total	185,477	94	72	26	194,861	92	68	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		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	570	73	364	16	79	571	53	372	15	77
Black	28,591	4,985	15,210	494	72	28,097	2,732	17,613	434	74
Hispanic	23,682	3,656	12,422	370	69	23,662	2,139	14,516	302	72
Asian or Pacific Islander	11,656	1,029	8,937	55	86	12,108	631	9,633	35	85
White	106,900	6,400	89,278	1,635	91	108,621	4,143	92,537	1,637	91
Total	171,399	16,143	126,211	2,570	85	173,059	9,698	134,671	2,423	85
Small Group Totals (s)	0	0	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>										
General-education students	154,521	13,938	120,441	249	87	154,993	7,883	128,049	262	88
Students with disabilities	16,878	2,205	5,770	2,321	61	18,066	1,815	6,622	2,161	59
Total	171,399	16,143	126,211	2,570	85	173,059	9,698	134,671	2,423	85
<b>Results by Gender</b>										
Female	85,955	7,842	66,188	943	87	86,820	4,514	70,799	907	88
Male	85,444	8,301	60,023	1,627	82	86,239	5,184	63,872	1,516	82
Total	171,399	16,143	126,211	2,570	85	173,059	9,698	134,671	2,423	85
<b>Results by English Proficiency Status</b>										
English proficient	165,358	14,861	124,201	2,532	86	164,337	8,498	131,270	2,346	86
Limited English proficient	6,041	1,282	2,010	38	55	8,722	1,200	3,401	77	54
Total	171,399	16,143	126,211	2,570	85	173,059	9,698	134,671	2,423	85
<b>Results by Income Level</b>										
Economically disadvantaged	39,505	6,552	22,617	699	76	38,732	3,552	24,587	731	75
Not disadvantaged	131,894	9,591	103,594	1,871	87	134,327	6,146	110,084	1,692	88
Total	171,399	16,143	126,211	2,570	85	173,059	9,698	134,671	2,423	85
<b>Results by Migrant Status</b>										
Migrant family	33	3	17	1	64	54	4	21	1	48
Not migrant family	171,366	16,140	126,194	2,569	85	173,005	9,694	134,650	2,422	85
Total	171,399	16,143	126,211	2,570	85	173,059	9,698	134,671	2,423	85

**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		Passed RCTs			Regents		Passed RCTs	
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	570	66	369	23	80	571	63	350	19	76
Black	28,591	4,764	12,818	1,069	65	28,097	5,000	12,958	1,055	68
Hispanic	23,682	3,816	10,714	742	64	23,662	3,975	11,406	682	68
Asian or Pacific Islander	11,656	801	9,423	107	89	12,108	807	9,728	86	88
White	106,900	6,740	87,624	3,020	91	108,621	7,506	86,527	3,642	90
Total	171,399	16,187	120,948	4,961	83	173,059	17,351	120,969	5,484	83
Small Group Totals (s)	0	0	0	0	0	0	0	0	0	0
<b>Results by Disability Status</b>										
General-education students	154,521	14,712	115,777	565	85	154,993	15,695	115,680	688	85
Students with disabilities	16,878	1,475	5,171	4,396	65	18,066	1,656	5,289	4,796	65
Total	171,399	16,187	120,948	4,961	83	173,059	17,351	120,969	5,484	83
<b>Results by Gender</b>										
Female	85,955	8,495	62,304	1,913	85	86,820	9,197	62,261	2,085	85
Male	85,444	7,692	58,644	3,048	81	86,239	8,154	58,708	3,399	81
Total	171,399	16,187	120,948	4,961	83	173,059	17,351	120,969	5,484	83
<b>Results by English Proficiency Status</b>										
English proficient	165,358	15,232	118,289	4,890	84	164,337	16,080	117,017	5,362	84
Limited English proficient	6,041	955	2,659	71	61	8,722	1,271	3,952	122	61
Total	171,399	16,187	120,948	4,961	83	173,059	17,351	120,969	5,484	83
<b>Results by Income Level</b>										
Economically disadvantaged	39,505	6,379	20,431	1,454	72	38,732	6,000	20,385	1,552	72
Not disadvantaged	131,894	9,808	100,517	3,507	86	134,327	11,351	100,584	3,932	86
Total	171,399	16,187	120,948	4,961	83	173,059	17,351	120,969	5,484	83
<b>Results by Migrant Status</b>										
Migrant family	33	5	18	1	73	54	12	18	3	61
Not migrant family	171,366	16,182	120,930	4,960	83	173,005	17,339	120,951	5,481	83
Total	171,399	16,187	120,948	4,961	83	173,059	17,351	120,969	5,484	83

## 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	570	68	574	69
Black	27,924	57	28,725	58
Hispanic	22,674	53	24,327	53
Asian or Pacific Islander	11,106	78	11,750	79
White	102,952	88	108,602	86
Total	165,226	77	173,978	76
Small Group Totals (s)	0	0	0	0
<b>Results by Disability Status</b>				
General-education students	150,920	79	158,922	78
Students with disabilities	14,306	55	15,056	58
Total	165,226	77	173,978	76
<b>Results by Gender</b>				
Female	83,331	80	86,921	80
Male	81,895	73	87,057	72
Total	165,226	77	173,978	76
<b>Results by English Proficiency Status</b>				
English proficient	160,983	78	167,089	77
Limited English proficient	4,243	49	6,889	43
Total	165,226	77	173,978	76
<b>Results by Income Level</b>				
Economically dis advantaged	17,180	54	38,374	62
Not disadvantaged	148,046	80	135,604	80
Total	165,226	77	173,978	76
<b>Results by Migrant Status</b>				
Migrant family	16	81	39	67
Not migrant family	165,210	77	173,939	76
Total	165,226	77	173,978	76

## 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.